

People and Families Scrutiny Committee

10:30	Thursday, 10 March 2016	Committee Room 1, County Hall, Chelmsford, Essex
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Quorum: 4

Membership

Councillor I Grundy
Councillor D Blackwell
Councillor R Boyce
Councillor J Chandler
Councillor M Danvers
Councillor K Gibbs
Councillor A Goggin
Councillor C Guglielmi
Councillor T Higgins
Councillor P Honeywood
Councillor R Howard
Councillor A Jackson
Councillor M McEwen
Councillor A Wood

Chairman

Non-elected Members

Richard Carson
Marian Uzzell

For information about the meeting please ask for:

Robert Fox, Scrutiny Officer

Matthew Waldie, Committee Officer

Telephone: 033301 34583

Email: matthew.waldie@essex.gov.uk

www.essex.gov.uk/scrutiny



Essex County Council

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Part 1

(During consideration of these items the meeting is likely to be open to the press and public)

		Pages
1	Apologies and Substitution Notices The Committee Officer to report receipt (if any).	
2	Declarations of Interest To note any declarations of interest to be made by Members in accordance with the Members' Code of Conduct	
3	Minutes of previous meeting To approve the minutes of the meeting held on 14 January 2016.	7 - 14
4	Questions from the Public A period of up to 15 minutes will be allowed for members of the public to ask questions or make representations on any item on the agenda for this meeting. On arrival, and before the start of the meeting, please register with the Committee Officer.	
5	Children's Centres Consultation To receive an update on the consultation held on Essex Sure Start Children's Centres. Carolyn Terry, EYCC Commissioner for Sufficiency and Sustainability Integrated Commissioning and Vulnerable People – People Commissioning, will be in attendance. Report PAF/04/16 attached.	15 - 42
6	Overview of Education Attainment and Progress in Essex To receive a report on the 2015 education attainment and progress in Essex. Ray Gooding, Cabinet Member for Education and Lifelong Learning, Clare Kershaw, Director for Commissioning; Education and Lifelong Learning, and Pippa Shukla, Lead Strategic Commissioner for Intelligence Education and Lifelong Learning (People Commissioning), will be in attendance. Report PAF/05/16 attached.	43 - 92

- 7 Update on Task and Finish group report – Educational Attainment in Essex** **93 - 100**
To receive a progress report on actions further to the work of the Task and Finish group. Ray Gooding, Cabinet Member for Education and Lifelong Learning, Clare Kershaw, Director for Commissioning; Education and Lifelong Learning, and Pippa Shukla, Lead Strategic Commissioner for Intelligence Education and Lifelong Learning (People Commissioning), will be in attendance. Report PAF/06/16 attached.
- 8 Scrutiny recommendations tracker and work programme**
To receive a verbal update on the work programme, including proposed changes and a progress report on the work of the task & finish groups.
- 9 Date of Next Meeting**
To note that the next committee meeting is scheduled for Thursday 12 May 2016 at 10.30am.
- 10 Urgent Business**
To consider any matter which in the opinion of the Chairman should be considered in public by reason of special circumstances (to be specified) as a matter of urgency.

Exempt Items

(During consideration of these items the meeting is not likely to be open to the press and public)

To consider whether the press and public should be excluded from the meeting during consideration of an agenda item on the grounds that it involves the likely disclosure of exempt information as specified in Part I of Schedule 12A of the Local Government Act 1972 or it being confidential for the purposes of Section 100A(2) of that Act.

In each case, Members are asked to decide whether, in all the circumstances, the public interest in maintaining the exemption (and discussing the matter in private) outweighs the public interest in disclosing the information.

- 11 Urgent Exempt Business**
To consider in private any other matter which in the opinion of the Chairman should be considered by reason of special circumstances (to be specified) as a matter of urgency.

**MINUTES OF A MEETING OF THE PEOPLE AND FAMILIES SCRUTINY
COMMITTEE HELD AT AT COUNTY HALL, CHELMSFORD, ON THURSDAY 14
JANUARY 2016**

County Councillors:

* I Grundy (Chairman)	* C Guglielmi
D Blackwell	T Higgins
* K Bobbin	* P Honeywood
* R Boyce	* R Howard
* J Chandler	* A Jackson
M Danvers	* M McEwen
* K Gibbs	* J Whitehouse
* A Goggin	* A Wood

Non-Elected Voting Members:

Mr R Carson Ms M Uzzell

*present

The following Members were also present:

Councillor G Butland

The following officers were present in support throughout the meeting:

Robert Fox Scrutiny Officer
Matthew Waldie Committee Officer

The meeting opened at 10.30 am.

1. Apologies and Substitutions

The Chairman reported the receipt of the following apologies:

Apologies	Substitutes
Cllr D Blackwell	
Cllr M Danvers	Cllr K Bobbin
Cllr K Gibbs	
Cllr T Higgins	Cllr J Whitehouse
Mr R Carson	

2. Declarations of Interest

There were no new declarations of interest.

3. Questions from the Public

Mr Derek Adams addressed the meeting. Before he spoke, the Chairman pointed out that normally he would only allow a public question relevant to an item on the agenda of the meeting; however, because this matter was referred to him by a Committee Member, and in the interest of free speech, he had exercised his discretion and was allowing Mr Adams to speak on this occasion. He reminded Mr Adams not to refer to individuals by name.

Mr Adams informed the meeting he was the Chairman of Governors of a high performing Essex primary academy. The Headteacher was a highly regarded practitioner, but Senior Officers at the County Council agreed to refer him to the National College of Teaching and Learning, with the intention of having him barred from teaching for life, because of a letter he had written to the parents of the Academy. The Academy believed this referral to be rushed, ill-thought-out, misleading and erroneous.

The Author of the referral was informed of this error, as the letter had nothing to do with the Headteacher, and the author acknowledged this, but then allowed the referral to proceed on a false premise, by not pointing out the error to the NCTL.

The Academy had had what it considered to be legitimate concerns about the conducting of a Schools Appeal Panel that had considered the cases of two children that the Academy had turned down, as it did not believe the Clerk and Panel had followed the Schools Admissions Appeals Code; but the senior officers had consistently refused to meet the Academy to discuss the cases. They abused their power by only responding to the questions they wanted to, by rejecting established procedures and by not allowing direct contact with those officers responsible for the referral. A conflict of interest existed, as these senior officers were not suitably placed to judge their actions. The senior officer concerned had not applied the seven Nolan principles in dealing with the Academy's concerns.

Before the referral to the NCTL, the EFA had expressed concerns about the letter that had been circulated to the parents and had received responses to these concerns from both the Chair of Governors and the Headteacher. These responses were acknowledged by the EFA and no further action was taken by it. This is the letter that the Council believed should lead to the termination of the Headteacher's career.

The Academy asked the Committee to propose to the senior officers concerned that the two issues were not resolved and that these officers should meet with the academy to discuss all the points raised so that a resolution to the two issues could be set in motion.

The Chairman reminded the meeting that the role of Scrutiny was to hold the executive to account and to contribute to the development of policy and strategy on matters affecting this Council and its citizens and not to examine individual cases or deal with individual complaints.

The Committee noted his statement and the Chairman agreed to forward the list of questions that Mr Adams had produced to the relevant officers. But the Committee could do nothing more.

4. Minutes of Previous Meeting

- i. The minutes of the People and Family Scrutiny Committee meeting of 2 November 2015 (Call-in meeting in respect of Housing Related Support Funded Older People's Services) were approved and signed by the Chairman.

- ii. The minutes of the People and Family Scrutiny Committee meeting of 12 November 2015 were approved and signed by the Chairman

5. Adult Community Learning

Members received PAF/01/16, a report on the Adult Community Learning Redesign. The Chairman welcomed Cllr Ray Gooding, Cabinet Member for Education and Lifelong Learning, and Ros Parker, Head of Skills and Adult Community Learning, to the meeting.

The Cabinet Member introduced the item by pointing out that the service had been on quite a journey over the past 18 months. It was an important service, being used by approximately 12,000 people each year. But it had been under some pressure recently, not least financially. It was funded by Government, through the Skills Funding Agency, but had been facing reductions year on year. Coupled with this, the most recent Ofsted inspection (November 2014) had produced a lower rating than had been hoped for: 'requires improvement'. The service met a wide range of needs, from moving NEETS forward, through helping people get back to work, to more social activities such as holiday Spanish. There was a need to make a number of changes, particularly to make it more commercial.

Ms Parker pointed out that the whole service had been reviewed and over the last year or so had seen a significant improvement in its financial situation. Enrolments were up by 1200 and higher levels of success rates were being recorded, which meant that more people were obtaining the qualifications they wanted. This increase goes against the national trend, with dropping numbers across the country.

Responses were given to points raised by Members:

- The service is provided in twelve main locations, but some 200 external, community-based venues are also utilised
- The courses range across a broad spectrum: a few geared to the 16-18 age group, some relating to apprenticeships, and the majority, both for qualifications and not, are for anyone over the age of 18, the oldest individual currently enrolled being 92
- All courses are closely and constantly monitored by management, and efforts created and tailored to meet demand. With regard to public health, for example, courses can be run to tie in with particular initiatives. Other particular areas are those courses helping adults to be more work ready, and, similarly, preparing those who are returning to work after some time away. Qualifications go up to Level 4
- This process has led to the loss of some courses and the growth of others. Some courses simply go out of fashion (particularly non-qualification ones). Numbers can dwindle, not only making that class financially not viable, but also creating poor environment for learning. Apprenticeship provision is a growth area and market research is being carried out to see what people want within their communities
- Generally, fees have risen but courses have been given greater publicity. Many people have to pay the full fees, but there are subsidies available to deprived communities, those leaving school without qualifications and vulnerable adults. Also, Essex cannot charge for certain courses, such as

Levels 1 & 2 in English and maths for those who do not have these already as this is a part of the funding rules

- Schools and colleges have great potential as venues that often seem underutilised and this is an area likely to be developed further in the future, as part of the drive to maximise the use of resources
- A study examining the skills gap for adults has been commissioned, with a view to taking a broader view of the skills agenda in due course. Referring to the particular situation of Canvey Island, Ms Parker offered to explore further the wider skills agenda there, through the possible use of Time Banks
- Tutors are having to adopt a different mindset. In the past, their role was simply to teach; but now they are much more aware of having to promote the courses and their enthusiasm can serve as the best of advertisements for the service
- The service is subject to full Ofsted inspections. The most recent gave a rating of 'requires improvement'. It is important for Essex to improve on this, not only for the benefit of those using the service, but it affects potential Government funding. One consequence of this rating is that an Ofsted inspector periodically makes a 'Support and Challenge' visit, and these have proved helpful in asking questions of the service
- It was pointed out that a Cabinet Member Reference Group had looked into this issue in 2014, considering all options. It had concluded that working alongside colleges would be a good way forward. This was the origin of the strategic alliance. The strategic alliance not only allows learners to make use of their facilities but also presents college staff with development opportunities, perhaps with groups that they would not normally have the opportunity to interact with.

Ms Parker informed Members that a promotional pack is being developed, that she would like to share with Members; and she hoped that Members would be able to act as ambassadors for the service.

The Chairman requested that the Committee a statistical breakdown of learning provision countywide, by age, location and attainment be circulated to Members after the meeting.

The Chairman thanked Cllr Gooding and Ms Parker for their visit and invited them to come back to the Committee in about six months' time, to provide an update, particularly on strategic alliance and on progress on the linking of the commercial necessity with the needs of local communities.

6. Communities and Healthy Living

Members noted the Communities & Healthy Living Portfolio Newsletter, dated December 2015, which had been circulated prior to the meeting. The Chairman welcomed Cllr Anne Brown, Cabinet Member for Communities and Healthy Living, Helen Gilbert, Senior Commissioning Delivery Officer, Commissioning Support, and Verne Lewis, Senior Communications Officer, Communications & Marketing, to the meeting. Cllr Brown invited questions.

Responses were given to issues raised by Members:

- Now that the health visiting service is back with the County Council, the intention is to combine it with the role of Children's Centres, to provide

children with the best possible start to life. This will form part of a complete 0-19 years of age service. £20 million extra funding is available, so the service will be fully reviewed and tailored appropriately. Public Consultation will begin in February

- The County Council will be providing public health practitioners in the community from April 2016 and will be looking at issues jointly with Chelmsford, Braintree and Maldon. They also want to look at housing, which is a big area that is not being tackled at present
- The Living Well Essex website (www.livingwellessex.org) has been created as a main resource to help meet our duties under the care act to provide high quality information and advice, in particular carers. Our intention is to continually develop this site to improve the quality of the information with the support of carers. The Supporting Carers in Essex Partnership is now well established and is also providing a single point of contact for carers for high quality information and advice. This single point is also important as we are monitoring the data closely to identify needs of carers and to also identify any specific gaps to inform future commissioning decisions. The ECC Organisational Intelligence team undertook a review of peer support for carers and we are exploring how to use this information effectively as carers continue to tell us they don't know where to go for support.
- There are a substantial number of young carers, in Essex, many who are hidden. They form a very vulnerable group of low achievers and have much fewer life chances. Traditionally support for carers has been offered via groups, however, since 2015, whilst there is still group support available, assessments for young carers is now undertaken by the ECC targeted youth advisors. This is giving us access to much better information about needs of young carers. Young carers funding has been brought in line with the carers programme. A new offer for carers, including young carers will be available from April 2017. In particular self-esteem is a major issue for young carers and it is important to engage schools to assist. Statistics show that young carers can achieve more, when they get support, and the intention is to provide more information and training to schools.
- We were in the bottom quartile for support for carers when we reviewed the position last year. The joint carers strategy with CCGs is addressing this.
- Community Agents represent a completely new way of working, which has evolved in the 12 months since launch. The Community agents are now part of the continuum of care supporting frail older people in the community. As the referrals increased in number, their time was prioritised to supporting people in the community to ensure the savings were delivered which meant that they had less time to spend with parish councils and local groups. The scheme has good evidence of delivering savings and improved outcomes. There are only 32 community agents, who are part time. They do have targets to hit and face a challenging year ahead. A newsletter was issued before Christmas. The Chairman asked that this be circulated to Members. Ms Gilbert also agreed to feed back concerns that the profile of Community agents is not being raised with Parish Councils
- Regarding Health Visitors, the bringing together of services for the 0-19 age range aims ensure that health visitors and children's centres work

together. A consultation is taking place on this, so Members were asked to encourage residents to provide their input, and for them to make their own views known.

Cllr Jackson left the meeting at this point.

Miss Lewis gave Members a brief report on the Essex Weighs In campaign (www.essexweighsin.com), which seeks to encourage people to take control of their own health and weight management in an achievable way. She pointed out that the figures for excess weight in adults in the districts ranged from 62% to 72%. Quite apart from the impact on individuals' general wellbeing, this creates a strain on services. The new campaign aims to facilitate changes to the individual's lifestyle, rather than to encourage any dependence on particular diets. It is website based and not only provides useful information, such as healthy recipes and health tips, but gives people the opportunity to create a personalised profile, make pledges about their diet and activity levels, and be able to monitor their progress. It also aims to create a community feel, by encouraging an element of competition between the districts and other defined groups.

Members raised several issues:

- Miss Lewis agreed it should be linked to the 'Tuck IN' campaign, run by Environmental Health Teams Officers, to encourage those selling takeaway food to make positive changes in the way they select, prepare and serve food in relation to fat, salt, sugar and portion size
- It was acknowledged that the title puts emphasis on the weight loss aspect, but it was also confirmed that the project had much broader aims, in seeking to encourage changes to individuals' lifestyles.

The Chairman thanked Cllr Brown and her team and agreed that they should provide an update on this to the Committee for the May meeting.

Cllr Boyce left the meeting at this point.

7. Children's Centres and Healthy Child Programme consultation

Members received PAF/02/16 and noted that consideration of this item had been deferred and so would form an item on the March meeting agenda.

8. Scrutiny recommendations tracker and work programme

Members received PAF/03/16, the Committee's Tracker and Work programme.

The Scrutiny Officer drew attention to several points.

- The next scheduled meeting (on 10 March) would also include: The annual report on educational attainment in Essex, an implementation report from recommendations of the Educational Attainment T&FG and an interim report of the Residential & Domiciliary Care T&FG
- At the private briefing session on 11 February, Members would look at the annual reports of the Essex Safeguarding Adults and Essex Safeguarding Children's boards
- Following the work of the National Living Wage Task and Finish Group (from Corporate Scrutiny Committee), it was agreed to circulate the

consequent report to Members of this Committee, along with the Leader's Letter to the Prime Minister on this issue.

The programme was noted.

9. Committee Meeting Dates 2016-17

Members received PAF/04/16 and noted the dates of meetings through to March 2017, which were all scheduled to begin at 10.30 am, with a pre-meeting for Members only at 9.30 am, both times subject to confirmation before each meeting. Venue: Committee Room 1.

Thursday, 10 March 2016

Thursday, 12 May 2016

Thursday, 14 July 2016

Thursday, 8 September 2016

Thursday, 10 November 2016

Thursday, 12 January 2017

Thursday, 9 March 2017.

Members also noted the dates of the Committee activity days, with 10.30 am start in Committee Room 1, but also subject to confirmation:

Thursday 11 February 2016

Thursday 14 April 2016

Thursday 9 June 2016

Thursday 13 October 2016

Thursday 8 December 2016

Thursday 9 February 2017.

10. Date of next meeting

The Committee noted the date of the next meeting: 10.30 am on Thursday 10 March 2016. Venue: Committee Room 1 at County Hall.

The meeting closed at 12:46 pm.

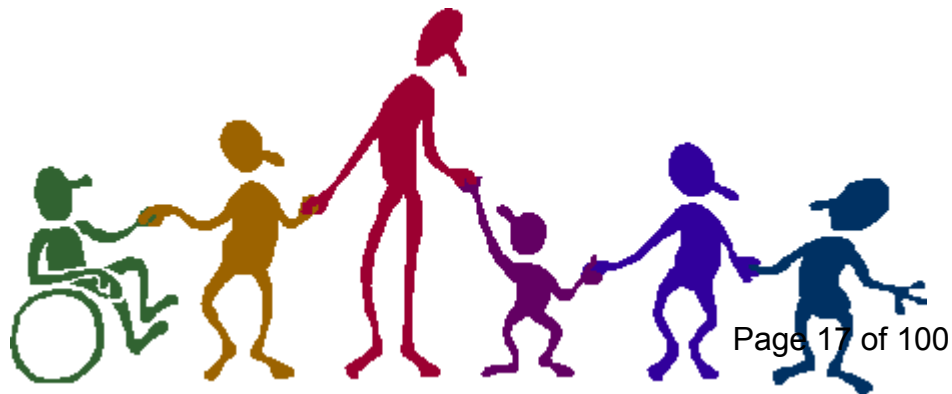
Chairman

		AGENDA ITEM 5
		PAF/04/15
Committee:	People and Families Scrutiny Committee	
Date:	10 March 2016	
<u>Children's Centres Consultation Review</u>		
Enquiries to:	Carolyn Terry EYCC Commissioner for Sufficiency and Sustainability Integrated Commissioning and Vulnerable People – People Commissioning. Telephone: 03330 133338 Email: carolyn.terry@essex.gov.uk	

Attached is an update on the Children's Centres consultation, in the form of a PowerPoint presentation.

The report circulated to the Committee for the November 2015 meeting is appended, as a background paper.

Proposed changes to Sure Start Childrens Centres in Essex from April 2017



Essex County Council

- Background
- Engagement Activity Summary
- Outline of the consultation
- Consultation events
- Questions

Children and Young People's Plan 2016-2019

Sets direction Children and Young People's Services across Essex

- Focused on what changes as a result of coming together
- Improve joint accountability and decision making
- Move to a Family centred plan

Focus on improving outcomes for the most vulnerable through

- Collaboration;
- Integration and alignment of resource;
- Joint Commissioning.

Consultation on the Children and Young People's Plan has also gone live.



Pre Birth - 19 Health Wellbeing and Family Support Engagement

- ECC is in the process of redesigning the current service offer for Children's Centres and the Healthy Child Programme (Health Visiting, Family Nurse Partnership, School Nursing Services and Healthy Schools Programme).
- This places parents, children and families at the heart of the service re-design.
- We undertook some engagement activities in the Autumn that built upon the previous Early Years Review work and outputs from the Ethnographic Research in looking to understand how the services currently work and what may be improved.
- All of this activity has focused on designing systems to ensure that information, advice and support makes a real difference to families, children and young people.

Our new system

Our new system must...

Work with and for families across Essex

We will...



Look first at families' strengths
especially those of parents (both Mums and Dads)
and take time to understand their needs fully



Focus on preventing problems
before they occur and offer flexible, responsive
support when and where it's required



Build the resilience of parents
and communities to support each other



Work together across the whole system
– aligning our resources so we can best support
families and 'do what needs to be done when it
needs to be done' (not necessarily what is on
our job description)



Base all we do on evidence
of both what is needed and of what works,
and be brave enough to stop things that
aren't working



Be clear and consistent about the outcomes
we expect, and judge what we do against them

We will know our system is successful if it delivers these outcomes:



Children...

- Are physically and emotionally healthy
- Are resilient and able to learn well
- Are supported by their families, their community, and - when necessary - professionals to thrive and be successful
- Live in environments that are safe and support their learning and development



Parents...

- Are supporting one another in their communities
- Know where to get help if they need it
- Have trusted relationships with practitioners, neighbours and other parents
- Are well informed about how best to help their child develop, and motivated to make great choices



Communities...

- See it as their collective responsibility to support parents and young children
- Are providing sustainable support through individuals, community groups, businesses and voluntary organisations
- Are seen, understood and valued by practitioners as being 'part of the solution'



Practitioners...

- Focus first on families and their strengths
- Work closely with families to understand what they need, and build trusting relationships
- Have a shared vision and understanding of outcomes and success
- Are skilled, knowledgeable and are co-creating and co-delivering approaches that work

Engagement Activities

- Following on from the findings of the Ethnographic Research we undertook a series of activities including local focus groups and workshops and an online survey for parents, young people and stakeholders. We received the following responses;
 - 742 parents/carers gave their views via the online survey
 - 130 stakeholders gave their views via the online survey
 - 306 children and young people gave their views



- Children's Centres are used by many (144 out of 367 respondents who have used services, 40%).
- The work Children's Centres do is valued.
- Parents say they are accessible (90%), in good locations (83%) and that they feel listened to when using them (71%).
- They help reduce the isolation some parents are feeling
- Some have perceived that services/activities have reduced and many want more
- Stakeholders say that Centres should offer a more integrated service, especially health services e.g. HVs
- Parents would like Centres open for longer and on different days. Some want to use them but they are closed when needed.



