



Essex County Council

People and Families Policy and Scrutiny Committee

11:15	Thursday, 12 April 2018	Committee Room 1, County Hall, Chelmsford, CM1 1QH
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For information about the meeting please ask for:

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Pages

Private Briefing for PAF Members Only

Please note that there will be a private briefing for committee members at 9.30am in Committee Room 1, County Hall.

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2	Minutes To approve as a correct record the minutes of the meeting held on 15 March 2018.	5 - 11
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3	Questions from the Public	
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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 Senior Democratic Services Officer.

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| 4 | Educational Attainment in Essex
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| 8 | Date of Next Meeting
To note that the next Committee activity day is scheduled for 10 May 2018, which may be a private Committee session, public meeting, briefing, site visit, etc - to be confirmed nearer the time. | |
| 9 | 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. | |
| 10 | 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. | |

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.

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Agenda item 1

Committee: People and Families Policy and Scrutiny Committee

Enquiries to: Graham Hughes, Senior Democratic Services Officer

Membership, Apologies, Substitutions and Declarations of Interest

Recommendations:

To note

1. Membership as shown below
2. Apologies and substitutions
3. Declarations of interest to be made by Members in accordance with the Members' Code of Conduct

Membership

(Quorum: 4)

Councillor M Maddocks
Councillor J Baker
Councillor J Chandler
Councillor B Egan
Councillor A Erskine
Councillor J Henry
Councillor J Lumley
Councillor P May
Councillor M McEwen
Councillor J Moran
Councillor P Reid
Councillor C Souter
Councillor L Wagland
Councillor A Wood

Chairman
Vice Chairman
Vice Chairman

Non-elected Members

Richard Carson
Lee Cromwell
Marian Uzzell

Minutes of the meeting of the People and Families Policy and Scrutiny Committee, held in Committee Room 1 County Hall, Chelmsford, CM1 1QH on Thursday, 15 March 2018

Present:

County Councillors:

M Maddocks (Chairman)

J Baker

T Ball (substitute)

J Chandler

J Henry

S Hillier

J Lumley

P May

M McEwen

J Moran

P Reid

The following officer was present in support of the meeting:

Graham Hughes, Senior Democratic Services Officer

- 1 Membership, Apologies, Substitutions and Declarations of Interest**
The report of the Membership, Apologies, Substitutions and Declarations was received and noted. Apologies for absence had been received from Councillors Egan, (for whom Councillor Ball substituted), Erskine, Souter, Wagland and Wood (for whom Councillor Hillier substituted). There were no declarations of interest
- 2 Minutes**
The minutes of the meeting held on 8 February 2018 were approved as a correct record and signed by the Chairman.
- 3 Questions from the Public**
There were no questions from the public
- 4 Update on the Essex Safeguarding Adults Board**

The Committee considered report (PAF/06/18) providing an update on a review undertaken of changes made to the County Council's domiciliary care charging policy.

The following joined the meeting to introduce the item and participate in subsequent discussion.

Councillor John Spence, Cabinet Member – Health and Adult Social Care
Andrew Spice, Director, Strategic Commissioning & Policy (ASC)
Fiona Davis, Director, Safeguarding & Quality Assurance (ASC).

Background

The cost of domiciliary care was either fully or partly met by ECC, depending on the financial status of the person. Having decided to charge, a local authority must do so in line with statutory guidance. The guidance covers both the treatment of income and capital and the identification and correct attribution of Disability Related Expenditure (DRE). Adults are assessed on the basis of the individual income and capital net of any housing or tenancy costs.

In December 2016, the Cabinet decided to make changes to charging for people who received domiciliary care services:

- Charging people from the date they receive care, and not when the financial assessment is made
- Including capital value of all property owned (other than own home) in the financial assessment
- Align the use of DREs more closely to the Care & Support Guidance
- Reduce the Maximum Capital Threshold from £27,000 to £23,250
- Reduce the Minimum Income Guarantee for Older People to £189/week in order to align with the statutory minimum (NB. this was not required to be part of the formal Cabinet Decision)

At Full Council in October 2017, the Cabinet Member for Health and Adult Social Care agreed to assess the implementation of the changes to ECC's domiciliary care charging policy introduced in April 2017. The review did not revisit the taking of the actual decision itself. The Cabinet Member was satisfied that the decision and changes had been properly implemented.

Additional revenue and modelling

Additional revenue generated from the changes had been calculated as approximately £10.3 million, an increase of £6 million on the figure anticipated in the Cabinet Decision. The additional revenue had resulted from (i) over conservative modelling assumptions and (ii) social care practice issues that were uncovered. Some process issues had been identified and being addressed as part of an ongoing organisational redesign. In particular, changes to the capital threshold could be modelled reasonably accurately but differences had been identified in how Disability Related Expenditure was approached and calculated.

The modelling had been prudent and undertaken in house-and whilst it had undershot the actual figures it had still been within the broader parameters set for the implementation of the changes.

Assessing ability to pay and charging

Recipients of domiciliary care were assessed for their ability to pay and contribute towards the cost of the service they were receiving and this was

calculated according to the amount of income and capital the individual held. A minimum income guarantee was set out in statutory guidance.

Assessments were expected to be undertaken in a timely manner within a 28 days' timeframe. It was agreed that further information be provided to members on the controls and monitoring in place to prevent property transfers to avoid liability. **Action: Cllr Spence**

In response to a member question it was confirmed that Essex MENCAP had raised significant concerns and reported significant price rises for their members. The Cabinet Member confirmed that he had responded to MENCAP and offered to meet them to discuss their concerns further. However, he believed that ECC had enough safeguards in place to ensure compliance with statutory guidance on charging and to preserve the statutory defined minimum income guarantee. However, he would be receptive to listening to further comments and suggestions from users and representative groups such as MENCAP.

It was stressed that no one paid more than the cost of the care that they receive and in most cases it will be subsidised. There would be cases where bills will go down as capital reduces and the subsidy increases.

Change management

It was acknowledged that during implementation there had been an under-estimation of the amount of change management needed (communications, quality assurance frameworks etc) and lessons on this had been learnt for the future. Every service user had unique circumstances which added complexity to any analysis and modelling. A new quality assurance framework had been established to give a better overview of how ECC were implementing the charging policy and Disability Related Expenditure across the county.

Benchmarking

Essex did benchmark against other local authorities in relation to the policies being implemented. It was considered that the consultation had been properly undertaken but, due to the complexity of the issue, it had resulted in 6000 telephone calls between 1 March 2017 and 31 August 2017 from people not fully understanding what was being proposed. Essex also had project teams that benchmarked change management at other local authorities. It was stressed that the recent changes to charging structure had actually brought Essex in line with other LAs.

Conclusion

The committee noted the process and change management issues that

had been identified by the review of the implementation of changes to domiciliary care charging and supported the further work being undertaken to address them.

The Chairman thanked the presenters for their attendance and Councillor Spence and Andrew Spice then left the meeting. Fiona David remained for the subsequent item.

There was a short adjournment before the meeting reconvened.

5 Update on the Essex Safeguarding Adults Board

The Committee considered report (PAF/07/18) providing an update on the work of the Essex Safeguarding Adults Board. The following joined the meeting to introduce the item and participate in subsequent discussion.

Phil Picton – Independent Chairman, Essex Safeguarding Children Board (ESCB)

Fiona Davis, Director, Safeguarding & Quality Assurance (ASC)

Paul Bedwell, ESAB Safeguarding Board Manager

Background and structure

The following was highlighted as part of an introduction on the work of the Essex Safeguarding Adults Board:

- (i) There were over 700 locations that give care or deliver care in Essex as well as other organisations from outside Essex also providing some care for Essex residents.
- (ii) Approximately 1000 safeguarding concerns were raised each month and about half those needed further formal investigations.
- (iii) There was significant reliance on GPs, police or ambulance service to flag up initial concerns around adult care and support needs.

The Board's focus was on the vulnerable and those who had specific health and care needs rather than attempting to safeguard everyone in every single circumstance. As a result recurrent issues centred on mental capacity, abuse and self-neglect with there often being a lower profile for these compared to child abuse. The Board had changed towards working as part of a partnership arrangement – it did not oversee the detailed operations of each partner but asked for reassurance on services and encouraged greater working together and sharing of information and good practice. In addition, the Business Managers from three boards (including domestic abuse board) and the Independent Chairman met regularly to share knowledge.

Whilst the safeguarding model was well embedded in children's services, adults safeguarding had been subsequently set up to mirror it to some extent.

Legislation

Whilst children's safeguarding was very specifically led by the Department of Education, there were different government departments' involved with different legislation for safeguarding adults. As a consequence, each had different criteria and quality assurance processes although both children's and adults safeguarding had provision for serious case reviews.

Whilst legislation had previously required police to take someone into custody who appeared to have mental health difficulties and posed a risk to themselves and others, it now did not direct them to be taken to police stations and instead expected other places of safety to be used. This issues had been considered by the Board which had demonstrated good partnership working in finding and designating places of safety in Essex that were not police stations. **Action:** it was agreed that further information on this would be provided for the Committee.

Deprivation of liberty safeguards

Whilst it was not the role of the Board to look at the circumstances of each deprivation of liberty case it may look at the actual process and how someone's liberty is actually deprived.

Autism

The Health and Wellbeing Board was developing an all age autism strategy. In connection with that, the ESAB was looking at where individuals fell just below the threshold for statutory agencies to work with them and further develop a system where people were more used to multi agency discussions as part of finding solutions for those cases.

Assurance and information control

There were protocols about the sharing of personal information for all agencies. The Board had not found instances of the sharing of information being blocked due to concerns about data protection. It was stressed that the last Coldicott principle clearly required that if there was any chance that a person could be at risk of harm then information should be shared with appropriate agencies.

Members queried how broader assurances being given to the Board could

be assessed and validated. The Independent Chairman advised that it often could be achieved informally outside of the formal meeting talking to both those represented on the board and others.

In response to questioning from members on the recourse and powers available to the Independent Chairman, Mr Picton confirmed that he could direct the board if he feels they are approaching something wrongly or were coming to a decision that he could not endorse. Ultimately, he could escalate his dissatisfaction to the county council, Health and Wellbeing Board, scrutiny committee, or media if he felt it necessary.

The witnesses then left the meeting.

Victim Support Essex

After a short adjournment, the meeting reconvened to discuss safeguarding arrangements with Zoe Williams, Senior Manager; Victim Support Essex.

During discussion the following was highlighted:

- New Assessment Centre would be more streamlined from April providing one initial contact so a person did not have to continually repeat their story.
- There needed to be better communication on referrals to help referrers make good quality referrals.
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- Reporting back to the referrer on whether the referral was being progressed was not good and remained an issue. When make referrals the case managers will keep phoning the client to check if they have heard anything. Other agencies may be able to help if the outcome of the referral was known. It was queried whether the victim would come back to Victim Support anyway?
- The ESAB did provide some good safeguarding training but courses often filled up quickly.
- NSPCC level 2 basic safeguarding awareness training was provided for volunteers. There was also senior management team training to support volunteers. However, there was no formal induction programme.
- There still remained issues around managing transition between services. It was suggested that there could be greater flexibility and continuity of key case workers across the transition.
- Whilst the Board may not have the highest profile, most people would only become aware of it when they were actually seeking

support. There could be greater responsibility between agencies to share raising that profile.

- It was the responsibility of Victim Support Essex's four case managers to work closely with community safety partnerships.
- On average 10-12 people were identified for support from Victim Support Essex each day with self-referrals on top of that figure making a total of up to 18 per day. Most support lasted 3-6 months although it could be longer for children and young people.

Conclusion

It was agreed that the Committee would follow up on the issues raised when they next considered the work of the ESCB in September. In the meantime, they would also be raised by the Chairman at his next 'catch-up' meeting with the ESCB Independent Chairman.

6 Work Programme

The Committee considered and noted report (PAF/08/18).

7 Date of next meeting

The next Committee activity day is scheduled for Thursday 12 April 2018. Activity days may be a private session, meeting in public, briefing, site visit etc – to be confirmed nearer the time

There being no further business the meeting closed at 1.15pm.

Chairman

		AGENDA ITEM 4
		PAF/09/18
Committee:	People and Families Policy and Scrutiny Committee	
Date:	12 April 2018	
Enquiries to:	Name: Graham Hughes Designation: Senior Democratic Services Officer Contact details: 033301 34574 Graham.hughes@essex.gov.uk	

EDUCATIONAL ATTAINMENT IN ESSEX

During 2015 the Committee conducted a detailed scrutiny review of educational attainment in Essex with one of its recommendations being that there should be a regular annual update for the Committee. A copy of the scrutiny report can be accessed following this link:

[Educational Attainment in Essex - Scrutiny Report - September 2015](#)

Councillor Ray Gooding, Cabinet Member – Education and Clare Kershaw, Director, Education at Essex County Council, will attend to present the latest annual report (see overleaf).

The last annual report on educational attainment considered by the Committee was on [9 March 2017](#) (this link taking you to the meeting papers and minutes)

Action required

To consider the attached latest annual report on educational attainment and any issues arising.

An Overview of 2017 Educational Achievement in Essex

1. Purpose of the report: Scrutiny of attainment and progress in the 2016/17 academic year

This scrutiny report presents educational outcomes for children and young people in Essex primary, secondary and special schools for the academic year ending Summer 2017, covering Early Years Foundation Stage, Key Stages 1, 2, 4 and 5. It includes an update on absence levels and those young people Not in Education, Employment and Training (NEETs), as well as an overview of specific cohorts of pupils. It also covers Ofsted inspection outcomes, as at the end of academic year 2016/17 and updated as of December 2017.

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

2. Background

Essex County Council has outlined its ambitions for schools and children within the Lifelong Learning Strategy and in the strategic aims within the Education Business Plan 2017-21.

The key outcomes we want to achieve are:

- All schools to be securely good or outstanding with an increase in the number of outstanding schools in the county
- End of key stage outcomes to be securely in the top quartile nationally
- Progress outcomes for vulnerable* children and young people to be in line with their peers
- Visionary and agile school leadership at the heart of the system
- A coherent and inclusive education system driven by a collective moral purpose and underpinned by mature and formalised school to school support
- A school-led improvement system driven by schools working in tight collaboration that is continuously improving and externally challenged.

**Children in Care, the disadvantaged and pupils with special educational needs and/or disabilities.*

In order to achieve the authority's vision, we are committed to deliver a School Led Improvement System (SLIS) across all schools in Essex and we presently have 37 School Led Partnerships working across the County, consisting of between 3 and 20 schools. There are now only 19 schools not currently working within one of these partnerships. This strategic approach to school improvement in Essex is based on the clear core principle that schools are responsible for their own improvement and that schools working together is proven to be the most effective way of securing rapid and sustained improvement. A positive impact on school performance is achieved when schools in these partnerships are signed up to a

common vision bound by collective responsibility, where data is openly shared and schools are holding each other to account for the collective outcomes for children and young people across the partnership.

The Local Authority School Effectiveness Team spends the majority of their time working with partnerships and supporting them to become mature, accountable partnerships. Most partnerships have engaged with Peer Review, and have started to use the recently developed Partnership Evaluation and Development Tool.

This report summarises the progress in improving educational attainment and progress, supported by a detailed analysis.

3. Summary of progress against targets

At the end of the academic year 2016/17, there was good improvement on the percentage of pupils attending 'good' and 'outstanding' schools in Essex (+3% points in primary (92%) and +2% points in secondary (93%)). At the end of December 2017, the overall performance further improved with primary schools at 93% and secondary schools at 97%. The combined performance of all Essex schools at 94% of schools judged at least 'good' places Essex in the top quartile for the second year running and 5% points above national.

Essex finalised test and examination results for 2016/17 show the gap is reducing against top quartile authorities, with Essex maintaining or improving at the majority of measures across all Key Stages. There has been a decrease in 'at least expected' in Reading at KS2, KS1-2 Progress scores in Writing and Maths, Progress 8 and the % achieving AAB grades or better at KS5.

Quartile positions comparing Essex to all other authorities are available in Section 4.2 of Annex 1.

- Essex's performance in the majority of indicators at Early Years and Key Stage 1 places it mostly in the second quartile, with two indicators in the top quartile (% GLD, % at higher standard in Reading). With over half of Essex schools having attainment that placed them in the top quartile, Essex is in the top quartile for EYFS outcomes for the second year.
- The percentage of Year 1 pupils (aged 6) meeting the expected standard in phonics improved by 1% point in 2017, placing Essex above the national average. This was a further increase than previously and Essex is now in the second quartile with an improved ranking from 58th to 52nd in 2017.
- At Key Stage 2, Essex is now in the second quartile for the majority of indicators. Exceptions include Reading at the expected standard and all progress scores (Reading, Writing, Maths), which are in the third quartile. There has been improvement for the key threshold measure of Reading, Writing and Maths combined which places Essex in the second quartile, 2% points above the national average and outperforming the Eastern Region and our Statistical Neighbours.

- At Key Stage 4, Essex is now in the second quartile for all attainment measures. Progress 8 and all EBACC measures are in the third quartile.
- At Key Stage 5, Essex is in the second quartile for all measures.
- For vulnerable groups, the gaps between their achievement and that of all 'other' pupils is broadly similar to the gap seen nationally, but for some it remains wide, particularly when looking at the progress between key stages and for some children with special educational needs. Children in Essex who are identified at school SEN Support generally do less well than their peers, while children with a Statement/EHC Plan achieve above the national average.

4. Overview of results and measures to address school improvement

4.1 Ofsted performance

- At the end of December 2017, 93% of primary, 97% of secondary, and 94% of special schools in Essex were judged 'good' or 'outstanding' (compared to 65%, 58% and 79% respectively in 2011/12).
- Essex is now in the second quartile for primary school performance. To achieve top quartile we need to be at least 94% rated as 'good' or 'outstanding', which equates to additional four schools with this rating.
- Essex is outperforming the England average for the number of 'good' and 'outstanding' secondary schools, placing Essex in the top quartile for the second year.
- When all schools, including PRUs are included, Essex remains in the top quartile.

[see Section 4.1 of Annex 1 - Education Scrutiny report]

Essex schools, both maintained and academies, are responsible for their own improvement. The expectation is that all schools will monitor and evaluate the quality of education they provide and the standards they achieve for all children. ECC works in partnership with all Essex schools, both maintained and academies, in the essential task of raising standards and narrowing the achievement gap between different groups and individuals. In working with academies, ECC works closely with the DfE and Regional Schools Commissioner to ensure that standards are closely monitored and performance issues are 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 continues to improve. There remains a focus on those schools who have received a second judgement of 'requires improvement', those who have not been able to maintain their 'good' judgement and 'good' schools at risk of a Section 5 inspection due to a decline in performance data.

The special school sector has had a varied year. While the majority of inspected schools have retained their 'good' or 'outstanding' judgement, one was judged to be 'inadequate'.

This was linked to safeguarding concerns, which were quickly resolved. One school moved from 'good' to 'requires improvement'. We continue to work closely with all our special schools and multi-academy trusts.

4.2 School Performance

The School Effectiveness Partners (SEPs) are a crucial part of the School Effectiveness Service. The SEPs have established clear processes and protocols to assess all schools, enabling a clear prioritisation of intervention and support to be established for any vulnerable or under-performing schools and appropriate commissioning for support undertaken either through school-to-school support or via the Teaching School Alliances. Support is prioritised for schools judged by Ofsted as 'requiring improvement' or 'inadequate'. Since September 2017 visits to schools judged as 'good' and 'outstanding' by Ofsted, are undertaken through agreement with the School Led Improvement Partnerships (SLIS). This includes Peer Review, which enables a more collaborative working and sharing of good practice to strengthen capacity within these partnerships.

The School Effectiveness Service works closely with the DfE and Regional Schools Commissioner to share intelligence about the performance and progress of academy trusts in Essex, and to support the East of England Region ambition to ensure that Ofsted will judge no academy or free school as less than 'good' at its next inspection.

An indication of progress being made is seen in the reduction of the number of schools which did not meet the required national floor standard during the 2016/17 academic year. This now stands at 2% for primary schools (9 schools) and 5% for secondary schools (4 schools). The proportion of primary schools deemed to be a 'coasting' school has remained the same since last year (10 schools) and is now below the average. Only one secondary school (1%) is deemed to be a 'coasting' school. This is a reduction from 4 in 2016. None of the schools that are below the Floor Standard meet the coasting criteria.

The focus on three locality areas (Tendring, Harlow and Basildon) and collaborative local partnerships have continued to strengthen their capacity and drive to improve outcomes for all children and young people. Harlow and Basildon continue to work in a formal Trust and includes a number of Multi-academy Trusts within these partnerships.

The Harlow Education Panel has now become the Harlow Education Trust which the majority of schools in Harlow, primary and secondary, have joined. The Trust is led by an independent chair and it is through this Trust, as well as the days provided by the School Effectiveness Partner, that schools access a range of school improvement provision. Through this, Trust schools collaborate on sharing staff expertise and share a collective responsibility for the children in Harlow. The schools in the partnership are engaging in Peer Review, and the feedback from this has been positive regarding being able to support each other to develop strengths, and support areas of development. The schools are also working together on moderation of work across the town to ensure a consistency of judgements.

The work of Basildon primary schools in driving school improvement continued positively throughout 2017. The recent changes to the number of academies in Basildon now means

all schools in the primary sector are judged as 'good' or 'outstanding'. The leadership of the BEP partnership of primary schools has seen some changes to the way of working this academic year. BEP have welcomed some new independent education consultants to work with schools in the role of School Improvement Partner. BEP are also working closely with their link Local Authority School Effectiveness Partners (SEPs) who are supporting generic school improvement projects and bespoke work linked to schools as requested by head teachers.

[See Annex 2 - Additional tables – educational outcomes tables for Basildon, Harlow and Tendring].

5. Overview of results and measures to address pupil outcomes

5.1 Early Years

- Essex is in the top quartile for Good Level of Development (GLD) for the second consecutive year
- The inequalities gap between average GLD performance and the lowest 20% continues to decrease.
- Essex pupils have achieved higher than the national average in all 17 learning goals.

[see Section 5 of Annex 1 - Education Scrutiny report]

Essex EYFSP continues to show an improving trajectory with the GLD above national average again and in the top quartile for the second consecutive year. A range of strategies has been implemented to support and maintain this increase with, interventions in both schools and early years settings taking place across the year.

A revised model of intervention-specific delivery for the new Quality Improvement Intervention Team, following a corporate re-structure, was implemented to ensure the prioritisation of disadvantaged pupil groups when deploying human resources. This has resulted in a clear delineation for schools and early years provider settings around how support is accessed. The Early Years provider webpages are a key resource in directing practitioners to the relevant information to support self-service, quality improvement or make contact with local team members. Prioritisation of our work is clearly defined with a focus on:

- Support for early years provision, including schools and childminders, where EYFS is graded less than 'good' by Ofsted;
- Prioritising our support to ensure that children from the most disadvantaged backgrounds get the best start in life;
- Supporting practitioners to develop their own quality improvement networks, building on the EYFS Learning Communities and clusters.

Currently 97% of PVI provision has an Ofsted grading of good or outstanding and combined with a continued focus on effective transition, this has impacted positively on outcomes for children. In Basildon, for example, the second year of using a Transition Passport involved more opportunities for settings and schools to share information at facilitated 'speed dating' events. This work is now being extended to provide a countywide Transition Passport to schools.

EYFS Profile Moderation visits to schools included a professional dialogue and accompanying questions to assess and focus attention on whether children in the Reception class who were eligible for pupil premium had been identified and had their outcomes monitored.

Professional development opportunities for nursery classes in maintained schools and academy schools have been designed to support the evaluation and analysis of cohorts to identify vulnerable learner groups and raise awareness of additional funding sources in the form of the Early Years Pupil Premium.

The focus of working to support Children in Care (CiC) was extended to include not only PVI settings but also Reception classes. This ensured that all CiC within an EYFS class received at least one visit with a focus on ensuring that Pupil Premium is used appropriately to address gaps in attainment.

Intervention projects aimed at raising school readiness have been driven by locality needs. The successful Early Literacy Matters project in Colchester aimed to strengthen and embed support to parents and their young children's literacy development by working collaboratively with Early Years settings and local and national organisations.

5.2 Year 1 Phonics

- Five years of consecutive improvements in Phonics sees Essex with an improved ranking to 52nd from 58th nationally.
- 82% of pupils are working at the required level in 2017, which places Essex above national average and for the first time in the second quartile. There has been an increase of 5% points since 2015.

[see Section 6 of Annex 1 - Education Scrutiny report]

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

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

In September 2017, Essex received £500k from the Strategic School Improvement Fund (SSIF) to improve Phonics, Reading and English outcomes in 80 named schools. The programmes are being delivered through three credible Teaching School Alliances (TSAs). A Steering Group, which includes Essex Lead Officers and representatives from six TSAs, is monitoring the impact. There is external monitoring from the DfE and the Regional Schools Commissioning team.

5.3 Key Stage 1

- Essex exceeds the England average for pupils working at or above the expected standard in Reading, Writing and Maths and for pupils achieving at the higher standard in each subject for the second year running.
- Nationally, Essex is ranked in the second quartile in all measures for those who achieved 'at least expected' but has achieved top quartile performance in the higher standard of Reading.
- Girls outperform boys in each subject (Reading, Writing, Maths). This is most evident in Writing with 63% of boys and 77% of girls achieving at least the expected standard, a gender gap of 14% points.
- In terms of comparisons between disadvantaged pupils in Essex and nationally, Essex disadvantaged pupils performed between 1 and 2% points above the national average for disadvantaged pupils, in all three subjects..

[see Section 7 of Annex 1 - Education Scrutiny report]

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

Work is ongoing across infant and junior schools to ensure assessments at Key Stage 1 are externally and internally moderated, in order to provide a secure platform for making 'at least expected' progress at Key Stage 2. Annually accredited moderators moderate 25% of schools as part of the statutory requirement, In addition, all SLIS partnerships are strongly advised to use some of the partnership allocation of support to moderate across their schools and all year groups.

5.4. Key Stage 2

- Combined attainment in Reading, Writing and Maths at end of Key Stage 2 is outperforming all comparators. At 63%, Essex is 2% points above national.
- Performance across most attainment measures is in the second quartile, however average progress between Key Stage 1 and Key Stage 2 dropped in all three subjects between 2016 and 2017.
- Progress between Key Stage 1 and Key Stage 2 is slightly higher than national in Writing.
- The number of schools classed as below the National Floor Standard has reduced from twelve to nine schools in 2017.

- For the key measure of attaining at least the expected standard in Reading, Writing and Maths combined, Essex is 3% points below the top quartile threshold. This equates to approximately 470 pupils.
- Gender gaps are in line with national average for most measures, and these gaps have decreased between 1 to 2% points since last year. Writing continues to have the largest gender gap – 11% points (13% points last year).
- In terms of comparisons between disadvantaged pupils in Essex and nationally, Essex pupils performed the same in Writing and Maths, but 1% point below national in Reading and RWM.

[see Section 8 of Annex 1 - Education Scrutiny report]

All primary schools are supported by the School Effectiveness Partners (SEPs). Additional support is targeted to those schools at risk of not achieving a 'good' Ofsted judgement and/or not performing in line with age related expectations for pupils for Reading, Writing and Maths. Support is aligned to the agreed RAG criteria set out in Excellence in Essex Primary Schools documentation (December 2017). The SEPs 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 ambition for all schools. To improve the quality of teaching and learning and leadership and management, SEPs are targeting schools 'requiring improvement', and those identified as needing more support to secure a good Ofsted judgement.

In addition, the Local Authority commissioned 'Ofsted ready' reviews of individual schools and commissioned governance reviews from EES to ensure robust governance arrangements are in place.

- Statutory moderation across Key Stage 1 and Key Stage 2 took place in 25% of schools for each key stage in the summer term 2017.
- During 2017, we co-ran a targeted programme: Getting to Good, Maintaining Good for 18 schools in partnership with Her Majesty's Inspectors (HMI) and National Leaders of Education (NLEs).

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

5.5. Key Stage 4

- The proportion of students attaining 9-4 grades in English and Mathematics has increased, ensuring that Essex remains in the second quartile. At 65.3%, Essex exceeds the national (64.2%) and Statistical Neighbour averages (65%).
- The proportion of students attaining 9-5 grades in English and Mathematics is a new measure that has no historical comparator. Essex is in the second quartile (42.8% in Essex in line with the national average of 42.9% and equal to our Statistical

Neighbours).

- Essex Attainment 8 score was 46.7, which is above the national average score of 46.4 and the average of our Statistical Neighbours of 46.4, placing Essex in the second quartile.
- For Progress 8 score, Essex scored -0.04 against a national figure of -0.03. This was the upper boundary of the third quartile.
- The proportion of pupils entered for EBACC was 34.5% compared to the national figure of 38.4%.
- The number of schools classed as below the National Floor Standard has reduced from six in 2016 to four in 2017.

[see Section 9 of Annex 1 - Education Scrutiny report]

All secondary schools are supported by School Effectiveness Partners (SEPs). They ensure additional support is targeted to those schools where there is a concern or are considered to be under performing. The SEPs 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, SEPs are targeting schools judged as 'requiring improvement', and those identified as needing more support. This includes school-to-school collaborations, and work supported by the Teaching School Alliances (TSAs). Additional time has been allocated to area-based groups of secondary schools. The role of the SEP has been key to the improvements in Key Stage 4 and 5 and the improved Ofsted outcomes.

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

The joint LA /HMI Ofsted Triad project, which first started in the Spring term 2015, has supported focused school improvement. This programme was so well received it has now culminated in a joint approach with ASHE and the secondary SEPs to roll out the triad review programme across all secondary schools. Currently over 50 of the 77 secondary schools in Essex are involved in the peer review process.

5.6. Key Stage 5 and Post 16

- Essex schools achieved higher attainment than national, regional and Statistical Neighbour averages in nearly all national attainment measures, and improved in most measures above the high levels already achieved in 2016.
- Essex is in the second quartile for all attainment measures.
- There has been a slight fall in the total number of people in Essex starting an apprenticeship, although the proportion enrolled on Higher or Degree apprenticeships continues to increase.

[see Section 10 of Annex 1 - Education Scrutiny report]

A collaborative network of school sixth form providers, supported by the School Effectiveness Team, has continued to enable closer working and sharing of good practice during this time of significant change to the curriculum, accountability and funding. The network has been expanded to provide subject specific networking opportunities, actively facilitated by Anglia Ruskin University.

There has been 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:

- Continued delivery of the **ESB Education and Industry STEM Programme**, working with schools to grow the take up of STEM subjects and other qualifications required by growth sectors as well as the development of employability skills;
- Expansion of the **Apprenticeship Promotion and Brokerage Hub** to cover four districts in Essex, raising awareness and creating opportunities for young people to progress into an apprenticeship;
- Development of the **Enterprise Advisor Network**, delivered in partnership with the Careers and Enterprise Company, to develop vital links between businesses and schools and help sharpen schools' careers strategies and enhance employer engagement;
- Continued **employer engagement** through the ESB leading to projects such as a tutor professional development programme, with employers supporting college tutors to gain insight into industry needs for use in their teaching.

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. This has led to the construction of the Harlow Advanced Manufacturing and Engineering Centre by Harlow College and the STEM Innovation Centre at Colchester Institute's Braintree Campus, both of which were officially opened in 2017. In addition, building work for the Stansted Airport College, opening in September 2018, is already underway with plans well advanced for the second phase of the STEM Innovation Campus in Braintree and the Centre for Health and Development in Colchester, both of which are due to open in 2019.

6. Pupil groups

- The performance of Essex disadvantaged pupils is slightly below or in line with the national averages for the majority of measures at Key Stage 1, Key Stage 2 and Key Stage 4 measures. However, their performance is higher than the national average for Early Years, Reading at Key Stage 1 and KS1-2 Progress in Writing.
- There remain considerable differences between disadvantaged pupils and national 'other' pupils across all key stages. However, the gap is gradually closing at Key Stage 1 and Key Stage 2.
- At Key Stage 1, pupils with a Special Educational Need (SEN) who have a Statement/EHC Plan were between 5% and 7% points higher than other pupils with a Statement/EHC Plan nationally in each subject. Performance of SEN Support pupils has

improved by between 2 and 3% points between 2016 and 2017, but their attainment in 2017 was below national average.

- At Key Stage 2, Essex pupils with a Statement/EHC Plan outperformed their national peers in each subject. SEN Support pupils performed lower: 1% point lower in RWM (combined) and 2% points lower in each individual subject compared to national average. However, their performance improved when compared to last year. Progress between KS1 and KS2 was below national.
- For children with SEND at Key Stage 4 the picture shows pupils with a Statement/EHC Plan performed above national averages for their peers in all measures. SEN Support pupils were below all pupils nationally in every measure, except Progress 8, where performance was broadly in line with national average.
- For Children and Young People with English as an Additional Language the picture is very positive. Essex EAL pupils outperform their national peers in all subjects at all Key Stages. From KS1 onwards (with the exception of KS2 Reading), they also outperform Essex non-EAL pupils.
- Pupils from most ethnic minorities achieved better than their national peers in all subjects across all stages. The only exception were Chinese pupils (EYFS, KS2, Progress between KS1 and KS2 in Maths), however please note the small sample size (around 50 pupils in each group). From KS1 onwards, Essex pupils from ethnic minorities also outperformed their Essex White British peers – in all subjects and all Key Stages.
- For Children in Care, attainment at age related expectations is mostly showing a small increase across all key stages. For CiC who do not have SEN, this increase is more pronounced, with every child at KS1 with no SEN achieving RWM. Fixed-term exclusions have increased, reflecting a wider use of exclusion for all pupils and this has led to slight increase in absence and persistent absence from school. Yet attendance and persistent absence for children in care remains better than at Essex primary and secondary schools.

[see Sections 5.1, 6.1, 7.1, 8.1, 8.2, 9.1 and 13 of Annex 1 - Education Scrutiny report, plus Pupil group tables for individual Key Stages in Annex 2]

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

A Summer conference in 2017 entitled 'Learning to Learn' aimed to support schools in developing metacognitive strategies for promoting positive learning attitudes for disadvantaged pupils. All schools are encouraged to annually review the impact of the Pupil Premium Grant and all SLIS partnerships can access time from the School Effectiveness Partner (SEP), linked to the partnership, to support a review and dissemination of the strategies which are having the greatest impact. Case studies are being prepared to share at a future conference to support leaders and governors address the achievement gap.

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

All special schools, PRUs and mainstream schools with an enhanced provision are supported by a School Effectiveness Partner (SEP). They also work with mainstream schools who want to improve their practice or have particular concerns about their ability to effectively meet the needs of the **pupils with special educational needs** in their school. They ensure that schools are challenged to provide high quality provision, which leads to positive outcomes for their children and young people. The SEPs work as part of the wider SEND workforce, which includes specialist teachers and educational psychologists, to identify and target support to schools where pupils with SEND are underperforming. The SEPs 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. This year the team have been working to extend the pool of SEND practitioners they work with and have re-launched the Essex Super SENCo programme as the Partnership SENCO programme. The aim is that this newly formed group of experienced school staff will work with school led improvement clusters of schools to provide support with peer review of SEND practice and school improvement.

We have begun to move towards establishing consistent practice and performance around SEND across the LA which is school-led and involves schools working in partnership with the local authority. In the past year, having developed projects exploring excellent and innovative practice across the county, we have developed a School Led SEND strategy with a focus on developing a mainstream school strategy for SEND. The key areas, which are the building blocks of this work, are:

- Developing the workforce
- A peer review of SEND Framework
- The establishment of a Headteacher Roundtable
- An outcomes framework for schools to articulate and provide evidence of progress for children with SEND
- The mapping of excellence in practice for SEND
- Developing a shared definition of Inclusion and a set of minimum expectations for every school with regards to SEND

We are also working with ESSET to develop an outreach programme, which means that all schools can benefit from the expertise these provisions can offer.

Additionally, all Local Authorities have been tasked with reviewing the High Needs Block and how it is spent. The review has engaged a range of stakeholders and the final report will be published in April 2018.

The Essex Virtual School for **Children in Care** monitors the educational attainment and attendance of these children, providing support and training for stakeholders, including foster carers, social workers and designated teachers. The data and information is recorded accurately and is used to drive the activity of the service and partners. Monitoring and

support is in place for children in Early Years provisions through statutory school age and for those who remain in care during years 12 and 13.

The Virtual School manages the Pupil Premium Plus grant for children in care, ensuring that school staff use it effectively to improve outcomes. In 2016 the Virtual School introduced Attachment Awareness Training, led by an Educational Psychologist, so that school staff can understand how childhood trauma can affect how children learn and how behaviours can be influenced. So far, 280 staff from 239 schools have attended the training events, and 26 of those schools have undertaken a self-accreditation process to become “Attachment Aware.” The Virtual School team includes experienced school leaders who work, in partnership with the School Effectiveness team, to ensure schools meet the needs of children in care. The team works directly with pupils to ensure continued school attendance at times of challenge. The team also works in partnership with social workers to promote high standards of educational achievement as part of each child’s care plan.

7. Young People not in Education, Employment and Training (NEET)

- There is a continuing reduction in the combined proportion of young people in Essex who were NEET or whose activity was unknown; final figures for the target period (Dec 2017 – Feb 2018) show an average of 3.8% NEET/Unknown compared to 4.1% in the previous year. This is also below all our comparators – England (6%), Statistical Neighbours (5.8%) and Eastern Region (4.8%) averages.

[see Section 11 of Annex 1 - Education Scrutiny report]

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).

8 Absence and Exclusions

- There has been a slight increase in primary absence figures from 3.7% to 3.9%, which is in line with our Statistical Neighbours and less than the National absence rate.
- Secondary absence rates show a slight increase of 0.1% points. At 5.0%, Essex secondary absence rate is lower than Statistical Neighbours and the national absence rate.
- There has been an increase in the proportion of permanent and fixed-term exclusions at primary schools. Essex is ranked 101st nationally for fixed-term exclusions, placing it in the third quartile.

[see Section 12 of Annex 1 - Education Scrutiny report]

The Missing Education and Child Employment Service (MECES) (formerly Education Welfare Service) continue to support schools to address school absence and improve attendance. If school interventions have not improved a child or young person’s school attendance, then MECES use their statutory powers by issuing penalty notices, formally cautioning and

interviewing parents and prosecuting or applying for an Education Supervision Order where necessary. Quadrant attendance workshops have continued to be facilitated for schools where good practice and data analysis on improving school attendance has been shared.

The Alternative Education Commissioning Service (AECS) continue to hold the statutory duty to provide education for pupils permanently excluded from school or who are unable to attend school for medical reasons. There has been a significant rise in demand from schools for the services provided by the Essex Alternative Provision Schools, which has placed them close to capacity. In order to address this issue a full review of Alternative Education across Essex is underway looking at both the funding issues surrounding our Alternative Provision Schools and looking to explore wider issues affecting the education of young people at risk of exclusion. A review of ECC's response to medical referrals has also started.

9. Conclusions and Priorities for 2017/18

This report, and detailed annexe reports, sets 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, with more to be judged as 'outstanding' by continuing the improvements seen across the primary sector, which at December 2017 was 3% points above the England average. A further four schools are required to be judged good for Essex to be in the top quartile.
- Achieving top quartile positions in all measures.
- Continuing to diminish the differences between disadvantaged and 'other' pupils, particularly across secondary schools; achieving better outcomes for SEND pupils, especially those with SEN (but without a Statement/EHC Plan); and continuing to achieve improved outcomes for Children in Care.
- Raising attainment and progress and increasing the overall percentage of 'good' and 'outstanding' schools will always remain as core priorities.

In addition to the above, the key areas of focus for school improvement for 2017/18 also include:

- 1) The 'Year of SEND' for Essex to allow us to focus on the issues we still need to improve for some of our most vulnerable children. Our aims are to develop lasting and effective partnerships with our school leaders so that we work together to:
 - Provide strategic leadership in the development, implementation and sustainability of the school led SEND strategy and the development of SEND services in Essex
 - Assist in the promotion of a culture of inclusion across Essex schools.
 - Recognise barriers and enablers to inclusive practice in schools, and assist in developing initiatives to address these.
 - Be a voice for inclusion for school leaders and speak openly about the challenges and opportunities it brings to school leaders.

We are also continuing work to:

- Develop a workforce which will have the training and skills to work with families to ensure the early identification of SEN and disabilities, to carry out effective and thorough assessments in order to plan and deliver support that enables children and young people to achieve the best possible educational and other outcomes.
 - Develop a school led SEND system across all schools where collaborative groups will be supported and empowered to make decisions based on accurate assessment of need and from there have access to provision to enable them to support that need and improve outcomes.
 - Deliver the 'invest to save' programme to increase the number of special school places including residential provision and enhanced provision based in mainstream schools for children and young people with ASC and SEMH.
 - Develop a 'toolkit' for schools to support them in delivering high quality provision leading to positive outcomes for children with SEND in Essex.
- 2) Raising the attainment of disadvantaged children, building on the work of NET and the Education Endowment Foundation (EFF) and the Essex Toolkit to develop more impactful and sustained improvements across all schools and partnerships.
- 3) Supporting the developing maturity of the school led improvement system, building on the work of the strategy to date in order to further develop the school led improvement partnerships across Essex. We are working with the Education Development Trust to strengthen effective peer review for both schools and governors. This will include the implementation of a Partnership Evaluation and Development Tool. There is a clear focus to develop the role of the Project Board and the introduction of Quadrant Meetings from April 2018 with Leads of Partnerships and Teaching School Alliances attending with Lead Officers from the School Effectiveness Service in order to secure a self-sustaining, self-improving school led Improvement Strategy across the County.
- 4) Addressing recruitment and retention through a working party of the Local Authority and Essex Professional Associations. They will continue to look at a variety of strategies, which can further support schools with recruitment and retention in both the short and longer term. This includes creating professional development opportunities for new and existing staff and building on innovative ways in which TSAs are looking to address this issue.
- 5) Continuing to work very closely with the DfE and Regional Schools Commissioner in line with the DfE Schools Causing Concern Guidance of February 2018.
- 6) Continuing to provide support to schools to enable them to implement the required curriculum and exam/assessment reforms. We will review the impact of these on schools, working with the headteacher associations - EPHA (primary), ASHE (secondary) and ESSET (special).

Annex 1

Education Scrutiny Report 2018

Attainment and progress in the
2016/17 academic year

April 2018

Version 1.0

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1. Aim of report and sources of data

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

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

Report section	Source
Pupil Context	January 2017 School Census
Ofsted	Ofsted Monthly Management Information
EYFS	Collected from schools each May – July Published in Statistical First Release (SFR) by Department for Education (DfE), SFR60/2017, 30 November 2017 Processed in NEXUS
Year 1 Phonics	Collected from schools each May – July Published in Statistical First Release (SFR) by Department for Education (DfE), SFR49/2017, 28 September 2017 Processed in NEXUS
Key Stage 1	
Key Stage 2	Performance Tables download from Key to Success 14 December 2017 (for district calculations) Published in Statistical First Release (SFR) by Department for Education (DfE), SFR69/2017, 14 December 2017
Key Stage 4	Performance Tables download from Key to Success on 25 January 2018 (for district calculations) Published in Statistical First Release (SFR) by Department for Education (DfE), SFR01/2018, 25 January 2018
Key Stage 5	Performance Tables download from Key to Success on 25 January 2018 Published in Statistical First Release (SFR) by Department for Education (DfE), SFR02/2018 and SFR03/2018, 25 January 2018
Further education and skills participation	Source: FE data library: Further education and skills geography data tool https://www.gov.uk/government/statistical-data-sets/fe-data-library-further-education-and-skills
Achievement rates	SFA National Achievement Rates tables 2016 to 2017, Department for Education (DfE) and Education and Skills Funding Agency (ESFA), 22 March 2018 https://www.gov.uk/government/collections/sfa-national-success-rates-tables#national-achievement-rates-tables-2016-to-2017
Learner and Employer satisfaction	FE Choices employer satisfaction survey 2016 to 2017, Education and Skills Funding Agency (ESFA) and Department for Education (DfE), 19 October 2017 https://www.gov.uk/government/statistics/fe-choices-employer-satisfaction-survey-2016-to-2017 (includes both Learner and Employer satisfaction)
Level 2 and 3 by age 19	Local Authority Interactive Tool (LAIT), Department for Education (DfE), 22 December 2017 https://www.gov.uk/government/publications/local-authority-interactive-tool-lait
NEET	December 2017 – February 2018 three month average from Capita One
Attendance and Exclusions	Published in Statistical First Release (SFR) by Department for Education (DfE) Absence: SFR55/2017, 19 October 2017 Exclusions: SFR35/2017, 20 July 2017
Children in Care	Local data; NEXUS reports February 2018 (KS1) and local intelligence England, regional, local KS2 and KS4 figures: SFR20/2018, 28 March 2018

1.1. Statistical Neighbours

The majority of measures in this report are presented against Statistical Neighbours and the England average. Statistical neighbours are based on a number of contextual factors, which have socio-economic similarities to Essex. Some geographical features (such as rurality) will impact closeness, but geographical closeness has little bearing.

Our Statistical Neighbours are:

- Kent
- Worcestershire
- Central Bedfordshire
- Staffordshire
- West Sussex
- South Gloucestershire
- Warwickshire
- Leicestershire
- North Somerset
- East Sussex

1.2. A note on previous trends

A number of key measures have changed over the past two years, resulting in limited trend data* being available. The main changes in 2016/17 concerned Key Stage 4 (see below).

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

Data in this report is shown on by academic year. Academic year 2016/17 (September 2016 to August 2017) is abbreviated to '2017'. The same principle is applied to other years.

* Key stage	* Change
Key Stage 1	<p>Assessments at the end of Key Stage 1 are made by teachers. From 2016, KS1 National Curriculum outcomes were no longer reported using levels. <u>Scaled scores</u> in Reading and in Maths are now used to inform the overall Teacher Assessment. For Writing and Science, children are assessed against the criteria set out in the Interim Teacher Assessment Frameworks. In order to measure pupil attainment and progress by the end of Key Stage 1 pupils are assessed to determine whether they have reached at least the expected standard in Reading, Writing and Maths compared with their end of Early Years outcomes in the Early Learning Goals.</p> <p>Due to the changes to the assessment framework in 2016 trend data is available for two years only (2016 and 2017).</p> <p>Past Key Stage 1 trend data can no longer be used.</p>
Key Stage 2	From 2016, KS2 National Curriculum outcomes were no longer reported using levels.

	<p>The previous system of pupils being assigned a level (the expectation being that pupils should achieve Level 4+ by age 11), now sees pupils assigned a scaled score in Reading and in Maths, which is aligned to a series of standards set out in the Interim Teacher Assessment Frameworks. For Writing and Science, children are assessed against the criteria set out in the Interim Teacher Assessment Framework as there are no tests for these subjects. The expectation is that pupils achieve at least the expected standard for their age. Progress is measured from each pupil's end of KS1 outcome in each subject, i.e. Reading, Writing and Maths. Due to the changes to the assessment framework in 2016 trend data is available for two years only (2016 and 2017).</p> <p>Past Key Stage 2 trend data can no longer be used.</p>
Key Stage 2	<p>From 2016, KS2 National Curriculum outcomes were no longer reported using levels. The previous system of pupils being assigned a level (the expectation being that pupils should achieve Level 4+ by age 11), now sees pupils assigned a scaled score in Reading and in Maths, which is aligned to a series of standards set out in the Interim Teacher Assessment Frameworks. For Writing and Science, children are assessed against the criteria set out in the Interim Teacher Assessment Framework as there are no tests for these subjects. The expectation is that pupils achieve at least the expected standard for their age. Progress is measured from each pupil's end of KS1 outcome in each subject, i.e. Reading, Writing and Maths. Due to the changes to the assessment framework in 2016, trend data is available for two years only (2016 and 2017).</p> <p>Past Key Stage 2 trend data can no longer be used.</p>
Key Stage 4	<p>2016 saw a shift away from headline measures previously reported (5+ A*-C including English and Maths). The focus is now on pupils/schools achieving both good performance and progress across a range of subjects. The measures used are Attainment 8 and Progress 8, supplemented by English Baccalaureate measures.</p> <p>2017 was another transition year for GCSEs, with the introduction of a new numerical grading system for reformed examinations in English, English Literature and Maths.</p> <p>Students who sat GCSEs and equivalent qualifications in 2017 sat a mixture of unreformed subjects using letter grades between A* and G and reformed GCSEs in English, English Literature and Mathematics with numbered grades 9 to 1 (9 being the highest).</p> <p>Next year examinations will be taken in a further 20 reformed GCSE subjects for syllabuses introduced from September 2016. All new qualifications are designed so that most exams are taken at the end of a full 2-year course, with no interim modular assessment, coursework, or controlled assessment. A further group of reformed subjects, introduced in 2017, will have first examinations in 2019.</p> <p>The DfE have introduced new school accountability measures. Schools are measured on the proportion of students who achieve grades between 9 and 5 in English and Mathematics, called a 'Strong Pass'. Alongside them, the DfE are also reporting on the proportion of students achieving grades between 9 to 4 in English and Mathematics, called a 'Standard Pass'. In this first year of reporting roughly similar proportions of pupils will get grades 4 and above in English and Mathematics as previously achieved a C or above in un-reformed GCSE subjects allowing some comparison with the old measures, at least for the proportion of students achieving A*-C grades in English and Mathematics.</p>

	<p>From 2017 GCSE grades in English and mathematics moved away from letter grades to a 9-1 scale with 9 being beyond what had previously been an A* grade. Other subjects retained A*-G grades, 9-1 will be phased in with the majority changing in 2018.</p> <p>The point scores given to each grade, which are used to calculate Attainment 8, were different in 2017 compared to that of 2016. In order to account for the introduction of grade 9 to 1 reformed GCSEs, the methodology for calculating Attainment 8 in 2017 was also adjusted. Due to these changes, Attainment 8 and Progress 8 figures are not directly comparable between 2016 and 2017. Generally, 2017 figures tend to be lower than 2016 figures.</p> <p>The result of this is that, although it appears that there is now a two-year trend, this is not the case. Due to the changes that are still to come for 2018 and 2019 year on year, comparisons will not be able to be made until 2020.</p>
Post 16	<p>2015/16 saw a change in the Post 16 accountability measures, methodology and points scores used. Direct comparisons to years prior to 2015/16 are no possible. The comparisons provided in this report are for two years only, i.e. 2015/16 and 2016/17.</p> <p>2017 included the first assessments of new linear A levels in 13 reformed subjects.</p> <p>2018 will include a wider range of reformed linear A levels and reformed Applied General and Technical qualifications.</p> <p>The move towards linear A levels has caused differences in entry patterns e.g. reduced numbers of students assessed at AS level, together with a reduction of the number of subjects taken by individual Post-16 students.</p>
NEETs	<p>Reporting period (3 month average) for national comparisons has changed from November, December and January, to December, January and February. Figures from previous years have been recalculated to take account of the altered methodology.</p>

1.3. A note on P scales, used for pupils with special educational needs (SEN)

Performance attainment targets (P scales) are teacher assessed and used for pupils aged 5-16 with special educational needs (SEN) who are working below the standard of the national curriculum tests and assessments. They are used by some mainstream and special schools to report on attainment and progress.

As the number of pupils whose outcomes are reported using P scales is so small, any meaningful analysis is not possible.

P scales are not used in this report.

P scales will no longer be reported for 2018/19 following the Rochford review recommendations.

2. Executive summary

Background

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

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

Key headlines and areas of focus

Trends in quality

- ✓ Essex continues to be above the England average for the number of 'good' and 'outstanding' primary schools. Overall improvement is now greater than England and Essex is in the 2nd quartile.
- ✓ Essex continues to outperform the England average for the number of 'good' and 'outstanding' secondary schools and remains in the top quartile.
- ✓ Essex 'good' and 'outstanding' special schools are in line with England average, but in the 3rd quartile.
- ✗ Essex has some 'outstanding' Post 16 provision but learner and employer satisfaction is below national averages.

Early years

- ✓ There are further increases in children achieving a Good Level of Development (GLD), achieving top quartile.
- ✓ With over half of schools in the top quartile, Essex remains in the top quartile for a second year running, achieving our 2018 ambition.
- ± The inequalities gap between average GLD performance and the lowest 20% continues to decrease; however, there has been an increase of 0.3% points since last year.

KS1

- ✓ Essex remains above England in Reading, Writing and Maths, achieving at least age related standards.
- ✓ Although not directly comparable, Reading continues to be the best subject and Writing the lowest of the three.
- ✗ Although in the 2nd quartile, Essex's rank position has dropped down in all three subjects.

KS2

- ✓ Combined attainment in Reading, Writing and Maths at end of the Key Stage is outperforming Eastern Region, Statistical Neighbours and the national average. Essex is in the 2nd quartile.
- ✓ Proportions of schools below Floor Standard are lower than national average. Those deemed to be coasting are lower than national average.
- ✗ Progress between KS1 and KS2 is below national average for Reading and Maths and slight above national average for Writing.

KS4

- ✓ Proportion of young people attaining a Standard Pass (9 – 4 grade) in English and Maths is above national average.
- ✓ Essex pupils' attainment is higher than national average in the best 8 subjects measure (referred to as 'Attainment 8'). *Please note that Attainment 8 2016 and 2017 are not comparable due to grade point score changes.*
- ✗ Pupil progress (measured by 'Progress 8') is similar to national average, but drops from 2nd to 3rd quartile.
- ✗ Decrease in the proportion of pupils achieving the English Baccalaureate.

Post 16

- ✓ Essex schools are above national average and in the 2nd quartile in most Post-16 measures.
- ± Points per entry (all Level 3) are above the national average for schools, but below for schools and colleges combined.
- ✓ Essex state-funded schools perform better than colleges.
- ✓ Essex is in top quartile for 3+ A*-A grades.
- ✓ Only 5.7% of Essex state-funded schools and colleges are below the level 3 academic minimum standard and 2.7% below the level 3 applied general minimum standard.
- ± The percentage of Essex students gaining AAB grades is above national average, but decreased from top to 2nd quartile.
- ± Increase in the percentage of 19 year olds with a level 2 qualification, but a decrease in the percentage with a level 3 qualification in 2017. Both are below the national average.
- ± Decrease in number of people starting an apprenticeship (in line with national decline), but an increase in the take up of Higher or Degree Level apprenticeships. Essex is below national average for apprenticeship achievement rates.

Young people not in Education, Employment or Training

- ✗ NEET target of 2.5% missed by 0.1% points for 2017/18.
- ✓ Target for unknowns achieved for 2017/18.
- ✓ Target for combined NEET/unknowns for 2017/18 achieved.
- ✓ Increase in participation rates over the last 4 years.

Across Key stages and pupil groups

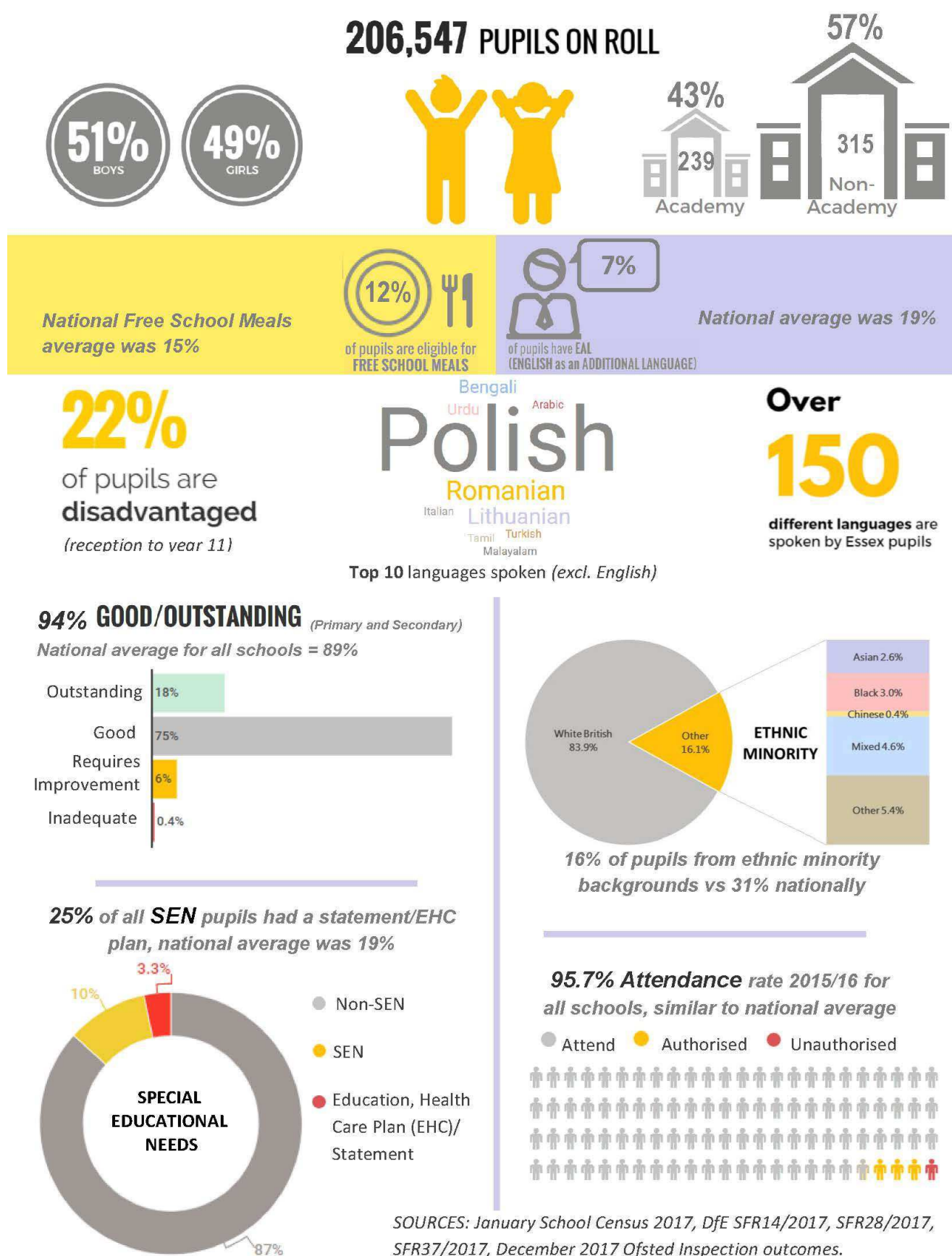
- ✗ Pupils receiving SEN Support are generally performing below peers at most Key Stages. The only exception is Early Years, where SEN Support pupils outperform their national peers.
- ✗ There are considerable differences between disadvantaged pupils and national 'other' pupils across all key stages. The gaps are diminishing at KS1 and KS2, but still remain a concern.
- ✓ Pupils from ethnic minorities and pupils with English as an additional language in Essex generally do well and in most cases outperform their national peers.
- ✗ There was an increase in absence rates at Essex schools.