What Services Are Available To Me?

- Many don't know what's available to them. Half of respondents said this when asked why they had not received formal advice, information or support
- They don't know where to go to get help or who to contact
- And are not accessing services as a result
- Stakeholders agree that not knowing who to contact is key for those wishing to access services
- They also need better information in order to signpost



More Information Please?

- More information is needed on what services are available.
- This must be up to date
- Be wary of information overload
- Simple, meaningful signposting – **what** help is available, **where** to go for it and **who** to ask
- One-stop-shops of information
 - Parents
 - Stakeholders
 - Children and young people



Sure Start Children's Centres Consultation

The consultation is seeking family and stakeholders views about the proposed changes to the current children's centre buildings

We are proposing to extend current children's centre service by increasing the age range to support families with children from pregnancy to the age 19 (up to 25 with SEND) and by bringing these five services together:

- 0-5 Healthy Child Programme
- 5-19 Healthy Child Programme
- Childrens Centres
- Healthy Schools
- Family Nurse Partnership

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Essex County Council

**Through these
proposals we
need to**

**Reduce the
number of
Children's
Centre
buildings**

Because we want to

**Offer support
in places that
you already go
to**

**Increase the
number of
ways that you
can access
services**

**Bring health
services
together with
Children's
Centres**

**Deliver
services when
and where you
need them**

**Provide
support for
children from
pregnancy to
19 in one place**

**Support you
early, before
little problems
get bigger**



We are proposing to stop calling our buildings Children's Centres and call them Family Hubs. This is because they will be important places for young people and families as well as children and the name reflects the wider range of services that will be on offer.

It is proposed that one existing Children's Centre in every District will become a Family Hub and the focal point for co-ordinating services and support for families in the area.



Family Hubs

- One in each district open for 50 hours per week
- Co-ordinate all of the support and services for families with children from pregnancy to 19
- Signpost to other support services

Family Hub Delivery Sites

- Local places and buildings offering services 20-30 hours per week
- Places where different organisations who support children and families already work
- Multiple offer of support and information

Family Hub Outreach Sites

- Opportunity for face to face information advice and guidance
- Located in places defined through local need i.e. local libraries



What does this mean?

- Services without walls
- Services delivered more flexibly and tailored to meet individual needs
- Improved opportunities to improve outcomes for families
- Targeting services at those that most need support
- Increased age range



What does this mean?

- Building Community Capacity, enabling people to deliver their own services where appropriate
- Provision of an improved Early Help Offer
- Integrated service offer for an increased age range
- Opportunity to offer flexible opening hours
- Opportunity for some buildings to be used as additional childcare



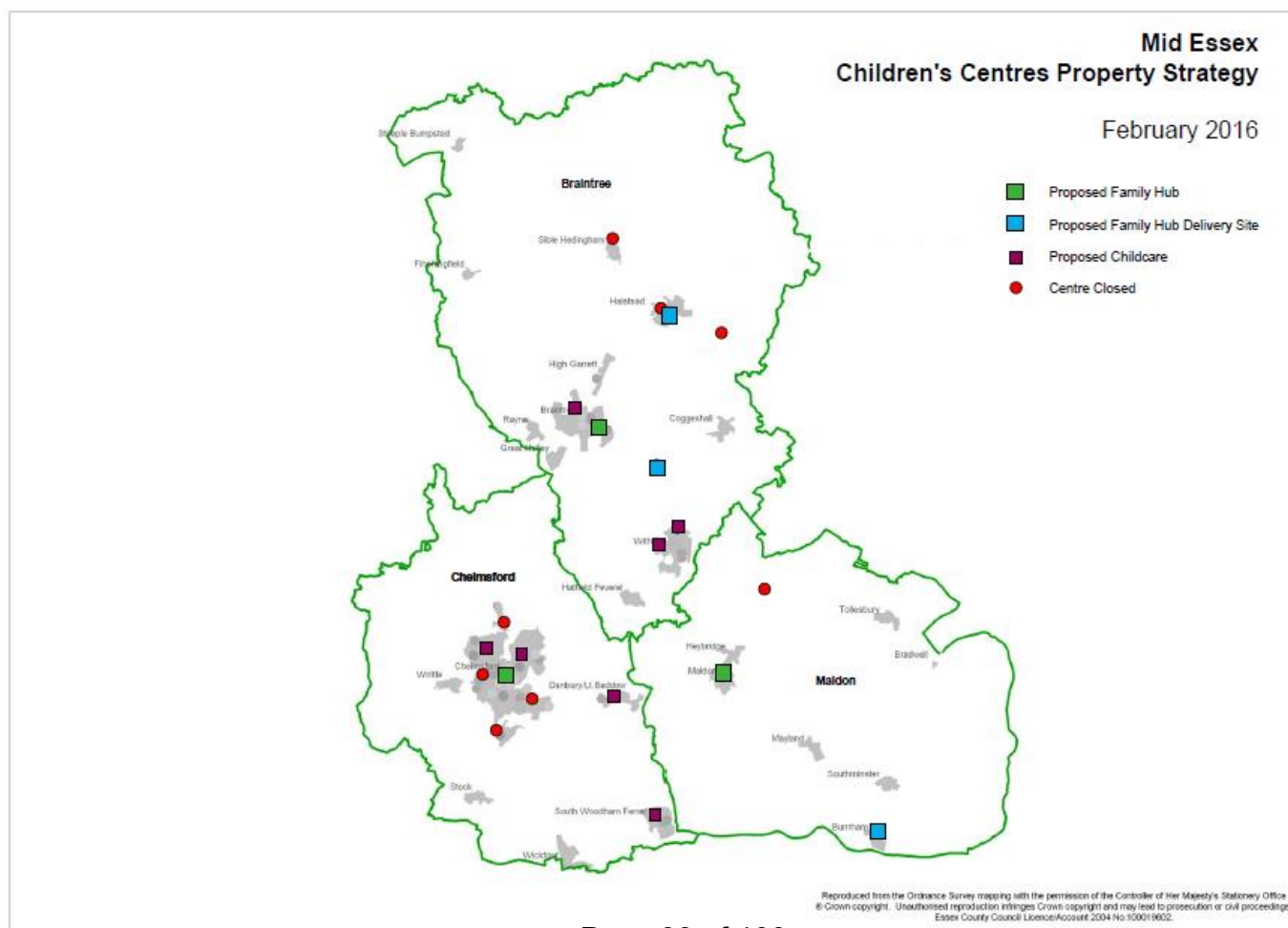
Childcare places

Families have shared concerns over shortage of childcare

This gives some potential to use some of the current Children's Centre buildings as an opportunity to provide more childcare places in areas of need once the consultation has concluded



Proposed local changes – Mid Essex

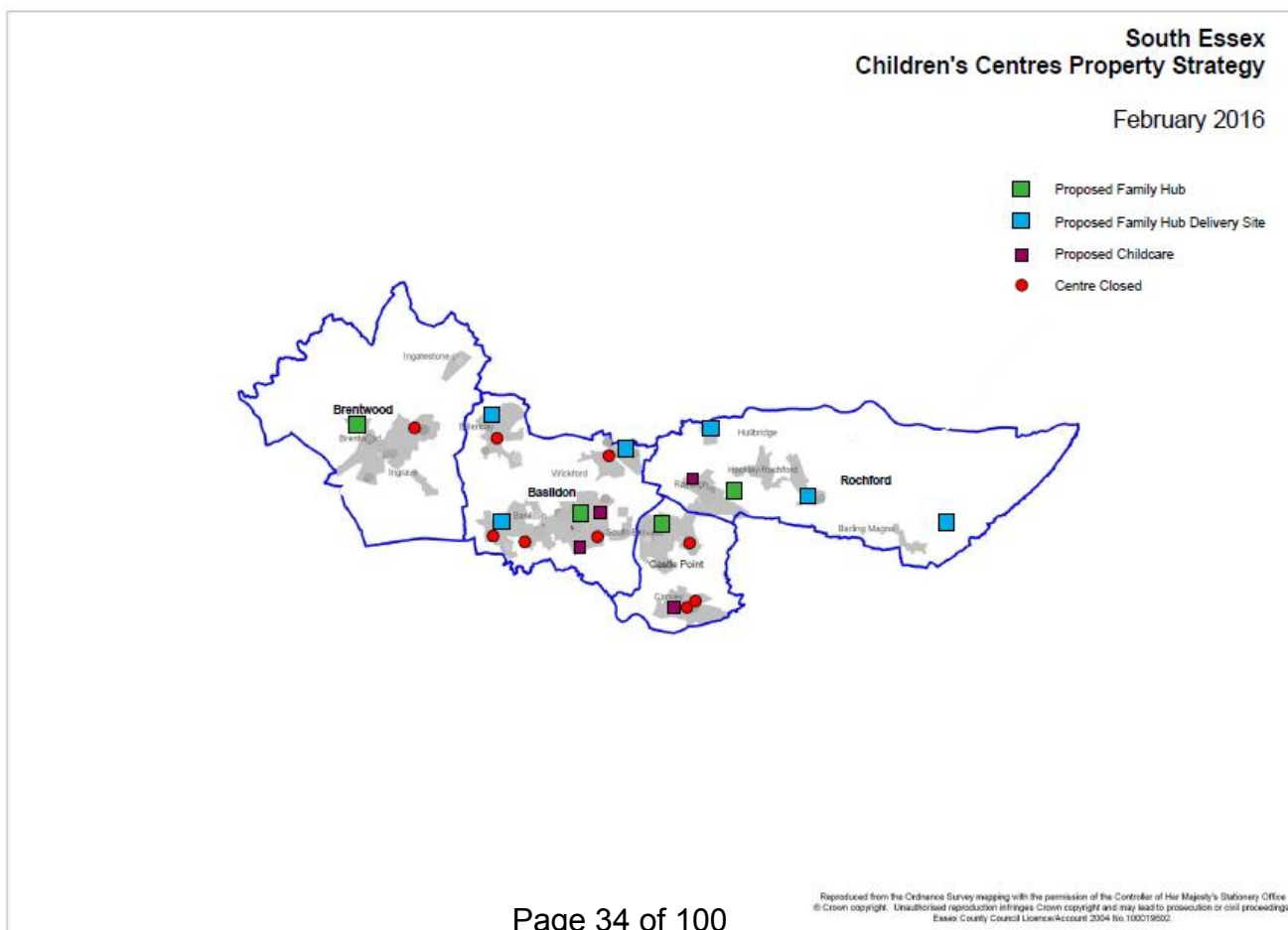


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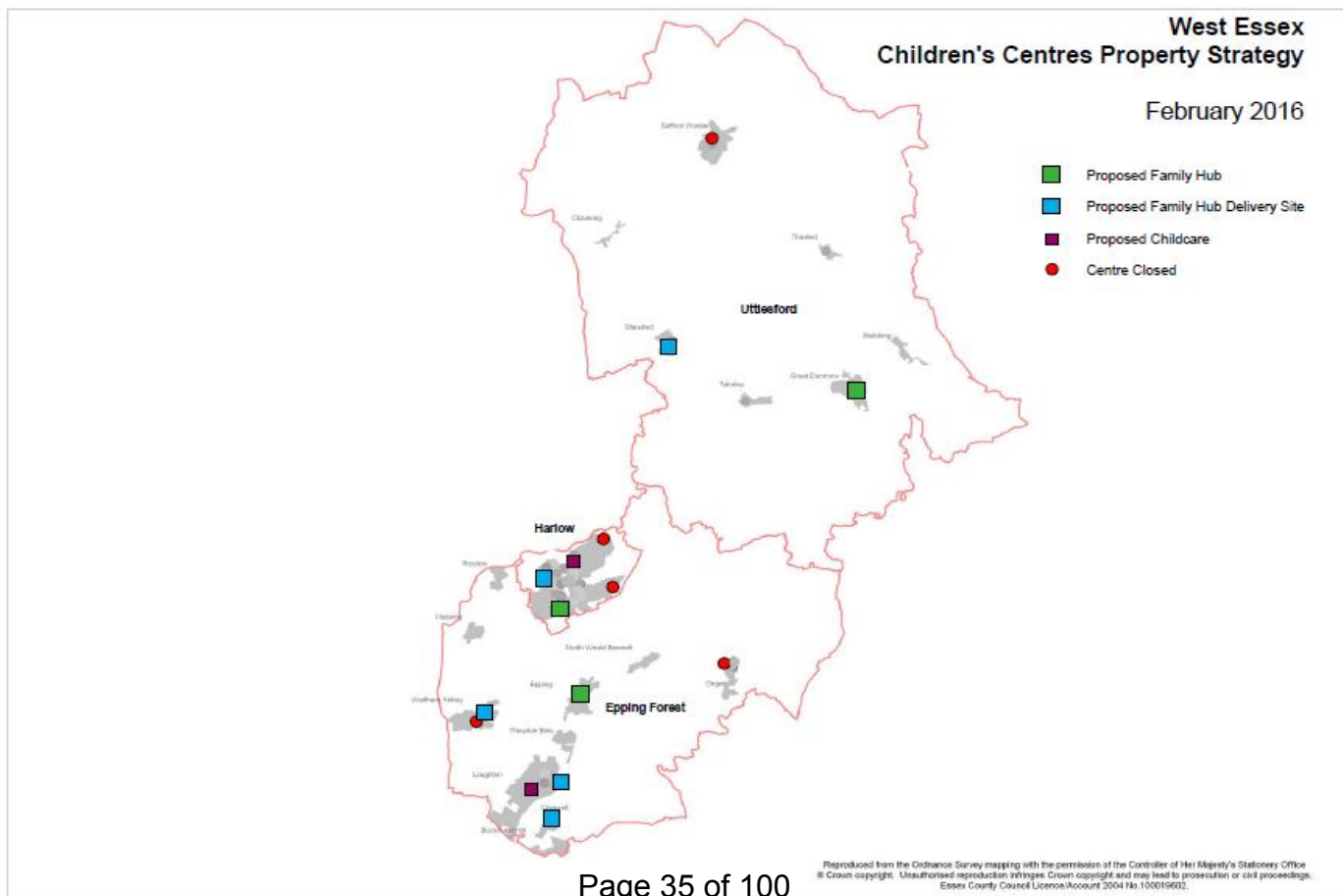


Essex County Council

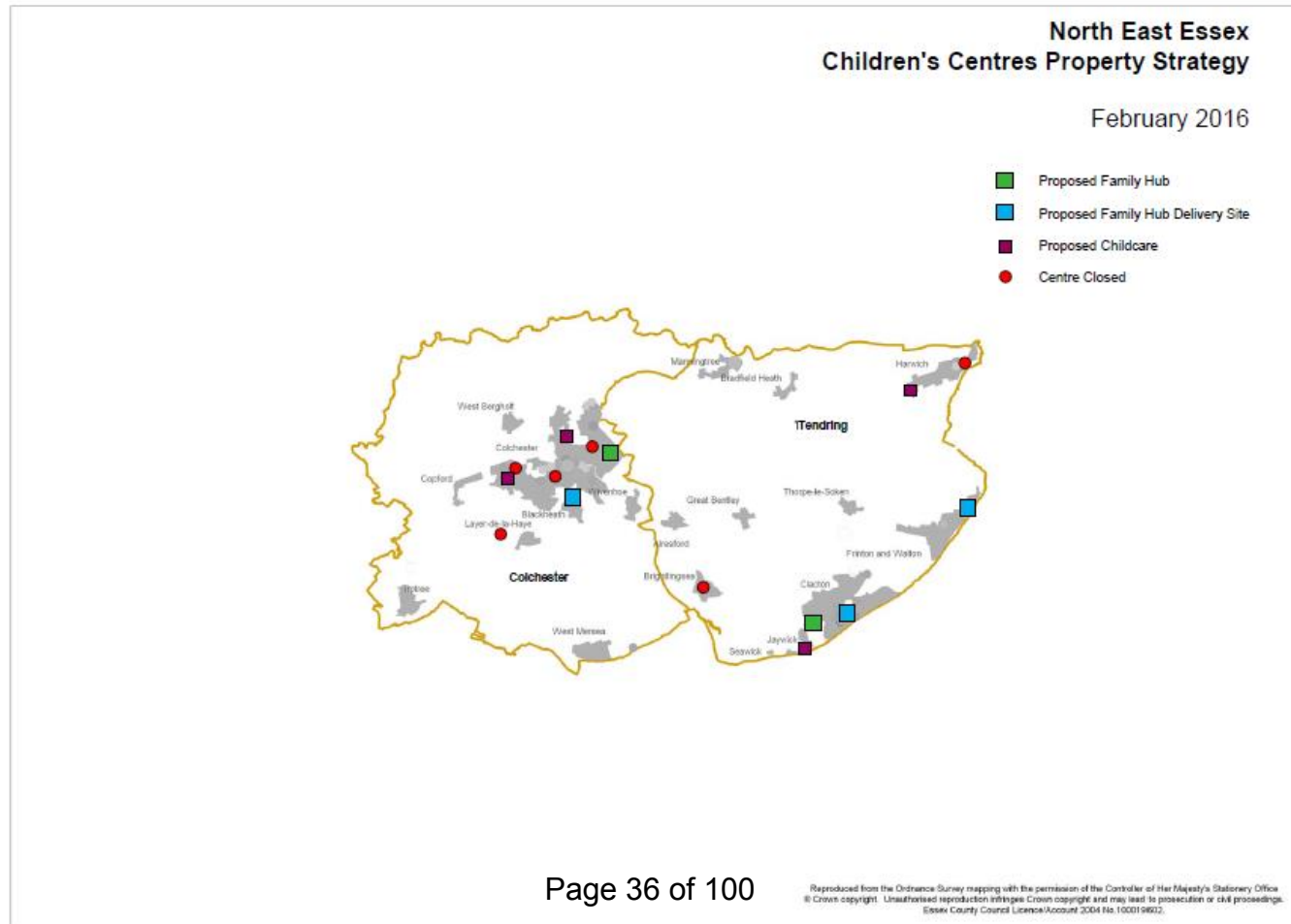
Proposed local changes – South Essex



Proposed local changes – West Essex



Proposed local changes – North East Essex



Family Consultation Events

North Essex (Colchester and Tendring)

- 11th March 2016, 9.30am to 11.30am at Berechurch Children's Centre, The Ormiston Centre, School Road, Monkwick, Colchester CO2 8NN
- 22nd March 2016, 6.30pm to 8.30pm at Clacton Library, Station Road, Clacton CO15 1SF

South Essex (Basildon, Brentwood, Castle Point and Rochford)

- 3rd March 2016, 11.30am to 2.30pm at Runnymede Hall, Kiln Road, Thundersley SS7 1TF
- 29th March 2016, 6.30pm to 8.30pm at Sunnyside Children's Centre, Rosebay Ave, Billericay CM12 0GH

West Essex (Harlow, Epping and Uttlesford)

- 2nd March 2016, 4.30pm to 6.30pm at Spangles Children's Centre, Lower Street, Off Chapel Hill, Mountfitchet, Stansted, CM24 8LR
- 9th March 2016, 2.00pm to 4.00pm at The Meadows Children's Centre, Harbets Road, Harlow CM19 4DL

Mid Essex (Chelmsford, Maldon and Braintree)

- 9th March 2016, 6.30pm to 8.30pm at Carousel Children's Centre, Chapel Hill, Braintree CM7 3QZ
- 18th March 2016, 2.00pm – 4.00pm at Chetwood Children's Centre, Shirebourne Vale, Off Gandalf's Rise, South Woodham Ferrers CM3 5ZX

Please note we are in the process of arranging some additional events in Canvey, Basildon, Chelmsford and Harwich



Essex County Council

Stakeholder Consultation Events

Wednesday 2 nd March	3–4pm	Uttlesford
Monday 7 th March	2-3pm	West, Epping Forest
Monday 7 th March	2-3pm	Mid, Chelmsford
Tuesday 8 th March	2-3pm	South, Castle Point & Rochford
Monday 14 th March	2-3pm	Mid, Braintree
Tuesday 15 th March	2-3pm	South, Basildon
Tuesday 15 th March	2-3pm	North East, Colchester
Wednesday 23 rd March	10 -11am	North East, Holland on Sea
Wednesday 23 rd March	10-11am	West, Harlow



Proposed changes to Sure Start Children's Centres in Essex

Essex County Council is reviewing how it provides services from pre-birth up to the age of 19. As part of this review we are proposing changes to how and where we provide Sure Start Children's centres in Essex.

We are placing parents, children and families at the heart of our service re-design.



We want to know what you think about our proposals to make children's centre buildings more flexible in offering a wider range of services from pre-birth right up to the age of 19.

<http://surveys.essexinsight.org.uk/childrenscentresconsultation2016>

Consultation runs 15 Feb - 10 April



Essex County Council



Essex County Council

Questions

		AGENDA ITEM 6
		PAF/22/15
Committee:	People and Families Scrutiny Committee	
Date:	12 November 2015	
<u>Children's Centres and Healthy Child Programme Consultation</u>		
Enquiries to:	Stav Yiannou Head of Commissioning Early Years and Childcare, Integrated Commissioning and Vulnerable People - People Commissioning Telephone: 03330 136608 Mobile: 07809314847 <u>stav.yiannou@essex.gov.uk</u>	

Purpose of the Paper:

To advise People and Families Scrutiny Committee of the early engagement activities taking place with families, young people and stakeholders across Essex on the design of an Integrated Pre Birth – 19 Health Wellbeing and Family Support model.

Executive Summary

We are in the process of redesigning the current service offer for Children's Centres and the Healthy Child Programme (0 – 5 and 5 -19) and want to place parents, children and families at the heart of our service re-design. We want to understand how the services we currently have in place work for families and want to ensure any change to our systems is reflective of what families feel/need/want.