- ± Essex Children in Care cohort achieve at KS2 RWM and KS4 Attainment 8 and Progress 8 in line with their national and regional peers. Variations regarding individual subjects, KS1-2 progress in Maths and KS4 Standard Pass (9-4) in English and Maths need further attention. Although absence and persistent absence has increased very slightly, it is below national CiC, regional CiC and pupils in Essex schools.
- ✗ Secondary school permanent exclusions have been reducing over time, but have increased slightly in the last 2 years, following a national pattern.
- ✓ Secondary fixed term exclusions are below national average.
- ✗ Primary permanent exclusions are on the rise, but from a low base, and in line with comparators.
- ✗ Fixed-term exclusions in primary schools are increasing in line with national trend.

Key to symbols

- ✓ Positive news
- ± Positive and negative aspects
- ✗ Areas of focus

3. Summary of Essex Pupils in context



4. Summary of school performance

4.1. Ofsted ratings

Background

Ofsted inspections are summarised based on the proportion of schools within the County or nationally graded as 'good' or 'outstanding' overall. All data used within this report has been sourced from Ofsted Monthly Management Information published on 31st December 2017. This provides inspections for the whole of the previous academic year and includes information going back to March 2013. Inspections shown are for open schools only. Any schools previously inspected but now closed are not included unless the 'new' academy has been inspected since opening (newly converted academies inspected for the first time or schools closing will change our denominator) and of course, as nationally things change, so will the top quartile threshold.

2017 Essex Ofsted Comparisons

2017 Essex Ofsted Comparisons

Ofsted grade by type of school		2017 Performance (% of schools)				Ranks			Quartiles							
		Essex	ER	SN	England	ER	SN	England	Min		Top of 4th		Top of 3rd		Top of 2nd	Max
Primary	Good or Out.	93	91	91	90	4	4	56	76		88		92		94	100
	Outstanding	16	16	17	19	5	6	98	3		15		19		25	100
	Good	77	74	74	71	4	4	26	0		66		71		75	89
Secondary	Good or Out.	97	87	81	80	2	1	16	0		70		80		90	100
	Outstanding	26	22	23	24	5	6	65	0		13		22		33	80
	Good	71	66	58	56	4	1	15	0		42		56		65	94
Special	Good or Out.	94	97	93	94	10	6	106	50		91		100		100	100
	Outstanding	35	38	28	39	5	3	81	0		25		39		57	100
	Good	59	58	65	55	7	9	68	0		33		50		71	100
All Schools (inc. PRU)	Good or Out.	94	90	89	89	3	1	29	0		86		90		93	100
	Outstanding	18	19	18	21	4	6	94	0		16		21		28	100
	Good	75	72	71	68	4	3	16	0		62		67		72	80

Source : Ofsted Monthly Management Information as at 31 12 17. Figures to nearest whole percentage point - rounding issues may occur.

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

Headlines



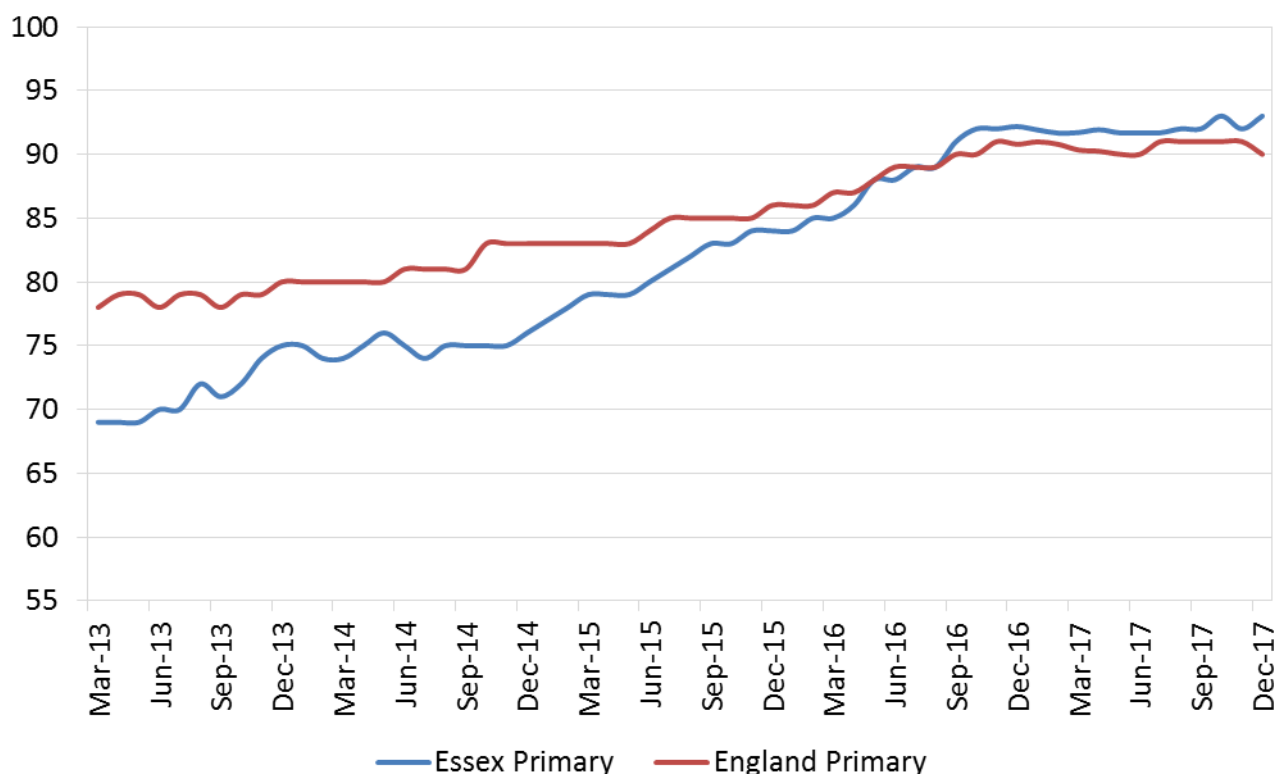
Essex primary average now 3% points higher than England

93% of Essex primary schools graded 'good' or 'outstanding' at the end of December 2017, 3% points above national average. Essex is now in the second quartile.



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

The trend chart shows the rate on improvement over recent years in Essex primaries. As of December 2017, we have 381 of 409 inspected schools as 'good/outstanding' (93%). To achieve top quartile we need to hit 94%, currently making us 4 schools short. Essex has fewer 'outstanding' schools than the national average and when compared to our Statistical Neighbours.

% primary schools graded good or outstanding - as at 31 12 17

Higher percentage of secondary graded 'good' or 'outstanding'

This is higher than all comparators with 97% of Essex secondary schools achieving at least a 'good' grade. This is 17% points above the national average (at the end of 2016/17 academic year, at 93% we were 14% point above national). Essex remains in the first quartile.



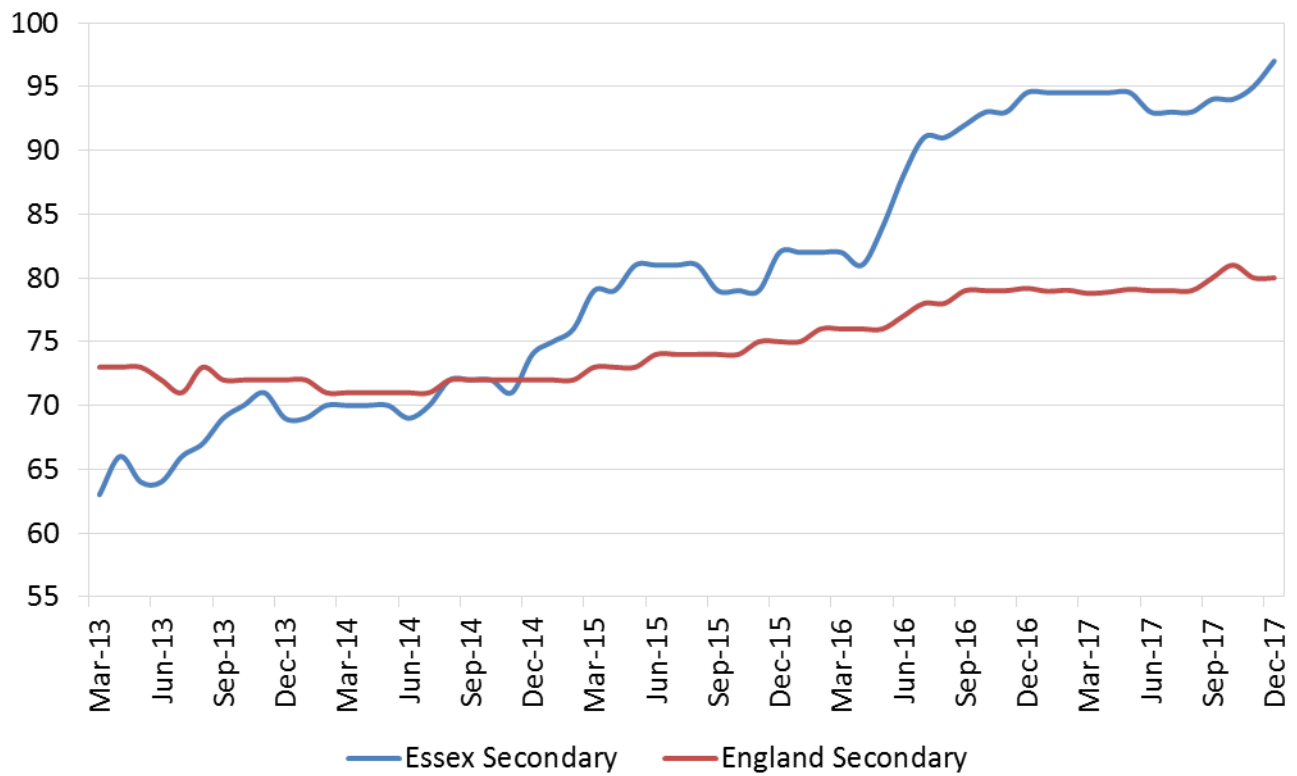
Essex higher than England since December 2014

Rapid improvements in the ratings of secondary schools have seen Essex move from a position below national performance (in November 2014) to a point where Essex is now 17% points higher than England.



Percentage of special schools graded good or outstanding in line with national, but one of the lowest among Eastern Region

94% of Essex special schools graded 'good' or 'outstanding' at the end of December 2017, in line with national average. While this is above our Statistical Neighbours it is below the Eastern Region average, where Essex ranks 10th. While in December 2016 Essex had 100% of inspected special schools graded as good or outstanding, and thus achieved the first quartile, in December 2017 we dropped to the third quartile.

% secondary schools graded good or outstanding - as at 31 12 17

4.2. Summary of attainment across each Key Stage in 2017: How does Essex compare?

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

Key Stage	Measure		Performance				Quartile	Gap to top quartile (% points or points)	
			Essex	ER	SN	England		Actual	Pupils
EYFS	% GLD		73	71	73	71	● Top		
Yr 1 Phonics	% required level		82	81	82	81	● 2nd	2	338
Key Stage 1	% at least expected standard	Reading	78	76	78	76	● 2nd	1	169
		Writing	70	68	70	68	● 2nd	2	338
		Maths	76	75	76	75	● 2nd	3	507
	% higher standard	Reading	29	27	28	25	● Top		
		Writing	18	17	17	16	● 2nd	1	169
		Maths	23	22	22	21	● 2nd	1	169
Key Stage 2	% at least expected standard	Reading	74	72	72	72	● 2nd	1	157
		Writing	78	76	76	76	● 2nd	2	314
		Maths	77	74	73	75	● 2nd	3	472
		RWM	63	61	60	61	● 2nd	3	471
	% higher standard	Reading	25	25	26	25	● 3rd	4	629
		Writing	21	19	17	18	● Top		
		Maths	23	22	21	23	● 2nd	5	786
		RWM	10	9	8	9	● 2nd	1	157
	KS1-2 Progress Score	Reading	-0.2	-0.4	-0.4	0.0	● 3rd	0.9	
		Writing	0.1	-0.4	-0.7	0.0	● 3rd	0.8	
		Maths	-0.2	-0.7	-0.9	0.0	● 3rd	1.3	
Key Stage 4	Standard Passes (9-4) in English and Maths		65.3	65.5	65.0	64.2	● 2nd	2.6	374
	Strong Passes (9-5) in English and Maths		42.8	43.7	42.8	42.9	● 2nd	4.0	575
	Attainment 8		46.7	46.7	46.0	46.4	● 2nd	1.6	
	Progress 8		-0.04	-0.01	-0.09	-0.03	● 3rd	0.12	
	English Baccalaureate	% Achieving + (9-4 EM)	21.8	23.1	21.7	23.9	● 3rd	6.6	949
		% Achieving + (9-5 EM)	19.6	21.0	19.5	21.4	● 3rd	6.2	891
		% Entered	34.5	36.6	35.1	38.4	● 3rd	9.5	1,366
Key Stage 5 (A Level Students)	Average Points Per Entry		31.8	31.7	30.5	31.5	● 2nd	0.7	
	% Achieving 3 A* to A grades or better		12.2	11.6	10.2	12.0	● 2nd	2.0	57
	% Achieving AAB grades or better		20.9	20.3	18.3	20.7	● 2nd	2.00	120
	% Achieving 3 AAB grades or better with two or more in facilitating subjects		15.4	14.9	13.4	16.0	● 2nd	2.5	143

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

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

Background

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

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

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

- communication and language
- physical development and personal
- social and emotional development

and in early learning goals within the:

- literacy area of learning
- maths area of learning.

2. **Inequality:** the gap between the lowest attaining 20% of children and the mean average of all children.

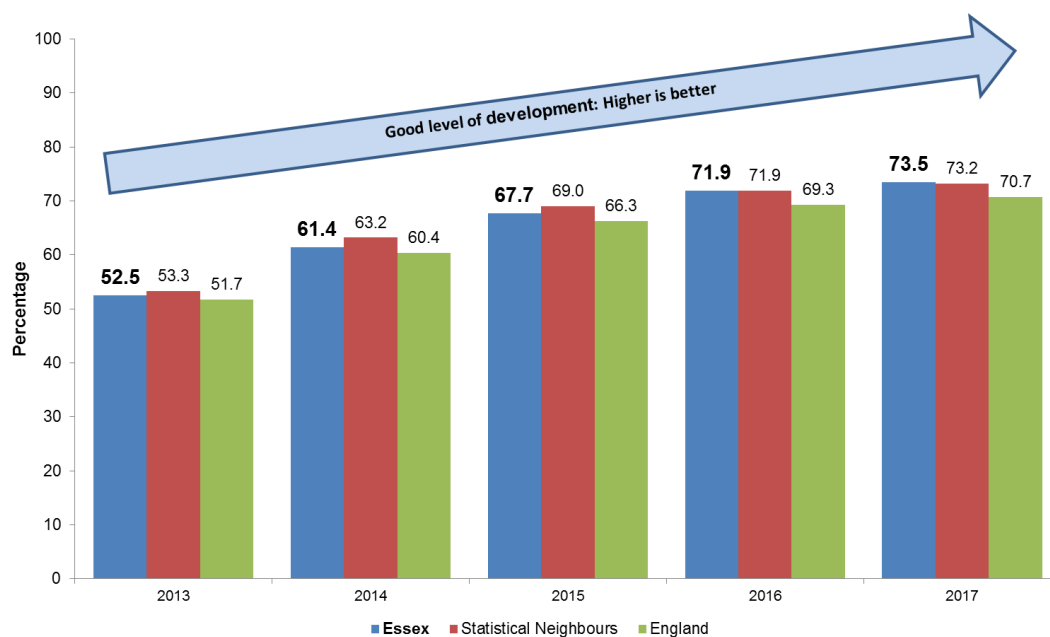
Headlines



The percentage achieving a good level of development has further increased

73.5% of children in Essex achieved a Good Level of Development, an increase of 1.6% points since 2016, and ahead of the national increase. Nationally, Essex's rank position has continued to improve and moved up to 33rd out of 151 local authorities in 2017. This is from an original position of 135th in 2011 and 52nd in 2015.

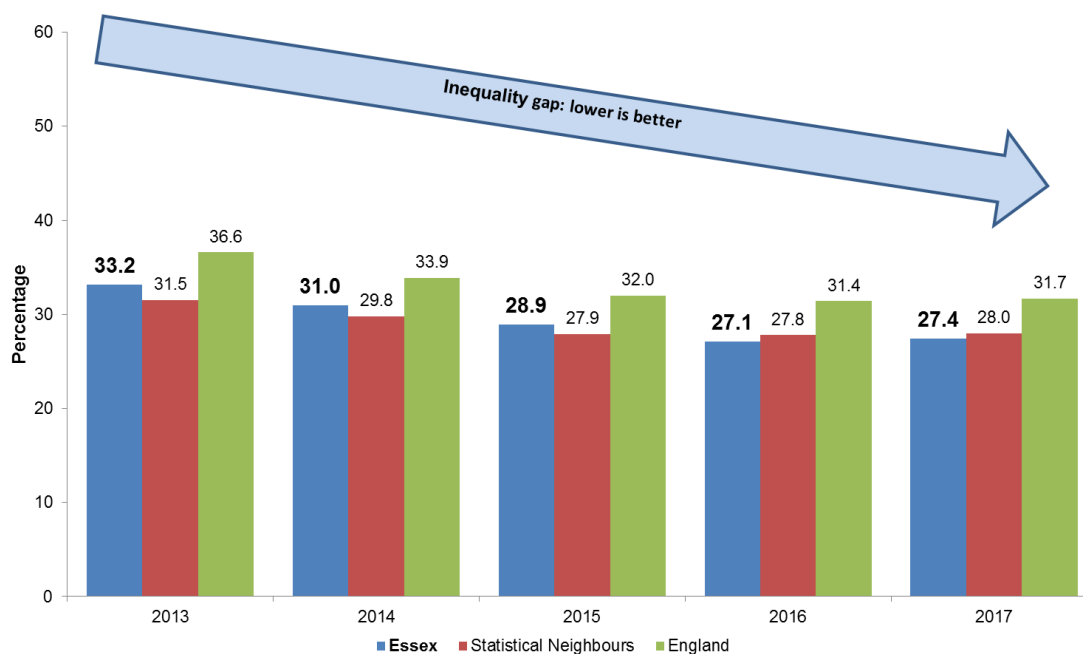
EYFSP - % achieving a good level of development 2013-2017

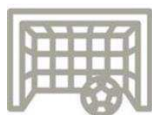


The inequalities gap continues to decrease

The inequalities gap (the difference in achievement between the lowest 20% of children and the mean average) was 27.4%, down from 33.2% in 2013. However, the gap widened by 0.3% points between 2016 and 2017 (in line with national average). Nationally, Essex's rank has improved from 52nd in 2014 up to 28th out of 151 local authorities.

EYFSP - the inequality gap 2013-2017





All Learning Goals have performance above England average but six have decreased since 2016

Essex pupils have achieved higher than England in all 17 learning goals. They have also improved in Literacy and Mathematics learning goals since last year. However, there has been a decrease in 6 learning goals, between 0.2 and 0.6% points, most notably in 'The World' (0.6% points decrease) and 'Health and self-care' (0.4% points decrease).



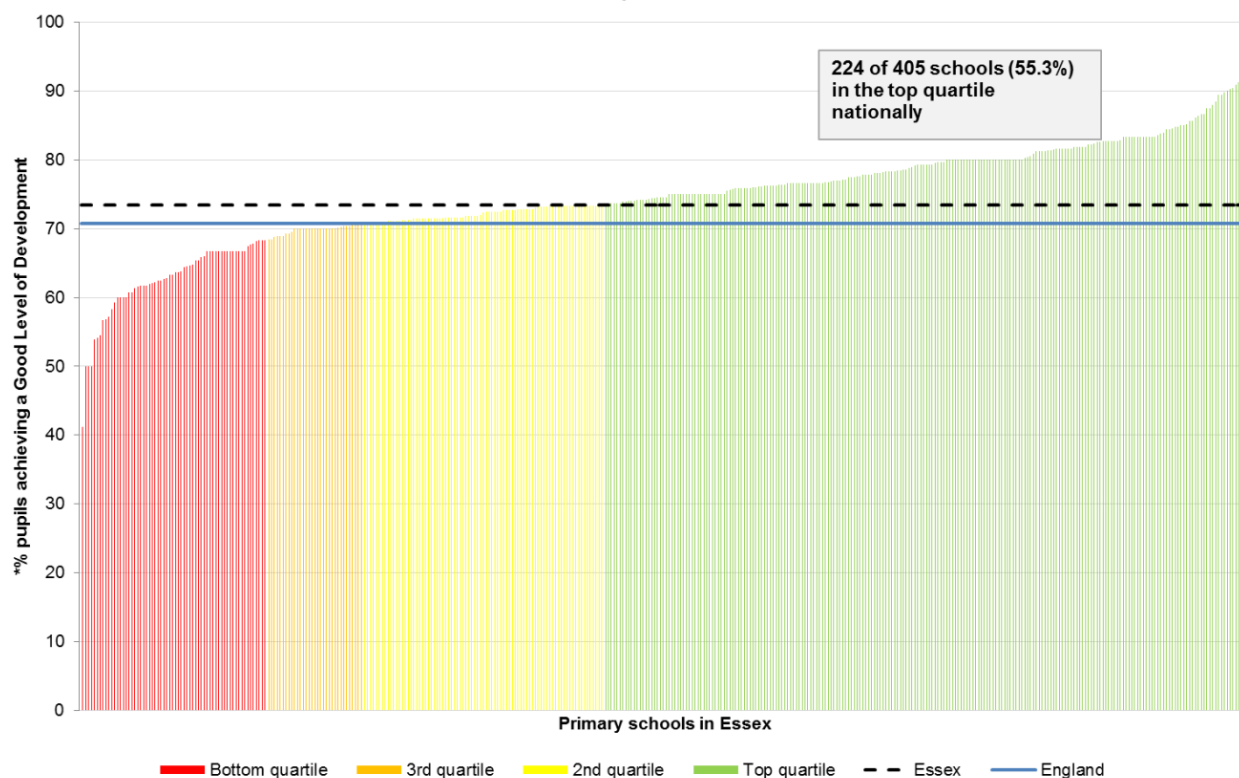
With over half of Essex schools having attainment that placed them in the top quartile, Essex has remained in the top quartile for a second year

224 of 405 schools had a performance level which put them into the top quartile of national performance (83 in 2nd quartile, 33 in 3rd and 65 in bottom quartile). Overall, this means Essex has reached the top quartile for the second time. 309 of 405 schools were at or above the England average.





2013 - 2017 Early Years Foundation Stage Results																	
Measure	Year	Essex	ER	SN	England	Ranks			Quartiles								
						ER	SN	England	Min		Top of 4th		Top of 3rd		Top of 2nd		Max
Good Level of Development	2013	52.5	51.8	53.3	51.7	3	5	57	27.7		46.0		50.7		55.4		69.0
	2014	61.4	60.9	63.2	60.4	3	6	56	41.2		56.7		60.0		63.7		75.3
	2015	67.7	66.6	69.0	66.3	3	6	52	50.7		63.4		66.1		68.6		77.5
	2016	71.9	69.7	71.9	69.3	2	6	35	59.8		66.2		69.5		71.7		78.7
	2017	73.5	71.3	73.2	70.7	3	6	33	60.9		68.4		70.7		73.4		78.9
Lowest 20% Gap	2013	33.2	34.7	31.5	36.6	4	5	47	44.6		38.2		35.5		32.0		23.0
	2014	31.0	32.2	29.8	33.9	5	6	52	45.2		37.4		33.2		29.7		21.9
	2015	28.9	30.6	27.9	32.1	5	5	40	45.2		35.3		31.7		28.8		22.7
	2016	27.1	29.9	27.8	31.4	3	5	31	45.2		34.8		31.4		28.2		18.6
	2017	27.4	30.6	28.0	31.7	3	5	28	44.3		35.3		31.6		28.2		22.2

Blue dot denotes the Essex position within the national quartile range
(ER = Eastern Region, SN = Statistical Neighbours)

School performance : pupils achieving a Good Level of Development in 2017



5.1 Performance across pupil groups – EYFSP

	Differences between girls' and boys' attainment similar to national	80% of girls attained GLD compared to 67% of boys, a difference of 13% points. This difference has been reducing over the past three years. The current difference is 1% point lower than the national gap.
	Attainment of pupils eligible for Free School Meals increasing	58% of children eligible attained GLD, above the national average and above Statistical Neighbour average (54.2%). This is an increase of 3% points compared to 2016 and 23% points since 2013, with Essex improving at a higher rate than our comparators.
	All children with Special Educational Needs performing above national comparators	9% of children with a Statement/EHC Plan attained GLD (higher than the national average) and 28% of SEN Support pupils now achieve a GLD compared to 15% in 2013. This means 295 pupils achieved compared to 149 four years before (2013). For the second time Essex SEN Support pupils outperform national peers (although only by 1% point in 2017, compared to 4% point difference in 2016). 78% of pupils with no SEN attained GLD.
	There was a 10 % point variation between districts (a decrease of 2 % points)	Brentwood and Uttlesford had the highest proportion of children attaining a GLD (79% and 78%), compared to lowest proportions in Harlow and Tendring (71% and 69%). 9 districts increased their GLD percentage in 2017. Basildon and Harlow remained the same, while Uttlesford had a 1% point decrease. 9 out of the 12 districts attained GLD above national in 2017. Basildon and Harlow remained the same, but Tendring is now 2 % points lower than national average. Last year, 11 out of 12 districts attained GLD above national.

6. Phonics checks (Year 1)

Background

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

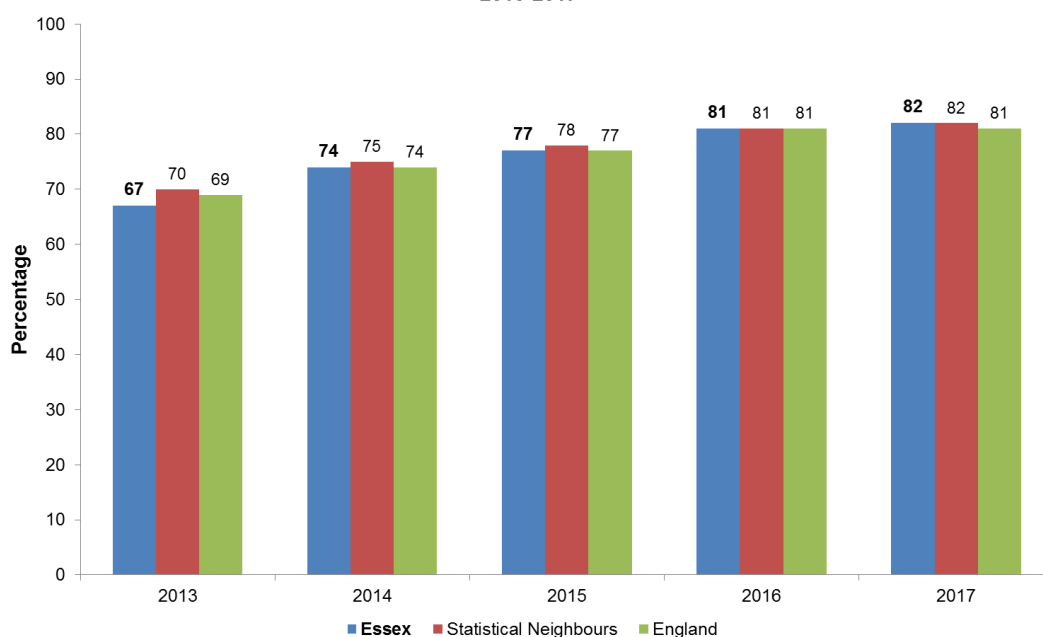
Headlines



Further increase in the percentage of Year 1 pupils (aged 6) meeting the expected standard in phonics

82% of Year 1 pupils achieved the expected standard of phonic decoding, up 1% point from 2016 and for the first time above the national average (by 1% point). This is the 5th consecutive year of improvement. Nationally Essex's rank position has been improving, too, from 117th in 2012 to 52nd out of 151 local authorities.

Year 1 Phonics - percentage of children achieving the expected level
2013-2017



6.1 Performance across pupil groups – Phonics



SEN Support pupils improving but still below SEN Support pupils nationally

46% of SEN Support pupils were working at the expected/required level (compared to 43% last year), 1% points below the England average for SEN Support pupils.



Difference between highest and lowest performing district has increased

Brentwood and Uttlesford had the highest proportion of pupils working at the expected standard in phonics (87%), whilst Tendring had the lowest proportion (77%), a difference of 10% points. In 2016, the difference between the highest and lowest performing district was 5% points. Still, seven districts have improved. Basildon registered an improvement of 3% points, moving

Best performance in Brentwood, improvement in Basildon, drop in performance in Harlow

from 12th position in 2016 to 6th position this year. Highest improvement (4% points) occurred in Uttlesford.

Harlow had a decrease of almost 3% points, dropping from 4th position in 2016 to 11th in 2017.

7. Key Stage 1 (Year 2)

Background

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

Headlines



Essex is above England in Reading, Writing and Maths

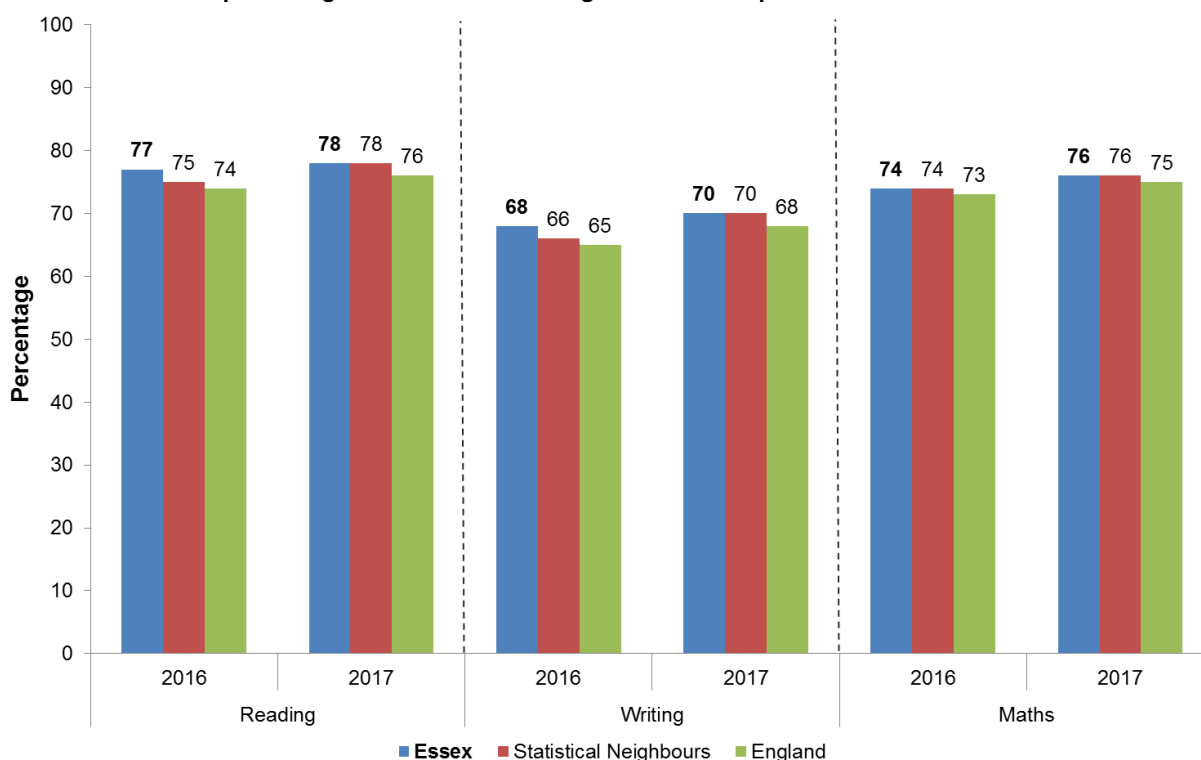
Between 1% and 2% points more Essex pupils achieved at least the expected standard in Reading, Writing and Maths in 2017, compared to 2016. Essex remains above for all national comparators in these subjects for a second year running.



Reading continues to be the best subject and writing the lowest

Although not directly comparable, the best performance was seen in Reading (78%) and the lowest in Writing (70%). Reading has historically seen the best performance.

KS1 - percentage of children achieving at least the expected standard 2016-2017



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

The actual rank positions for Essex pupils achieving 'at least the expected standard' out of 151 local authorities were: Reading 34th, Writing 52nd and Maths 61st, placing Essex in the 2nd quartile overall for a second year running. However, Essex's rank positions have dropped down in all three subjects – in 2016 these were: Reading 29th, Writing 43rd and Maths 55th.

2017 Key Stage 1 Results																	
Measure	Subject	Essex	ER	SN	England	Ranks			Quartiles								
						ER	SN	England	Min		Top of 4th		Top of 3rd		Top of 2nd		Max
At least expected	Reading	78	76	78	76	3	6	34	66		74		77	●	79		83
	Writing	70	68	70	68	4	6	52	57		67		70	●	72		77
	Maths	76	75	76	75	5	6	61	65		74		76	●	79		82
Greater depth	Reading	29	27	28	25	4	4	21	16		23		26		29	●	36
	Writing	18	17	17	16	4	3	31	8		15		17	●	19		24
	Maths	23	22	22	21	4	4	37	12		19		21	●	24		30

Blue dot denotes the Essex position within the national quartile range
(ER = Eastern Region, SN = Statistical Neighbours)

7.1 Performance across pupil groups – KS1



Girls outperform boys

Girls outperform boys in each subject (Reading, Writing, Maths), this is most evident in Writing - boys 63% vs girls 77%, a gender gap of 14% points.

In all subjects, boys and girls performed higher than the national average.



Differences between disadvantaged pupils and national peers are expected to diminish; difference decreased in all subjects

The performance of Essex disadvantaged pupils is now compared to that of 'other' pupils nationally. Local Authorities are expected to see any difference diminish.

Between 2016 and 2017, the difference between disadvantaged and national outcomes decreased in all three subjects – in Writing by 2% points (from 19% points in 2016 to 17% points 2017) and in Reading and Maths by 1% point (Reading: from 15% points in 2016 to 14% points in 2017; Maths: from 17% points in 2016 to 16% points on 2017).

In terms of comparisons between disadvantaged pupils in Essex and nationally, Essex pupils performed between 1 and 2% points above national in all three subjects.



Pupils with SEN Support perform better than pupils with a Statement/EHC Plan, but below national peers

Essex pupils with a Statement/EHC Plan are between 5 and 7% points higher at achieving at least expected in each subject, compared to their national peers.

In 2016, pupils with a Statement/EHC Plan were between 7% and 8% points higher than national average.

Performance of SEN Support pupils has improved by between 2% and 3% points between 2016 and 2017. However, they still perform lower than their national peers.



Ethnic groups compare favourably with national peers

All ethnic groups compare favourably with England, Eastern Region and Statistical Neighbours averages – particularly Asian pupils, who outperform England averages by between 9 and 11% points.



EAL pupils outperforming national peers and non EAL pupils in

Nationally the tendency is for English speaking pupils to outperform those who have English as an Additional language (EAL). The reverse is the case in Essex where EAL pupils tend to perform higher in most subjects.

Essex in most subjects

Pupils with English as an Additional Language (EAL) performed at least 6% points higher than nationally in each subject (compared to at least 4% points higher last year).

The gap between EAL and non EAL pupils in Essex has increased between last year and now. EAL pupils now perform the same in Reading as non EAL pupils, and outperform non EAL pupils even more strongly in Writing and Maths than they did last year (by 5% points in both cases).



Almost half of CiC pupils achieved at least an expected standard in Reading, Writing and Maths

Children in Care (CiC) in KS1 tend to be a very small cohort and performance will therefore tend to fluctuate more across years compared to larger groups. There were 15 pupils assessed at KS1 in 2016/17.

Of these, 46.7% achieved the expected standard in each subject (Reading, Writing, Maths).

All children who did not have an identified level of SEN achieved the expected standard in each subject.

53% (8) of the cohort had an identified level of SEN.

DfE has not published data for LAs for CiC. This data has been obtained from NEXUS and local intelligence.



Greatest differences between districts for Maths

There was a 14% point difference between the highest and lowest performing districts for Maths, 12% point difference for Reading and 11% point difference for Writing. Tendring was the lowest performing district in all cases. Brentwood had the highest performance for all measures, except Maths, which was the highest in Rochford (81%).

8. Key Stage 2 (Year 6)

Background

All pupils in state-funded schools must be assessed against the standards of the National Curriculum at the end of Key Stage 2 (age 11).

From 2016, KS2 National Curriculum outcomes are no longer reported using levels. Pupils are now assigned a scaled score in Reading and in Maths, which is aligned to a series of standards set out in the Interim Teacher Assessment Frameworks. For Writing and Science, pupils are assessed against the criteria set out in the Interim Teacher Assessment Framework as there are no tests for these subjects. The expectation is that pupils achieve at least the expected standard for their age. Progress is measured from each pupil's end of KS1 outcome for each of Reading, Writing and Maths.

Due to the changes to the assessment framework in 2016, Key Stage 2 data is available for two years only.

Headlines

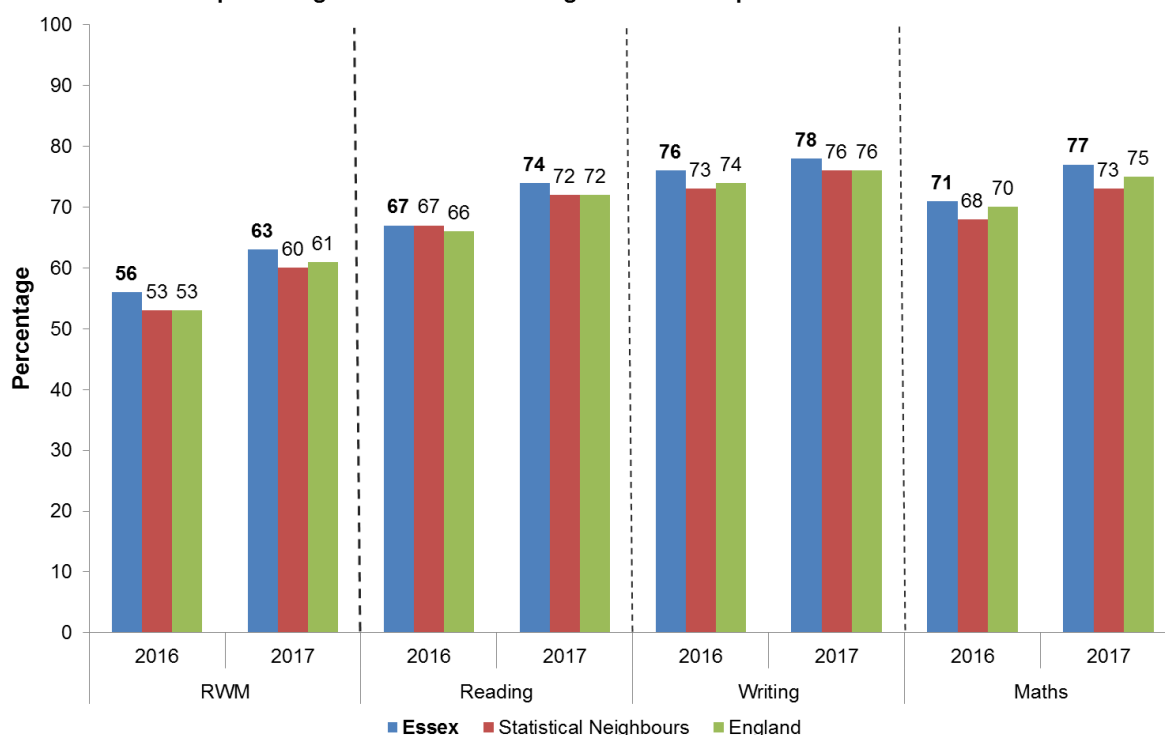


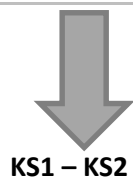
RWM

**Essex above
comparator
averages in all
subjects**

For all pupils, Essex is above the England, Statistical Neighbour and Eastern Region averages against all expected standard measures, for the second year running. Performance against all measures is in the 2nd quartile.

KS2 - percentage of children achieving at least the expected standard 2016-2017





KS1 – KS2

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

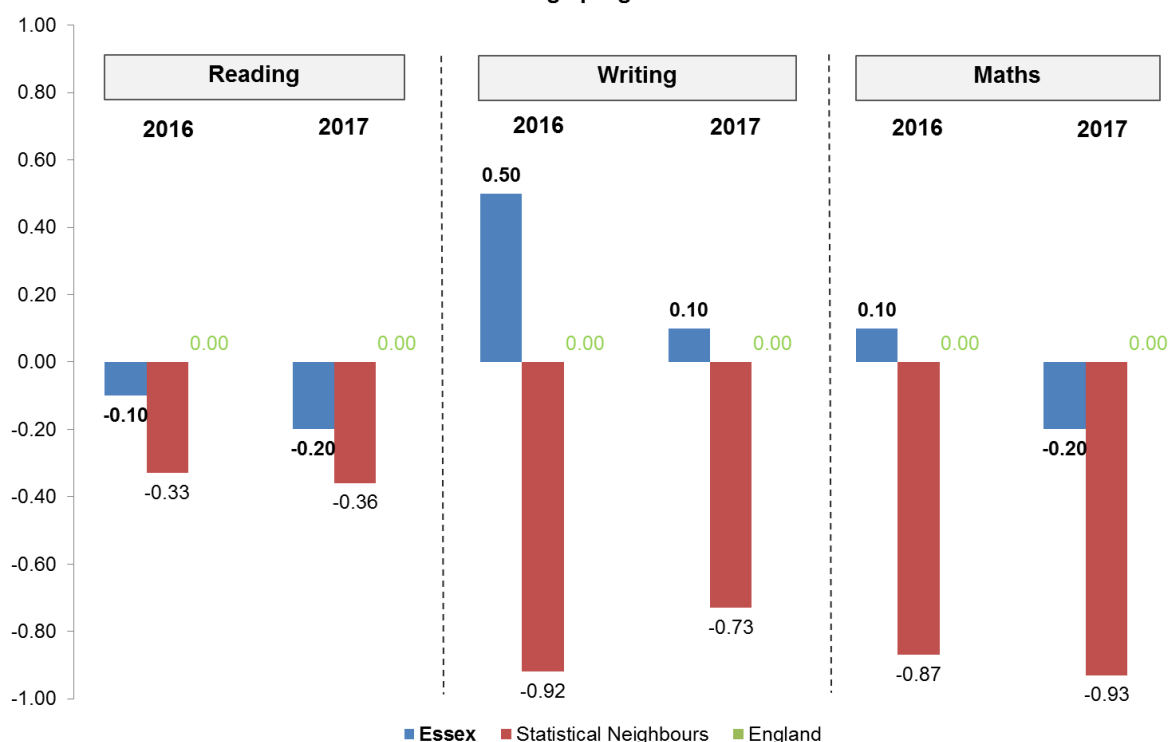
The chart below compares both Essex performance and the performance of our Statistical Neighbours to national pupils who achieved similar performance at Key Stage 1.

Essex progress scores dropped in all three subjects (Reading, Writing, Maths) between 2016 and 2017.

Last year, Essex pupils performed best in Writing, at +0.5 compared to the national average of 0.0. In 2017, Writing dropped by 0.4 to +0.1. Both Reading and Maths scored -0.2.

Yet Essex performed considerably better than our Statistical Neighbours.

KS1 to KS2 - average progress scores 2016-2017



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

205 out of 396 schools were in the top quartile nationally for the combined Reading, Writing and Maths measure, placing Essex in the 2nd quartile nationally overall.

27 schools were in the 2nd quartile, 21 in 3rd and 143 in the bottom quartile.

239 of 396 schools were at or above the England average (61%).

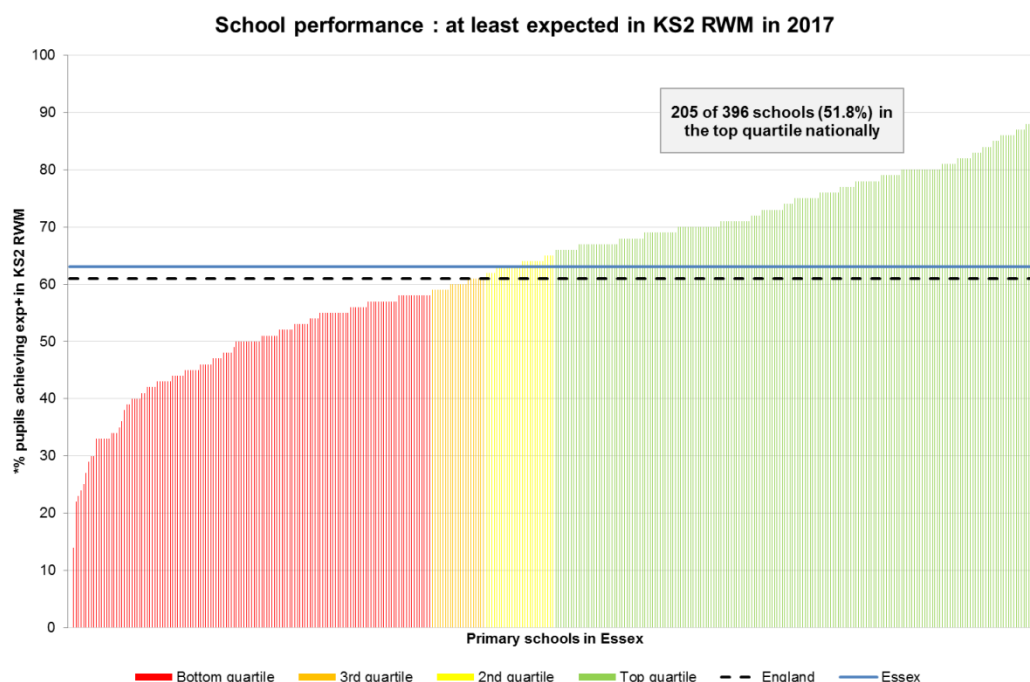


Proportions of schools below Floor Standard or those deemed to be coasting below national average

9 schools (2% of Essex schools) are below floor standard, this is below national average (4%). This is an improvement from 12 schools last year.

The proportion of schools deemed to be coasting schools (10 schools, or 3%) has remained the same since last year and is below national average.

Since January 2018, three schools had closed or converted to academy, therefore the DfE issued only 7 coasting letters to schools.



8.1 Performance across pupil groups – KS2



Both boys and girls exceeding their national peers in all measures

For both genders the performance of Essex pupils achieving the expected standard or higher not only exceeds that of their national peers, but has also improved in all subjects since last year.

In RWM, Reading and Writing, boys exceeded their national peers by 3% points, while girls by 2% points.

The strongest subject for boys was Maths (77%) and for girls Writing (84%).

Gender gaps are in line with national average for most measures, and these gaps have decreased between 1% to 2% points since last year. Writing continues to have the largest gender gap – 11% points (13% points last year).



Disadvantaged pupils differ from 'other' pupils nationally by 20% points

In terms of diminishing differences, 47% of Essex disadvantaged pupils achieved at least the expected standard in the RWM combined measure compared to 67% of 'other' pupils nationally – a difference of 20% points. This is an improvement on the 23% point difference last year.





In terms of comparisons between disadvantaged pupils in Essex and nationally, Essex pupils performed the same in Writing and Maths, but 1% point below national in Reading and RWM.



EAL pupils outperforming national peers and non EAL pupils in Essex in most subjects

Nationally the tendency is for English speaking pupils to outperform those who have English as an Additional language (EAL). The reverse is the case in Essex where EAL pupils tend to perform higher in most subjects.

In 2017, Essex EAL pupils outperformed English speaking pupils in almost all subjects except Reading (2% points lower).

		<p>Essex EAL pupils performed between 5% points and 9% points (RWM) higher than the national average in all subjects.</p> <p>Both EAL and non EAL pupils improved in all subjects since last year, the only exception being Writing among EAL pupils (82% in 2016, 80% in 2017).</p>
	<p>Pupils from ethnic minorities achieve above England averages and above Essex White pupils</p>	<p>Pupils from all listed ethnic minorities outperformed White pupils in every subject (expected standard). With the exception of Chinese (note: small number of pupils compared to other ethnicities), they have also performed above England averages in every subject.</p> <p>Asian pupils performed considerably higher across all subject. For the RWM combined measure, 79% of Essex Asian pupils achieved at least the expected standard compared to 63% nationally, 16% points above national.</p>
	<p>Pupils with a Statement/EHC Plans out-perform peers. SEN Support pupils perform lower</p>	<p>Essex pupils with a Statement/EHC Plan outperformed their national peers in each subject.</p> <p>SEN Support pupils performed lower: 1% point lower in RWM and 2% points lower in each individual subject compared to national average. However, their performance improved when compared to last year. This year 19% of SEN Support pupils achieved the combined RWM, while only 13% did so last year.</p>
	<p>31% of CiC achieving RWM</p>	<p>Children in Care (CiC) tend to be a small cohort and performance will therefore tend to fluctuate more across years compared to larger groups.</p> <p>There were 43 children in the qualifying cohort. 31% achieved the expected standard in the combined RWM measure, a significant improvement on 2016 (22%) and comparable to national and regional CiC outcomes.</p> <p>Of those children without an identified SEN, 57% achieved the expected standard in RWM.</p> <p>48% of the cohort has an identified level of SEN and 34% a Statement/EHC Plan.</p>
	<p>Greatest differences between districts were in Reading and in the combined RWM measure. Differences between districts increased since last year</p>	<p>Uttlesford had the highest performance against the majority of KS2 measures.</p> <p>Tendring had the lowest performance for most measures (followed by Epping Forest), with the exception of the Progress score in Writing (ranked 1st in 2016, now ranked 6th). The greatest differences in attainment between districts were in Reading and the combined RWM measure (18% points), followed by Maths (12% points) and Writing (10% points). The differences in attainment between districts increased since last year.</p> <p>Maldon has achieved several improvements, 6% points in Reading and Writing and 10% points in Maths and RWM.</p>

8.2 Performance across pupil groups – Progress between KS1 – KS2

	Both genders above average progress in Writing only	<p>Girls and boys made above average progress between KS1 and KS2 in Writing. Girls achieved a score of 1.1 compared to the national of 0.8.</p>
	Disadvantaged pupils above average progress in Writing only	<p>Disadvantaged pupils made above average progress between KS1 and KS2 in Writing only.</p> <p>The difference between Essex disadvantaged and 'other' pupils nationally was 1.3 points in Reading and Maths and 0.5 point in Writing.</p>
	EAL pupils progressing better than national peers in all subjects	<p>Compared to national average, Essex EAL pupils made considerable progress (at least 1.1 points) between KS1 and KS2 in all subjects.</p>
	Pupils from ethnic minorities progress above England averages	<p>All ethnic groups in Essex made higher progress than the national average, in all subjects.</p> <p>The only exception was Chinese pupils' progress in Maths, which was lower than national. However, this is a small group comprising of only 55 pupils, and the progress score for this group is the highest among all groups (Chinese 3.7 against White -0.3).</p> <p>Essex Asian pupils made considerably better progress than their national peers in all subjects.</p>
	Pupils with a Statement/EHC Plan progressed more than national peers. SEN Support pupils did not	<p>Pupils with a Statement/EHC Plan made better progress than their national peers in each subject.</p> <p>SEN Support pupils made below national average progress between KS1 and KS2.</p>
	Essex progress scores below national and regional progress scores	<p>Children in Care (CiC) tend to be a small cohort and performance will therefore tend to fluctuate more across years compared to larger groups. There were 43 children in the qualifying cohort.</p> <p>KS1-2 progress scores for CiC pupils at KS2 were: Maths -2.6 points, Reading -1.7 points and Writing -1.3 points. The confidence interval highlights Reading and Writing to be within this tolerance and therefore not statistically significant. Still, these scores are below that of national and regional progress scores.</p>
	Progress made between KS1 and KS2 generally lower than last year, especially in Tendring, Colchester and Chelmsford	<p>Harlow was the best performing district in terms of progress between KS1 and KS2 in all subjects. Tendring was the worst performing district for progress in Reading and Maths, and Uttlesford for Writing.</p> <p>Progress was generally lower than last year. Ten districts made lower progress than last year in Writing, and nine in Maths. Seven districts made an improvement in Reading.</p> <p>The most notable improvements were in Harlow in Reading (+0.8</p>

points) and in Epping Forest in Writing (+1.1 points).

The most notable decreases in progress scores were in Tendring and Colchester, both in Writing, by -1.5 points and -1.1 points respectively.

Tending, Colchester and Chelmsford experienced lower progress scores in all three subjects compared to last year.

9. Key Stage 4 (Year 11)

Background

Pupils are assessed at the end of Key Stage 4 (aged 16) through external GCSE exams and vocational courses. Since 2014 there have been several major reforms implemented and in 2017 further changes were introduced which affect the calculation of Key Stage 4 (KS4) performance measures.

Attainment in English and Maths

A new scoring system was introduced in 2017 for reformed exams in English and Maths; the new system expands the possible grades from 8 - 1 to 9 - 1. The 9 - 1 grading will be introduced across other GCSE subjects in proceeding years.

For 2017, comparison can be made to the A* to C English and Maths measure used in previous years because the bottom of a grade 4 in reformed GCSEs has been mapped onto the bottom of a grade C of unreformed GCSEs in these subjects.

From 2017 a new accountability measure has been introduced which looks at the percentage of pupils achieving a grade 5 or above in both English and Maths. Pupils can achieve the English component of this in English language or literature.

Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English and Maths (which are both double weighted), three further qualifications that count in the English Baccalaureate (EBACC) and three further qualifications that can be GCSE qualifications (including EBACC subjects) or any other non-GCSE qualifications that have DfE approval.

In 2017, the **methodology for calculating Attainment 8 was adjusted** to account for the introduction of grade 9 to 1 reformed GCSEs. Due to these changes, **Attainment 8 and Progress 8 figures are not directly comparable between 2016 and 2017**. Generally, **2017 figures tend to be lower** than 2016 figures. For this reason, comparisons with 2016 are not provided.

Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of Key Stage 2 to the end of Key Stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero.