We are undertaking further engagement work with families and stakeholders to inform a public consultation scheduled to take place in the New Year. This engagement work will help us develop our proposals which we will officially consult on and will build on the existing engagement work, and the ethnographic research. We will be particularly interested in five key areas:

- Family isolation
- Accessibility of services
- Provision of services
- Whether families feel listened to
- How families might like to self-serve and find their own solutions

An on line survey and face to face engagement activities will run from **5th October 2015 – 28th November 2015**.

Background

The support that families experience from conception through birth and throughout childhood should support ECC's vision that every child in Essex has the best start in life.

In Autumn 2014 Essex undertook an ambitious review of Early Years services across the county. The review purposefully took an innovative approach, bringing together a range of different data including ethnographic insight from families, international horizon scanning, and intelligence about the local Essex context for families with children up to 19 years of age, to generate a Case for Change and identify potentially alternative solutions

The EY review revealed how complex the systems are for children and families to navigate and access support due to the fragmentation of current services. The work developed a new unifying vision, Our New System, a visualisation of the features of an ideal Children's System needed to deliver strengths-based, preventative support that reduces isolation and builds resilience amongst families with children (see System document imbedded below).

During the period October – November 2015 ECC are going to engage with families and stakeholders through a range of face to face sessions including focus groups and interviews. Following the engagement period wider consultation with families and stakeholders will take place on future service models. This consultation will take place between **7th January and 4th March 2016**.

Contracts that service the Early Years system currently are Children's Centres (CC) and 0-5 Healthy Child Programme (HCP). In the new system this will also include 5-19 HCP. These services are currently commissioned independently of each other. This provides Essex County Council with the opportunity to commission an integrated pre-birth – 19 Health Wellbeing and Family Support model from April 2017.

The engagement will consist of:-

- <http://surveys.essexinsight.org.uk/prebirth19> - survey for parents and carers
- <http://surveys.essexinsight.org.uk/prebirth19stake> - survey for stakeholders
- <http://surveys.essexinsight.org.uk/prebirth19cyp> - survey for children and young people
- Focus groups with families, children and young people
- Face to face engagement with families and young people
- Stakeholder engagement sessions

Supporting information

Our New System Flyer attached as Appendix

	AGENDA ITEM 6
	PAF/05/16
Committee:	People and Families Scrutiny Committee
Date:	10 March 2016
Outstanding Items	
Enquiries to:	Name: Pippa Shukla Designation: Strategic Commissioner - Intelligence Directorate: People Telephone Number: 03330136605 Email address: pippa.shukla@essex.gov.uk

An Overview of 2015 Education Attainment and Progress in Essex (2014-15)

1. Purpose of the report: Scrutiny of educational performance

This report presents educational outcomes for children and young people in Essex primary, secondary and special schools for the academic year ending summer 2015, covering Early Years Foundation stage (EYFS), 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 2014/15.

The Annex appended to this report sets out the detailed data overview that underpins this summary report.

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 ECC'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.

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

This report also accompanies a report also being presented to Scrutiny Committee this month, which sets out progress made on a series of recommendations made by a Task and Finish group of the Scrutiny Committee which completed its report on Educational Attainment in Essex last year (July 2015).

3. Summary of progress against targets

At the end of the academic year 2014/15, there was a good improvement on percentage of good and outstanding schools in Essex (82% in Essex, just 2% below the England average of 84%).

Essex finalised examination results for 2014/15 show the gap is reducing to top quartile authorities, with Essex maintaining or improving at most key stages. This year's report includes quartile positions comparing Essex to all other authorities (see page 9 of the annex report):

- Essex's performance for almost all indicators at Early Years and key stage 1 (KS1) places it in the second quartile;
- at key stage 2 (KS2) in the third quartile for almost all indicators, with the continued improvement made in ranking position for the key threshold measure of reading, writing and maths level 4+ which is now 65, from 69 last year;
- at key stage 4 (KS4), rankings in the second quartile for GCSE 5+ A*-C including English and maths and for expected progress in English and Maths KS2-4, with the other indicators being in the third quartile;
- at key stage 5 (KS5), Essex features in the top quartile for 3+ A grades and for average point score per student.

For vulnerable groups, the gaps between their achievement and that of all children is closing, but for some it remains wide, particularly for children with special educational needs (excluding statemented children).

4. Overview of results and measures to address school improvement

Ofsted performance scores

- At the end of the 2014/15, 82% of primary, 81% of secondary, and 94% of special schools in Essex were judged to be good or outstanding (compared to 65%, 58% and 79% respectively in 2011/12).
- Essex is now closer to 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, and good primary schools.

[see pages 7-8 of annex 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 (RSC) 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 (RI) 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 RSC 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 by July 2016.

An indication of progress being made is seen in the reducing number of performance, standards and safety warning notices (3) being issued to under performing schools, as well as a reducing number of schools who do not meet the required floor targets during the 2014/15 academic year, now at 3% for primary schools (11) and 10% for secondary schools (7).

The focus on three locality areas (Tendring, Harlow and Basildon) and collaborative District partnerships have continued to see sustained improvements across these 3 areas (figures cited are for end of academic year 2015). The Basildon Excellence Panel has set challenging targets for 2017, and results continued to improve in all

key measures across the primary phase; with 86% of primaries and 50% of secondaries being good or outstanding. Similarly for Harlow, the number of good and outstanding primary schools is 73%, up from 48% in 2013; with all secondaries being good and outstanding. Tending has 74% of primaries and 71% of secondaries being good and outstanding.

5. Overview of results and measures to address pupil outcomes

5.1 Early Years

- More children are achieving a good level of development (GLD) (68% in 2015, above the national average of 66%, a seven percentage point rise on 2014 performance).
- The inequalities gap between average GLD performance and the lowest 20% continues to decrease, with FSM (free school meals) pupils are now performing at or above all comparator groups for the first time.
- Half of schools are in the top quartile for GLD.
- Essex ranking has sustained performance in the second quartile group (107th in 2012 to 52nd in 2015).

[see pages 10-11 of annex report]

Improvements in the EYFSP data have continued this year across schools in all districts of Essex, further to clear prioritisation and targeting of interventions by the Early Year's Quality Improvement (QI) team working with maintained schools, PVI (private, voluntary and independent) settings and Children's Centres.

Attainment of disadvantaged children continues to be a key driver for the work of the team. 'Mind the Gap! – Inequalities in School Readiness' postcards have been shared with the early years sector via Learning Communities to encourage practitioners to know the attainment 'gap' in their district for the disadvantaged and vulnerable groups and to consider ways of closing the gap and ensuring children are 'school ready'.

The QI team is working with the sector to promote eligibility and access to newly introduced Early Years Pupil Premium for disadvantaged 3 and 4 year olds, as well as providing support on using the funding appropriately and collating best practice case studies.

School Readiness projects continue to be a targeted intervention in areas where GLD outcomes are poor. This involves collaborative engagement with colleagues from health, education, district councils and early years providers, focusing on locality issues that prevent children from being ready for the transition to school and working together to find solutions.

The EYFS Moderation model for 2015/16 is strategically planned so that schools where GLD was below national have been targeted and training and resources deployed to these schools, focused on the specific early learning goals of literacy and mathematical development.

The development of children's early language and communication continues to be a high priority supported by the Talk, Listen, Cuddle Campaign and the Home Learning Environment strategy. Activities, events and training with practitioners and parents, as well as the development of a range of practical resources and web based applications, are used as targeted interventions for those most in need, across health and education services.

Work is also continuing to support schools with the changes in the assessment framework, with the commencement of the Baseline Assessment from September 2015.

5.2 Year 1 Phonics

- 3 years of consecutive improvements in phonics.
- 77% of pupils are working at the required level in 2015, an increase of 23 percentage points from 2012 (54%).

[see page 13 of annex report]

Reviews of phonics provision are commissioned for individual schools which have supported the sustained improvement seen across schools and improved outcomes. EES for Schools have undertaken phonic reviews and follow up consultancy, in over 30 primary schools. Of the 16 carried out in autumn term, and able to impact on practice, 87.5% had improved outcomes in the 2015 phonic screening check.

5.3 Key Stage 1 (KS1)

- Attainment increases in Reading, Writing and Maths, sustaining position at or above national averages
- Higher rankings were achieved this year (Reading 16th, Writing 58th and Maths 18th).
- Essex exceeds the England average for pupils working securely (level 2B+) and for pupils achieving level 3.

[see pages 14 - 16 of annex report]

Support for a range of English and Mathematics programmes and CPD (continuous professional development) courses for schools has been provided by EES for Schools. Specific programmes included:

- Every Child a Reader (ECaR): with the deployment of 2 expert teacher leaders to provide support for individual schools each term, up to and including the summer term 2015.

- Universal access training for early reading and phonics including training Teaching Assistants to deliver specific intervention programmes.

Work is ongoing across infant and junior schools to ensure assessments at KS1 provide a secure platform for making at least expected progress at KS2.

5.4 Key Stage 2 (KS2)

- Combined attainment in reading, writing and maths (RWM) at end of KS2 rising faster than national average and outperforming all comparators (at 81%).
- This improvement means that over 849 more pupils achieved a level 4+ in reading, writing and maths in 2015 compared to 2014.
- Progress between KS1 and KS2 has reached highest levels in reading, writing and maths.
- The number of schools classed as 'below floor target' has reduced to 11 in 2015 (from 44 in 2011, 31 in 2012, 30 in 2013 and 19 in 2014).
- For the key threshold measure of Level 4+ for reading, writing and maths combined – Essex is just 2% points below the top quartile threshold – which equates to about 460 pupils.

[see pages 17-18 of annex report]

Primary schools are supported by the primary SECs and EES for Schools to ensure additional support is targeted to those schools not performing in line with age related expectations for pupils for reading, writing and maths.

A school improvement programme was run this year, focused on targeting support to schools, with the largest cohorts, to close the achievement gap for disadvantaged pupil groups. Each school worked with pupils, specifically those who had potential to achieve L4+ in reading, writing and maths but required additional teaching and personalised tuition in one or more of the subjects. Of the 24 schools worked with, there was an uplift of 3 percentage point improvement on overall outcomes and 5 percentage point improvement in outcomes of the disadvantaged cohort by the end of the year (68% of the disadvantaged cohort attained L4+ in RWM combined).

EES for Schools commissioned support has been targeted at raising standards in schools in the RI category in English (writing) and maths or other key areas identified by commissioned or Essex OFSTED reviews.

The following are examples of support programmes to primary schools undertaken in 2014/15. In total, 100 schools took part in these programmes.

- Raising achievement in writing – a 3 day central programme supported by in school visits;

- Moving on with maths: a 3 day central programme supported by in school visits;
- Developing subject leadership: programme and school visits;
- Marking and feedback : tailored support for individual schools to build capacity for assessment leaders;
- Accurate reflections: designed to support head teachers, governors and senior leaders to present secure evidence of their schools effectiveness.

In addition:

- 104 commissioned Local Authority reviews of individual schools were undertaken;
- Statutory moderation across KS1 and KS2 in the summer term 2014.

For 2015/16 there has been a prioritised focus on programmes aimed at raising the attainment of disadvantaged pupils, which cover all phases of school from Year 1 onwards and are ongoing. Individual school pupil premium reviews will continue until the end of spring term 2016. Projects have been carried out in quadrants as joint collaborations between EES for Schools and SECs. These include transition projects with the Rochford cluster of schools, the Dengie school cluster and a lesson study project with schools in the West of Essex.

The above, and other developmental support for governors to ensure robust governance arrangements are in place, have 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 (KS4)

- The proportion of students attaining 5 or more A*-C grades, including English and maths (incl. EM), has increased moving Essex into the second quartile (58.4% in Essex above the national average of 57.3%).
- This improvement means that around 178 more pupils achieved the expected 5 or more A*-C grades (incl. EM) in 2015 compared to 2014.
- Expected progress from KS2 – 4 in English (74.1%) and maths (68.4%) has improved to its highest level.
- Just 7 Essex schools were below the key stage 4 floor standard, one fewer than in 2014.

[see pages 21-24 of annex report]

All Secondary schools are supported by a Secondary 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 (RI), and those identified as needing more support. This includes school on school collaborations, and work supported by the Teaching School Alliances (TSAs). The SECs role has been key to the improvements in KS4 and the improved Ofsted outcomes.

Subject Excellence networks have been set up across the county which are allowing staff in all subject disciplines to see, to hear about and discuss best practice in their areas of expertise. The TSAs have been commissioned to lead this initiative, as well as providing specialised subject hubs in order to provide advice and guidance particularly focused on the new GCSE and A level exam changes.

Almost all of our Secondary Ofsted graded RI schools accepted the opportunity to join the HMI Ofsted Triad project beginning spring term 2015. This programme was so well received this has now culminated in a joint approach with ASHE (secondary heads association) and the SECs to launch the triad review programme across all Secondary schools (currently over 36 secondary schools are involved in the peer review process).

5.6 Key Stage 5 (KS5) and Post 16

- Sustained position in top quartile for almost all KS5 measures.
- The average point scores per student remain very good at 818.3 points (well ahead of the national average of 771.9).
- Essex also performs well for higher-achieving students – the % of students obtaining three or more A level grades at A*/A was 11.8%.
- There have been continued reductions in NEETs and unknown averages (NEETs 4.4% compared to 5.7% in 2012/13; and 5.8% for unknowns (meeting the 7.0% target).

[see pages 25-27 and page 31 of annex report]

Collaborative networks across sixth forms and the college sector supported by SECs are enabling closer working and sharing of good practice. These networks are also linking to Universities via active collaboration with 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.

Use of 'Alps' data and other intelligence has enabled suitable challenge of underperformance and has resulted in the majority of students in Essex being set aspirational targets equating to the top 25% (or higher) of value added performance. The Essex monitoring project is also helping providers to target students in the post 16 sector who need additional support.

In September 2014 Ofsted introduced a separate judgement for school sixth forms. In full inspections that have occurred in secondary schools since then, 80% of sixth forms in Essex have been judged as 'good' or 'outstanding' compared to 63% nationally.

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 (Science, Technology, Engineering and Mathematics) 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 in 2014 for all early years and KS1 measures; similarly at KS2 and KS4 the majority of measures see improved performance. Gaps at KS4 have generally increased due to improved performance by the 'other' (non-disadvantaged) pupil group.
- Pupils with statements continue to perform in line or above national averages; however pupils with SEN support tend to perform below national averages (KS2 and KS4).
- Provisional data for children in care shows an improvement at both KS2 and KS4 (from 2014 results).

[see page 30 and headlines within each key stage section of annex report]

2015/16 is the year of particular focus on improving the attainment of **disadvantaged** pupils in Essex schools. Whilst improvements have been made in the last 2 years, particularly across the primary sector, more is needed to close the gap 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 to develop a toolkit of evidence based practice to develop sustainable improvements. Work being carried out this term includes a survey, focus groups, visits to good practice schools and a conference to launch the toolkit planned for April 20th 2016. This work is being supplemented by research undertaken by a small number of TSAs who are looking at best practice in parental engagement for those parents of disadvantaged pupils.

The five year **Special Educational Needs** (SEN) strategy launched in January 2014, included a range of measures to ensure improved teaching and learning for pupils with SEN. SEN Commissioners work with range of Educational Psychologists, Specialist Teachers etc. to target those schools where pupils with SEN underperform. A programme of work to improve SEN outcomes continues to be developed, enabling innovative and excellent practice to be shared, supported by ESSET, the special schools trust, including:

- School led innovation initiatives across clusters, featuring the SEND Innovation Project and SEN peer review;
- A range of school leadership initiatives such as the Super-SENCo pilot project and the Special School Leaders of the Future programme; and in 2016, a third cohort of schools will join the Maximising the Impact of Teaching Assistants (MITA) programme which involves improving best uses of scarce resources and workforce development aligned with pupil need;
- School Offer development - supporting schools to improve the range and effectiveness of their provision in collaboration with parents and pupils, in line with the Local Offer;
- The development of best practice for learners with Autistic Spectrum Conditions (ASC) and Social, Emotional and Mental Health (SEMH) in conjunction with the creation of enhanced provision and expertise hubs.

This programme of work is targeting key areas of need ranging from language and communication, anxiety, mental health, literacy and communication, emotional well-being and working with communities and families which will impact on outcomes for SEN pupils.

The development of best practice is working in conjunction with the expansion of specialist SEN provision across Essex in line with increasing need.

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 include 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

- Primary attendance is now in the 2nd quartile at 3.8%.
- Secondary absence rates continue to fall, now at 5.1%.
- Decline in permanent exclusions in secondary schools placing Essex in the top quartile.
- Continuing low proportions of primary permanent exclusions.

[see page 32 - 34 of annex report]

The Education Welfare service has continued working with health partners to share communication messages about good attendance and reducing time out of school for illness. Quadrant conferences for schools have also been run to share good practice across schools and enable schools to understand their data trends compared to Essex and England averages.

6. Conclusions and Priorities for 2015/16

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 – continuing the improvements seen across the primary sector, now just 3% below the England average;
- Achieving top quartile positions – there are now no threshold indicators in the fourth quartile, the continued focus on key threshold measures which are in the third quartile will remain (primary and secondary);
- Continuing to close the gap 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 the percentage of good and outstanding schools will always remain as core priorities.

Key areas of focus for school improvement for 2015/16 also include:

- Delivering the Spend to Save programme – approved by Schools Forum to increase the number of special school places in Essex, including residential places and primary provision;
- Transformation of SEND services – working in partnership with ESSET to implement the SEND legislative reforms, and developing a more dynamic

system for all SEND children in Essex, with less bureaucracy and parents and schools at the heart of the system;

- Raising the attainment of disadvantaged children – building on the work of NET to develop more impactful and sustained improvements across all schools;
- Establishing a school led improvement system – building on the launch of the strategy to develop school led improvement clusters across Essex, and working with the Education Development Trust (formerly CfBT) to introduce effective peer review activities, including triads, across schools;
- Teacher recruitment and retention – co- producing with schools, TSAs 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 introduction of the Education and Adoption Act 2016, later this year.

We are also preparing for significant curriculum and exam/ assessment reforms which roll out over the next 5 years that will need to be embedded further. We will continue to review the impact of these on schools, working with the headteacher associations - EPHA (primary), ASHE (secondary) and ESSET (special).

Glossary

ASHE	Association of Secondary Headteachers in Essex
CiC	Children in Care
CPD	Continuous Professional Development
DfE	Department for Education
ECC	Essex County Council
EES for Schools	Essex Education Services
EET	Education, Employment and Training
EHCP	Education, Health and Care Plan
EPHA	Essex Primary Headteachers association
ER	Eastern region
ESB	Essex Employment and Skills Board
ESSET	Essex Special School Trust
EYFS	Early Years Foundation stage
FE	Further Education
FSM	Free school meals
GLD	Good level of development (early years)
IAG	Information, advice and guidance
KS1, 2, 4 and 5	Key Stage 1, 2, 4 and 5
LDD	Learning Difficulties and Disabilities
NEET	Not in education, employment and training
NET	National Education Trust
PVI	Private and Voluntary and Independent sector
QI	Early Years Quality Improvement team
RI	Requires improvement (Ofsted grade)
RSC	Regional Schools Commissioner
SEC/ SECs	Standards and Excellence Commissioner
SEN/ SEND	Special Educational Need and/ or Disabilities
SN	Statistical Neighbour
STEM	Science, Technology, Engineering and Maths
TSA	Teaching School Alliance

Education Scrutiny Committee

Attainment and progress in the 2014-
15 academic year

March 2016

Version 1.0

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Executive summary

Background

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

The information shown here comes from a variety of sources including statistics published by the DFE, The Termly School Census, and department for business innovation and skills.

Key Messages

Trends

- Essex now closer to England average for the number of good and outstanding Primary schools, and overall improvement is now greater than England
- Essex outperforming England average for the number of good and outstanding Secondary schools

Early years

- More children achieving a good level of development (GLD)
- The inequalities gap between average GLD performance and the lowest 20% continues to decrease
- Half of schools in top quartile for GLD

KS1

- 3 years of consecutive improvement in Phonics
- Attainment increases in Key Stage 1 Reading, Writing and Maths
- Proportion of pupils achieving higher levels (level 3 or above) greater than national average

KS2

- Combined attainment in Reading, Writing and Maths at end of key stage 2 rising faster than national average and outperforming eastern region, statistical neighbours and national average
- Progress between KS1 and KS2 has reached highest levels in Reading, Writing and Maths
- Fewer schools below floor standards

KS4

- The proportion of students attaining 5 or more A* to C grades that included English and Maths GCSEs has increased, moving Essex into the second quartile
- Progress from KS2 to KS4 in English and maths has improved to its highest level

Post 16

- Essex below the national average for apprenticeship success rates
- Education and Training retention rates same as national average
- Employer Satisfaction at further education colleges in Essex lower than national average
- The Percentage of students achieving grades AAB or better at A level has increased
- Top quartile performance for three out of the four measures reported on

Young people not in education, employment or Training

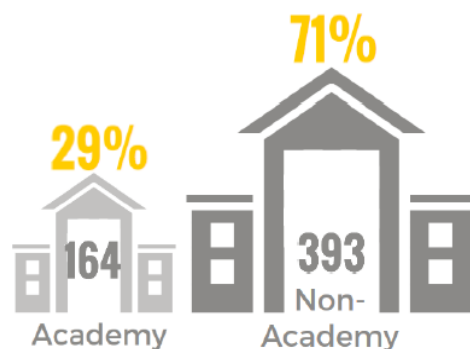
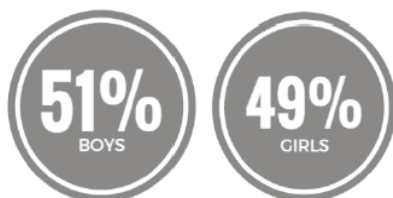
- Reduction of NEET in target period
- Reduced numbers of unknowns

All key stages

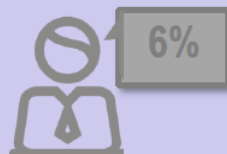
- Increase in primary attendance Essex now in the 2nd quartile nationally
- Secondary absence rates continue to fall
- Decline in permanent exclusions in secondary maintained schools placing Essex in the top quartile
- Continuing low proportions of primary permanent exclusions

Essex Pupils in Context

200,529 PUPILS ON ROLL



National Free School Meals average was 15%



National average was 17%

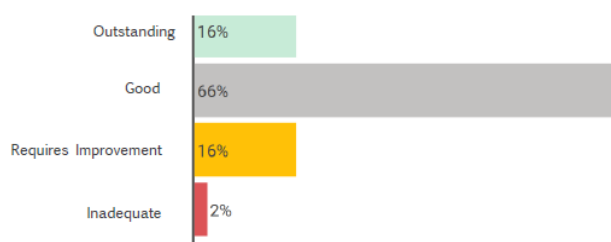
21% of pupils are **Disadvantaged**



Over 150 different languages are spoken by Essex pupils

82% GOOD/OUTSTANDING (Primary and Secondary)

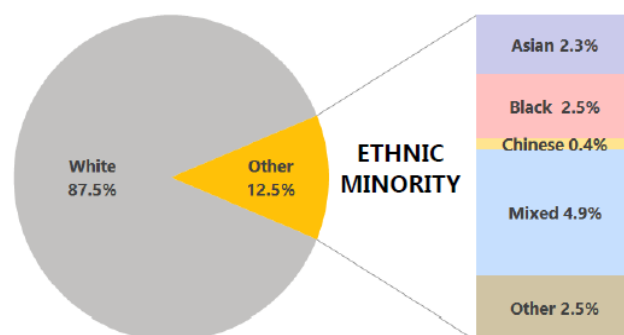
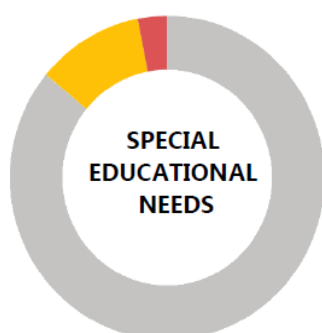
National average for all schools = 84%



SOURCE: August 2015 Ofsted Inspection Outcomes

24% of all **SEN** pupils had a statement/EHC plan, national average was 10%

● Non-SEN ● SEN Support ● Education, Health Care Plan (EHC)/Statement



12.5% of pupils from ethnic minority backgrounds vs 28% nationally

95.5 % Attendance rate 2013/14 for all schools, similar to national average

● Attendance ● Authorised Absence ● Unauthorised



SOURCE: January 2015 Census

OFSTED Scores

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 17th September 2015. 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.