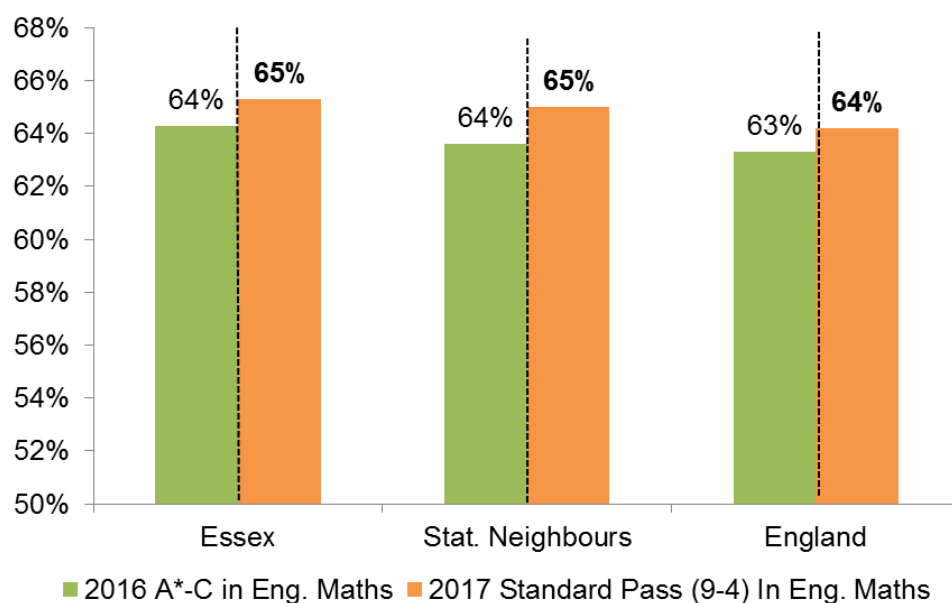
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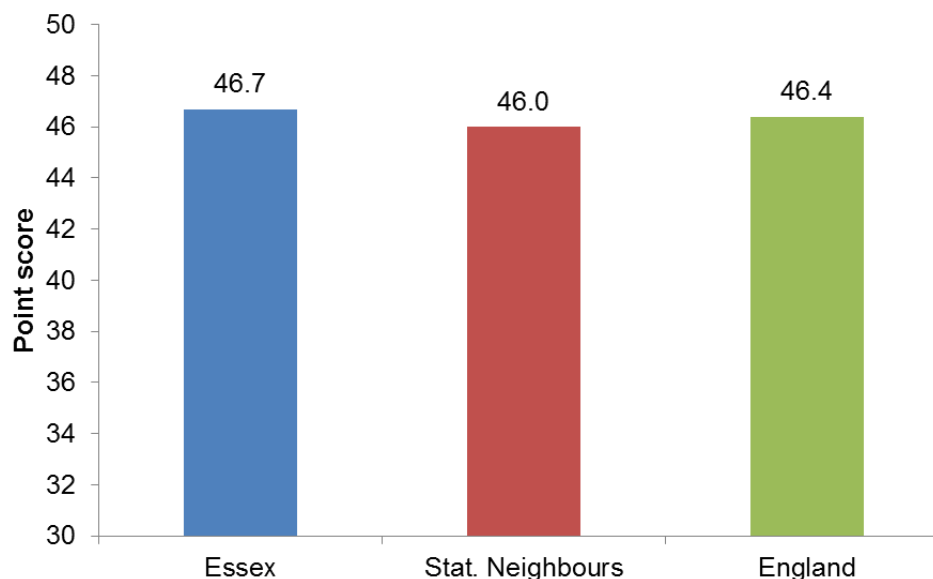
Proportion of young people attaining 9-4 grades in English and Maths above national average

65.3% of pupils achieved a Standard Pass (9-4) in English and Maths, putting Essex in the 2nd quartile nationally. Performance was 1.1% points above the national average (64.2%), 0.3% points above Statistical Neighbours, but 0.2% points below the Eastern Region average.

Standard Passes (2017) and A*-C passes (2016) in English and Maths



Attainment 8 (2017)





Essex performance is slightly higher than national average in Attainment 8

The Essex score for average student performance across their best subjects (the new Attainment 8 measure) was 46.7, in line with attainment across the Eastern Region and above the national average and Statistical Neighbours. Essex was in the 2nd quartile nationally for this measure.



Progress 8 – below national average

Since last year Essex has dropped down from 2nd quartile to the 3rd quartile nationally. Essex pupils made similar progress across their secondary education (-0.04) as their national peers (-0.03).



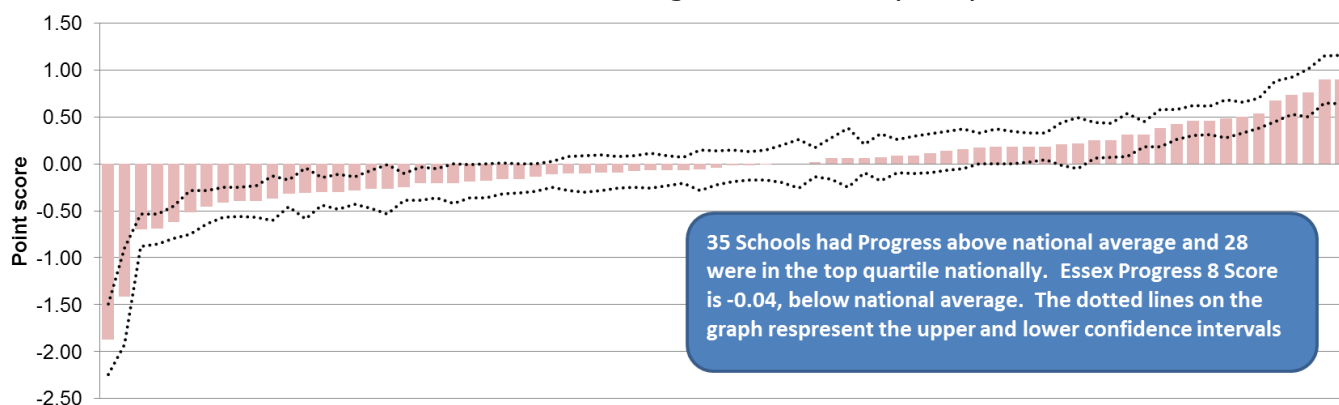
Decrease in proportion of pupils achieving the English Baccalaureate

The proportion of pupils entered for the EBACC is below national average. The Essex proportion had increased between 2013 and 2016 from 31% to 38%, however this decreased last year by 3% points to 35%. Similar pattern was followed nationally and among our Statistical Neighbours.

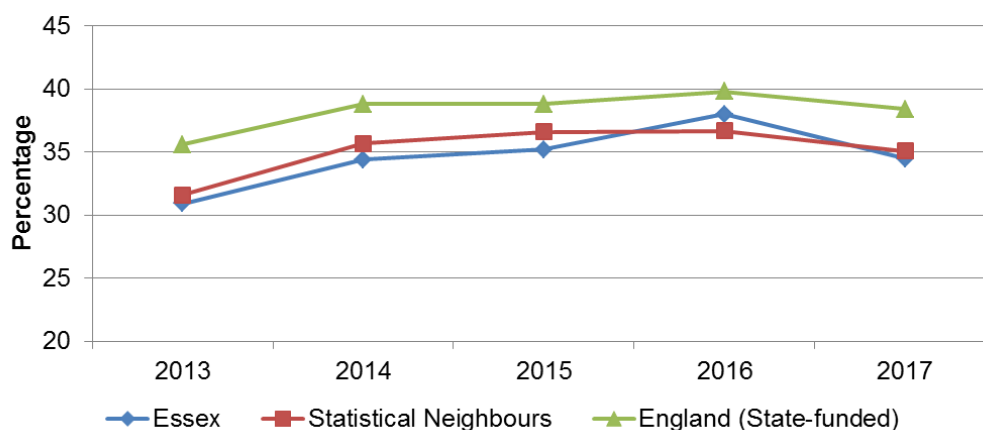
The percentage of young people who have achieved the award (at the 'standard' level) decreased since last year, from 23.4% to 21.8% (please note the change from A*-C to 9-4 scale).

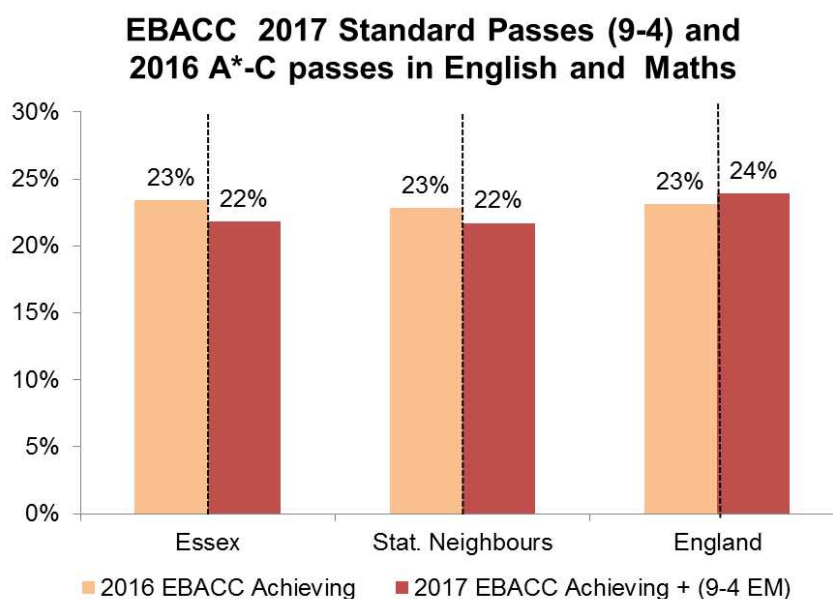
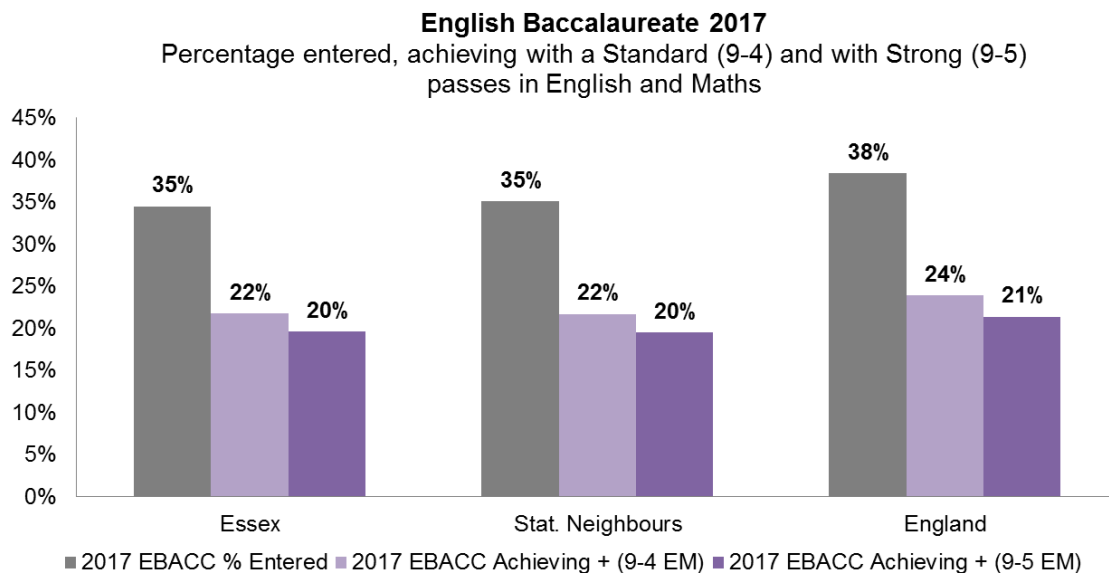
The percentage of young people who have achieved the EBACC award with a Strong Pass is in line with our Statistical Neighbours and 1% point below national average.

Essex Schools - Progress 8 Scores (2017)



EBACC % Entered 2013-2017





42% of Essex secondary schools within top quartile for Standard Pass

32 out of 76 schools had a level of attainment of 9-4 grades in English and Mathematics, which placed them in the top quartile nationally.



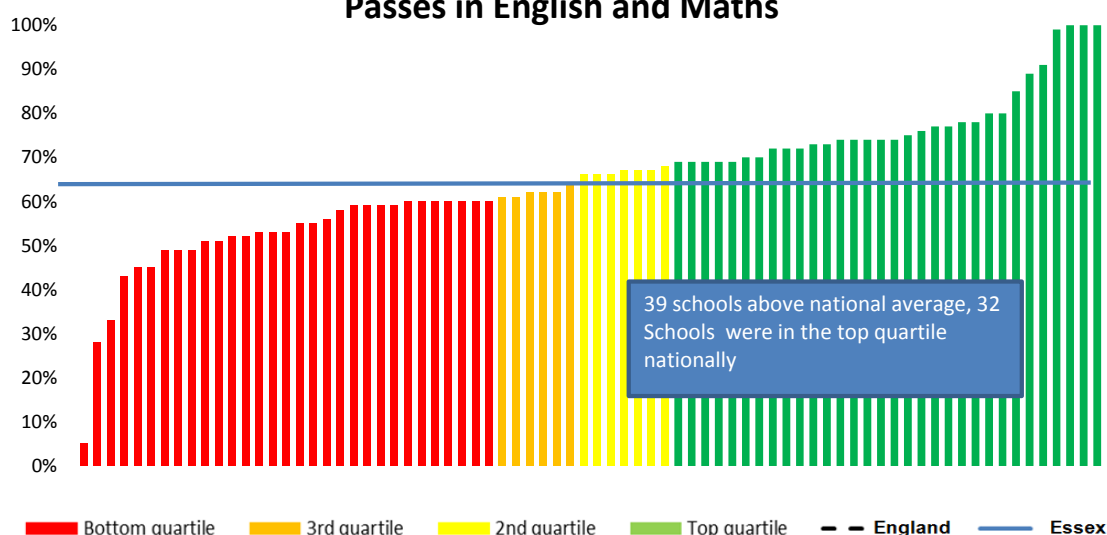
Lower proportions of schools below Floor Standards and deemed coasting

4 of 74 (5.4%) schools are below floor compared to 12% nationally. This places us in the top quartile.
1 of 69 (1.4%) schools is deemed to be coasting compared to 9.6% nationally. Essex is in the 2nd quartile nationally for this measure.

2017 Key Stage 4 Performance Results												
Attainment	Averages			Quartiles								
	Essex	Stat. Neighbours	England	Min		Top of 4th		Top of 3rd		Top of 2nd		Max
Standard Pass (9-4) in Eng. & Maths	65%	65%	64%	48%		60%		64%		68%		84%
Strong Pass (9-5) in Eng. & Maths	43%	43%	43%	25%		38%		42%		47%		63%
Attainment 8	46.7	46.0	46.4	37.6		44.4		46.0		48.2		56.2
Progress 8	-0.04	-0.09	-0.03	-0.77		-0.15		-0.04		0.07		0.50
EBACC Achieved + (9-4 EM)	22%	22%	24%	0%		19%		23%		28%		46%
EBACC Achieved + (9-5 EM)	20%	20%	21%	0%		17%		20%		26%		44%
EBACC % Entered	35%	35%	38%	19%		33%		38%		44%		63%

Blue dot denotes the Essex position within the national quartile range (SN = Statistical Neighbours)

Essex Schools - Percentage Achieving Standard (9-4) Passes in English and Maths



9.1 Performance across pupil groups – KS4



Girls continue to outperform boys. Both genders do better than their peers nationally at achieving a Standard Pass in English and Maths

Both genders below national average in all English Baccalaureate measures

Girls' performance is generally higher than boys' performance.

Both groups were above national average for % achieving the Standard Pass (9-4) in English and Maths. Concerning a Strong Pass (9-5), girls were above national average, while boys were below national average.

Girls' performance in the Progress 8 measure (0.16) was 0.02 points below their national peers. Boys (-0.24) were considerably lower than girls, but the same as their peers nationally.

Both groups are below their national peers in all English Baccalaureate measures (% entered, % achieving + (9-4 in English and Maths) and % achieving + (9-5 in English and Maths)).



28.3% points difference between Essex disadvantaged pupils and national 'other' pupils for a Standard Pass in English and Maths

The difference between Essex disadvantaged pupils and national 'other' pupils was 28.3% points for pupils achieving a Standard Pass in English and Maths. For a Strong Pass, this difference was 26.5% points, however the achievement levels were generally much lower for both groups. Compared to national disadvantaged pupils, Essex disadvantaged pupils performed 1.3% points lower in both Standard and Strong Pass.

For Attainment 8, the difference between Essex disadvantaged and national 'other' was 13.4 points and for Progress 8, 0.52 points. In both Attainment 8 and Progress 8, Essex disadvantaged pupils performed lower than their national disadvantaged peers.

Fewer disadvantaged learners in Essex entered the full English Baccalaureate and therefore fewer achieved them than seen nationally.



Higher performance for pupils with English as an Additional Language

EAL pupils performed higher than EAL pupils nationally, and higher than Essex non EAL pupils, in all measures featured.

EAL pupils were 5.5% points higher than national at Standard Pass, 4% points higher at a Strong Pass, 3.9 (score) points higher at Attainment 8 and 0.18 (score) points at Progress 8.

48.5% of EAL pupils in Essex were entered for the English Baccalaureate (6.7% points lower than last year), compared to 33.8% of English speaking pupils. Essex EAL pupils outperformed their national peers in all English Baccalaureate measures.



All ethnic minority groups performing above their national peers, as well as above Essex White pupils

All listed ethnic minority groups performed higher than their national peers in all measures, Asian and Black pupils particularly so. Asian pupils performed 14.8% points higher than their national peers in terms of a Standard Pass, 20.9% points higher in terms of a Strong Pass, 11 (score) points above in Attainment 8 and 0.29 points in Progress 8.

Pupils from ethnic minority groups outperformed White pupils in all English Baccalaureate measures. Asian, Black and Chinese pupils also performed considerably above their national peers.

For example, 50% of Asian pupils achieved the Standard Pass in the English Baccalaureate compared to 20.4% of White pupils – a difference of 29.6% points. Using the same measure Asian pupils also outperformed their national peers by 18.7% points.



Special
Education

SEN Support pupils considerably below national averages in all measures

Pupils with a Statement/EHC Plan outperformed their national peers in all measures

Pupils with a Statement/EHC Plan outperformed their national peers in all measures – Standard Pass, Strong Pass, Attainment 8 and Progress 8.

However, SEN Support pupils were below their national peers in every measure. Only 21.5% of SEN Support pupils achieved a Standard Pass in English and Maths, compared to 30.2% of their peers nationally. This is a difference of 8.7% points.

4.7% pupils with a Statement/EHC Plan entered an EBACC, 0.9%

points above national average. Standard and Strong Passes were above national, too.

9.5% pupils receiving SEN Support entered an EBACC, compared to 15.1% nationally. Essex SEN Support pupils performed below national in all measures – only 2.5% achieved a Standard Pass, compared to 5.9% nationally.



11.1% achieved a Standard Pass in English and Maths (9-4); Attainment 8 score 19.3, Progress 8 score -1.1

Children in Care (CiC) tend to be a very small cohort and performance will therefore tend to fluctuate more across years compared to larger groups.

There were 83 pupils in the KS4 cohort.

11.1% (9) achieved a pass (9-4) in English and Maths.

The Essex Attainment 8 score was 19.3 and Progress 8 was negative at -1.1 points, in line with national and regional outcomes.

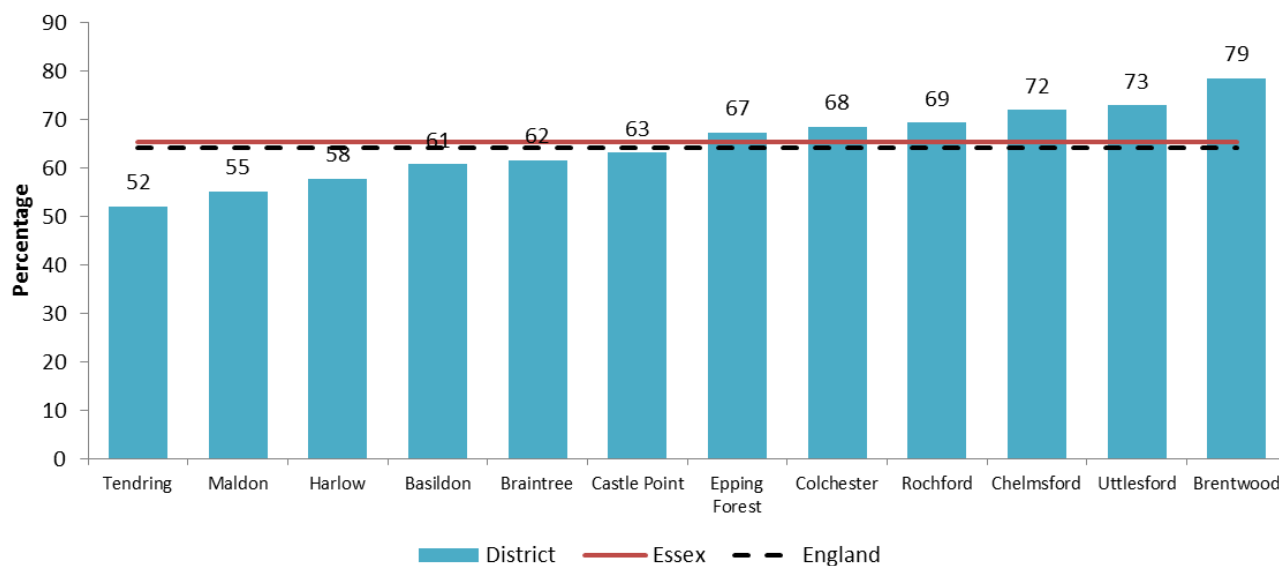


27% point difference between districts of pupils achieving a Standard Pass (compared to 20% difference last year)

The highest performance was in Brentwood with 78.5% of students gaining a Standard Pass (9-4) in English and Maths and Attainment 8 score of 50. Tendring had the lowest performance with just over half of students gaining a Standard Pass and Attainment 8 score of 41.4.

The highest Progress 8 score was achieved in Epping Forest (0.13) and lowest in Tendring (-0.18), compared to the national average score of -0.03.

% Achieving a Standard 9-4 Passes in English and Maths (2017)



Attainment 8 and Progress 8 by District

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

	2017	
District	Average Attainment 8 score	Average Progress 8 score
Basildon	44.6	-0.01
Braintree	44.0	-0.23
Brentwood	50.0	0.03
Castle Point	44.9	-0.04
Chelmsford	51.0	0.05
Colchester	49.1	0.03
Epping Forest	47.7	0.13
Harlow	43.1	-0.07
Maldon	44.4	0.00
Rochford	46.5	-0.13
Tendring	41.4	-0.18
Uttlesford	50.6	-0.02
Essex	46.7	-0.04
England	46.4	-0.03

10. Key Stage 5, Post-16 qualifications and other FE college outcomes

Background

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

Key Stage 5 (KS5): The KS5 results presented in this section come from DfE national performance tables. There are 9 measures covering KS5. Key findings from a selection of these are presented in more detail:

- *Average points per entry (APS)*
 - Results presented by:
 - state-funded maintained schools only
 - state-funded maintained schools, FE colleges, academies, free school and maintained special schools combined
- *3+ A*-A grades or better*
 - Results presented by:
 - state-funded maintained schools only
 - state-funded maintained schools, FE colleges, academies, free school and maintained special schools combined
- *% AAB grades or better*
- *% AAB grades or better that include at least 2 facilitating subjects*
 - Facilitating subjects are those that are most commonly required or preferred by universities to get on to a range of degree courses.

Further education and skills provision in Essex includes:

- **Education and Training** - covering further education learning and traditional vocational courses, delivered by colleges mainly in a classroom, workshop or through distance or e-learning methods.
- **Apprenticeships** - paid jobs that incorporate 'on-the-job' and 'off-the-job' training leading to nationally recognised qualifications. Apprenticeships start at level 2 (intermediate) through to level 7 (degree); and can take between one and four years to complete (depending on the level of apprenticeship and industry area).
- **Workplace learning** - covering a broad range of training including basic skills, Level 2, Level 3 and higher-level skills. This training is mainly delivered in the workplace (but excludes apprenticeships).
- **Community learning** - funding a wide range of non-formal courses, ranging from personal development through to older people's learning, IT courses, employability skills, family learning and activities to promote civic engagement and community development.

School sixth forms and Higher Education are not included in the definition of Further Education and skills.

The statistical data below provides information on apprenticeships start and achievement rates, education and training achievement rates, retention rates and employer and learner satisfaction.

Qualifications by age 19 level 2 and 3: The data presented in this section comes from the DFE Local Authority Interactive Tool. These indicators are a percentage of young people who have attained a full level 2 (including English and Maths) 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



Essex schools in 2nd quartile for most measures, but generally above national

Essex schools have achieved above national in all but one ('% AAB grades or better that include at least 2 facilitating subjects', Essex being 0.6% points below national average) reported measures of Post 16 performance. Essex is in the 2nd quartile for all measures apart from '% achieving at least level 3 qualification' (top quartile).



Essex has some excellent school sixth forms

7 schools are in the top 10% of all providers nationally (including independent schools) for A level progress and 5 schools are in the top 10% of all providers nationally for academic progress.

In 2016, Essex had 3 schools in the top 4% of all providers nationally for A level and academic progress.

10.1. KS5 - Level 3 points per exam entry: state-funded schools vs state-funded schools and colleges



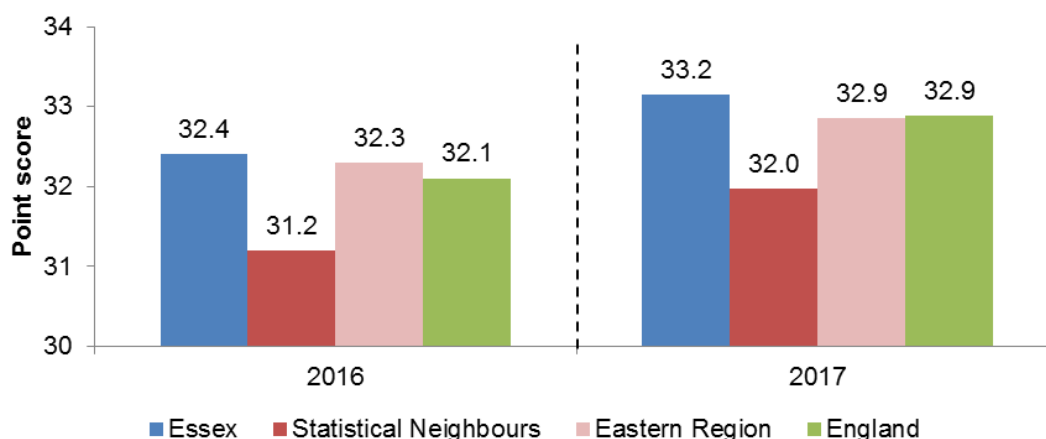
Points per entry above the national average for schools, but below for schools and colleges combined

The average number of points per entry for students in state-funded schools was 33.2, an increase of 0.8 points since last year. Essex also remains slightly above national average (for a fourth year running), and above Statistical Neighbour and Eastern Region averages.

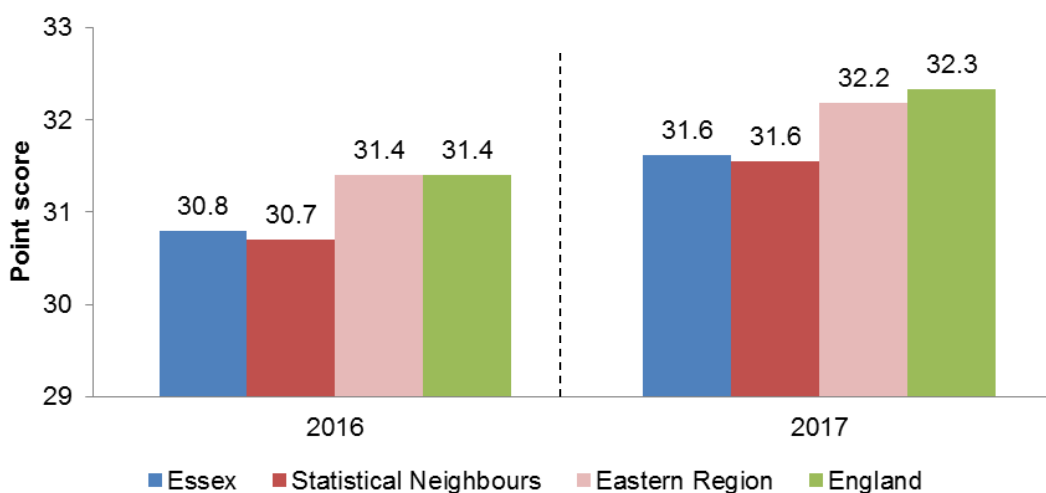
Opposite is true for state-funded schools and colleges. Their APS remains below all comparators, as was the case last year.

Pupils in state-funded schools achieved 1.6 points higher than pupils in state-funded and colleges.