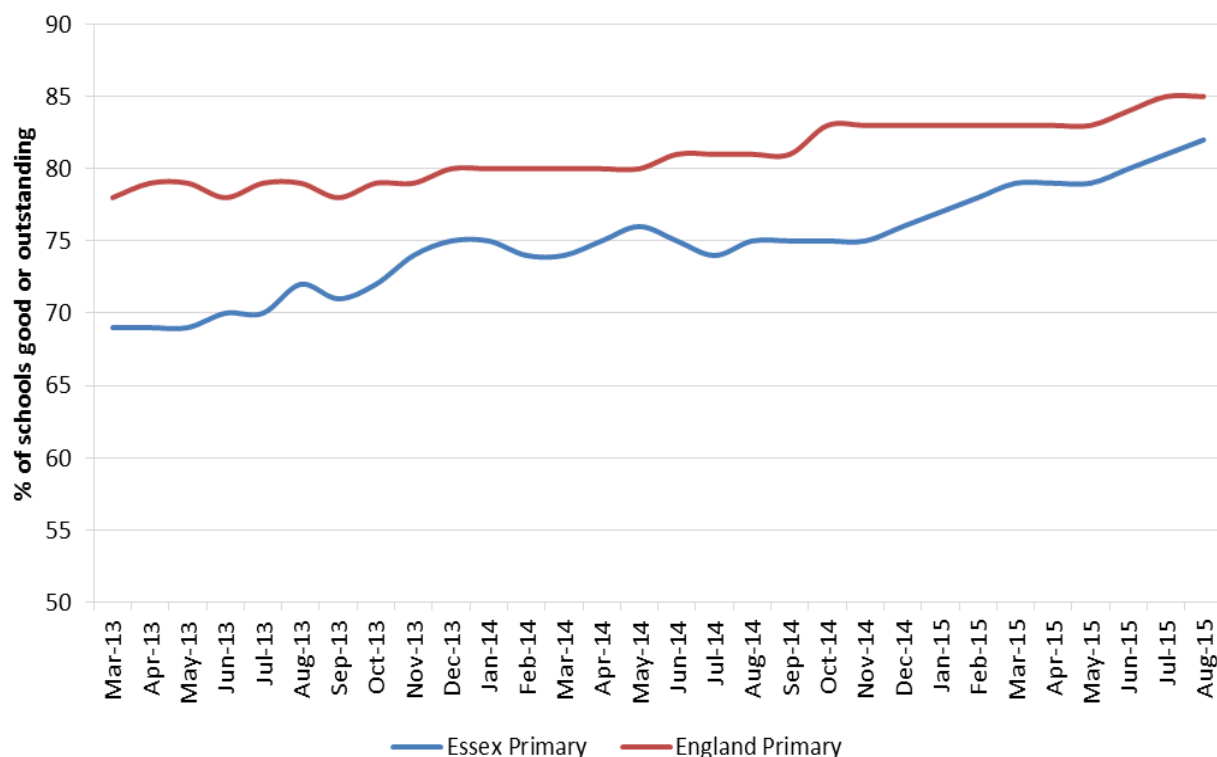
2015 Essex Ofsted Score Comparisons

Ofsted grade by type of school		2015 Performance (% of schools)				Essex Quartile Performance									Essex Rankings		
		Essex	ER	SN	England	Min		Top of 4th		Top of 3rd		Top of 2nd		Max	ER	SN	England
Primary	Good or Out.	82	82	85	85	63		81		86		90		100	7	8	111
	Outstanding	14	15	16	18	0		13		18		23		100	5	7	111
	Good	68	67	69	67	0		62		67		70		81	8	8	69
Secondary	Good or Out.	81	74	78	74	0		67		75		85		100	4	6	52
	Outstanding	23	20	21	22	0		13		21		31		80	5	6	64
	Good	58	54	57	53	0		40		53		60		85	5	6	52
Special	Good or Out.	94	91	95	92	0		86		100		100		100	6	7	92
	Outstanding	33	34	26	38	0		25		36		50		100	5	4	73
	Good	61	57	69	54	0		33		50		67		100	4	8	60
All Schools (inc PRU)	Good or Out.	82	81	84	84	61		80		85		88		100	7	8	101
	Outstanding	16	17	17	20	2		15		20		26		100	6	7	108
	Good	66	64	67	64	0		59		64		67		76	5	9	45

Headlines

Essex primary average now just 3% points lower than England 82% of Essex primary schools graded good or outstanding at the end of the 2014/15 AY. Whilst still 3% points lower than the England average, the 'gap' is steadily reducing

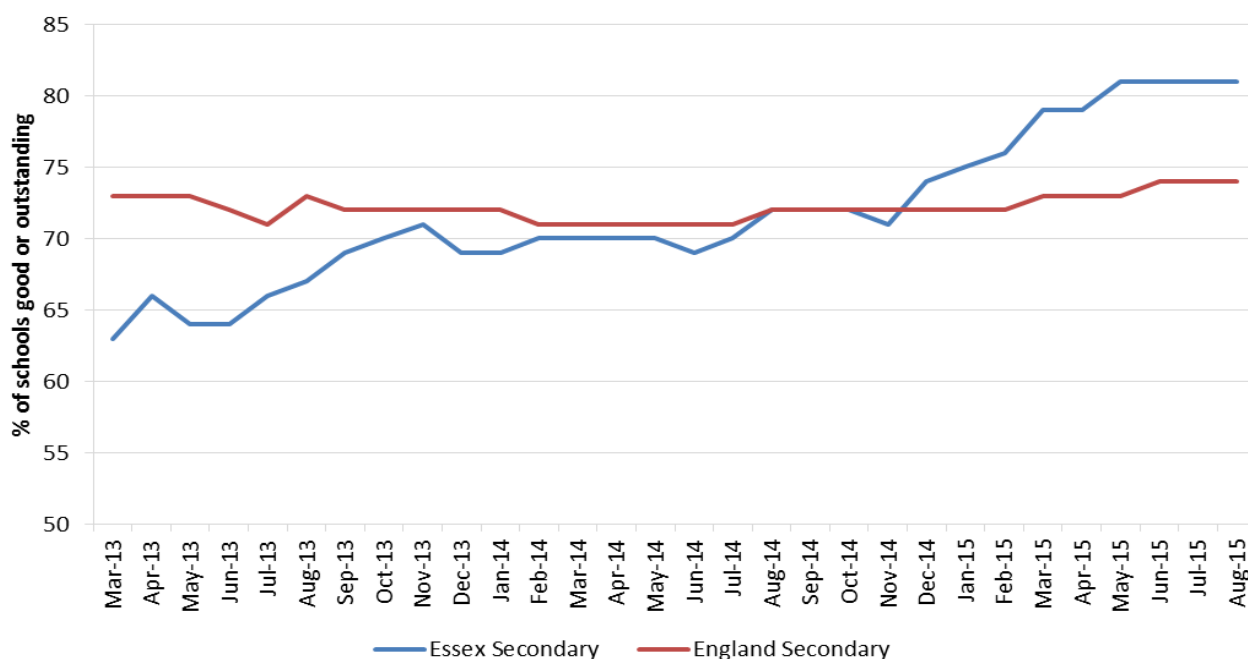
Primary performance improving but still more to do The trend chart shows the rate on improvement over recent years in Essex primaries. Based on 418 open schools that have been inspected, it would take approximately another 37 to be graded good or outstanding to achieve top quartile performance.

% primary schools graded good or outstanding**Higher percentage of secondary graded good or outstanding**

This is higher than all comparators. With 81% of Essex schools achieving the highest grades this is 7% 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 7% points higher than England.

% secondary schools graded good or outstanding

Summary of attainment across each Key Stage

2015 Results – How Does Essex Compare?

			Actuals				Quartiles								Rankings			
Key Stage	Measure		Essex	ER	SN	England	Min		Top of 4th		Top of 3rd		Top of 2nd		Max	ER	SN	England
EYFS	% GLD		67.7	66.6	69.0	66.3	50.7		63.4		66.1	●	68.6		77.5	4	6	52
Year 1 Phonics	% required level		77	76	78	77	69		75	●	77		79		87	2	6	63
KS1	Reading	L2+	92	91	92	90	85		90		91	●	92		95	1	2	16
		L2B+	83	82	84	82	74		80	●	83		84		90	4	8	51
		L3+	34	34	34	32	19		28		31	●	34		45	5	4	36
	Writing	L2+	88	88	89	88	81		86	●	88		89		92	4	8	58
		L2B+	73	73	75	72	64		69		72	●	74		80	5	8	59
		L3+	20	19	19	18	10		15		17		19	●	26	4	2	25
	Maths	L2+	94	93	94	93	89		92		93	●	94		96	1	2	18
		L2B+	83	82	84	82	75		80		82	●	84		88	4	7	42
		L3+	28	28	27	26	15		23		25	●	28		37	5	3	36
KS2	RWM	L4+	81	79	79	80	69		79	●	81		83		96	2	2	65
		L4B+	70	68	69	69	58		67	●	70		72		96	2	3	67
		L5+	25	24	23	24	17		22		24	●	26		50	2	2	47
	Reading	L4+	90	89	90	90	84		88	●	90		91		96	2	3	64
		L4B+	81	80	81	81	72		79	●	81		83		96	2	4	71
		L5+	49	49	49	49	37		45	●	49		52		79	2	5	63
	Writing	L4+	87	87	88	87	81		86	●	87		89		96	3	7	72
		L5+	37	36	36	36	26		33		36	●	38		57	3	4	51
	Maths	L4+	88	86	86	87	80		86	●	88		89		96	2	2	59
		L4B+	78	76	76	77	65		75	●	78		80		96	2	2	68
		L5+	42	41	41	42	34		39	●	42		44		68	3	3	61
	KS1-2 Expected Progress	Reading	91	90	91	91	85		90	●	92		93		97	3	4	87
		Writing	95	93	94	94	88		94	●	95		96		98	2	2	44
		Maths	90	88	88	90	80		89	●	90		92		96	1	2	76
KS4	Attainment	5+ A*-C inc EM	58.4	58.2	57.8	57.3	37.4		53.6		57.3	●	60.5		73.7	4	5	56
		5+ A*-C	67.0	66.7	66.8	66.5	45.8		62.9		66.6	●	70.3		84.2	3	5	71
		EBACC	22.4	24.4	22.7	22.9	9.5		20.5	●	23.8		28.5		43.5	5	5	87
	KS2-4 Expected	English	74.1	72.6	71.4	71.3	57.1		68.1		71.7	●	75.0		84.6	3	2	46
		Maths	68.4	69.2	68.3	67.0	44.8		63.0		67.3	●	70.5		84.2	4	7	59
KS5	Attainment (Students in State-Funded Schools)	Points Per Student	818.3	784.3	753.7	771.90	437.9		729.4		759.3		800.1	●	1055.5	2	1	19
		Points Per Entry	216.0	216.4	211.3	215.70	178.1		208.6		212.3	●	216.7		232.7	4	2	59
		3 A*-A Grades or better	11.8	10.6	7.6	10.00	0.0		5.7		7.7		10.3	●	25.4	5	4	60
		Grades AAB or better	19.1	18.3	14.4	17.00	0.0		10.7		13.6		17.1	●	38.2	3	2	28

● = ECC Performance

SN= Statistical Neighbour

ER= Eastern Region

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.

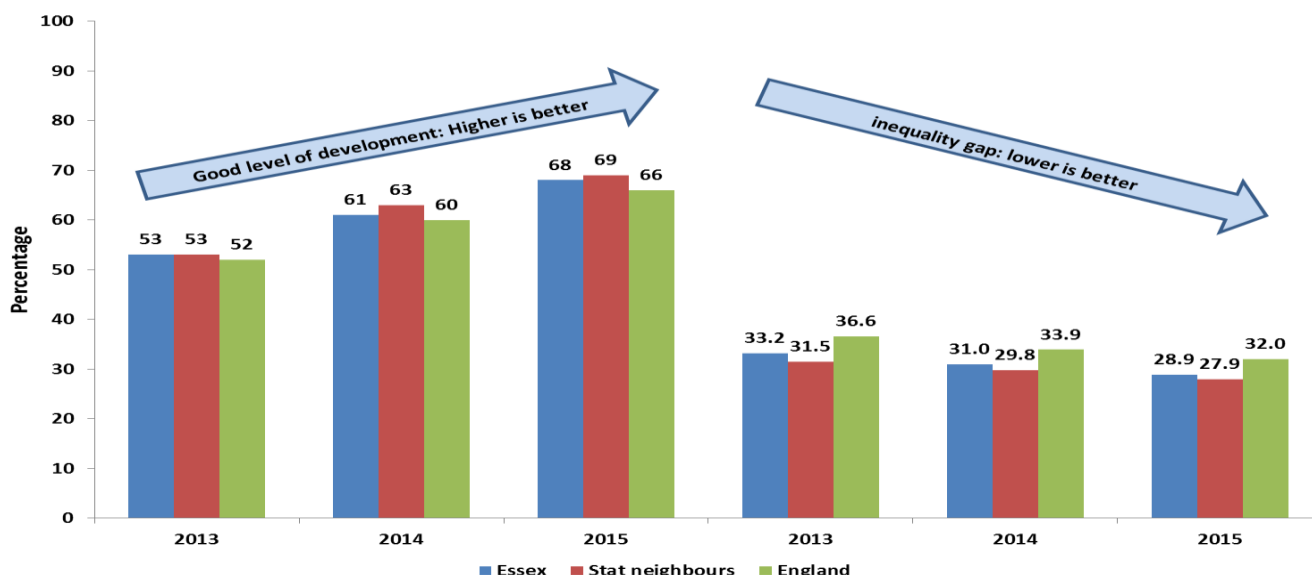
The two measures reported here were introduced in 2013 as part of a wider review of the EYFSP assessment system. This means that EYFSP data from earlier years cannot be compared with the current measures:

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.

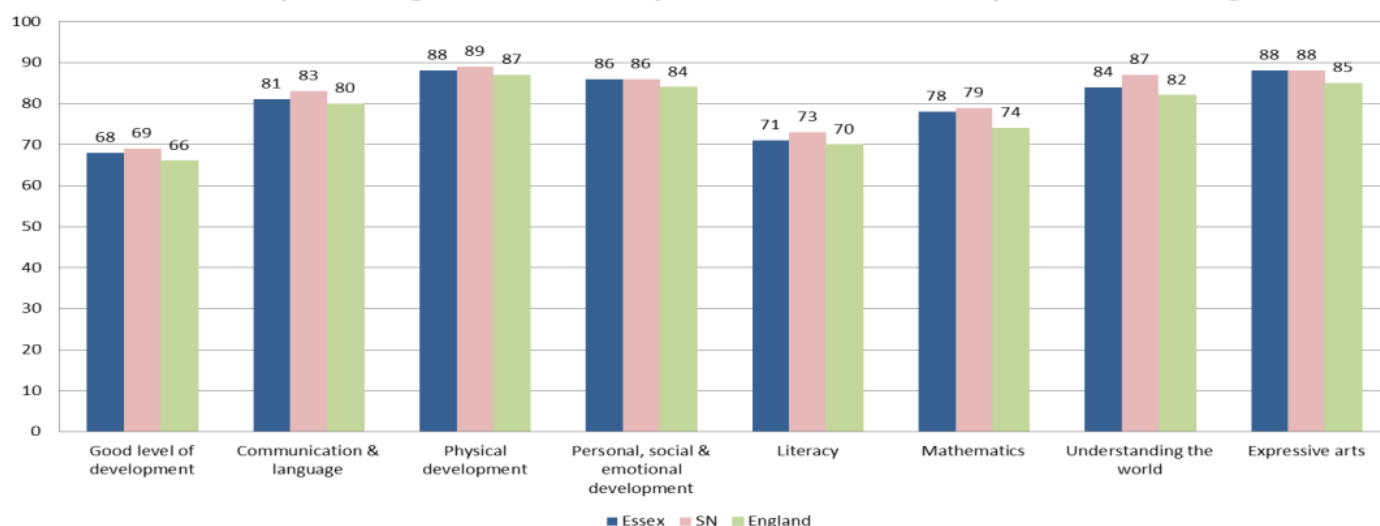
Headlines

The percentage achieving a good level of development has increased...	68% of children achieved a good level of development, an increase of 7 percentage points over 2014, and ahead of the national increase. Nationally, Essex's rank position has moved up from 56 to 52 nd out of 151 local authorities 2015.
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EYFSP - percentage of children achieving a good level of development, and the inequality gap 2013-2015



EYFSP - percentage of children 'expected' or 'exceeded'; by area of learning



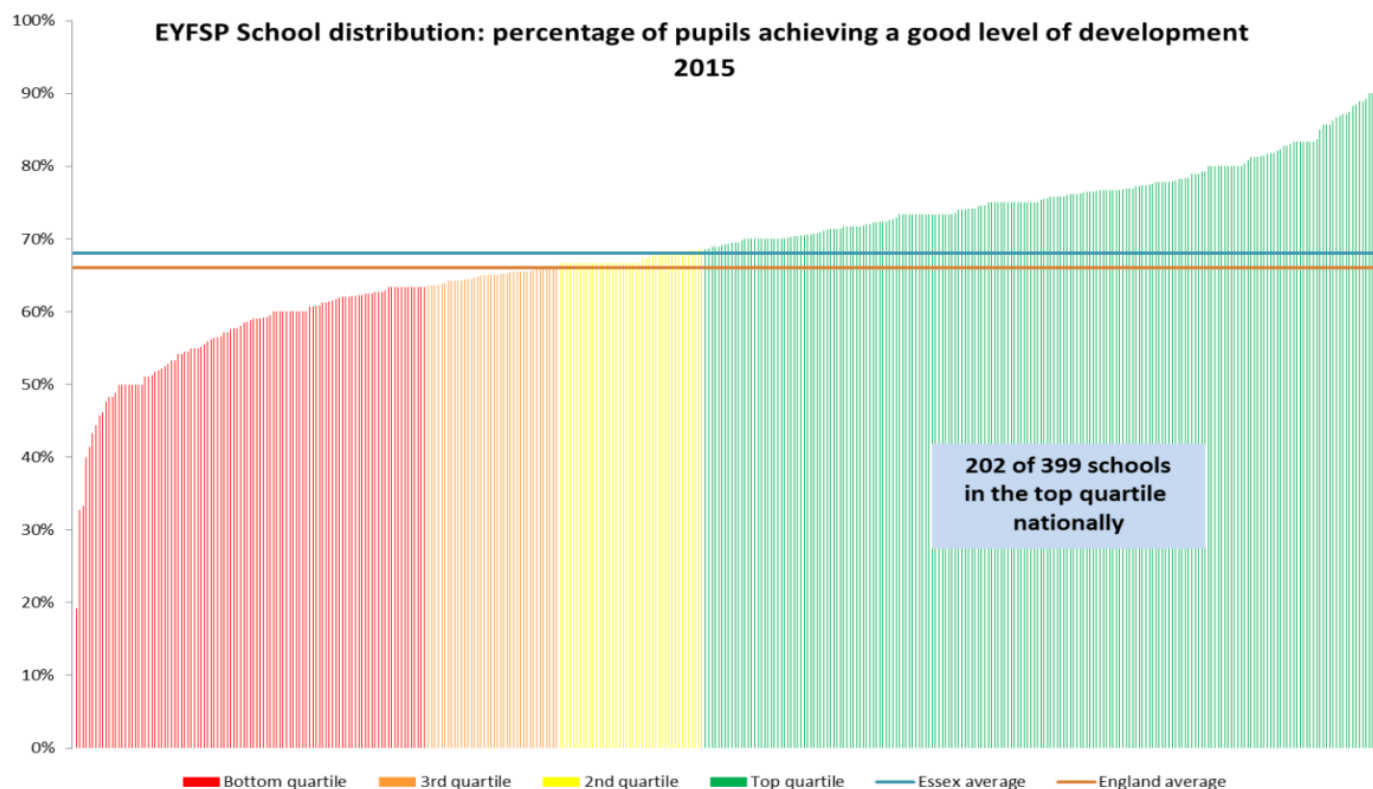
The inequalities gap continues to decrease

The inequalities gap (the difference in achievement between the lowest 20% of children and the mean average) was 28.9%, down from 31% in 2014. Nationally, Essex's rank has improved from 52 in 2014 up to 40 out of 151 local authorities.