State-funded schools only
Average points per entry (all Level 3) 2016-2017



State-funded schools and colleges
Average points per entry (all Level 3) 2016-2017



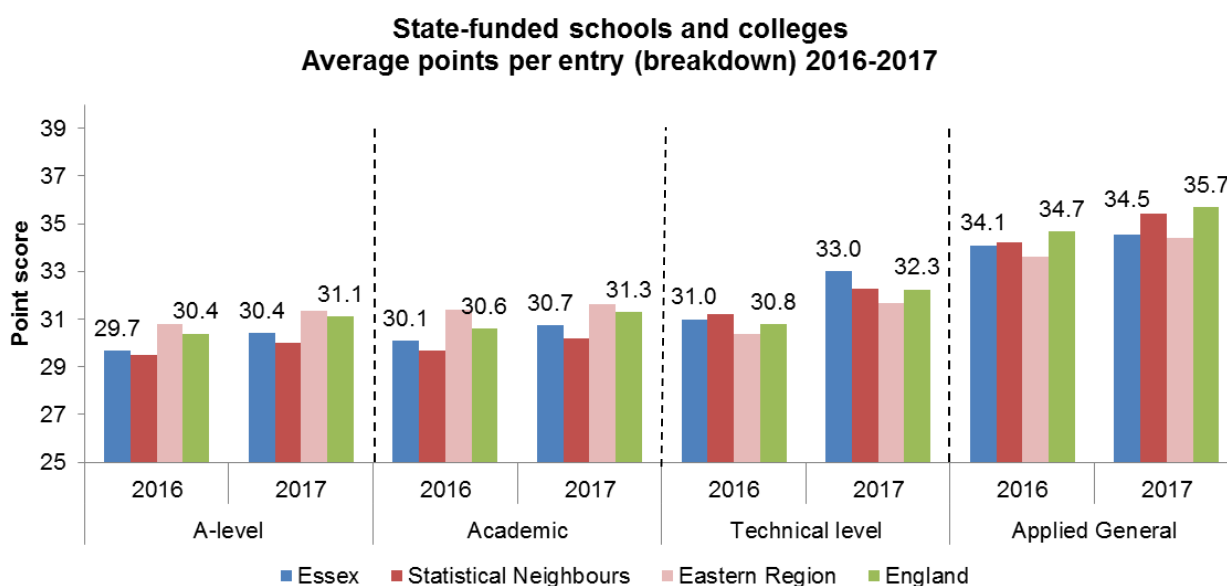
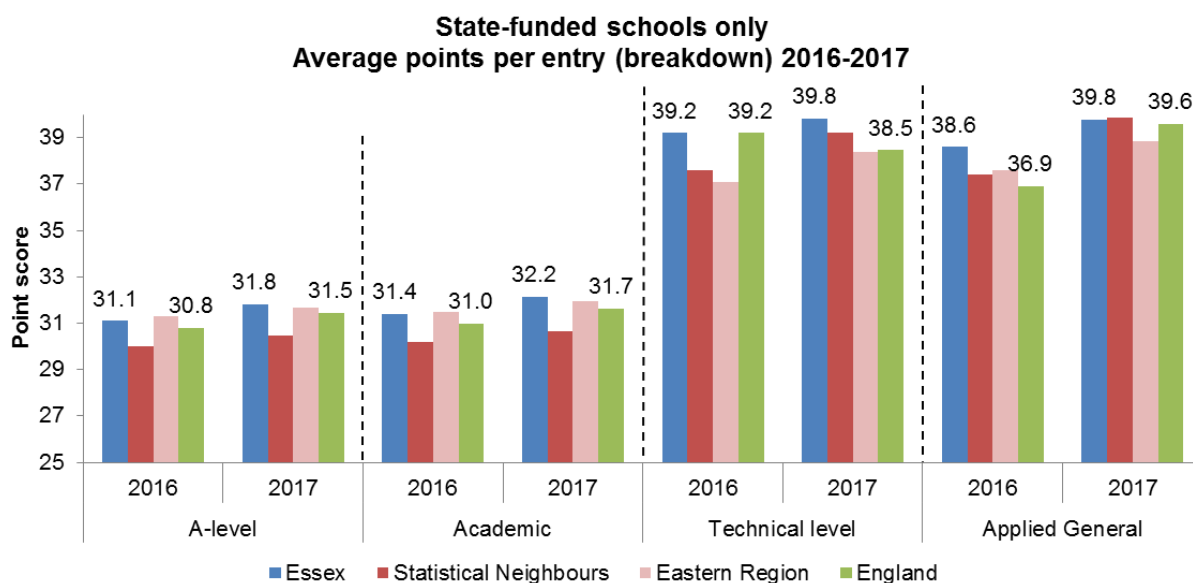
Essex state-funded schools perform better than colleges; state-funded schools do equally well in Technical and Applied General qualifications

Level 3 qualification breakdowns show state-funded schools achieving higher average points per exam entry across all qualification types than that of state-funded schools and colleges combined. State-funded schools follow a pattern similar to that of the previous year, with slightly higher average point scores in 2017. Essex performed higher than national average in all qualification types.

In 2016 and 2017, state-funded schools and colleges achieved lower scores than national averages; the only exception being in Technical qualifications, where 2017 performance was 0.7 points above national.

In state-funded schools, highest point scores were achieved in Technical and Applied General qualifications – 39.8 points in both. Applied General was the highest in state-funded schools and colleges, at 34.5 points per entry. In 2017, there was a 5.3 points difference between state-funded schools and state-funded and colleges in Applied General, and 6.8 points difference in Technical qualifications.

Higher A-level points per entry were achieved in state-funded schools (31.8 and above national average) than in schools and colleges combined (30.4 and below national average).



10.2. KS5 - 3+ A*-A grades: state-funded schools vs state-funded schools and colleges



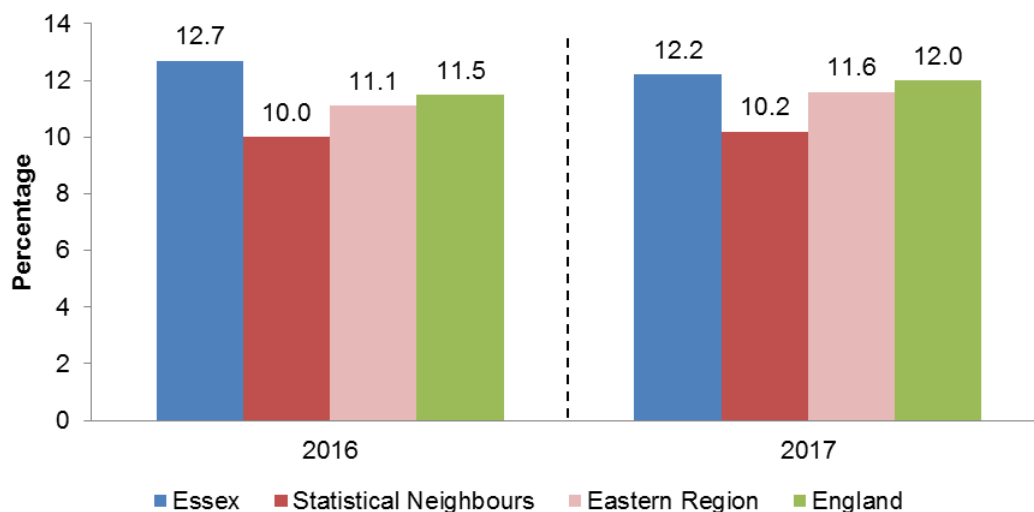
Essex in Top quartile for 3+ A*-A grades achieved in state-funded schools

12.2% of Essex state-funded school students achieved at least three A grades at A level. Essex performance remains above national average and in the top quartile for this school performance measure.

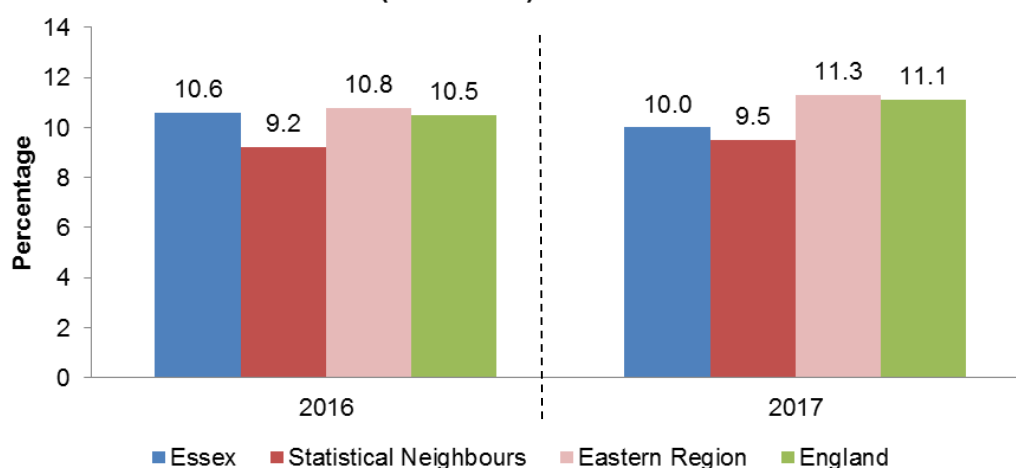
Only 10% of school and college students achieved the same, which was 1.1% points below national average.

In these cases, performance has decreased since last year; by 0.5% points for schools only, and by 0.6% for schools and colleges.

**State-funded schools only
3+ A*-A grades
(All Level 3) 2016-2017**



**State-funded schools and colleges
3+ A*-A grades
(All level 3) 2016-2017**



Only a small minority of Essex state-funded schools and colleges below minimum standard

Only 3 out of 53 (5.7%) of Essex state-funded schools and colleges assessed are below the level 3 **academic** minimum standard for 2016/17, which is 0.8% points below (i.e. better than) national average.

Only 1 out of 37 (2.7%) of Essex state-funded schools and colleges assessed are below the level 3 **applied general** minimum standard for 2016/17, which is better than the national average (5.2%).



The % of Essex students gaining AAB grades above national average; decrease from Top to 2nd quartile

The percentage of students in schools achieving grades AAB or better at A level is 20.9% (0.2% above national). The proportion of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects is 15.4%, compared to a national percentage of 16%. Essex is on the 2nd quartile of Local authorities for both of these measures for school performance, a decrease from the Top quartile last year.

10.3. Participation: Further education & skills participation



6 of 8 FE colleges in Essex are rated as 'good' by Ofsted

6 of 8 Further Education colleges in Essex are rated as 'good' by Ofsted, with two colleges rated as 'requiring improvement'.

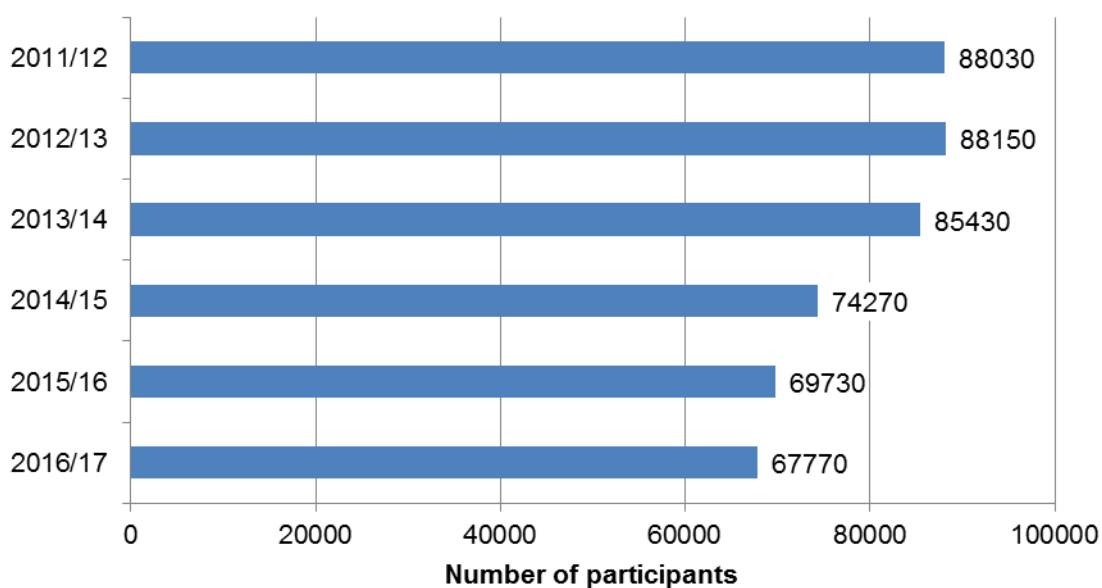
ECC Adult Community Learning has recently been inspected by Ofsted and rated as 'good'.



Numbers of people starting further education and training continues to decline

The number of learners (aged 16 or over) in Essex participating in government-funded further education (including apprenticeships) in 2016/17 was 67,770, a fall of 2.8% on the year before. This compares to a national decline of 3.7%.

**All FE and skills participation in Essex
2011/12 to 2016/17**



10.4. Participation: Apprenticeships



Numbers of people starting an apprenticeship declined

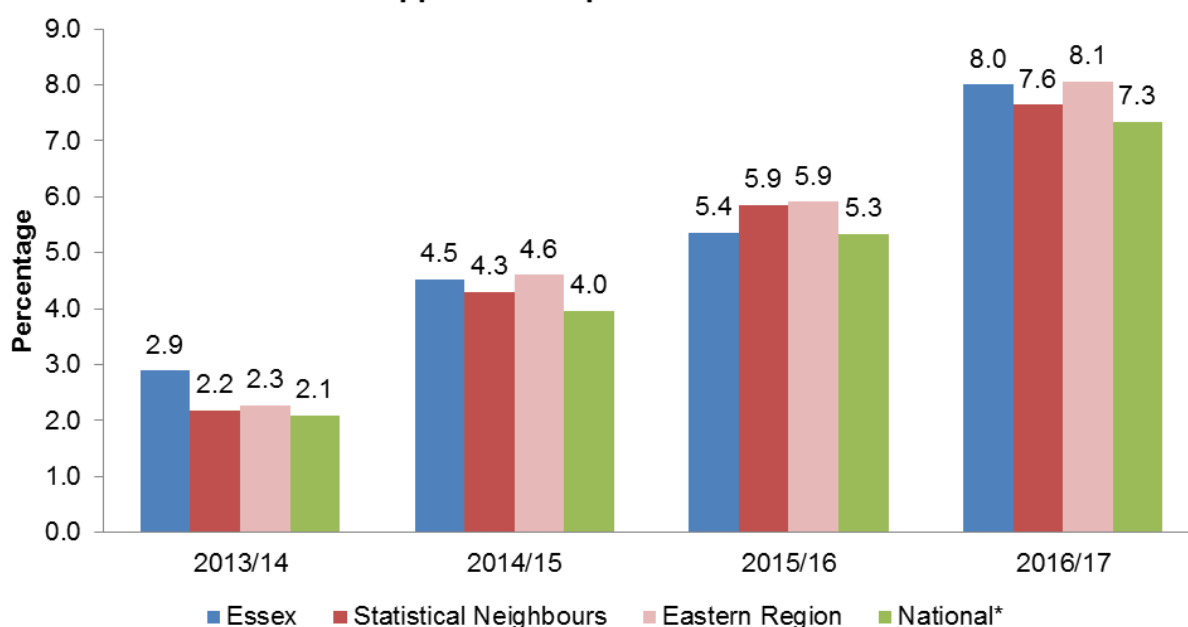
Provisional figures show that there were 11,370 apprenticeship starts by Essex residents in 2016/17, slightly lower than the previous year. This is equivalent to a decline of 3.2% compared to a national decline of 3.6%.



The take up of Higher or Degree Level apprenticeships in Essex continues to increase and is above national average

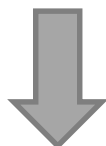
The number of Essex residents starting a Higher or Degree Level Apprenticeship increased from 300 in 2013/14 to 910 in 2016/17. Starts on Higher or Degree Level Apprenticeship now account for 8% of all apprenticeship starts by Essex residents, 0.7% points above the national average.

Higher and Degree level apprenticeships: Proportion of All apprenticeships 2013/14-2016/17



* 'National': this is 'England total' combined with 'other', where 'other' refers to learners whose postcode is either not known or outside of England.

10.5. Achievement rates: Education & training (all institutions)



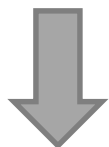
Education and Training achievement rates below national average

81.7% of Essex residents enrolled on education and courses (across all institutions) in 2016/17 successfully achieved their qualification. This was 2.3% points below the national average, with the difference between the local and national figures widening slightly compared to the previous year.

Please note that the methodology used to derive achievement rates changed in 2015/16. Achievement rates from previous years have been recalculated to be consistent with the current methodology used by the Education and Skills Funding Agency.

	Achievement rates for Education & training			
Expected year end	District	Achievement rate	Retention rate	Pass rate
2013/14	Essex	83.3%	92.3%	90.3%
	National	84.7%	92.3%	91.7%
2014/15	Essex	82.7%	91.7%	90.2%
	National	83.4%	91.7%	90.9%
2015/16	Essex	81.0%	90.5%	89.5%
	National	82.8%	90.8%	91.2%
2016/17	Essex	81.7%	91.1%	89.6%
	National	84.0%	91.1%	92.2%
Notes: Achievement rate = percentage of learners that started a qualification and went on to successfully complete it. Retention rate = percentage of learners that started a qualification and remained for the duration of the course Pass rate = percentage of learners at the end of the course who successfully achieved the qualification.				

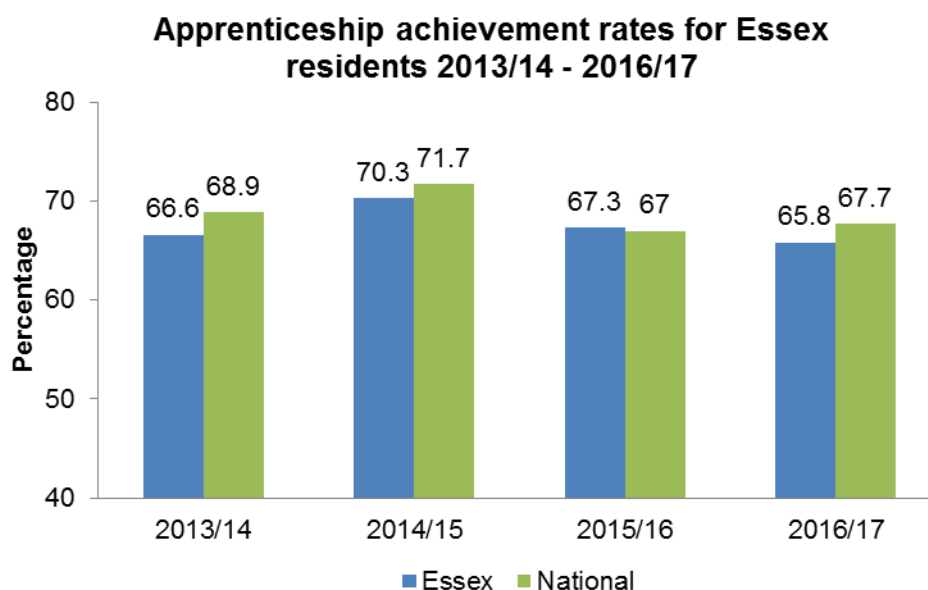
10.6. Achievement rates: Apprenticeships



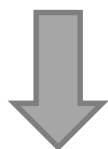
Essex below national average for apprenticeship achievement rates

Average achievement rates for Essex residents enrolled on an Apprenticeship stood at 65.8% in 2016/17. This was a decline from the previous year and was 1.9% points below the national average. Apprenticeship achievement rates have been decreasing for the last three years.

Please note that the methodology used to derive achievement rates changed in 2015/16. Achievement rates from previous years have been recalculated to be consistent with the current methodology used by the Education and Skills Funding Agency.



10.7. Learner and Employer Satisfaction scores 2016/17



Learner satisfaction with Essex FE colleges is lower than the national median

Feedback from learners attending 7 out of 8 FE colleges in Essex and also ECC Adult Community Learning in 2016/17 showed that 67.6% of learners would recommend their college/training organisation to their friends or family, as opposed to 88% nationally.

Caution is needed in making year on year comparison as published figures for 2015/16 covered only 4 FE colleges in Essex and ECC Adult Community Learning.



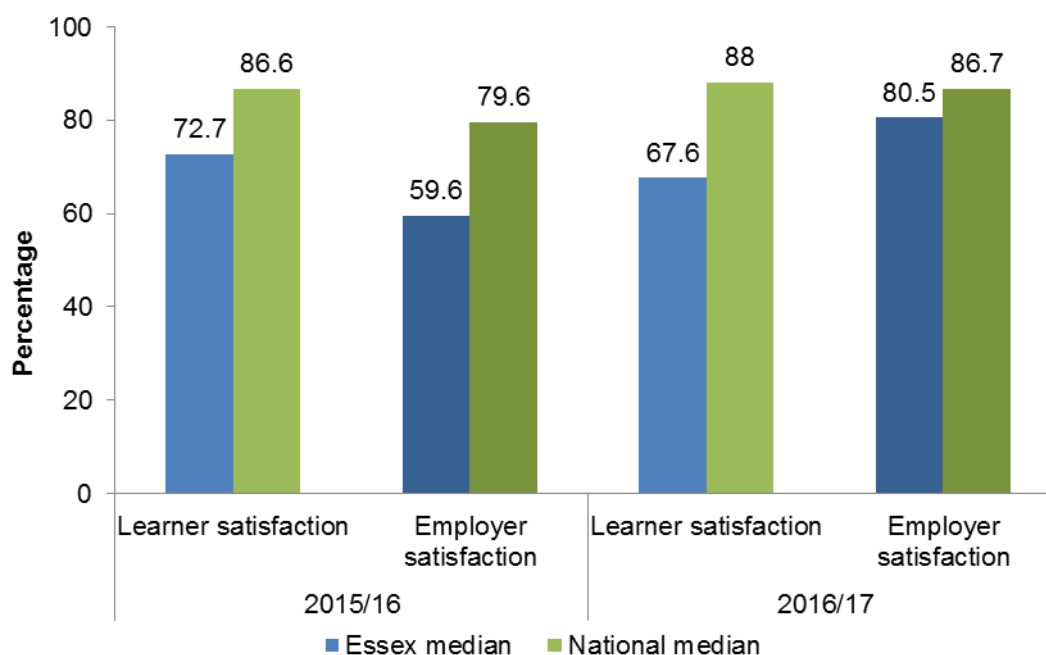
Employer satisfaction with FE colleges in Essex has increased considerably but remains lower than the national median

80.5% of employers surveyed in 2016/17 would recommend their employees' college/training organisation to another employer, as opposed to 86.7% nationally (a 6.2% points difference).

Employers' satisfaction with FE providers in Essex increased by 20.9% points between 2015/16 and 2016/17.

Figures for 2015/16 are based on published data for 8 FE colleges in Essex and ECC Adult Community Learning, with 2016/17 figures based on data for 7 FE colleges and ECC Adult Community Learning.

Learner and employer satisfaction (2015/16 - 2016/17)



10.8. Level 2 (incl. English and Maths) and Level 3 qualifications: at age 19, 2016



By age 19, 67.6% of young people attained a level 2 qualification (incl. English and Maths) and 55.7% attained level 3. Both in the third quartile

The latest published figures are for 2016 and show that there was a 0.4% point increase in the percentage of 19 year olds with a level 2 qualification including English and Maths. Essex is 1% point below the national average and is in the third quartile nationally.

In 2016, 55.7% of pupils achieved a Level 3 qualification, a decrease of 1% point on last year. The pattern was similar among our Statistical Neighbours and the Eastern Region. Essex remains in the third quartile nationally and is 1.4% points below the national average.

Qualifications by Age 19



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

The inequality gap reported is based on the difference in performance of young people who were eligible and not eligible for free school meals (FSM). In 2016, the attainment gap at Level 2 for young people reaching age 19 stood at 18.3%. Compared to 2015, this was an increase of 1.4% points. However, it is lower than it was in 2014 (19.2%).

The Essex gap is 0.8% points above the national average but is lower than the gap of our Statistical Neighbours and the Eastern Region. Essex remains in the second quartile nationally for this measure.



FSM gap for 19 year olds who attained Level 3 qualifications increasing

In 2016 the inequality gap (FSM) in Essex increased by 3.1% points to 29.1%, 4.6% points above national. The national inequality gap has remained fairly static over the last 8 years and in 2016 stood at 24.5%. The Essex gap is lower than Eastern Region and the Statistical Neighbour average (29.2% and 31% respectively).

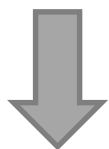
11. Young people not in education, employment or training (NEETs)

Background

In September 2016, The Department for Education (DfE) reduced the amount of information that local authorities must collect, record and submit, reducing the cohorts that local authorities report on from Year 12, 13 and 14 to Year 12 and 13. This provides a much more accurate measure of tracking and is inclusive of the combined NEET/Unknown measure, which ensures that the levels of NEET cannot be hidden within the unknown cohort.

The DfE monitors the performance of local authorities during December, January and February 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



2.6% NEET means the 2.5% NEET target has been missed for 2017/18

There has been a slight increase in NEET during the target period (December January, February) from 2.5% in 2016/17 to 2.6% in 2017/18. This is lower than the national (2.7%) and Eastern Region (3%) averages, but higher than the Statistical Neighbours average (2.3%).

This measure should be considered against the very low 'unknown' figure, which accurately demonstrates a core NEET cohort with multiple barriers to reengagement into an EET outcome.



1.2% Unknowns means the 1.6% target has been achieved for 2017/18

At 1.2%, the proportion of 'unknowns' is well below the DfE 10% threshold. It is also lower than all of our comparators – England (3.3%), Statistical Neighbours (3.5%) and the Eastern Region (1.8%).

This is the lowest percentage of 'unknowns' achieved in the last 4 years.

As only 1.2% of the cohort has an 'unknown' destination, this makes the data more robust and NEET figures more reliable.

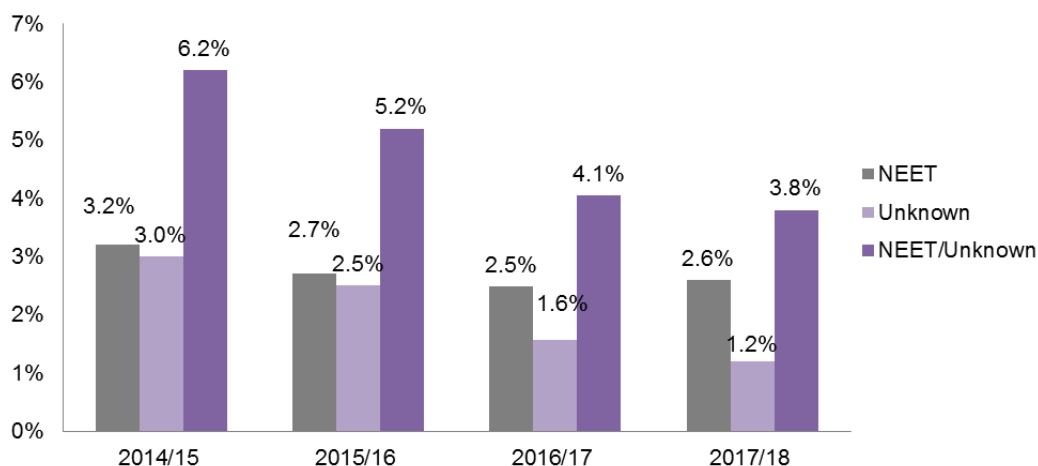


3.8% NEET/Unknown means 4.1% target for 2017/18 has been achieved.

Currently at 3.8%, Essex is under the 4.1% target for the combined NEET and unknown measure. It is also below all comparators – national average of 6%, Statistical Neighbours (5.8%) and Eastern Region (4.8%).

This is a 2.4% decrease since 2013/14.

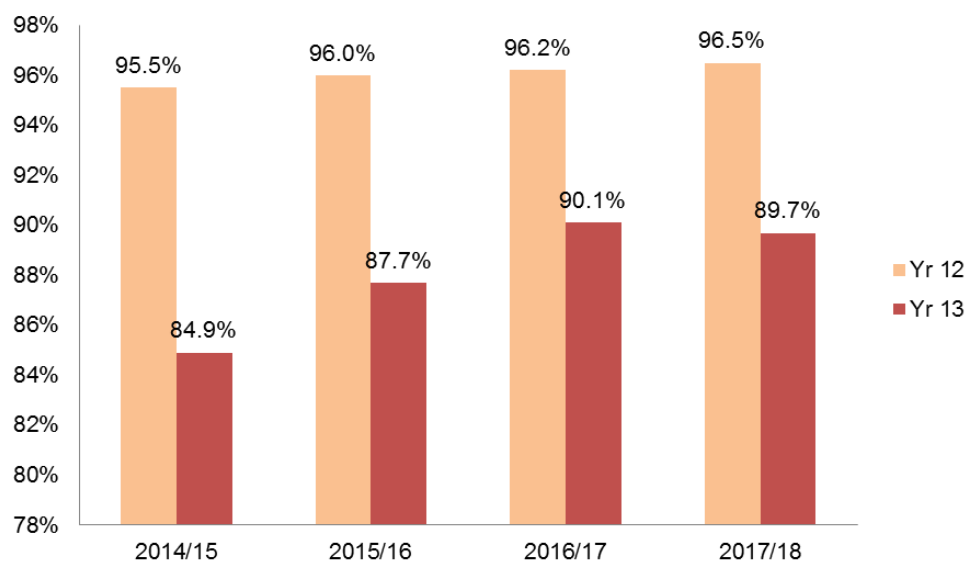
Percentage 16 and 17 year olds NEET or whose activity is unknown (2013/14 - 2017/18)



Increase in Participation rates over the last 4 years

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

Participation Year 12 and 13 (2014/15 - 2017/18)



12. Absence and Exclusions

Background

To the end of the Spring term 2016/17, absence in Essex was 4.4% across state-funded schools and academies (primary and secondary schools combined) compared to 5.4% in 2012/13. This means that on an average day, around 7,800 children were not at school - the approximate equivalent of 23 schools closing each day (down from over 9000 children and 30 schools 'closed' in 2013/14).

Just under 1 in 10 children (9.9% - averaged across primary and secondary schools) were 'persistent absentees' (defined as those pupils who missed at least 10% of possible sessions during the year to date for both authorised and unauthorised reasons).

- **Absence** data is published two terms in arrears, therefore the **latest data** reported covers **Autumn and Spring terms of 2016/17**.
- **Exclusions** data is collected via the school census two terms in arrears and published in the SFRs a further term later. For this reason, exclusion data for 2016/17 is not yet available. Data presented in this report refers to the academic year of **2015/16**.

Headlines



Increase in absence rates at Essex schools

In 2016/17, overall absence rates in Essex increased, more so in primary schools.

For overall primary absence, Essex now ranks 64th among LAs, down from 29th the previous year. In 2013/14, Essex ranked 61st.

More success was achieved in secondary schools. Absence has fallen by 1.1% points compared with 2012/13 and Essex's ranking has continued to improve – from 103rd in 2013/14 to 54th in 2014/15 and 2015/16, to the current 50th.



CiC absence lower than national and regional CiC and lower than Essex school absence

Absence rates for children in care remain stable at 3.8% (increase of 0.3% points on 2016). The absence of children in care is lower than national CiC (4.3%) and regional (4%). It is also lower than absence for all children in Essex schools.

Overall Absence: Primary & Secondary schools 2012/13 - 2016/17 (Autumn & Spring terms)



Increase in persistent absence in primary and secondary schools. Persistent Absence remains lower than national.

In 2015/16 the measure of persistent absence was changed to 10% or more of possible sessions missed during the year.

Autumn and Spring term 2016/17 data indicates that Essex is below national comparators in both primary (Essex 8.5%, England, 8.7%) and secondary phases (Essex 11.9%, England 12.8%).

In primary schools, persistent absence increased by 0.8% points to 8.5%.

In secondary schools, it increased by 0.6% points to 11.9%.

Increase in persistent absences in secondary schools has occurred nationally and among Statistical Neighbours, too.

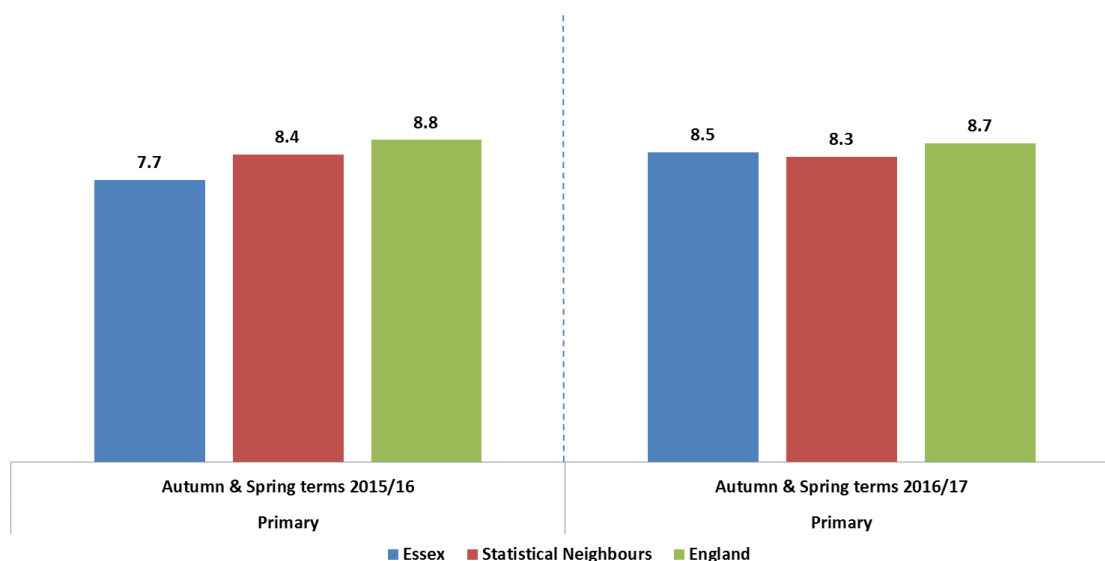


CiC persistent absence lower than other pupils in Essex, and lower than CiC absence nationally and regionally

Persistent absence for Essex CiC remains stable, at 7.6%, compared with 7.2% in 2016. It is lower than national CiC persistent absence of 10% and regional CiC persistent absence of 8.8%.

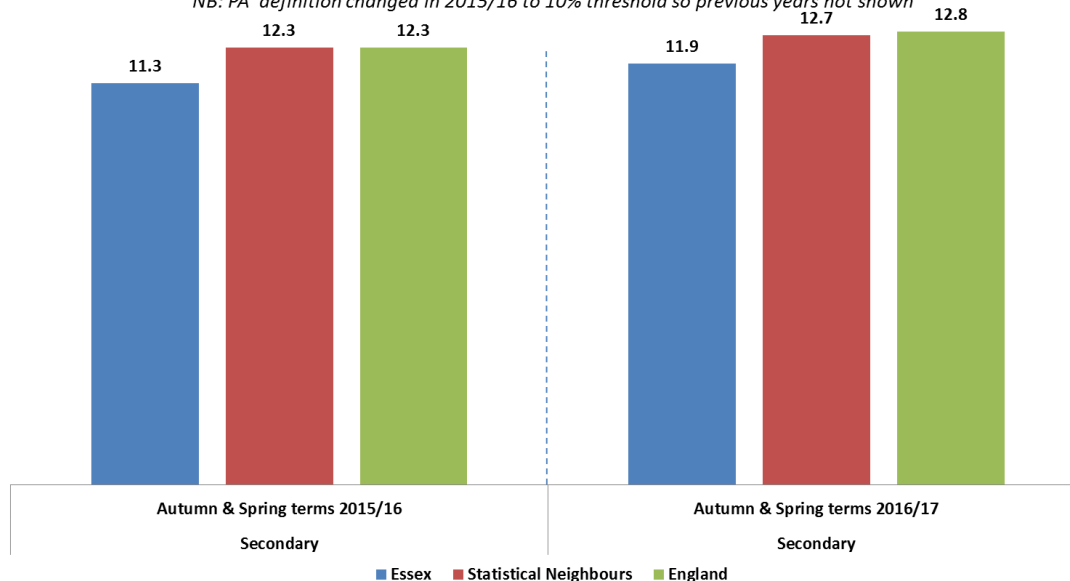
Persistent Absence (PA) : Primary Schools 2015/16 and 2016/17 (Autumn & Spring terms)

NB: 'PA' definition changed in 2015/16 to 10% threshold so previous years not shown



Persistent Absence (PA) : Secondary Schools 2015/16 and 2016/17 (Autumn & Spring terms)

NB: 'PA' definition changed in 2015/16 to 10% threshold so previous years not shown



Secondary School permanent exclusions slowly increasing but below national average.

Secondary school permanent exclusions have been decreasing since 2006/07 (0.23%) and now stand at 0.06% of the secondary school population.

However, there has been an increase of 0.01% point for the last two years. Persistent absence remains well below national average which increased to 0.17% in 2015/16.



Secondary fixed term exclusions below national average

Essex is in the second quartile nationally (49th; compared to 54th in 2014/15) and exclusions have declined from 12.9% in 2006/07 to 6.31% in 2015/16 (an increase on the 6.03% the previous year). National secondary fixed term exclusions stood at 8.46%.



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

Primary permanent exclusions have increased to 0.02% of the school population in 2015/16 (0.01% in 2014/15), but this is in line with Statistical Neighbour (0.03%), Eastern Region (0.03%) and national averages (0.02%).



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

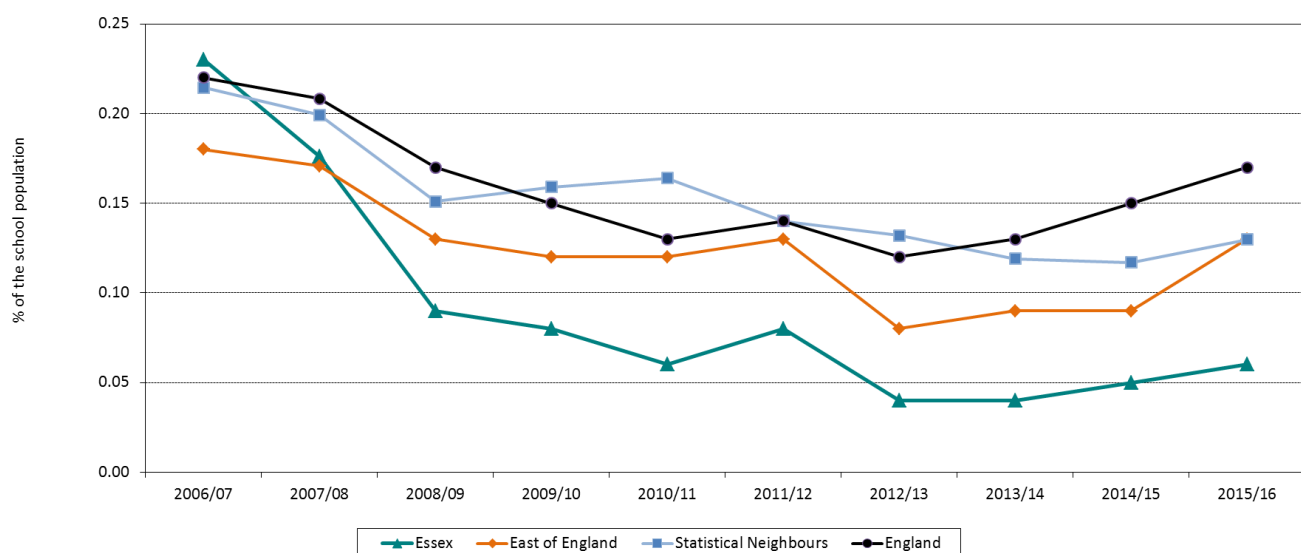
There has been a slight increase in the proportion of fixed-term exclusions at primary schools. Essex is ranked 101st nationally (unchanged on previous year), placing it in the third quartile. The proportion of fixed term exclusions increased from 1.18% to 1.36% over the year.



Disruptive behaviour was the most common reasons for exclusion

'Persistent disruptive behaviour' (24%) was the most commonly recorded reason for fixed-term and permanent exclusions across primary and secondary schools, followed by 'Physical assault against a pupil' (20%) and 'Verbal abuse/threatening behaviour against an adult' (27%).

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



13. Children in Care (CiC)

Background

The information presented in this report on Children in Care relates to those who were in care continuously from 1st April 2016 to 31st March 2017. Validated data at national and regional level, and local data for Key Stage 2 and 4, allows the Virtual School Head to be confident that data for CiC is sufficiently accurate. Whilst Key Stage 1 results have not been formally published at LA level by the DfE, the results have been verified using NEXUS.

Role of the Virtual School

The role of the Virtual School is to promote the educational achievement of CiC, whether educated in Essex or placed out of authority, through having high aspirations and working to close the attainment gap between those children and their peers. This is achieved, similarly to a real school, by maintaining an accurate roll of all children in the care of Essex County Council and monitoring attendance daily along with termly progress and attainment. The Personal Education Plan (PEP) for each child includes the progress and attainment information as well as recording interventions, often funded through the Pupil Premium Plus Grant, to ensure the child achieves well. The Virtual School works in partnership with teams in Children and Families to ensure that each child has an up to date, effective and high quality PEP that focuses on education outcomes. The Essex Virtual School team also provides advice and information to support children who were previously looked after and are now subject to adoption orders, special guardianship orders and child arrangement orders. This aspect of the team's work has been in place for two years and it will become a statutory requirement of all Virtual Schools in England in September 2018.

The Virtual School should ensure that:

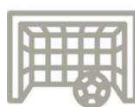
- Social workers, designated teachers and schools, carers and IROs understand their role and responsibilities for initiating, developing, reviewing and updating each child's PEP.
- Is responsible for the distribution to schools and management of the Pupil Premium Plus Grant.
- The Virtual School Head is also required to report regularly to the Corporate Parenting Board

Headlines



Increase in numbers of CiC attending 'good' or 'outstanding' schools

There has been an increase of Children in Care (CiC) attending 'good' or 'outstanding' schools from 77% in 2015 to 92% in 2017.
22% of CiC attend schools outside of Essex.



CiC not achieving GLD standards due to Literacy (Writing) development learning goals

There were 16 children in this cohort, 37.5% (6) achieved a Good Level of Development (the expected standard). Those children who did not achieve their expected levels were mainly due to not achieving the standard in one strand of Literacy (Writing). There are no national or regional comparisons as this is not published by the DfE.



KS1

Almost half of pupils achieved at least an expected standard in Reading, Writing and Maths

Children in Care (CiC) tend to be a very small cohort and performance will therefore tend to fluctuate more across years compared to larger groups.

Of these, 46.7% achieved the expected standard in each subject (Reading, Writing, Maths).

All children who did not have an identified level of SEN achieved the expected standard in each subject.

53% (8) of the cohort had an identified level of SEN.

DfE has not published data for LAs for CiC. This data has been obtained from NEXUS and local intelligence.

Key Stage	Measure		Number of Essex pupils	2017 Performance	
KS1	% at least expected standard	Reading	15		47
		Writing			47
		Maths			47
					46
KS2	% at least expected standard	RWM	43		31
		Reading			40
		Writing			41
		Maths			47
	KS1-2 progress score**	Reading			-1.5
		Writing			-1.1
		Maths			-2.4
					-1.1
KS4	Attainment 8		81		19.3
	Progress 8**				-1.1
	% 9-4 in English & Maths				11.1
					17.5

** progress scores are all negative for measures shown





31% of CiC achieving RWM

There were 43 children in the qualifying cohort. 31% achieved the expected standard in the combined RWM measure, a significant improvement on 2016 (22%). Pupils tended to perform the best at Maths (46.5% achieved at least the expected standard). Current performance is also in line with that of national (32%) and regional (29%) CiC.

Of those children without an identified SEN, 57% achieved the expected standard in RWM.

48% of the cohort has an identified level of SEN and 34% a Statement/EHC Plan.

KS1-2 progress scores for CiC pupils at KS2 were: Maths -2.6 points, Reading -1.7 points and Writing -1.3 points. The confidence interval highlights Reading and Writing to be within this tolerance and therefore not statistically significant. Still, these scores are below that of national (ranging between -0.7 and -1.1) and regional (ranging between -0.5 and -1.9) progress scores.



11.1% achieved a Standard Pass in English and Maths (9-4); Attainment 8 score 19.3

There were 83 pupils in the KS4 cohort.

11.1% (9) achieved a Standard Pass (9-4) in English and Maths.

The Essex Attainment 8 score was 19.3, which is in line with national (19.3) CiC score, but below regional (19.9) CiC scores. Progress 8 score was negative at -1.1 points, in line with national (-1.18) and regional (-1.04) progress scores for CiC.

Other points to note about the cohort:

- 63% identified as having SEN (36% with Statement/EHC Plan; 23% attended special schools.
- 11 young people were unaccompanied asylum seeking children and one young person had English as a second language.



Many CiC going onto FE

On leaving statutory education, the majority of CiC moved on to study at a Further Education (FE) college or remained at school (79%).



Absence for CiC remains stable and better than Essex school absence

Absence rates for children in care remain stable at 3.8% (increase of 0.3% points on 2016). The absence of children in care is lower than national CiC (4.3%) and regional (4%). It is also lower than absence for all children in Essex schools.

Persistent absence for Essex CiC remains stable at 7.6%, compared with 7.2% in 2016. It is better than national CiC persistent absence of 10% and regional CiC persistent absence at 8.8%.

No child in care experienced a permanent exclusion in 2016 (latest SFR data). 8.9% of CiC received at least one fixed-term exclusion (FTE), comparing favourably with national CiC (11.2%) and regional (11.4%).

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Annex 2:

2017 Education Scrutiny Report – Additional tables

April 2018

Scrutiny date – 12th April 2018

Basildon District - educational outcomes in 2016 and 2017

Measure	Basildon						Essex			England		
	Performance			District Rank								
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
EYFS - % good level of development	71	71	0	8	10	-2	72	74	2	69	71	2
Year 1 Phonics - % required level	79	82	3	12	6	6	81	82	1	81	81	0
KS1 Reading - % at least expected standard	75	79	4	10	6	4	77	78	1	74	76	2
KS1 Writing - % at least expected standard	66	70	4	10	7	3	68	70	2	65	68	3
KS1 Maths - % at least expected standard	73	77	4	9	8	1	74	76	2	73	75	2
KS2 Reading - % at least expected standard	65	71	6	8	10	-2	67	74	7	66	72	6
KS2 Writing - % at least expected standard	79	79	0	1	5	-4	76	78	2	74	76	2
KS2 Maths - % at least expected standard	71	74	3	7	10	-3	71	77	6	70	75	5
KS2 RWM - % at least expected standard	54	63	9	8	8	0	56	63	7	53	61	8
KS1-2 progress score in Reading	-0.8	-0.6	0.2	10	8	2	-0.1	-0.2	-0.1	0.0	0.0	0.0
KS1-2 progress score in Writing	1.0	0.8	-0.2	3	2	1	0.5	0.1	-0.4	0.0	0.0	0.0
KS1-2 progress score in Maths	-0.1	-0.4	-0.3	8	9	-1	0.1	-0.2	-0.3	0.0	0.0	0.0
KS4 - attainment8**	48.0	44.6		9	8		50.4	46.7		48.5	46.4	
KS4 - progress8**	0	-0.01		6	6		0.00	-0.04		-0.03	-0.03	
KS4 - % 9 to 4 grades in English & Maths**	n/a	60.7		n/a	9		n/a	65.3		n/a	64.2	
KS4 - % entered for English Baccalaureate**	38.1	38.2		7	6		38.0	34.5		36.8	38.4	
KS4 - % achieving English Baccalaureate**	21.1	23.1		8	5		23.4	21.8		23.1	23.9	

* primary phase attainment measures rounded to the nearest whole percentage point

** a change in methodology in 2017 means that 2016 and 2017 KS4 results are not directly comparable.

















































Braintree District - educational outcomes in 2016 and 2017

Measure	Braintree							Essex			England					
	Performance				District Rank											
	2016	2017	Change		2016	2017	Change		2016	2017	Change					
EYFS - % good level of development	72	74	<div></div>	2	6	6	<div></div>	0	72	74	<div></div>	2	69	71	<div></div>	2
Year 1 Phonics - % required level	80	82	<div></div>	2	9	8	<div></div>	1	81	82	<div></div>	1	81	81	<div></div>	0
KS1 Reading - % at least expected standard	74	76	<div></div>	2	11	10	<div></div>	1	77	78	<div></div>	1	74	76	<div></div>	2
KS1 Writing - % at least expected standard	67	69	<div></div>	2	8	10	<div></div>	-2	68	70	<div></div>	2	65	68	<div></div>	3
KS1 Maths - % at least expected standard	73	75	<div></div>	2	8	10	<div></div>	-2	74	76	<div></div>	2	73	75	<div></div>	2
KS2 Reading - % at least expected standard	69	76	<div></div>	7	5	5	<div></div>	0	67	74	<div></div>	7	66	72	<div></div>	6
KS2 Writing - % at least expected standard	77	79	<div></div>	2	7	8	<div></div>	-1	76	78	<div></div>	2	74	76	<div></div>	2
KS2 Maths - % at least expected standard	72	78	<div></div>	6	5	6	<div></div>	-1	71	77	<div></div>	6	70	75	<div></div>	5
KS2 RWM - % at least expected standard	57	66	<div></div>	9	6	4	<div></div>	2	56	63	<div></div>	7	53	61	<div></div>	8
KS1-2 progress score in Reading	0.3	0.2	<div></div>	-0.1	3	5	<div></div>	-2	-0.1	-0.2	<div></div>	-0.1	0.0	0.0	<div></div>	0.0
KS1-2 progress score in Writing	0.6	0.4	<div></div>	-0.2	6	4	<div></div>	2	0.5	0.1	<div></div>	-0.4	0.0	0.0	<div></div>	0.0
KS1-2 progress score in Maths	0.1	0.3	<div></div>	0.2	6	2	<div></div>	4	0.1	-0.2	<div></div>	-0.3	0.0	0.0	<div></div>	0.0
KS4 - attainment8**	48.0	44.0			9	10			50.4	46.7			48.5	46.4		
KS4 - progress8**	-0.17	-0.23			12	12			0.00	-0.04			-0.03	-0.03		
KS4 - % 9 to 4 grades in English & Maths**	n/a	61.6			n/a	8			n/a	65.3			n/a	64.2		
KS4 - % entered for English Baccalaureate**	37.4	33.1			9	7			38.0	34.5			36.8	38.4		
KS4 - % achieving English Baccalaureate**	17.2	15.9			11	11			23.4	21.8			23.1	23.9		

* primary phase attainment measures rounded to the nearest whole percentage point

** a change in methodology in 2017 means that 2016 and 2017 KS4 results are not directly comparable.

Brentwood District - educational outcomes in 2016 and 2017

Measure	Brentwood						Essex			England		
	Performance			District Rank								
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
EYFS - % good level of development	76	79	 3	2	1	 1	72	74	 2	69	71	 2
Year 1 Phonics - % required level	84	87	 3	1	1	 0	81	82	 1	81	81	 0
KS1 Reading - % at least expected standard	84	83	 -1	1	1	 0	77	78	 1	74	76	 2
KS1 Writing - % at least expected standard	76	76	 0	1	1	 0	68	70	 2	65	68	 3
KS1 Maths - % at least expected standard	80	80	 0	2	2	 0	74	76	 2	73	75	 2
KS2 Reading - % at least expected standard	72	82	 10	2	2	 0	67	74	 7	66	72	 6
KS2 Writing - % at least expected standard	78	81	 3	3	2	 1	76	78	 2	74	76	 2
KS2 Maths - % at least expected standard	75	81	 6	2	2	 0	71	77	 6	70	75	 5
KS2 RWM - % at least expected standard	61	70	 9	2	2	 0	56	63	 7	53	61	 8
KS1-2 progress score in Reading	-0.1	0.3	 0.4	7	3	 4	-0.1	-0.2	 -0.1	0.0	0.0	 0.0
KS1-2 progress score in Writing	-0.2	-0.4	 -0.3	10	11	 -1	0.5	0.1	 -0.4	0.0	0.0	 0.0
KS1-2 progress score in Maths	0.5	0.0	 -0.5	4	4	 0	0.1	-0.2	 -0.3	0.0	0.0	 0.0
KS4 - attainment8**	53.6	50.0		3	3		50.4	46.7		48.5	46.4	
KS4 - progress8**	-0.01	0.03		7	3		0.00	-0.04		-0.03	-0.03	
KS4 - % 9 to 4 grades in English & Maths**	n/a	78.5		n/a	1		n/a	65.3		n/a	64.2	
KS4 - % entered for English Baccalaureate**	46.9	48.2		2	2		38.0	34.5		36.8	38.4	
KS4 - % achieving English Baccalaureate**	30.2	28.4		3	3		23.4	21.8		23.1	23.9	

* primary phase attainment measures rounded to the nearest whole percentage point

** a change in methodology in 2017 means that 2016 and 2017 KS4 results are not directly comparable.

















































Castle Point District - educational outcomes in 2016 and 2017

Measure	Castle Point						Essex			England		
	Performance			District Rank								
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
EYFS - % good level of development	72	74	<div><div></div></div> 2	7	8	<div><div></div></div> -1	72	74	<div><div></div></div> 2	69	71	<div><div></div></div> 2
Year 1 Phonics - % required level	83	85	<div><div></div></div> 2	5	3	<div><div></div></div> 2	81	82	<div><div></div></div> 1	81	81	<div><div></div></div> 0
KS1 Reading - % at least expected standard	77	80	<div><div></div></div> 3	6	3	<div><div></div></div> 3	77	78	<div><div></div></div> 1	74	76	<div><div></div></div> 2
KS1 Writing - % at least expected standard	67	72	<div><div></div></div> 5	9	4	<div><div></div></div> 5	68	70	<div><div></div></div> 2	65	68	<div><div></div></div> 3
KS1 Maths - % at least expected standard	72	77	<div><div></div></div> 5	10	4	<div><div></div></div> 6	74	76	<div><div></div></div> 2	73	75	<div><div></div></div> 2
KS2 Reading - % at least expected standard	64	73	<div><div></div></div> 9	10	8	<div><div></div></div> 2	67	74	<div><div></div></div> 7	66	72	<div><div></div></div> 6
KS2 Writing - % at least expected standard	78	80	<div><div></div></div> 2	3	4	<div><div></div></div> -1	76	78	<div><div></div></div> 2	74	76	<div><div></div></div> 2
KS2 Maths - % at least expected standard	70	77	<div><div></div></div> 7	8	8	<div><div></div></div> 0	71	77	<div><div></div></div> 6	70	75	<div><div></div></div> 5
KS2 RWM - % at least expected standard	55	63	<div><div></div></div> 8	7	9	<div><div></div></div> -2	56	63	<div><div></div></div> 7	53	61	<div><div></div></div> 8
KS1-2 progress score in Reading	-0.9	-0.7	<div><div></div></div> 0.1	11	10	<div><div></div></div> 1	-0.1	-0.2	<div><div></div></div> -0.1	0.0	0.0	<div><div></div></div> 0.0
KS1-2 progress score in Writing	-0.3	0.5	<div><div></div></div> 0.8	11	3	<div><div></div></div> 8	0.5	0.1	<div><div></div></div> -0.4	0.0	0.0	<div><div></div></div> 0.0
KS1-2 progress score in Maths	-0.1	-0.2	<div><div></div></div> -0.2	7	7	<div><div></div></div> 0	0.1	-0.2	<div><div></div></div> -0.3	0.0	0.0	<div><div></div></div> 0.0
KS4 - attainment8**	48.3	44.9		8	7		50.4	46.7		48.5	46.4	
KS4 - progress8**	-0.09	-0.04		11	8		0.00	-0.04		-0.03	-0.03	
KS4 - % 9 to 4 grades in English & Maths**	n/a	63.1		n/a	7		n/a	65.3		n/a	64.2	
KS4 - % entered for English Baccalaureate**	38	26.9		8	10		38.0	34.5		36.8	38.4	
KS4 - % achieving English Baccalaureate**	21.9	17.9		7	10		23.4	21.8		23.1	23.9	

* primary phase attainment measures rounded to the nearest whole percentage point

** a change in methodology in 2017 means that 2016 and 2017 KS4 results are not directly comparable.

Chelmsford District - educational outcomes in 2016 and 2017

Measure	Chelmsford						Essex			England		
	Performance			District Rank								
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
EYFS - % good level of development	73	74	 1	5	5	 0	72	74	 2	69	71	 2
Year 1 Phonics - % required level	82	82	 0	7	5	 2	81	82	 1	81	81	 0
KS1 Reading - % at least expected standard	77	79	 2	5	7	 -2	77	78	 1	74	76	 2
KS1 Writing - % at least expected standard	69	70	 1	4	8	 -4	68	70	 2	65	68	 3
KS1 Maths - % at least expected standard	75	76	 1	5	9	 -4	74	76	 2	73	75	 2
KS2 Reading - % at least expected standard	71	78	 7	3	3	 0	67	74	 7	66	72	 6
KS2 Writing - % at least expected standard	76	78	 2	8	9	 -1	76	78	 2	74	76	 2
KS2 Maths - % at least expected standard	74	78	 4	4	5	 -1	71	77	 6	70	75	 5
KS2 RWM - % at least expected standard	60	66	 6	3	3	 0	56	63	 7	53	61	 8
KS1-2 progress score in Reading	0.3	0.1	 -0.2	2	6	 -4	-0.1	-0.2	 -0.1	0.0	0.0	 0.0
KS1-2 progress score in Writing	0.1	-0.3	 -0.4	8	9	 -1	0.5	0.1	 -0.4	0.0	0.0	 0.0
KS1-2 progress score in Maths	0.5	-0.1	 -0.6	3	5	 -2	0.1	-0.2	 -0.3	0.0	0.0	 0.0
KS4 - attainment8**	54.6	51.0		1	1		50.4	46.7		48.5	46.4	
KS4 - progress8**	0.11	0.05		3	2		0.00	-0.04		-0.03	-0.03	
KS4 - % 9 to 4 grades in English & Maths**	n/a	71.9		n/a	3		n/a	65.3		n/a	64.2	
KS4 - % entered for English Baccalaureate**	42.8	41.9		5	3		38.0	34.5		36.8	38.4	
KS4 - % achieving English Baccalaureate**	32.7	31.5		2	2		23.4	21.8		23.1	23.9	

* primary phase attainment measures rounded to the nearest whole percentage point