Year	Performance				Essex Quartile Performance					Essex Rankings		
	Essex	ER	SN	England	Min	Top of 4th	Top of 3rd	Top of 2nd	Max	ER	SN	England
2013	33	35	32	37	45	38	36	32	23	4	5	47
2014	31	32	30	34	45	37	33	30	22	5	6	52
2015	29	31	28	32	45	35	32	29	23	5	5	40

Just over half of Essex schools had attainment which placed them in the top national quartile

202 out of 399 schools had a performance level which put them into the top quartile of national performance.



Differences between girls' and boys' attainment

75% of girls attained GLD compared to 60% of boys, a gap of 15 percentage points. This was the same as the national gap.

Attainment of pupils eligible for Free School Meals

51% of children eligible attained GLD, similar to the national average and above SN average. An increase of 8% points compared to 2014.

Special Educational Needs

21.5% of children with a Statement or Education Health Care Plan attained GLD whilst 21.5% of children with SEN but without statements or EHCP attained GLD. Children with no SEN attained 72.5%

There was an 8 percentage point variation between districts

Maldon and Uttlesford had the highest proportion of children attaining a GLD (73%) compared to Castle Point and Braintree which had 65%.

Phonics checks (year 1)

Background

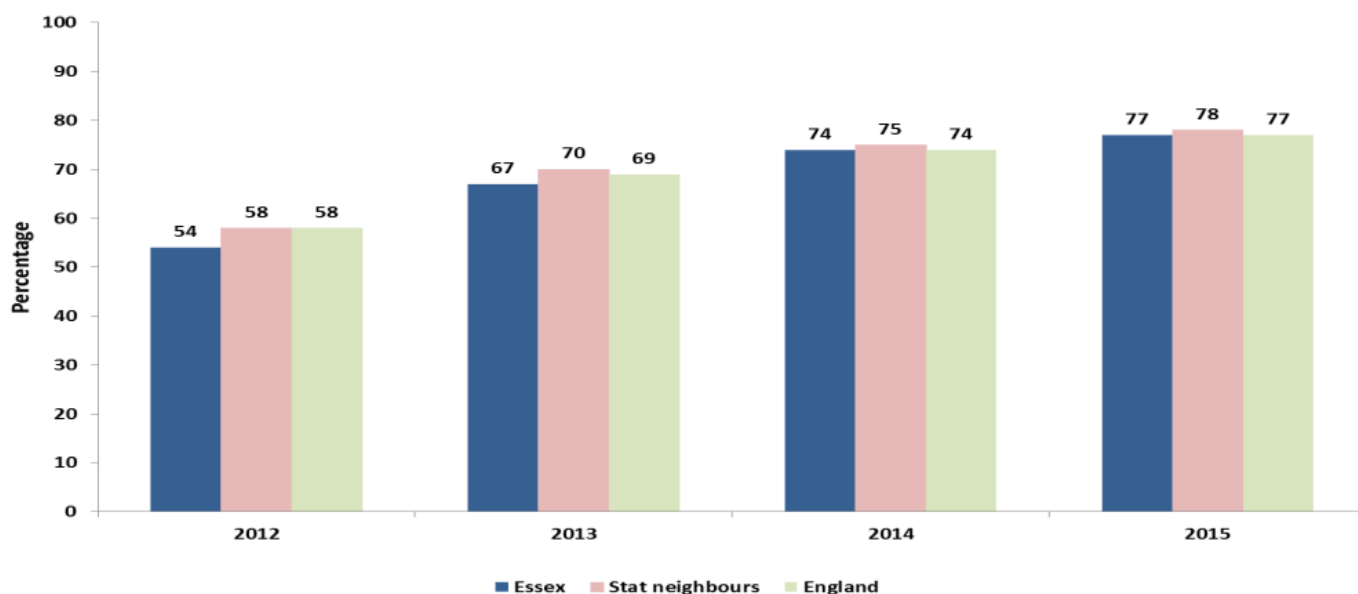
The phonics screening check indicates whether children have achieved a basic proficiency in identifying essential word structures; it was introduced in 2012 as a statutory assessment for all children in year 1 (typically aged 6). Those pupils who do not meet the standard in year 1 or who were not tested 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

There was a further increase in the percentage of year 1 pupils (aged 6) meeting the expected standard in phonics

77% of year 1 pupils achieved the expected standard of phonic decoding, up 3 percentage points over 2014 and in line with the national increase. This is the 3rd consecutive year of improvement. Nationally Essex's rank position improved slightly, from 74 in 2014 to 63rd out of 151 local authorities.

Phonics - percentage of children achieving the expected level 2012-2015



Differences between districts

Brentwood, at 81% had the highest proportion of pupils working at the expected standard, whilst Castle Point had the lowest proportion: 72%, a gap of 9 percentage points.

Key stage 1 (year 2)

Background

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

Headlines

Attainment at the end of key stage 1 has risen in reading, writing and mathematics

In all three subjects: reading, writing and maths, there was a 1 or 2 percentage point improvement in the proportion of children reaching the expected levels. Reading improved by 1 percentage point to 92%, writing to 88% and mathematics to 94%.

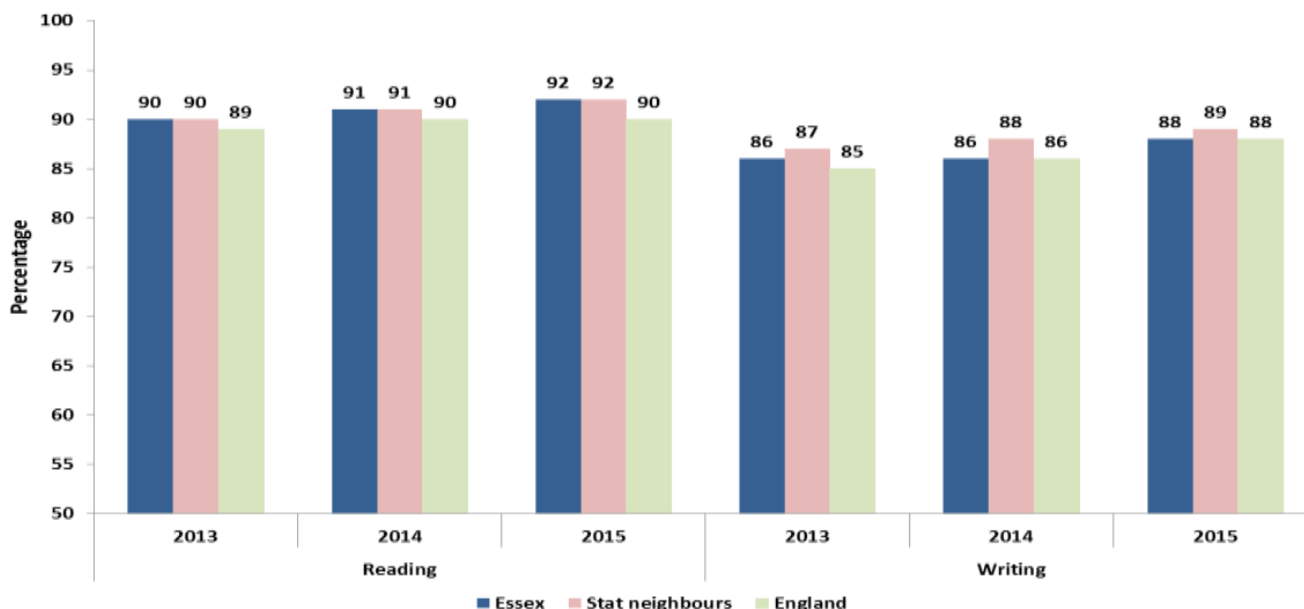
Level 3 performance was 2% above national average

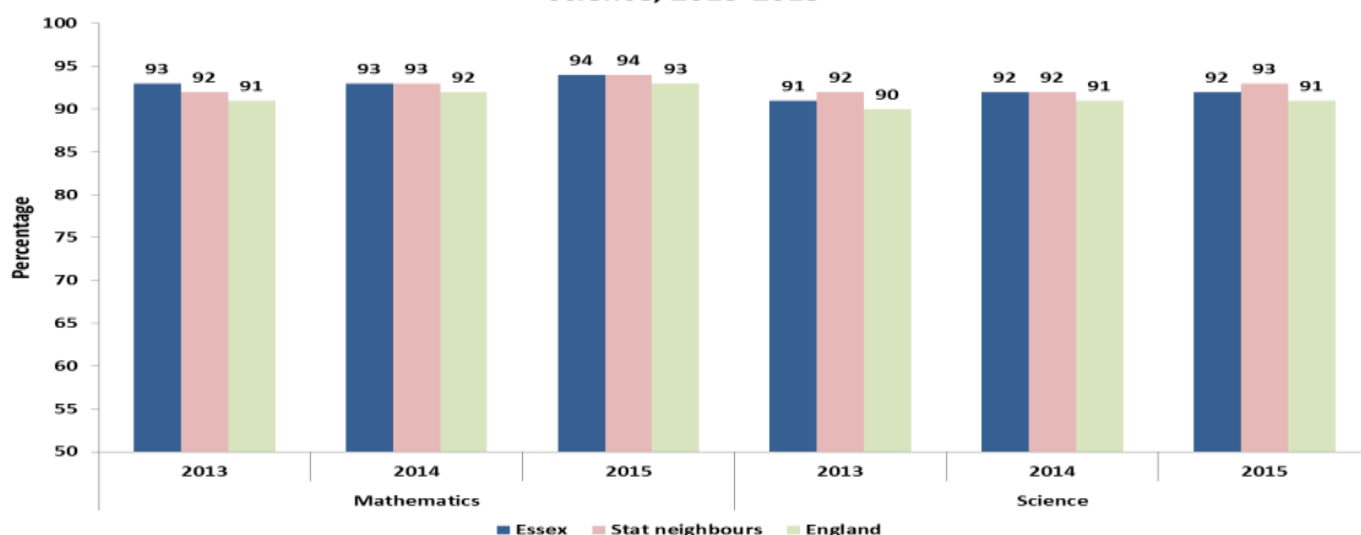
Essex had a greater proportion of pupils attain Level 3 than the national average 34% vs 32%.

Nationally Essex was ranked in the second quartile in reading, mathematics and science

The actual rank positions out of 151 local authorities were: reading 16, mathematics 18 and science 41. Performance was less strong in writing, with Essex coming 68th nationally, in the third quartile. All comparator rankings are either at or better than in any previous year.

KS1 - percentage of children achieving the expected level in reading and writing, 2013-2015



KS1 - percentage of children achieving the expected level in maths and science, 2013-2015
**Girls' and boys' attainment
Pupils Eligible for Free School
Meals**

Girls' and boys' attainment in reading, writing and maths level 2 exceeded the national average. Attainment in all three subjects for higher attainers (those attaining level 3 or above) was also higher than national average with boys' attainment in Maths exceeding the national average by 6 percentage points 30% vs 24%. FSM pupils are the only pupil group not to at least match national performance for level 2+ in Reading.

**Pupils with Special Educational
Needs**

Pupils with a statement or EHC plan performed significantly higher than comparative national averages in all subjects for level 2+ attainment.

**Provisional performance for
Children Looked After lower
than for previous two years**

Half of the cohort of Children Looked after continuously for 12 months attained Level 2 in Reading and Writing and 55% attained Level 2 in Maths. This is the lowest performance across 2013-2015. However, Children Looked after tend to be a very small cohort and performance will therefore tend to fluctuate more across years compared to larger groups.

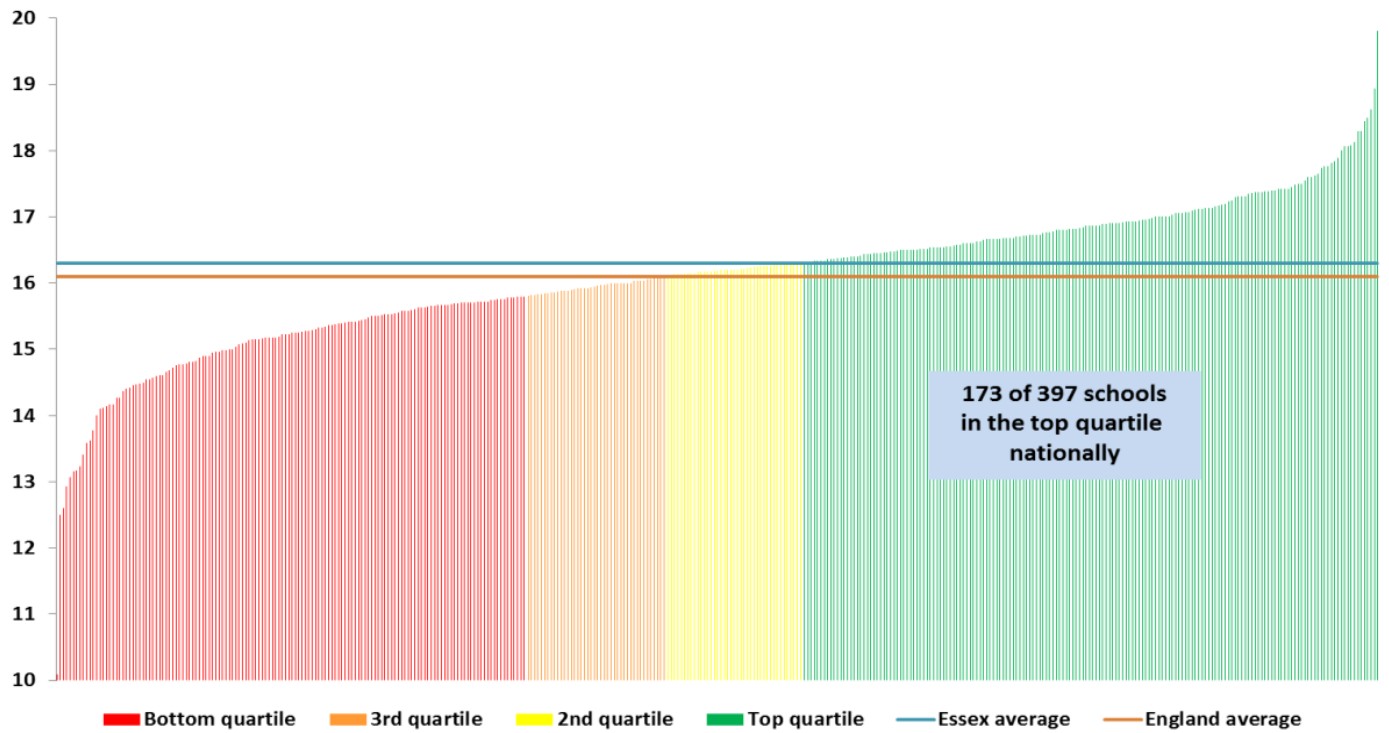
Differences between districts

Brentwood district had the highest proportion of pupils attaining level 2 across all three subjects: Reading, Writing and maths -91% compared to Harlow, which had 82%, a 9-percentage point difference. Brentwood, Uttlesford and Rochford were the top 3 whilst Maldon, Tendring and Harlow had the lowest performance.

**Around 44% of schools had an
overall level of attainment at
ks1 to put them in the top
quartile nationally**

173 out of 397 schools had an overall points score in reading, writing and mathematics combined to place them in the top quartile nationally.

KS1 School distribution: average points score of reading, writing and maths 2015



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).

In 2015 there were statutory externally marked national tests in reading, maths and grammar, punctuation and spelling. In addition to the standard tests for national curriculum levels 3 to 5, externally marked level 6 tests were available for abler pupils. The source for the information shown here are DFE Statistical First Releases and Performance Tables.

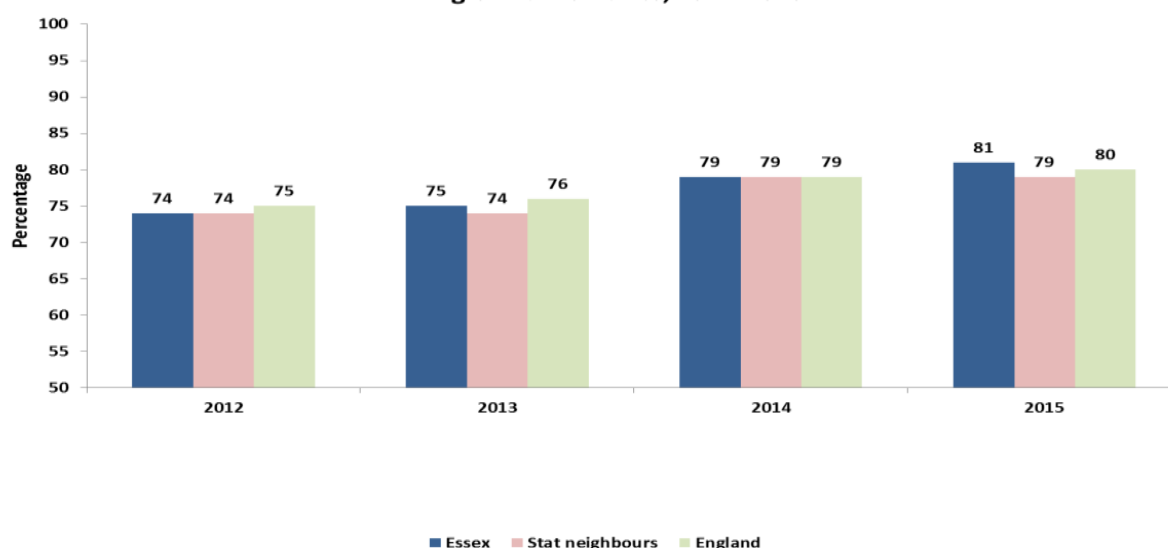
Schools must also provide teacher assessments for English, reading, writing, maths and science. Pupils at the end of key stage 2 are expected to achieve level 4 and to have made at least two levels of progress between key stages 1 and 2 in all subjects.

Headlines

Attainment at the end of key stage 2 rose faster than the national average

In all three subjects, there was a 1 or 2 percentage point improvement in the proportion of children reaching the expected levels since 2014. Reading improved by 1 percentage point to 92%, writing to 88% and mathematics to 94%.

KS2 - percentage of children achieving the expected level in all of reading, writing & mathematics, 2012-2015



Best combined performance in reading, writing and mathematics

Is at or higher than the Eastern Region, statistical neighbour and national average

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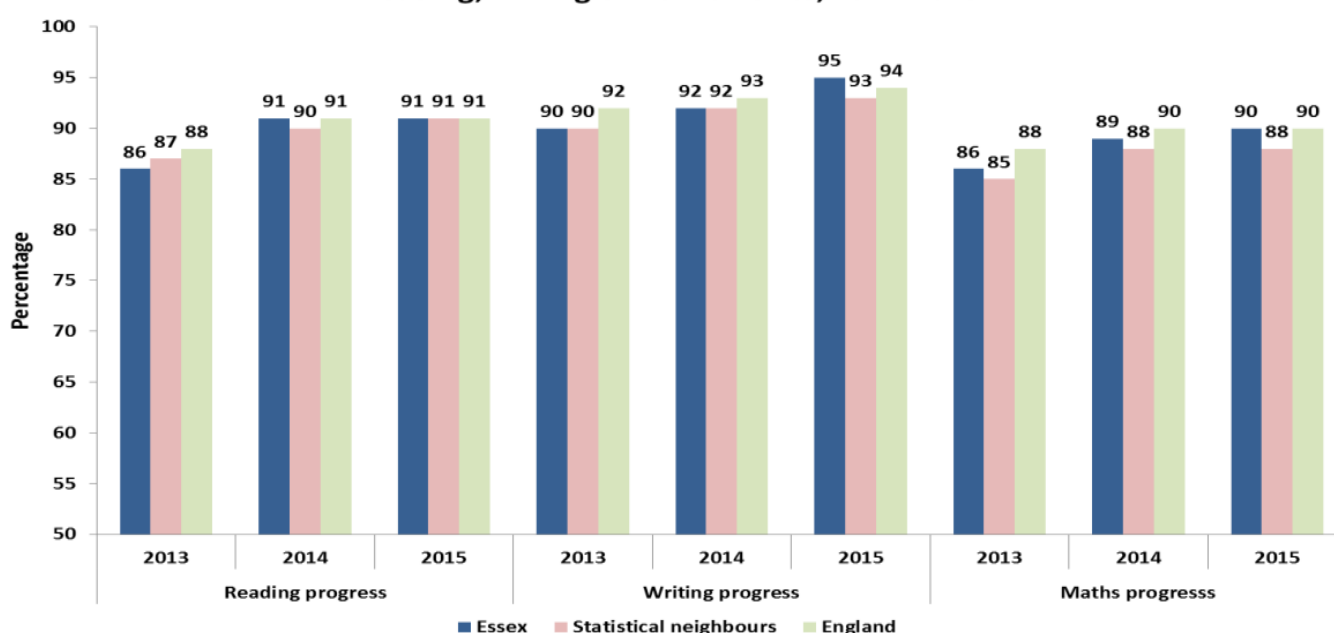
Nationally Essex was ranked in the second quartile in reading, mathematics and science is above national average for the first time

Attainment rose by 2 percentage points from to 81%. Nationally it rose by only 1 percentage point to 80%. As a result, Essex's national rank position rose slightly from 69 in 2014 to 65 out of 151 local authorities. Overall Essex remained in the third quartile on this measure.

Progress made by pupils in reading, writing and mathematics reached their highest levels.

The improvement in writing progress was noticeable, up 3 percentage points to 95%. This resulted in a jump in Essex's rank position nationally from 115th in 2014 to 44th – a significant improvement. Progress either matches or betters that of all of its comparator averages for all three measures.

KS2 - percentage of children making expected (or better) progress: reading, writing & mathematics, 2012-2015



Boys at national average, girls exceeding

Boys' attainment at level 4+ (78%) was equal to or exceeded ER, SN and national average. Girls exceeded ER and SN and their performance was significantly above the national average (84% vs 83%).

Performance below national average for Pupils eligible for Free School Meals

FSM performance is below national average by 4 percentage points; however, Essex FSM exceeds performance of ER and SN.

Pupils with Statements performed in line with national average

Pupils with a statement perform in line with national average and above ER and SN. Pupils with SEN support and no statement or EHC plan performed below national average by 3 percentage points but above ER and SN average.

Higher proportion of Children Looked After attained expected level in reading writing and maths compared to last

Provisionally, 53% of children looked after for at least 12 months gained level 4 or above across reading, writing and Maths in 2015. This is a 13 percentage point increase on the previous year. However, because of the small size of the cohort, there tends to be more variation across years.

2 years**Children Looked After making expected progress across KS2 at the national average in all three subjects**

Provisionally, 89% of children looked after made expected progress in Reading and 89% in writing, the same as for 2014. These were 9 and 14 percentage points higher than the national average. Mathematics increased by one percentage point to 75%.

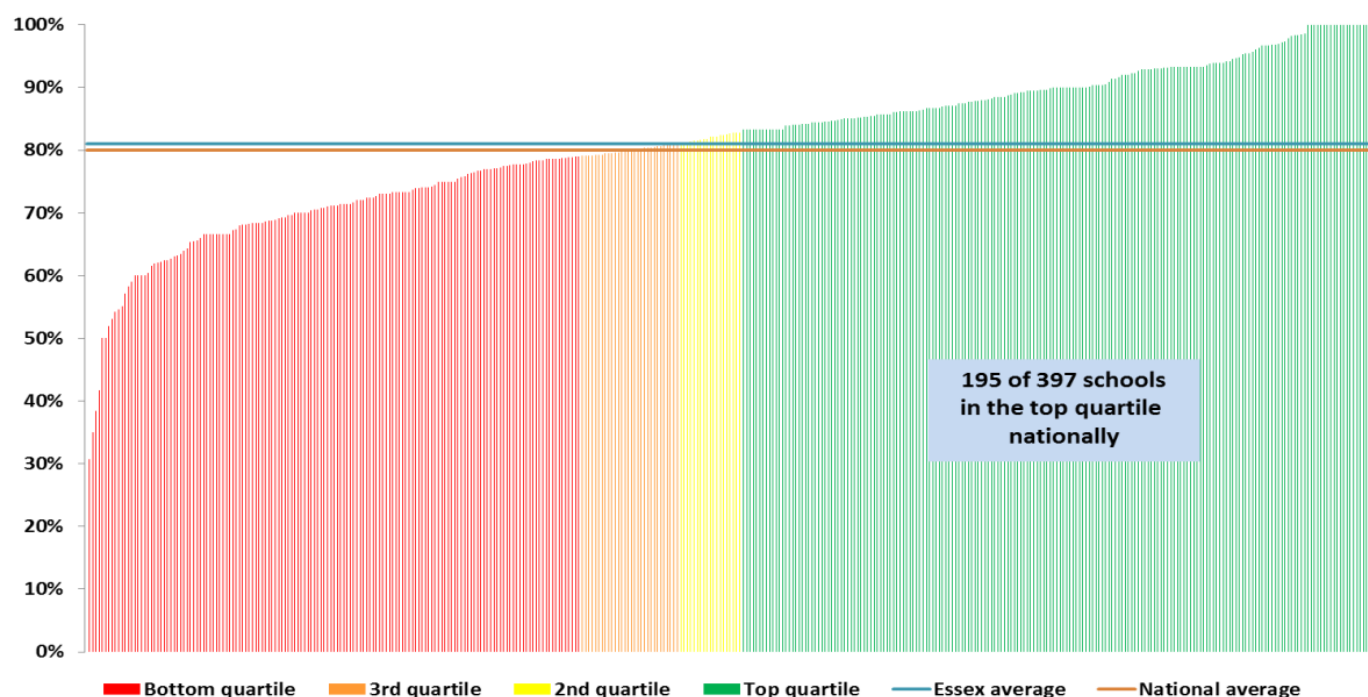
Differences between districts

Brentwood was the highest performing district and has been significantly higher than the national average over the last three years. There was a 12 percentage point gap between performance at Brentwood and Harlow, which had the lowest performance. Harlow had a 3 percentage point decrease in performance compared to 2014.

Almost half of Essex schools had top quartile performance nationally

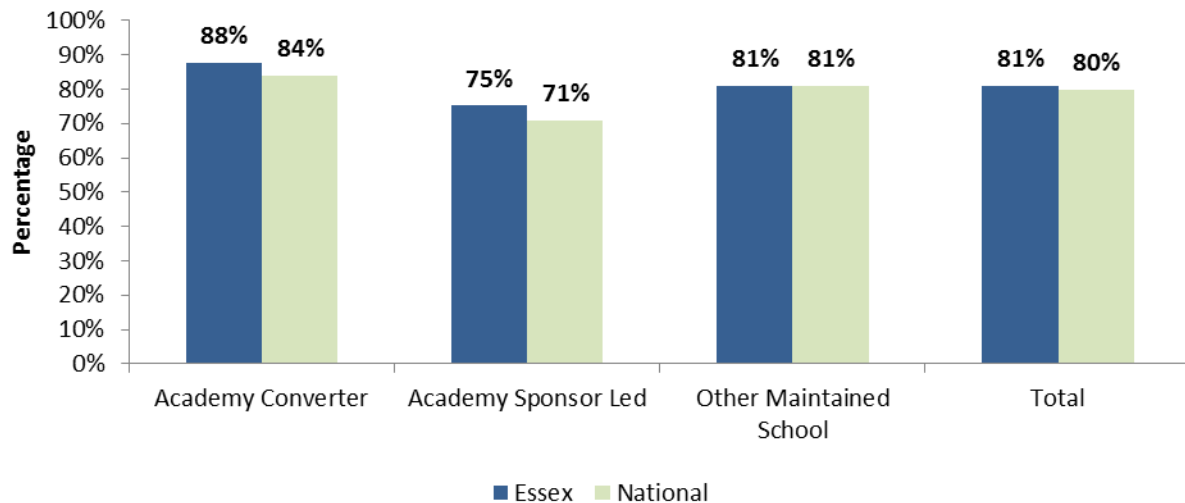
195 out of 397 schools had a level of attainment in the percentage of children achieving expected levels in reading, writing and mathematics combined to place them in the top quartile nationally.

KS2 School distribution: percentage of pupils at or above expected level 2015

**Academy converters performed 4 percentage points above national average**

88% of pupils attending academy converter schools achieved level 4 or above compared to 84% nationally, a difference of 4 percentage points. Performance at Sponsor –led academies was 13 percentage points lower than for converters within Essex but above the national comparator by 4 percentage points. Performance at non-academy schools was at the national average.

Key Stage 2 Percentage of children attaining level 4 or above across reading, writing and mathematics



Continued reduction in the number of schools below Floor Standards

There were 11 Essex schools below the floor standards, representing 3% of primary schools, below the national average of 5%. The number of schools below floor standards has reduced year on year since 2013 when there were 30 (9.0%) schools below floor standard.

Key stage 4 (Year 11)

Background

Pupils are assessed the end of key stage 4 (aged 16) through external GCSE exams and vocational courses. Before 2014, measures allowed for 'GCSEs or equivalences' but in 2014 there were several major reforms implemented in 2014 which affect the calculation of key stage 4 (KS4) performance measures. They were:

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

- restrict the qualifications counted
- prevent any qualification from counting as larger than one GCSE
- cap the number of non-GCSEs included in performance measures at two per pupil

2. An early entry policy that only counts a pupil's first attempt at a qualification.

These changes mean that it is not possible to make direct comparisons to results prior to 2013/14.

Headlines

Attainment on core GCSE measures are ahead of national average

58.4% of pupils gained at least 5 good GCSE's (between grades A* and C), including English and mathematics, up from 56.5% last year.

Essex's national rank position has improved

Essex was ranked 56th in 2015 out of 151 local authorities, rising to the second quartile, compared to 2014 when Essex was ranked 85th, and in the third quartile.

KS4 - percentage of pupils achieving 5 or more good grades including English and mathematics, 2012-2015



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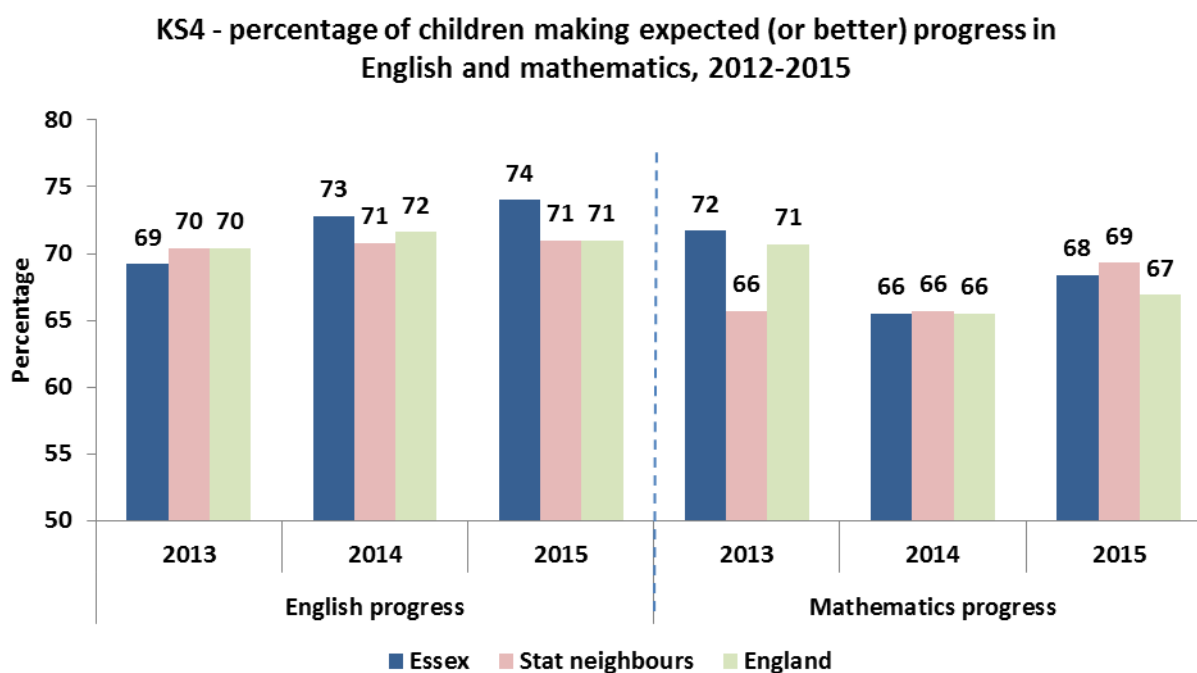
Rise in proportion of pupils achieving the English Baccalaureate

The proportion of pupils entered for the EBACC has increased from 31% in 2013 to 35% 2015. The percentage of young people who have achieved the award has also increased year on year, rising by 9.4 percentage points since 2011 to 22.4% last year. Essex is in the third quartile nationally with similar performance to comparators. The gap has also closed between Essex and national average from 4.6 to 0.5 percentage points.

Progress measures in English and mathematics also improved to their highest ever levels

Progress in English and mathematics were also at their highest levels – 74.1% and 68.4% respectively. The rank positions for these measures were also up; for English the 2015 rank was 46th out of 151 local authorities (67th in 2014) and for mathematics, they were 59th in 2015 and 77th the year before.

Both of these indicators were in the second quartile in 2015, improving up from the third in quartile in 2014.


Girls continue to outperform boys

The proportion of boys and girls in Essex attaining the threshold measures was above the national average in 2015. 63% of girls and 54% of boys attained 5 or more A* to C grades including English and Maths compared to 62% and 53% nationally.

Since 2014, the gap between boys and girls attainment has closed 1 percentage point, similar to the national average.

Slight decrease in attainment of pupils eligible for free school meals

32% of pupils with FSM achieved the measure in 2015, a decrease of 1 percentage point compared to 2014. Nationally the FSM performed slightly better (33%) however, Essex performance was better than ER and SN average. Essex is in the 2nd quartile nationally for FSM performance.

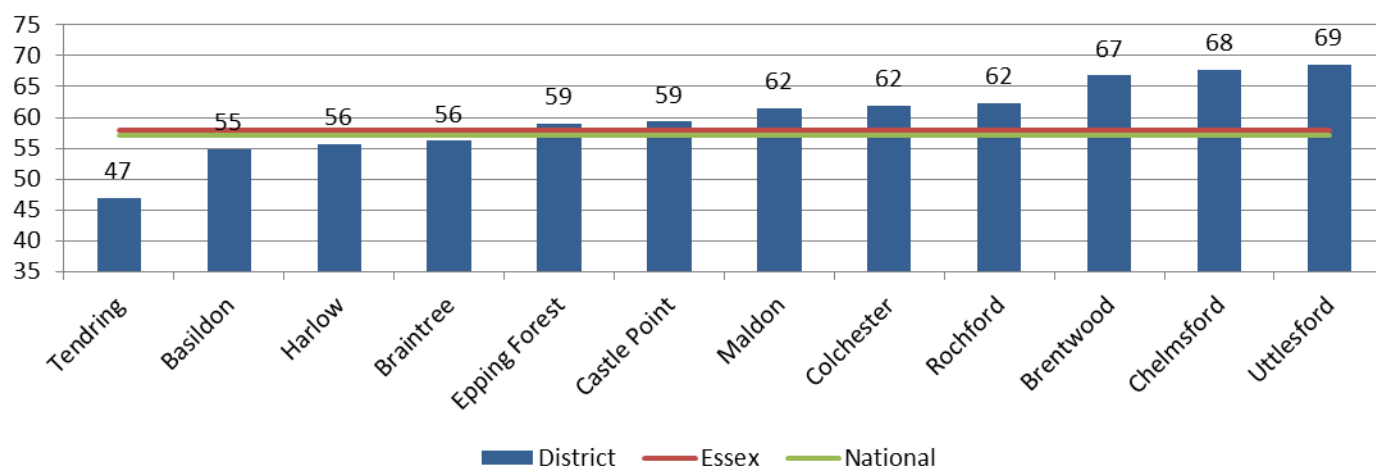
Performance of pupils with Statements or EHC above national average 9% of pupils with statements or EHC plans attained the threshold, slightly higher than the national comparative average. Pupils with SEN support performed below the national average 22% vs 24%.

Attainment of Children Looked After improved, although progress lower compared to 2014 Provisionally 19% of children who had been looked after for 12 months or more attained 5 or more A* to C grades including English and Maths in 2015, 10 percentage points higher than the previous year.

Proportionally fewer pupils made expected progress in English and Maths between Key Stage 2 and Key Stage 4 compared to 2014: 33% vs 37% in English and 27% vs 32% in maths. Because of the smaller numbers within the looked after cohort, percentages tend to fluctuate more widely when comparing results across year groups.

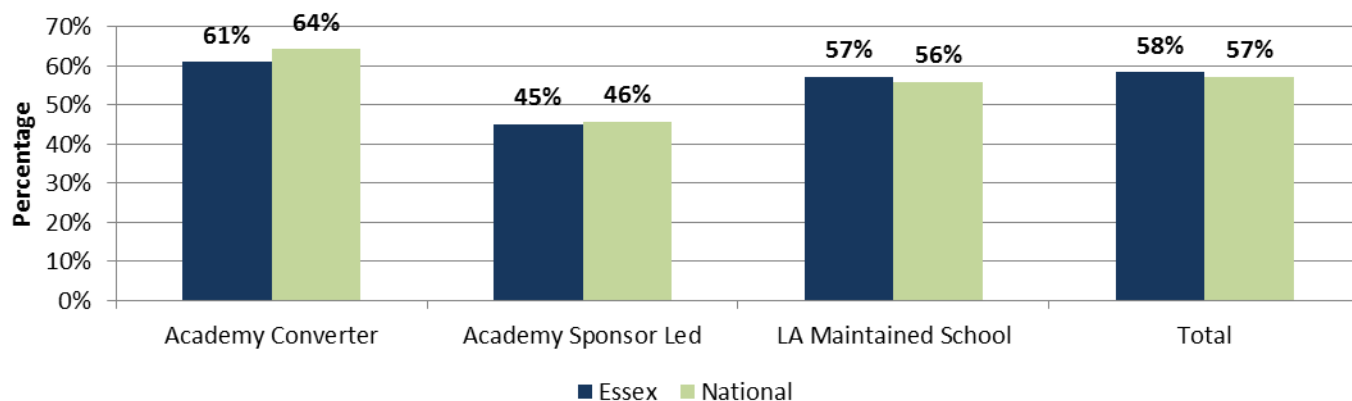
District differences Uttlesford and Chelmsford the highest performance out of the eight districts; Tendring and Basildon had the lowest. There was a 22 percentage point difference between performance at Tendring and Uttlesford. Performance in the following districts was below national average: Tendring, Basildon, Harlow and Braintree.

KS4 - percentage of pupils achieving 5 or more good grades including English and Mathematics 2015, by district



Highest performance at academy converters, although this is below national comparator performance 61% of pupils at academy converters achieved 5 or more A* to C Grades including English and Maths compared to 64% nationally. LA maintained schools did better and Sponsored Academies performed slightly lower than their national comparators.

KS4 Percentage of pupils achieving 5 or more good grades including English and Mathematics, 2015

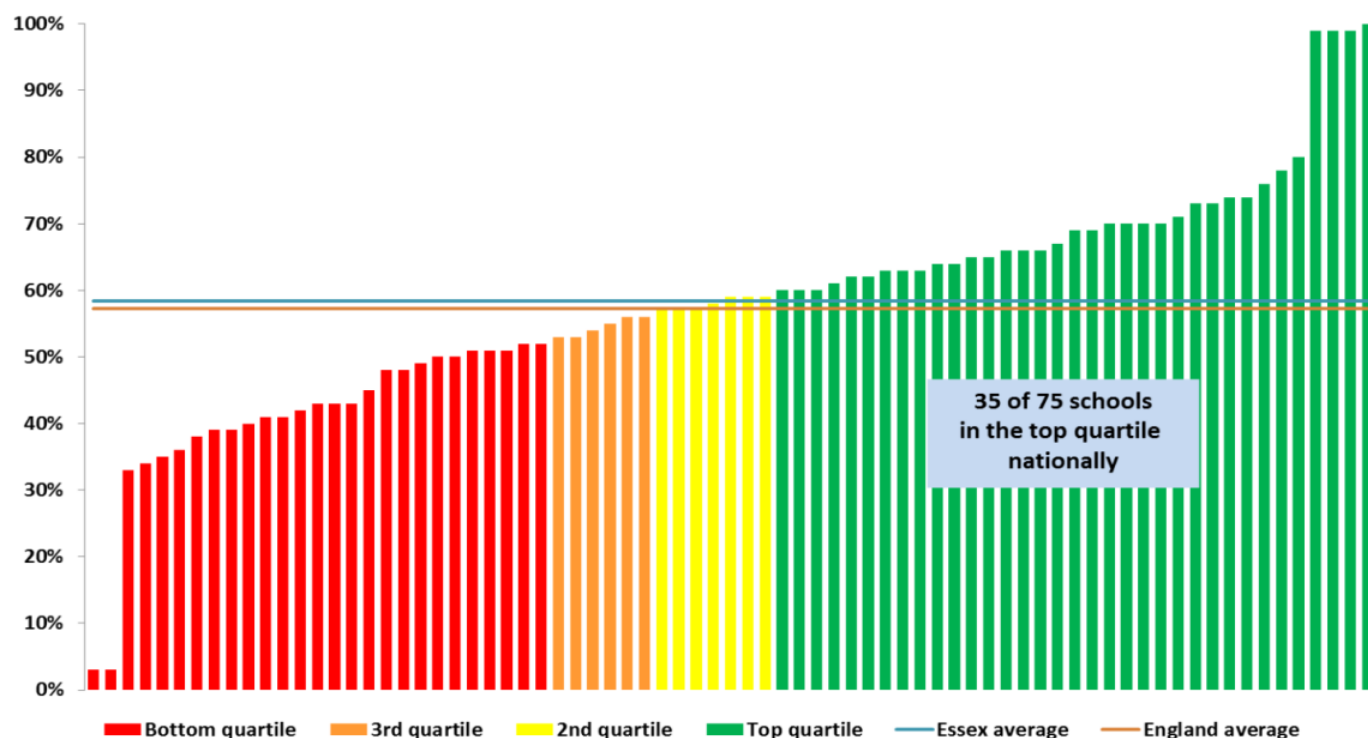


Source: final performance tables data. School status as shown in Performance tables published dataset. Closed schools not included

Almost half of Essex schools had overall attainment at GCSE to put them in the top quartile nationally

Just under half (35 out of 75) schools had a level of attainment at 5 or more good GCSEs including English and mathematics to place them in the top quartile nationally.

KS4 School distribution: percentage of pupils achieving 5 or more good grades (including English and mathematics)



Slight reduction in schools below Floor Standards

Just 7 schools (10.4%) below floor targets in 2015 – one school fewer than in 2014. This compares favourably to England where the rate actually increased from 11.2% to 11.7%.

Post-16 qualifications and other FE College outcomes

Background

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

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

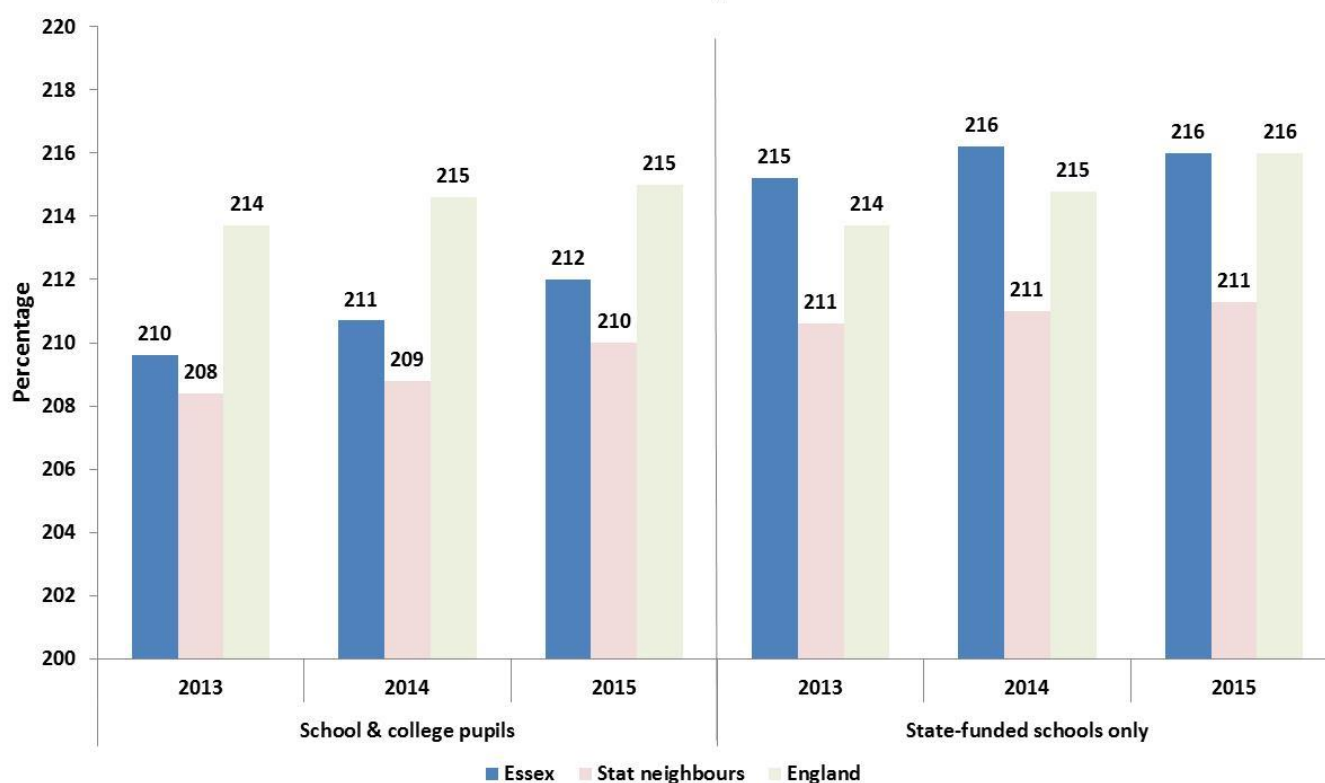
Other post 16 outcomes for apprenticeships and education and training courses are included below, including learner and employer satisfaction rates.

Headlines

Top quartile performance Three out of the four measures reported on were in the top quartile nationally. One measure was in the second quartile but was just slightly below the threshold to put it into the top quartile.

Points per entry above the national average The average number of points per entry for students in state-funded schools was 216.0, slightly above national average. Essex has been above national average for the last three years.

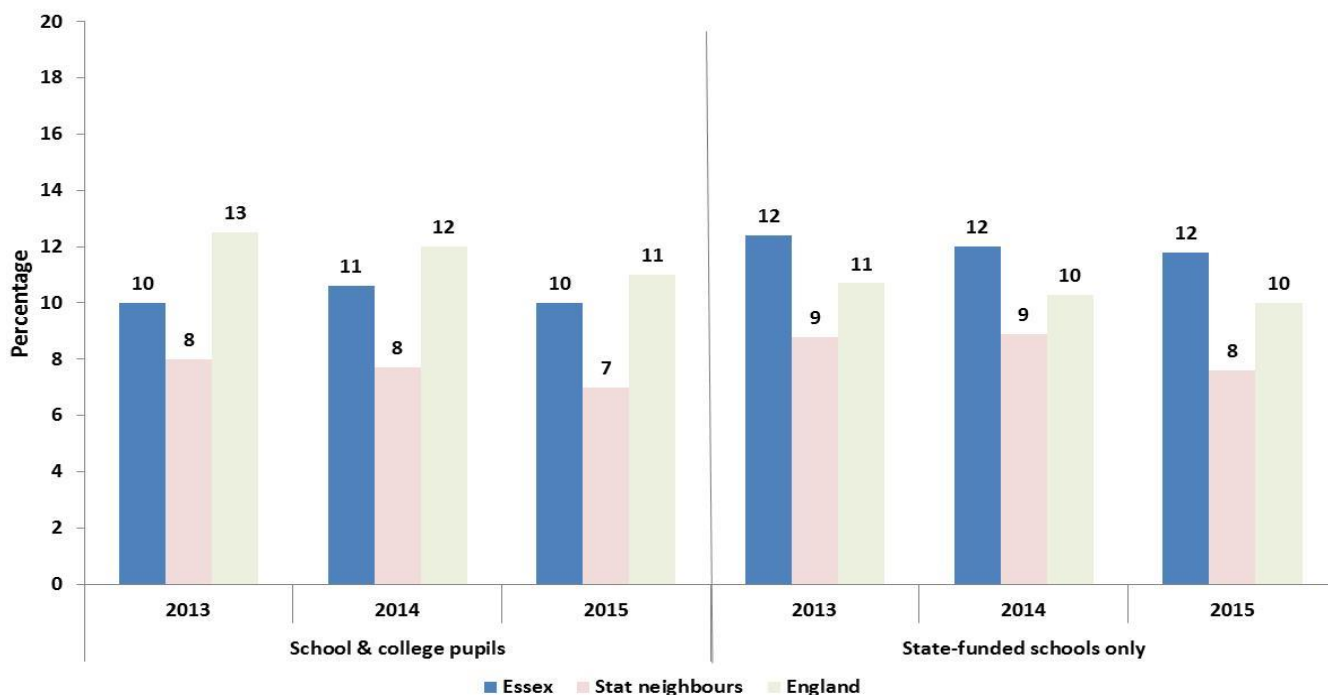
KS5 - points per examination entry: school and college students vs state-funded schools only: 2012-2015



Points per student well above the national average Essex Students achieved 818.3 points on average in 2015, a slight decline compared to 2014 (821.3) this mirrors a slight 4.4-point decline nationally, however results were well above the 2015 national average of 771.9

Slight increase in students achieving Level 3 passes The proportion of students with at least 2 substantial Level 3 passes has increased by 0.4% in Essex compared to 0.1% rise in the Eastern Region. Essex is similar to the national average.

KS5 - 3+ A-grades: school and college students vs state-funded schools only: 2012-2015



Increase in AAB grades The Percentage of students achieving grades AAB or better at A level has increased by 0.5 percentage points to 19.1% compared to a national drop of 0.4 percentage points. The proportion of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects has increased by 0.8 percentage points to 14.8%, compared to a national and regional drop of 0.4 percentage to 13.1%

Learner satisfaction at further education colleges in Essex lower than last year Scores for learner satisfaction dropped slightly compared to the previous academic year, from 8.1 to 7.8. Learner Satisfaction is a score out of 10 derived from a questionnaire on learners' views undertaken between November 2014 and May 2015.

Employer Satisfaction at further education colleges in Essex lower than national average Essex average was 7.7 vs 8.2 for the national median average in 2013/14. Employer Satisfaction is a score out of 10 derived from employers' responses to a survey of its providers' responsiveness and quality of training. The latest published survey took place between April 2014 and August 2014 based on views of training provided in the 2013/14 academic year.

Essex below the national average for apprenticeship success rates	Average success rates for Essex residents enrolled on an Apprenticeship have declined 5.5 percentage points over the last three years and stand at 66.6% in 2013/14. This follows a national trend where success rates have decreased by 4.9 percentage points to 68.9% in 2013/14.
Education and Training retention rates same as national average	Success rates are the proportion of a total cohort starting a particular learning aim that achieved the qualification. Overall success rates for Essex residents enrolled on education and training courses were slightly below the national average in 2013/14, though retention rates were the same as the national average. Due to changes in methodology it is not possible to make comparisons with previous years
6 out of 10 FE colleges in Essex have been rated by Ofsted as 'requiring improvement'	The other four colleges have been rated 'Good'. One of the colleges currently rated, as 'requires improvement' has recently been re-inspected and the report is due to be published shortly.

Learner and Employer Satisfaction scores

Year		Learner Satisfaction Score	Employer Satisfaction Score
2013/14	Essex median	8.1	7.7
2014/15	Essex median	7.8	--
2013/14	National median	8.6	8.2
2014/15	National median	8.6	--

Apprenticeship success rates (all types of apprenticeship)

Hybrid End Year		Overall Success Rate %
2011/12	Essex weighted average	72.1
2012/13	Essex weighted average	67.9
2013/14	Essex weighted average	66.6
2011/12	National	73.8
2012/13	National	72.3
2013/14	National	68.9

Education & Training Headline Success Rates (all institutions)

Expected End Year		Starters (Excluding Transfers)	Success Rate %	Retention Rate %	Achievement Rate %
2011/12	Essex weighted average	76,710	82.2	90.4	91.0
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
2011/12	National	3,667,800	83.8	90.4	92.6
2012/13	National	3,934,220	86.0	91.7	93.8
2013/14	National	4,439,000	84.7	92.3	91.7

Please note that the 2013/14 success rates for education and training are not consistent with earlier years due to changes in methodology.

Qualifications by age 19 Level 2 and Level 3

Background

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.

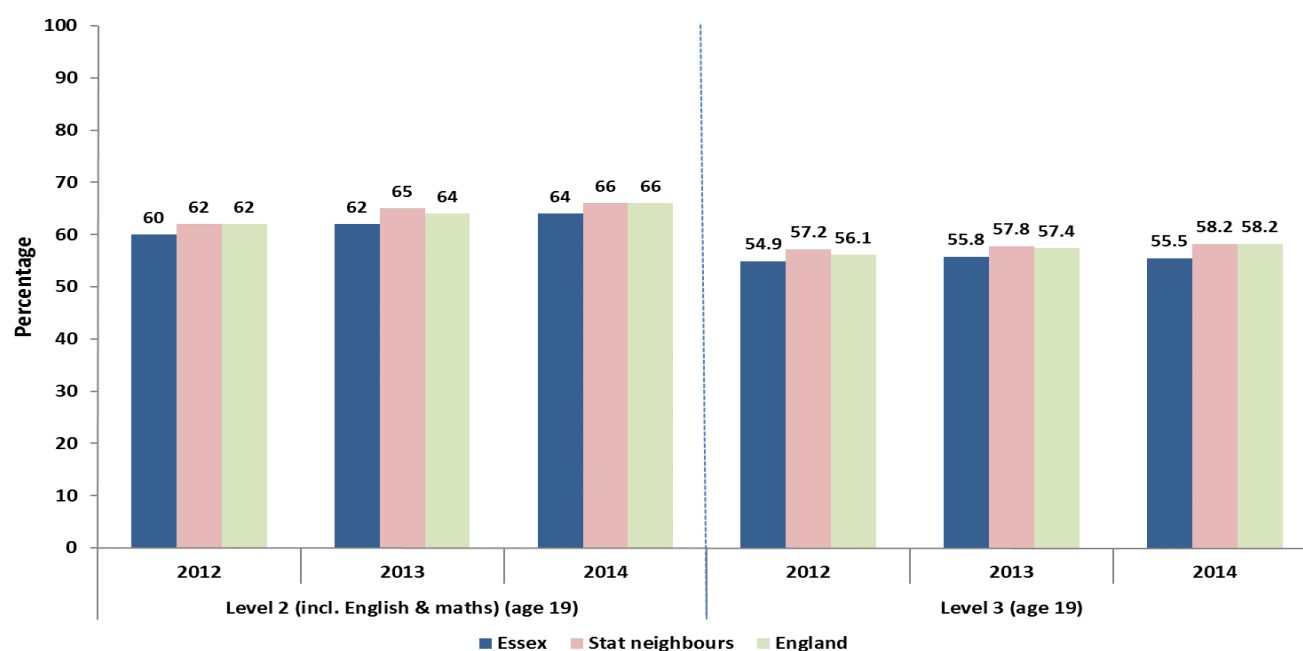
Headlines

By age 19, 64% of young people attained a level 2 qualification that included English and Maths and 56.5% attain level 3.

The latest published figures are for 2014 and show that there was a 2 percentage point increase in the percentage of 19 year olds with a level 2 qualification including English and Maths compared to 2013. Essex is 2 percentage points below the national and SN average and in the third quartile nationally.

The percentage of young people achieving a Level 3 qualification by age 19 has increased 0.7 percentage points since 2013. The improvement in Essex has been below the national and ER averages since 2007 but above that for SN. Essex is in the third quartile nationally.

**Level 2 (incl. English and maths) and level 3 qualifications at age 19
2012-2014**



Decrease in inequality gap in Level 2 qualifications by the age of 19	The inequality gap reported is based on young people where were eligible for free school meals (FSM). Compared to 2014, there was a decrease of 1 percentage point in the attainment gap at Level 2 for young people reaching age 19. The Essex gap is lower than for SN and ER but 2 percentage points above the national average. Essex is in the third quartile nationally for this measure.
No change in the FSM gap for 19 year olds who attained Level 3 qualifications that include English and Maths	In the last two years 2013-14 the inequality gap (FSM) has remained the same at 31%, nationally it is 27% but there has been no change over the last 4 years. The Essex gap is the same as for ER but below SN average.

Disadvantage - Key Performance Messages

The performance of Disadvantaged pupils improves for the majority of measures

The performance of Disadvantaged pupils (and other pupils) is higher than in 2014 for all EYFS, Year 1 Phonics and KS1 measures shown above. Similarly, at KS2 and KS4 the majority of measures see improved performance for both pupil groups.

and only sees one measure with lower performance since 2014

Expected KS2-4 progress in English is the only measure featured where performance for Disadvantaged pupils is lower in 2015 than a year ago.

Most gaps remaining the same

With improvements by Disadvantaged pupils and other pupils tending to be the same in many cases, this means that many gaps remain static. Generally, gaps at KS4 have increased with other pupils' improvement outweighing that of Disadvantaged pupils.

Key Stage	Measure (% pupils achieving):	Has performance improved since 2014?		Has the gap reduced since 2014?
		Disadvantaged	Other	
EYFS	Good Level of Development	✓	✓	=
Year 1 Phonics	Required Level	✓	✓	✓
Key Stage 1	L2B+ Reading	✓	✓	=
	L2B+ Writing	✓	✓	=
	L2B+ Maths	✓	✓	=
Key Stage 2	L4+ RWM	✓	✓	=
	L4+ Reading	=	=	=
	L4+ Writing	✓	✓	✓
	L4+ Maths	✓	✓	✓
KS1-2 expected progress	Reading	=	=	=
	Writing	✓	✓	✓
	Maths	✓	✓	=
Key Stage 4	5+ A*-C Inc. English & Maths	=	✓	✗
	5+ A*-C	✓	✓	=
	5+ A*-G	✓	=	✓
KS2-4 expected progress	English	✗	✓	✗
	Maths	✓	✓	✗

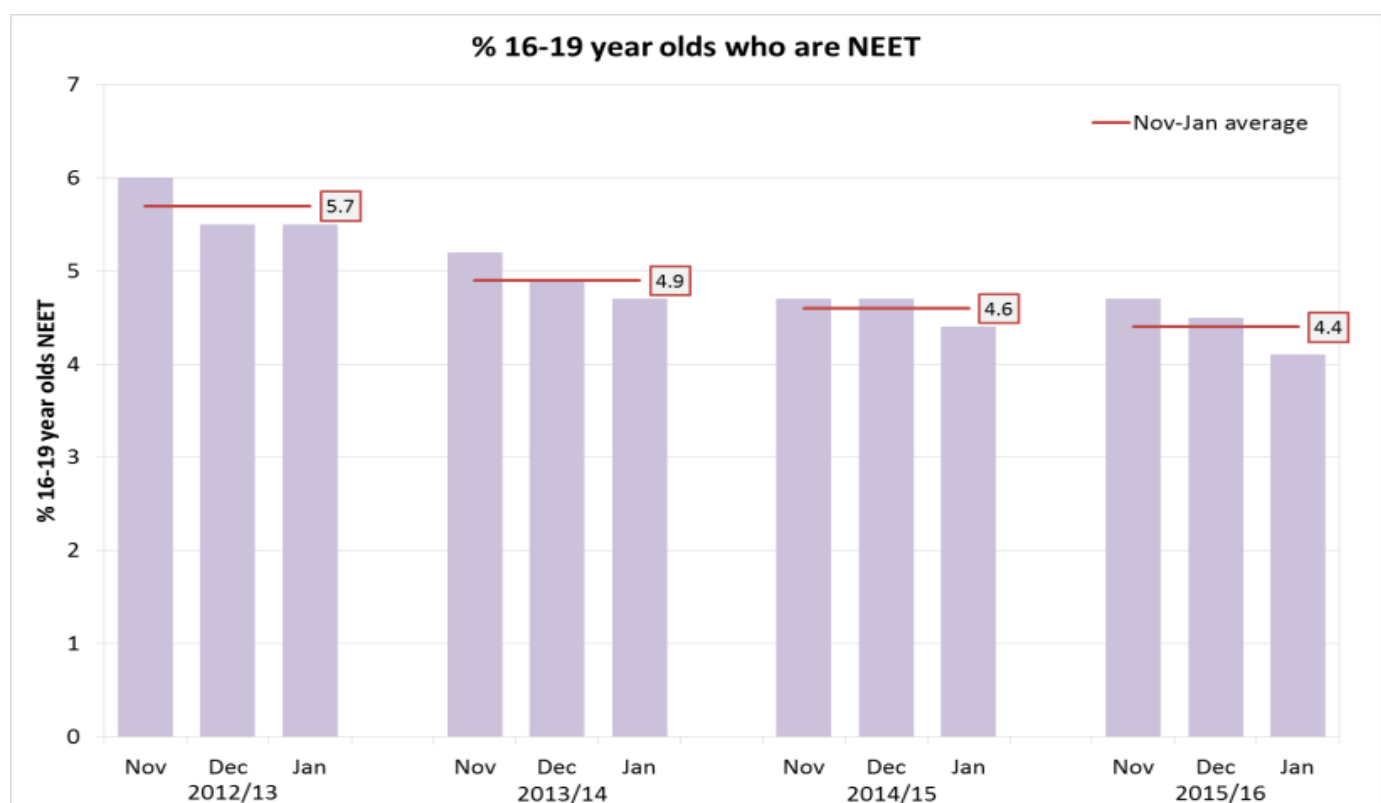
Young people not in education, employment or training (NEETs)

Background

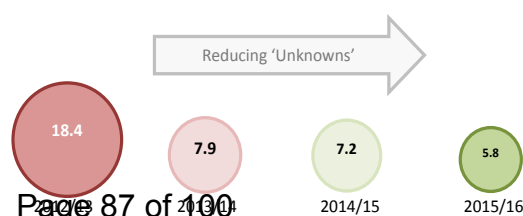
The Department for Education (DfE) monitors the performance of local authorities during November, December and January to establish the number and proportion of young people who are not in employment, education or training (NEETs) and those whose current activity is unknown. This period is when it is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

Headlines

4.4% NEET target achieved. Reduction in NEET during Target period (November, December January) from 5.7% in 2012/13 to 4.4% in 2015/16. A 4.1% figure for January is the lowest NEET percentage achieved in January for the last four years. Whilst comparative national data is not yet available for 2015/16 however Essex NEET have been slightly lower than national average for the last three years.



5.8% Unknowns means the 7.0% target has been achieved for 2015/16



Unknowns are well below the DfE 10% threshold. Just 4.4% in January makes data more robust and NEET figures more reliable.

Attendance and Exclusions

Background

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

Just under 1 in every 20 children (4.7% - averaged across primary and secondary schools) were 'persistent absentees' (defined as those pupils who missed 15% or more possible sessions during the year). This equates to 46 or more sessions of absence (authorised and unauthorised) during the year.

Headlines

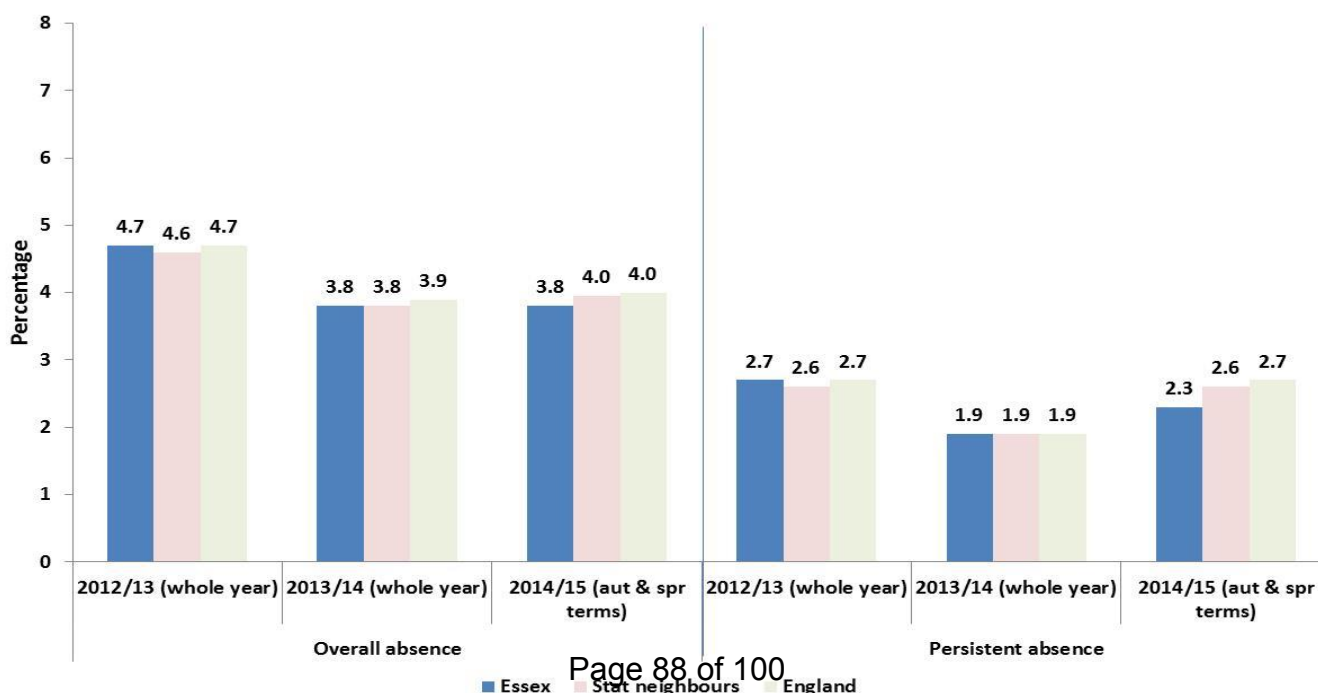
Total absence rates at primary schools declined overall

Essex was in the 2nd quartile nationally for overall primary absence and rates fell nearly 1 percentage point compared to 2013/14 AY. Nationally Essex was ranked 51st, up from a rank of 74th the previous year. The decline in overall absence was due specifically to authorised absences whilst unauthorised rates remain the same as for the previous year (0.7%), lower than national and ER average and in-line with SN.

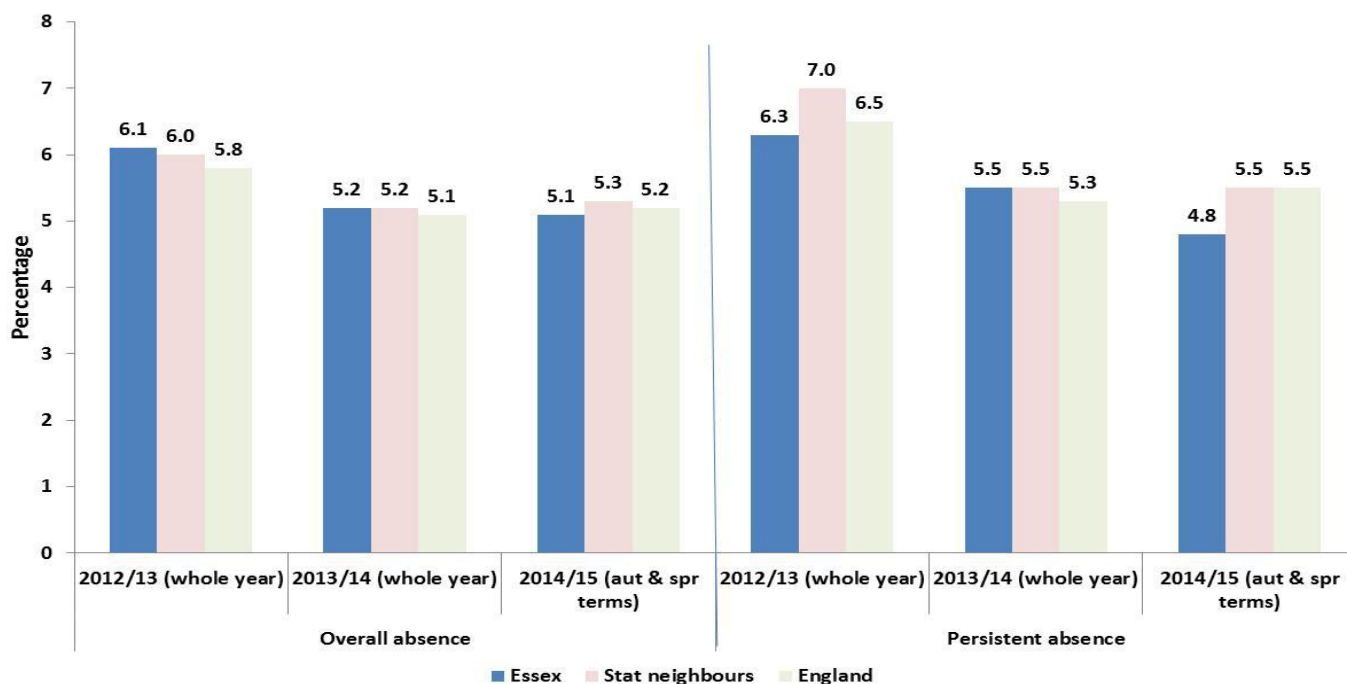
Slight increases in overall absence and persistent absence predicted for children looked after

Absence levels for children looked after have been between 4.0 and 4.4% over the last three years. There is predicted to be a slight increase of 0.7% in persistent absence for 2015 compared to the previous year, making a three-year rising trend in persistent absence.

Primary schools: overall absence vs persistent absence
2012/13-2014/15 (aut & spr)



Secondary schools: overall absence vs persistent absence
2012/13-2014/15 (aut & spr)



Permanent exclusions in secondary schools have been declining

Performance is in the top quartile and is ranked 13th nationally out of 151 local authorities. Secondary exclusions have decreased from 0.23% to 0.04% of the secondary school population since 2006/07. They remain well below national average and other comparators and the trend is downwards compared to slight increases nationally and in ER for 2012/13 AY.

Fixed term exclusions within secondary schools are on a downward trend

Essex performance is in the second quartile nationally and exclusions have declined from 12.9% in 2006/07 down to 5.7% in 2013/14.

Low proportions of Primary permanent exclusions

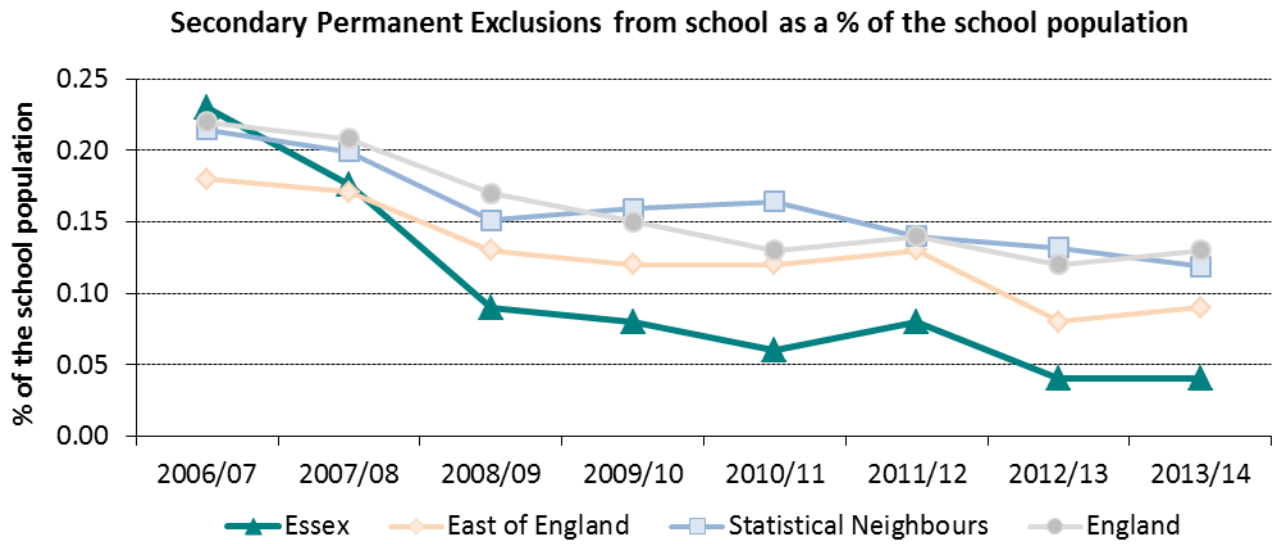
Primary permanent exclusions increased slightly in 2013/14 however, the overall proportion remains very low at 0.02% of the school population, in line with SN, ER and national average.

Primary Fixed-Term exclusions

There has been a slight increase in the proportion of fixed-term exclusions at primary schools; however, the average remains in line with national and other comparators. Essex is in the third quartile nationally and is ranked 95th. The overall proportion of fixed term exclusions has declined from 12.9% to 6.7%.

The most common reason for exclusion:

Persistent disruptive behaviour was the most commonly recorded reason for fixed-term and permanent exclusions at both primary and secondary schools.



This information is issued by

Essex County Council, Organisational Intelligence

You can contact us in the following ways:

By email: **nicola.smith4@essex.gov.uk**

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

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03330138370

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Organisational Intelligence

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

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		AGENDA ITEM 7
		PAF/06/16
Committee:	People and Families Scrutiny Committee	
Date:	10 March 2016	
<u>Outstanding Items</u>		
Enquiries to:	Name: Pippa Shukla Designation: Strategic Commissioner - Intelligence Directorate: People Telephone Number: 03330136605 Email address: pippa.shukla@essex.gov.uk	

Purpose of the Paper: To update members on progress on actions further to the work of the Task and Finish group

Progress update on Task and Finish group report – Educational Attainment in Essex

1. Purpose of the Paper

This report sets out progress made further to the series of actions and recommendations presented to the People and Families Scrutiny Committee in July 2015. The final report included an initial response from the Cabinet Member for Education and Lifelong Learning to the findings of the Task and Finish group and this report provides an update to that response.

2. Progress update

There follows an update to each recommendation and action as set out in the published report:

2.1 Working with schools to address Recruitment and Retention requirements

RECOMMENDATION: *Where staff shortages exist, schools be encouraged to pool their resources and employ subject specialists to work for a cluster of schools.*

The secondary Head teacher Association (ASHE) and local cluster groups of heads organise overseas trips or interviews over the internet to support the recruitment of staff in subject shortage areas each year. These are predominately for English, maths, science subjects; however other areas of shortage include geography, technology, and Religious Education. Schools also have used the strategy of over

staffing themselves in particular shortage areas, to then develop local agreements to share staff across clusters in these shortage areas.

ECC works with the teaching school alliances (TSAs) in Essex, who have a key priority to support schools in recruiting high quality specialist staff, which can be shared across the cluster, where appropriate.

ACTION: *More work is needed to understand the nature, level, and location of teacher recruitment and retention issues throughout Essex.*

ECC is working with EES for Schools, and with the headteacher professional associations in Essex, to develop a more long term strategic approach to teacher recruitment and retention in the county. As this work develops, links will be made to district and borough councils, and teaching school alliances.

A small task and finish project group has been formed to plan initiatives in response to feedback from head teachers of primary, secondary and special schools. Representatives of each sector sit on the group. Work has already begun with a “Teach in Essex” campaign, aimed at raising the profile of the County beyond our borders, promoting the benefits of both working and living in Essex. Through the remainder of the spring term, further promotional activities are planned. A survey has been created which will provide exact data from schools in terms of where pressures are greatest and in which subjects/phases. This will enable ECC to focus initiatives and incentives, as appropriate. The issue of in-year supply cover is also being addressed as part of this work, as this is proving a challenge for schools in terms of both availability and the quality of teachers.

2.2 Early Years

RECOMMENDATION: *The County Council should consider how best to link Early Years provision with Infant/Primary Schools in order to create a seamless transition from pre-school; and to prevent the discrepancies that have been reported to the Group with regard to the attainment levels of some EYFS children entering school. The Task and Finish Group heard conclusive evidence that linking provision would have a decisive impact on the literacy and numeracy skills of children. This would have a particular impact upon children from deprived backgrounds.*

The Good Level of Development (GLD) measure, extracted from the Early Years Foundation Stage Profile results from July 2015, provide the starting point for identifying the key focus of work with schools and early years settings for 2015/16, in order to raise attainment in the future, particularly the most disadvantaged children and support children’s smooth transitions.

Other work includes both the expansion of current School Readiness projects in Harlow and Colchester as well as the commencement of new School Readiness projects in districts with particularly low GLD in 2015, including Braintree and Castle Point. These projects engage colleagues from schools, settings, health and district councils, who work collaboratively to improve children’s ‘school readiness’ and support their transition into school. Key activities for the locality are identified. For example in Braintree, activity is focusing primarily on supporting parental

engagement in their children's learning and supporting early language and communication development, whilst in Harlow there is a focus on Early Years Pupil Premium (EYPP) children and their families.

Within the Basildon School Readiness project, schools are being surveyed on the readiness of the most recent cohort of pupils to start school and to share any improvements they think might enhance the *readiness* of the children. This has been complemented by the development of a 'Transition Passport' jointly developed between schools and settings to support transition.

Access, analysis and interpretation of a range of data sets are a key part in the work to support transition. Steps are also being taken to identify barriers to sharing of data between pre-school and school provision.

'Mind the Gap! – Inequalities in School Readiness' postcards have been shared with schools and settings via Learning Communities in November 2015, to encourage practitioners to know the attainment 'gap' in their district for the disadvantaged and vulnerable groups and to consider ways of closing the gap and ensuring more children are 'school ready'.

The Early Years Foundation Stage profile (EYFSP) Moderation model for 2015/16 is focusing on schools where GLD was below national, enabling targeting of training and resources, particularly focused on the specific early learning goals of literacy and mathematical development, and the importance of providing the right learning opportunities within the school, transition information and the Home Learning Environment.

Opportunities to develop early years provision within new school building work are also being discussed as a strategic priority to further aid transition by the co-existence of provision on a shared site.

2.3 Support for Governors

RECOMMENDATION: *The County Council should consider ways to encourage employers to enable governors to be released from their employment to increase their contribution and commitment to schools.*

EES for Schools have been looking at innovative ways for employees who come from a variety of employers across the region to be able to become governors, without necessarily having to physically attend meetings which could be introduced in Essex to encourage employers to continue to enable their staff to volunteer to be governors.

A pilot for e-governors has been set up with SGOSS (Schools for Governors) and The Key (Support for School Governors) and five e-governors have now been appointed to pilot arrangements for governors to participate in meetings via technology. This is seen as an important initiative to encourage high quality candidates to contribute to effective school governance.

RECOMMENDATION: *There should be encouragement and incentives for school governing bodies to work collaboratively with other governing bodies to ensure best-practice is shared throughout the county.*

The Governor Effectiveness Mark (GEM) is being used by Basildon Excellence Panel (BEP) (31 schools), and Harlow Education Partnership (HEP) (26 schools) to support governing body effectiveness. Both groups are developing a collaborative approach to the process and this is being developed through a review of evidence across schools and bespoke training (CPD) linked to the nine characteristics of Effective Governance. Outside of the two groups, one pilot school has had their validation visit and gained the award. Schools have been provided with information about GEM through EES for Schools marketing and we have had several requests for further information and two more schools have recently registered to undertake the award.

Governor Services has also been working with schools to encourage collaborative governor and clerk training based on local need. Workshops are being run across the County for groups and clusters of schools to share best practice around improving themselves by working in partnership in a school-led improvement system.

An example of this has been work with the Colne Valley Consortium. This group of schools identified a particular need for upskilling inexperienced governors and specific training was arranged for them, including a 'Hot Topic' session, updating on changes to education such as Ofsted, safeguarding, Education and Adoption Bill, curriculum and school-led improvement. As more schools start to develop formal, mutually accountable partnerships there will be more opportunities to run training for governors across clusters.

2.4 Data and Standards

RECOMMENDATION: *The County Council should commit to interim and ultimate targets to move to the express aim of being in the top quartile of educational achievement in the county at all Key Stages. It should also set the ambition that the improvements already seen in Essex in the secondary sector are matched in the primary sector.*

There are three priorities that drive ECC's work with schools. These underpin a relentless focus on key outcomes to ensure that by 2018:

- Every school in Essex to be a good or outstanding school;
- Outcomes at all key stages are in the top quartile nationally; and
- 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.

The Annual report on attainment and progress in the 2014/15 academic year sets out the positive progress made across a range of measures (see page 9 of annex report).

However, Members may be aware that assessment frameworks across the primary and secondary school phases are due to change considerably in a phased way until 2023 (see table at end of report):

- 2016 will be the first year of new Key Stage 2 (KS2) tests for pupils who have studied a sufficient proportion of the new national curriculum introduced in 2014. The method of reporting used for the new tests will be very different than for previous years as a scaled score will be used rather than levels. The new national standard will be calculated from pupils taking the test in summer 2016 and therefore it is difficult to estimate accurately beforehand the proportion of pupils who have reached the new national standard.
- Similarly, there are substantial changes taking place within GCSEs over the next few years which make estimating attainment similarly difficult. Students will take exams for the new GCSEs, in 2017. These will be linear, meaning that all students will take their exams at the end of the course; there will be a new numeric grading scale from 9 to 1 instead of from A* to G; and schools will be measured on pupils progress in a broader range of results across 8 subjects.

The changes, coupled with the significant raising of the bar in expected standards, means that it is not possible to provide accurate targets for achieving top quartile status going forward until we have the new test data available for KS2 and KS4.

Therefore, the following estimates have been calculated for 2016, to enable members to understand the pupil numbers likely to need to improve across Essex schools to move the County into top quartile performance levels:

- Key Stage 2 – for Essex to have reached the top quartile nationally in 2015, an additional 460 pupils would have needed to attain Level 4 or above in Reading, Writing and Maths. Based on current cohort numbers, and an assumption of a 1% increase each year in Essex and nationally, then approximately 460-470 additional pupils would need to achieve the threshold each year for Essex to reach the top quartile in 2016;
- Key Stage 4 – For Essex to have reached the top quartile nationally in 2015, an additional 335 pupils would have needed to gain 5 or more A*-C grades including English and Maths. Based on current cohort numbers and an assumption of a 1% increase each year in Essex and nationally for the thresholds and top quartiles, approximately 330 additional pupils would need to achieve 5 or more A* to C grades including English and Maths for Essex to reach the top quartile in 2016.

ACTION: *The Task and Finish Group would wish future Educational Attainment in Essex Annual Reports to provide detailed information to afford more clarity where improvements have been made.*

The Annual report and detailed annex on attainment and progress in the 2014/15 academic year sets out the improvements made, along with work undertaken. The report has been simplified from previous years, with an executive summary added.

RECOMMENDATION: *The County Council should encourage all schools under Local Authority control to proactively and creatively make full use of the Pupil Premium to develop ways of improving the attainment of children from more deprived backgrounds.*

An educational specialist organisation, the National Education Trust, was commissioned in the autumn term 2015 to review the use of Pupil Premium grant (PPG) across schools in Essex, and develop a toolkit for low cost impactful practice to enable all schools to focus on sustaining improving outcomes for their disadvantaged pupil group.

Work to date has involved a survey of school websites to review how schools are meeting their statutory duty to communicate the outcomes of their disadvantaged pupil group; a survey of schools to gauge best practice and review PPG spend; and a series of focus groups run during the Spring term to capture effective practice to use in the forthcoming toolkit. A conference is planned for mid-April 2016 to launch the toolkit and showcase good evidence based practice.

ACTION: *The Task and Finish Group would wish the Cabinet Member to report if, and how, the County Council is working with the public sector to work with hard-to-reach groups to raise educational engagement and attainment.*

A range of services within the Education and Learning service work with a broad range of other stakeholders, including external agencies and other specialist providers, in order to secure the best support for disadvantaged and hard to reach groups.

As part of the work being carried out by the National Education Trust, outlined in the section above, schools will be surveyed on their work to raise educational engagement and attainment, in order that good practice can be shared. This work is being supplemented by research being undertaken by a small group of Essex TSAs, who will feedback on good practice in schools around parental engagement and work to raise aspirations of both parents and their children and young people.

2.5 School Organisation and Planning

ACTION: *The Task and Finish Group invites a response from the Cabinet Member for Education and Lifelong Learning with regard to the influx of migrant children into Essex and the subsequent impact this has on class sizes in the county.*

One of the challenges in exploring any links between migrant number increases into Essex and the consequent impact on class sizes is that 'in-year' migration is only one of a number of factors affecting class size. The other main factors that need to be considered are the natural increase in the population of Essex i.e. the birth rate of the population residing within the county, out migration, and the number of school places available.

The county has a legal duty to ensure that there are sufficient school places in Essex for every resident child of statutory school age whose parents apply for a school place. As part of future planning for school organisation, additional places can be added by the expansion of existing schools or the opening of new schools.

A detailed analysis based on Essex level data has been undertaken by the School Place Planning team, which in summary shows:

- The number of children attending primary schools in Essex has increased by 8% from 2010/11 (an increase of 8,446 pupils). An additional 4,103 places were provided across primary schools across the county in that time period. As the rate of increase in pupil numbers was higher than the provision of additional places, the level of surplus places has fallen to 7% in 2014/15 (above the DfE recommended surplus rate of 5%).
- The number of children attending secondary schools in Essex has fallen by 5% from 2010/11 (decrease of 4,683 pupils). Over the same period secondary school places available have reduced by 1,562, attributable mostly to academy conversions. Even with this reduction, the level of surplus places has increased from 8% to 12% since 2010/11.
- Primary class sizes have increased to 27.7 pupils per infant class in 2014/15 (from 26.8 in 2010/11) and to 98 infant classes with more than 30 pupils; and 28 pupils per junior class (from 27.6 in 2010/11) with 341 junior classes with more than 30 pupils. There is no equivalent figure for secondary classes, however projection analysis shows that there should not be a significant increase in class sizes, due to planned expansions of existing schools.
- Essex is a net exporter of pupils (i.e. the numbers travelling out of the county for their education exceeds the numbers travelling in) at both primary and secondary level. The numbers are very small so there is little impact on availability of school places or class sizes.

The Task and Finish group report included this action as it was raised as a potential issue by one school; however the data available to the school place planning team does not suggest that 'in-year migration' is causing significant issues for class sizes across the county at this stage.

The organisational intelligence team will continue their monitoring of the data – and review available district data to see if there is evidence of impact on class sizes being more localised, particularly at primary school level where average class sizes have increased over the last 5 years.

In addition, ECC officers will be scheduling a series of workshops for members during the summer term, to share school place planning forecast data for local areas. This will enable members to review the data and school organisation priorities.

Annex 1: Assessment framework changes

New performance measures:

Key Stage 2		Key Stage 4	
Attainment	Progress	Attainment	Progress
% pupils at expected national standard	New value added model to measure progress from KS1 to KS2	Attainment 8	Progress 8
% pupils achieving a 'high score'		% achieving grade C+ in English and Maths	
Average score (scaled score)		% achieving the EBacc	
		% pupils entered for EBacc	

Assessment and accountability changes:

Year	Introduction of changes
2015	New reception baseline
2016	New KS1 tests and teacher assessment New KS2 tests and teacher assessment New KS2 accountability indicators KS4 1-8 scale used for Attainment 8/ Progress 8 EBacc continues, EM C+ (Basics) introduced New KS2 assessments into Year 7
2017	Updated KS1 and KS2 teacher assessment criteria First reformed GCSEs taken (English and maths) KS4 1-9 Scale used for performance tables 'Basics' becomes EM 5+
2018	First cohort to finish KS1 with reception baseline (progress) More reformed GCSEs
2019	More reformed GCSEs
2020	First KS2 cohort to finish full 6 years in the new curriculum and new KS1 prior attainment
2021	Pupils with KS2 assessment (from 2016) are now Y11
2022	First cohort to finish KS2 with reception baseline (progress measured using reception or KS1 baseline)
2023	Reception baseline used to measure progress of all pupils finishing KS2