** a change in methodology in 2017 means that 2016 and 2017 KS4 results are not directly comparable.

















































Colchester District - educational outcomes in 2016 and 2017

Measure	Colchester							Essex			England					
	Performance				District Rank											
	2016	2017	Change		2016	2017	Change		2016	2017	Change					
EYFS - % good level of development	71	73	<div></div>	2	11	9	<div></div>	2	72	74	<div></div>	2	69	71	<div></div>	2
Year 1 Phonics - % required level	81	81	<div></div>	0	8	10	<div></div>	-2	81	82	<div></div>	1	81	81	<div></div>	0
KS1 Reading - % at least expected standard	76	77	<div></div>	1	8	9	<div></div>	-1	77	78	<div></div>	1	74	76	<div></div>	2
KS1 Writing - % at least expected standard	67	67	<div></div>	0	7	11	<div></div>	-4	68	70	<div></div>	2	65	68	<div></div>	3
KS1 Maths - % at least expected standard	73	74	<div></div>	1	7	11	<div></div>	-4	74	76	<div></div>	2	73	75	<div></div>	2
KS2 Reading - % at least expected standard	69	71	<div></div>	2	5	9	<div></div>	-4	67	74	<div></div>	7	66	72	<div></div>	6
KS2 Writing - % at least expected standard	76	75	<div></div>	-1	8	11	<div></div>	-3	76	78	<div></div>	2	74	76	<div></div>	2
KS2 Maths - % at least expected standard	72	75	<div></div>	3	5	9	<div></div>	-4	71	77	<div></div>	6	70	75	<div></div>	5
KS2 RWM - % at least expected standard	58	61	<div></div>	3	5	10	<div></div>	-5	56	63	<div></div>	7	53	61	<div></div>	8
KS1-2 progress score in Reading	0.2	-0.4	<div></div>	-0.6	4	7	<div></div>	-3	-0.1	-0.2	<div></div>	-0.1	0.0	0.0	<div></div>	0.0
KS1-2 progress score in Writing	0.8	-0.3	<div></div>	-1.1	4	10	<div></div>	-6	0.5	0.1	<div></div>	-0.4	0.0	0.0	<div></div>	0.0
KS1-2 progress score in Maths	0.1	-0.4	<div></div>	-0.6	5	9	<div></div>	-4	0.1	-0.2	<div></div>	-0.3	0.0	0.0	<div></div>	0.0
KS4 - attainment8**	52.9	49.1			4	4			50.4	46.7			48.5	46.4		
KS4 - progress8**	0.12	0.03			2	3			0.00	-0.04			-0.03	-0.03		
KS4 - % 9 to 4 grades in English & Maths**	n/a	68.4			n/a	5			n/a	65.3			n/a	64.2		
KS4 - % entered for English Baccalaureate**	36.2	30.5			10	9			38.0	34.5			36.8	38.4		
KS4 - % achieving English Baccalaureate**	25.9	21.1			6	6			23.4	21.8			23.1	23.9		

* primary phase attainment measures rounded to the nearest whole percentage point

** a change in methodology in 2017 means that 2016 and 2017 KS4 results are not directly comparable.

Epping Forest District - educational outcomes in 2016 and 2017

Measure	Epping Forest						Essex			England		
	Performance			District Rank								
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
EYFS - % good level of development	71	74	 3	8	7	 1	72	74	 2	69	71	 2
Year 1 Phonics - % required level	82	81	 -1	6	9	 -3	81	82	 1	81	81	 0
KS1 Reading - % at least expected standard	75	78	 3	9	8	 1	77	78	 1	74	76	 2
KS1 Writing - % at least expected standard	65	71	 6	11	5	 6	68	70	 2	65	68	 3
KS1 Maths - % at least expected standard	72	77	 5	11	7	 4	74	76	 2	73	75	 2
KS2 Reading - % at least expected standard	65	70	 5	8	11	 -3	67	74	 7	66	72	 6
KS2 Writing - % at least expected standard	69	77	 8	12	10	 2	76	78	 2	74	76	 2
KS2 Maths - % at least expected standard	70	74	 4	8	11	 -3	71	77	 6	70	75	 5
KS2 RWM - % at least expected standard	51	60	 9	11	11	 0	56	63	 7	53	61	 8
KS1-2 progress score in Reading	-1.1	-0.9	 0.2	12	11	 1	-0.1	-0.2	 -0.1	0.0	0.0	 0.0
KS1-2 progress score in Writing	-1.1	-0.1	 1.1	12	8	 4	0.5	0.1	 -0.4	0.0	0.0	 0.0
KS1-2 progress score in Maths	-0.3	-0.6	 -0.3	11	11	 0	0.1	-0.2	 -0.3	0.0	0.0	 0.0
KS4 - attainment8**	50.6	47.7		6	5		50.4	46.7		48.5	46.4	
KS4 - progress8**	0.07	0.13		4	1		0.00	-0.04		-0.03	-0.03	
KS4 - % 9 to 4 grades in English & Maths**	n/a	67.2		n/a	6		n/a	65.3		n/a	64.2	
KS4 - % entered for English Baccalaureate**	44.2	25.1		4	11		38.0	34.5		36.8	38.4	
KS4 - % achieving English Baccalaureate**	26.5	18.8		5	8		23.4	21.8		23.1	23.9	

* primary phase attainment measures rounded to the nearest whole percentage point

** a change in methodology in 2017 means that 2016 and 2017 KS4 results are not directly comparable.

Harlow District - educational outcomes in 2016 and 2017

Measure	Harlow						Essex			England		
	Performance			District Rank								
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
EYFS - % good level of development	71	71		10	11		72	74		69	71	
Year 1 Phonics - % required level	83	80		4	11		81	82		81	81	
KS1 Reading - % at least expected standard	77	76		7	11		77	78		74	76	
KS1 Writing - % at least expected standard	68	70		5	9		68	70		65	68	
KS1 Maths - % at least expected standard	73	77		6	6		74	76		73	75	
KS2 Reading - % at least expected standard	64	75		10	6		67	74		66	72	
KS2 Writing - % at least expected standard	78	79		3	7		76	78		74	76	
KS2 Maths - % at least expected standard	70	79		8	4		71	77		70	75	
KS2 RWM - % at least expected standard	54	66		8	5		56	63		53	61	
KS1-2 progress score in Reading	0.2	1.0		6	1		-0.1	-0.2		0.0	0.0	
KS1-2 progress score in Writing	1.4	1.2		2	1		0.5	0.1		0.0	0.0	
KS1-2 progress score in Maths	1.0	1.2		1	1		0.1	-0.2		0.0	0.0	
KS4 - attainment8**	48.0	43.1		9	11		50.4	46.7		48.5	46.4	
KS4 - progress8**	-0.06	-0.07		8	9		0.00	-0.04		-0.03	-0.03	
KS4 - % 9 to 4 grades in English & Maths**	n/a	57.8		n/a	10		n/a	65.3		n/a	64.2	
KS4 - % entered for English Baccalaureate**	40.2	40.3		6	4		38.0	34.5		36.8	38.4	
KS4 - % achieving English Baccalaureate**	17.6	19.7		10	7		23.4	21.8		23.1	23.9	

* primary phase attainment measures rounded to the nearest whole percentage point

** a change in methodology in 2017 means that 2016 and 2017 KS4 results are not directly comparable.

Maldon District - educational outcomes in 2016 and 2017

Measure	Maldon						Essex			England		
	Performance			District Rank								
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
EYFS - % good level of development	73	76	<div><div></div></div> 3	4	4	<div><div></div></div> 0	72	74	<div><div></div></div> 2	69	71	<div><div></div></div> 2
Year 1 Phonics - % required level	79	82	<div><div></div></div> 3	10	7	<div><div></div></div> 3	81	82	<div><div></div></div> 1	81	81	<div><div></div></div> 0
KS1 Reading - % at least expected standard	79	79	<div><div></div></div> 0	4	5	<div><div></div></div> -1	77	78	<div><div></div></div> 1	74	76	<div><div></div></div> 2
KS1 Writing - % at least expected standard	68	71	<div><div></div></div> 3	6	6	<div><div></div></div> 0	68	70	<div><div></div></div> 2	65	68	<div><div></div></div> 3
KS1 Maths - % at least expected standard	76	77	<div><div></div></div> 1	4	5	<div><div></div></div> -1	74	76	<div><div></div></div> 2	73	75	<div><div></div></div> 2
KS2 Reading - % at least expected standard	67	73	<div><div></div></div> 6	7	7	<div><div></div></div> 0	67	74	<div><div></div></div> 7	66	72	<div><div></div></div> 6
KS2 Writing - % at least expected standard	74	80	<div><div></div></div> 6	11	3	<div><div></div></div> 8	76	78	<div><div></div></div> 2	74	76	<div><div></div></div> 2
KS2 Maths - % at least expected standard	68	78	<div><div></div></div> 10	11	5	<div><div></div></div> 6	71	77	<div><div></div></div> 6	70	75	<div><div></div></div> 5
KS2 RWM - % at least expected standard	54	64	<div><div></div></div> 10	8	7	<div><div></div></div> 1	56	63	<div><div></div></div> 7	53	61	<div><div></div></div> 8
KS1-2 progress score in Reading	-0.1	-0.7	<div><div></div></div> -0.6	8	9	<div><div></div></div> -1	-0.1	-0.2	<div><div></div></div> -0.1	0.0	0.0	<div><div></div></div> 0.0
KS1-2 progress score in Writing	0.3	0.0	<div><div></div></div> -0.3	7	7	<div><div></div></div> 0	0.5	0.1	<div><div></div></div> -0.4	0.0	0.0	<div><div></div></div> 0.0
KS1-2 progress score in Maths	-0.3	-0.2	<div><div></div></div> 0.1	10	6	<div><div></div></div> 4	0.1	-0.2	<div><div></div></div> -0.3	0.0	0.0	<div><div></div></div> 0.0
KS4 - attainment8**	52.2	44.4		5	9		50.4	46.7		48.5	46.4	
KS4 - progress8**	0.19	0.00		1	5		0.00	-0.04		-0.03	-0.03	
KS4 - % 9 to 4 grades in English & Maths**	n/a	55.2		n/a	11		n/a	65.3		n/a	64.2	
KS4 - % entered for English Baccalaureate**	45.3	39.2		3	5		38.0	34.5		36.8	38.4	
KS4 - % achieving English Baccalaureate**	26.8	23.4		4	4		23.4	21.8		23.1	23.9	

* primary phase attainment measures rounded to the nearest whole percentage point

** a change in methodology in 2017 means that 2016 and 2017 KS4 results are not directly comparable.

Rochford District - educational outcomes in 2016 and 2017

Measure	Rochford						Essex			England		
	Performance			District Rank								
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
EYFS - % good level of development	75	78	<div><div></div></div> 3	3	3	<div><div></div></div> 0	72	74	<div><div></div></div> 2	69	71	<div><div></div></div> 2
Year 1 Phonics - % required level	84	84	<div><div></div></div> 0	2	4	<div><div></div></div> -2	81	82	<div><div></div></div> 1	81	81	<div><div></div></div> 0
KS1 Reading - % at least expected standard	81	82	<div><div></div></div> 1	3	2	<div><div></div></div> 1	77	78	<div><div></div></div> 1	74	76	<div><div></div></div> 2
KS1 Writing - % at least expected standard	75	74	<div><div></div></div> -1	2	2	<div><div></div></div> 0	68	70	<div><div></div></div> 2	65	68	<div><div></div></div> 3
KS1 Maths - % at least expected standard	82	81	<div><div></div></div> -1	1	1	<div><div></div></div> 0	74	76	<div><div></div></div> 2	73	75	<div><div></div></div> 2
KS2 Reading - % at least expected standard	71	77	<div><div></div></div> 6	3	4	<div><div></div></div> -1	67	74	<div><div></div></div> 7	66	72	<div><div></div></div> 6
KS2 Writing - % at least expected standard	78	79	<div><div></div></div> 1	3	6	<div><div></div></div> -3	76	78	<div><div></div></div> 2	74	76	<div><div></div></div> 2
KS2 Maths - % at least expected standard	75	79	<div><div></div></div> 4	2	3	<div><div></div></div> -1	71	77	<div><div></div></div> 6	70	75	<div><div></div></div> 5
KS2 RWM - % at least expected standard	59	65	<div><div></div></div> 6	4	6	<div><div></div></div> -2	56	63	<div><div></div></div> 7	53	61	<div><div></div></div> 8
KS1-2 progress score in Reading	0.2	0.3	<div><div></div></div> 0.1	5	4	<div><div></div></div> 1	-0.1	-0.2	<div><div></div></div> -0.1	0.0	0.0	<div><div></div></div> 0.0
KS1-2 progress score in Writing	0.7	0.2	<div><div></div></div> -0.5	5	5	<div><div></div></div> 0	0.5	0.1	<div><div></div></div> -0.4	0.0	0.0	<div><div></div></div> 0.0
KS1-2 progress score in Maths	0.6	0.2	<div><div></div></div> -0.4	2	3	<div><div></div></div> -1	0.1	-0.2	<div><div></div></div> -0.3	0.0	0.0	<div><div></div></div> 0.0
KS4 - attainment8**	50.3	46.5		7	6		50.4	46.7		48.5	46.4	
KS4 - progress8**	-0.06	-0.13		8	10		0.00	-0.04		-0.03	-0.03	
KS4 - % 9 to 4 grades in English & Maths**	n/a	69.3		n/a	4		n/a	65.3		n/a	64.2	
KS4 - % entered for English Baccalaureate**	30.9	31.1		11	8		38.0	34.5		36.8	38.4	
KS4 - % achieving English Baccalaureate**	18.3	18.7		9	9		23.4	21.8		23.1	23.9	

* primary phase attainment measures rounded to the nearest whole percentage point

** a change in methodology in 2017 means that 2016 and 2017 KS4 results are not directly comparable.

Tendring District - educational outcomes in 2016 and 2017

Measure	Tendring							Essex			England					
	Performance				District Rank											
	2016	2017	Change		2016	2017	Change		2016	2017	Change		2016	2017	Change	
EYFS - % good level of development	67	69	<div><div></div></div>	2	12	12	<div><div></div></div>	0	72	74	<div><div></div></div>	2	69	71	<div><div></div></div>	2
Year 1 Phonics - % required level	79	77	<div><div></div></div>	-2	11	12	<div><div></div></div>	-1	81	82	<div><div></div></div>	1	81	81	<div><div></div></div>	0
KS1 Reading - % at least expected standard	74	71	<div><div></div></div>	-3	12	12	<div><div></div></div>	0	77	78	<div><div></div></div>	1	74	76	<div><div></div></div>	2
KS1 Writing - % at least expected standard	63	62	<div><div></div></div>	-1	12	12	<div><div></div></div>	0	68	70	<div><div></div></div>	2	65	68	<div><div></div></div>	3
KS1 Maths - % at least expected standard	71	70	<div><div></div></div>	-1	12	12	<div><div></div></div>	0	74	76	<div><div></div></div>	2	73	75	<div><div></div></div>	2
KS2 Reading - % at least expected standard	60	65	<div><div></div></div>	5	12	12	<div><div></div></div>	0	67	74	<div><div></div></div>	7	66	72	<div><div></div></div>	6
KS2 Writing - % at least expected standard	76	73	<div><div></div></div>	-3	8	12	<div><div></div></div>	-4	76	78	<div><div></div></div>	2	74	76	<div><div></div></div>	2
KS2 Maths - % at least expected standard	65	70	<div><div></div></div>	5	12	12	<div><div></div></div>	0	71	77	<div><div></div></div>	6	70	75	<div><div></div></div>	5
KS2 RWM - % at least expected standard	50	54	<div><div></div></div>	4	12	12	<div><div></div></div>	0	56	63	<div><div></div></div>	7	53	61	<div><div></div></div>	8
KS1-2 progress score in Reading	-0.6	-1.1	<div><div></div></div>	-0.5	9	12	<div><div></div></div>	-3	-0.1	-0.2	<div><div></div></div>	-0.1	0.0	0.0	<div><div></div></div>	0.0
KS1-2 progress score in Writing	1.5	0.0	<div><div></div></div>	-1.5	1	6	<div><div></div></div>	-5	0.5	0.1	<div><div></div></div>	-0.4	0.0	0.0	<div><div></div></div>	0.0
KS1-2 progress score in Maths	-0.4	-0.8	<div><div></div></div>	-0.5	12	12	<div><div></div></div>	0	0.1	-0.2	<div><div></div></div>	-0.3	0.0	0.0	<div><div></div></div>	0.0
KS4 - attainment8**	45.5	41.4			12	12			50.4	46.7			48.5	46.4		
KS4 - progress8**	-0.08	-0.18			10	11			0.00	-0.04			-0.03	-0.03		
KS4 - % 9 to 4 grades in English & Maths**	n/a	52.0			n/a	12			n/a	65.3			n/a	64.2		
KS4 - % entered for English Baccalaureate**	15.5	13.2			12	12			38.0	34.5			36.8	38.4		
KS4 - % achieving English Baccalaureate**	9.0	8.7			12	12			23.4	21.8			23.1	23.9		

* primary phase attainment measures rounded to the nearest whole percentage point

** a change in methodology in 2017 means that 2016 and 2017 KS4 results are not directly comparable.

Uttlesford District - educational outcomes in 2016 and 2017

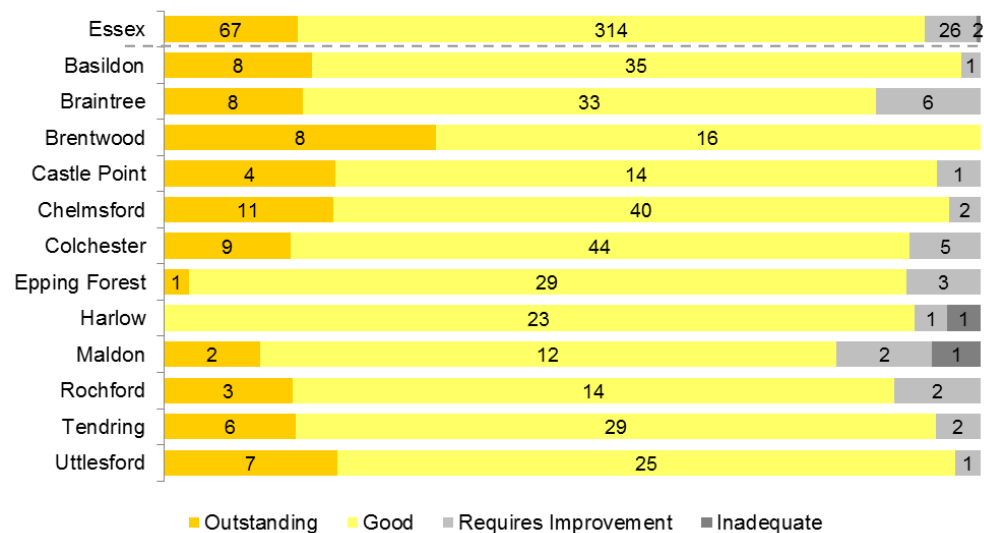
Measure	Uttlesford						Essex			England		
	Performance			District Rank								
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
EYFS - % good level of development	79	78	-1	1	2	-1	72	74	2	69	71	2
Year 1 Phonics - % required level	83	87	4	3	2	1	81	82	1	81	81	0
KS1 Reading - % at least expected standard	82	80	-2	2	4	-2	77	78	1	74	76	2
KS1 Writing - % at least expected standard	74	74	0	3	3	0	68	70	2	65	68	3
KS1 Maths - % at least expected standard	79	79	0	3	3	0	74	76	2	73	75	2
KS2 Reading - % at least expected standard	75	83	8	1	1	0	67	74	7	66	72	6
KS2 Writing - % at least expected standard	79	83	4	1	1	0	76	78	2	74	76	2
KS2 Maths - % at least expected standard	76	82	6	1	1	0	71	77	6	70	75	5
KS2 RWM - % at least expected standard	62	72	10	1	1	0	56	63	7	53	61	8
KS1-2 progress score in Reading	0.7	0.7	0.1	1	2	-1	-0.1	-0.2	-0.1	0.0	0.0	0.0
KS1-2 progress score in Writing	0.0	-0.5	-0.5	9	12	-3	0.5	0.1	-0.4	0.0	0.0	0.0
KS1-2 progress score in Maths	-0.1	-0.2	-0.1	9	7	2	0.1	-0.2	-0.3	0.0	0.0	0.0
KS4 - attainment8**	54.1	50.6		2	2		50.4	46.7		48.5	46.4	
KS4 - progress8**	0.02	-0.02		5	7		0.00	-0.04		-0.03	-0.03	
KS4 - % 9 to 4 grades in English & Maths**	n/a	72.9		n/a	2		n/a	65.3		n/a	64.2	
KS4 - % entered for English Baccalaureate**	58.7	56.6		1	1		38.0	34.5		36.8	38.4	
KS4 - % achieving English Baccalaureate**	39.8	36.8		1	1		23.4	21.8		23.1	23.9	

* primary phase attainment measures rounded to the nearest whole percentage point

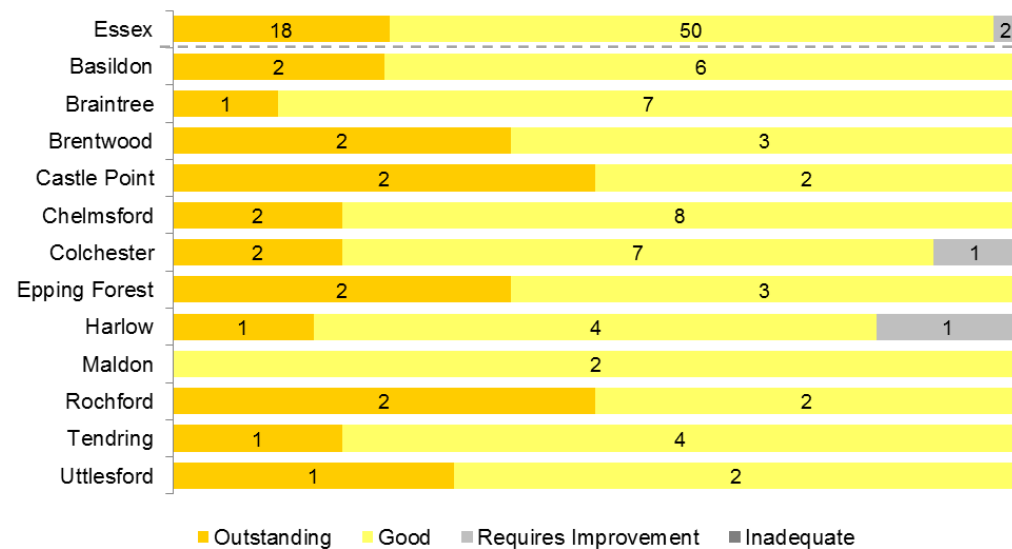
** a change in methodology in 2017 means that 2016 and 2017 KS4 results are not directly comparable.

Ofsted Ratings by District

Primary schools by Ofsted Overall Effectiveness grade as at 31 December 2017



Secondary schools by Ofsted Overall Effectiveness grade as at 31 December 2017



EYFSP attainment, Essex pupil groups vs national pupil group attainment, 2015-2017

Pupil Groups		Percentage of pupils achieving a Good Level of Development											Essex Cohort 2017
		2015			2016			2017					
		England	Essex	Difference	England	Essex	Difference	England	Essex	Difference			
All Pupils		66%	68%	<div></div> 2%	69%	72%	<div></div> 3%	71%	73%	<div></div> 2%	17,214		
Gender	Boys	59%	60%	<div></div> 1%	62%	65%	<div></div> 3%	64%	67%	<div></div> 3%	8,798		
	Girls	74%	76%	<div></div> 2%	77%	79%	<div></div> 2%	78%	80%	<div></div> 2%	8,416		
Ethnic Heritage	White	68%	67%	<div></div> -1%	70%	73%	<div></div> 3%	72%	74%	<div></div> 2%	14,666		
	Mixed	68%	69%	<div></div> 1%	71%	72%	<div></div> 1%	73%	74%	<div></div> 1%	924		
	Asian	64%	71%	<div></div> 7%	68%	71%	<div></div> 3%	69%	71%	<div></div> 2%	448		
	Black	65%	66%	<div></div> 1%	68%	73%	<div></div> 5%	70%	71%	<div></div> 1%	461		
	Chinese	67%	63%	<div></div> -4%	69%	62%	<div></div> -7%	74%	69%	<div></div> -5%	59		
First Language	English	68%	69%	<div></div> 1%	71%	73%	<div></div> 2%	73%	75%	<div></div> 2%	15,534		
	Not English	60%	61%	<div></div> 1%	63%	64%	<div></div> 1%	65%	66%	<div></div> 1%	1,357		
Free School Meals	FSM	51%	51%	<div></div> 0%	54%	55%	<div></div> 1%	56%	58%	<div></div> 2%	2,046		
	Non FSM	69%	70%	<div></div> 1%	72%	74%	<div></div> 2%	73%	76%	<div></div> 3%	15,168		
Special Educational Needs	No SEN	71%	72%	<div></div> 1%	75%	76%	<div></div> 1%	76%	78%	<div></div> 2%	15,609		
	SEN Support	24%	22%	<div></div> -2%	26%	30%	<div></div> 4%	27%	28%	<div></div> 1%	1,054		
	Statement/EHCP	4%	5%	<div></div> 1%	4%	8%	<div></div> 4%	4%	9%	<div></div> 5%	241		

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

Key Stage 1 attainment: Essex pupil groups vs national pupil group attainment, 2017 only

Pupil Groups		Percentage of pupils achieving the expected standard or higher											Essex Cohort 2017
		Reading			Writing			Maths					
		England	Essex	Difference	England	Essex	Difference	England	Essex	Difference			
All Pupils		76%	78%	<div><div></div></div> 2%	68%	70%	<div><div></div></div> 2%	75%	76%	<div><div></div></div> 1%	16,915		
Gender	Boys	71%	74%	<div><div></div></div> 3%	62%	63%	<div><div></div></div> 1%	74%	75%	<div><div></div></div> 1%	8,624		
	Girls	80%	82%	<div><div></div></div> 2%	75%	77%	<div><div></div></div> 2%	76%	77%	<div><div></div></div> 1%	8,291		
Ethnic Heritage	White	76%	77%	<div><div></div></div> 1%	68%	69%	<div><div></div></div> 1%	75%	76%	<div><div></div></div> 1%	14,722		
	Mixed	78%	81%	<div><div></div></div> 3%	70%	73%	<div><div></div></div> 3%	76%	78%	<div><div></div></div> 2%	879		
	Asian	77%	87%	<div><div></div></div> 10%	72%	83%	<div><div></div></div> 11%	77%	86%	<div><div></div></div> 9%	431		
	Black	77%	84%	<div><div></div></div> 7%	71%	79%	<div><div></div></div> 8%	73%	78%	<div><div></div></div> 5%	479		
	Chinese	84%	89%	<div><div></div></div> 5%	82%	87%	<div><div></div></div> 5%	91%	93%	<div><div></div></div> 2%	76		
First Language	English	77%	78%	<div><div></div></div> 1%	69%	69%	<div><div></div></div> 0%	76%	76%	<div><div></div></div> 0%	15,519		
	Not English	72%	78%	<div><div></div></div> 6%	67%	74%	<div><div></div></div> 7%	74%	81%	<div><div></div></div> 7%	1,366		
Disadvantaged	Disadvantaged	63%	65%	<div><div></div></div> 2%	54%	55%	<div><div></div></div> 1%	62%	63%	<div><div></div></div> 1%	3,204		
	Other	79%	81%	<div><div></div></div> 2%	72%	73%	<div><div></div></div> 1%	79%	79%	<div><div></div></div> 0%	13,711		
Special Educational Needs	No SEN	84%	86%	<div><div></div></div> 2%	77%	78%	<div><div></div></div> 1%	83%	84%	<div><div></div></div> 1%	14,544		
	SEN Support	34%	32%	<div><div></div></div> -2%	23%	21%	<div><div></div></div> -2%	35%	34%	<div><div></div></div> -1%	1,891		
	Statement/EHCP	14%	21%	<div><div></div></div> 7%	9%	14%	<div><div></div></div> 5%	14%	20%	<div><div></div></div> 6%	448		














































Source : DfE SFR October 2017. Disadvantaged data not published at LA level so Essex figures taken from NEXUS. Difference refers to that between Essex and England.

Key Stage 2 attainment, Essex pupil groups vs national pupil group attainment, 2017 only

Pupil Groups		Percentage of pupils achieving the expected standard or higher														Essex Cohort 2017
		Reading			Writing			Maths			RWM					
		England	Essex	Difference	England	Essex	Difference	England	Essex	Difference	England	Essex	Difference			
All Pupils		72%	74%	<div><div></div></div> 2%	76%	78%	<div><div></div></div> 2%	75%	77%	<div><div></div></div> 2%	61%	63%	<div><div></div></div> 2%	15,730		
Gender	Boys	68%	71%	<div><div></div></div> 3%	70%	73%	<div><div></div></div> 3%	75%	77%	<div><div></div></div> 2%	57%	60%	<div><div></div></div> 3%	8,160		
	Girls	75%	77%	<div><div></div></div> 2%	82%	84%	<div><div></div></div> 2%	75%	76%	<div><div></div></div> 1%	65%	67%	<div><div></div></div> 2%	7,570		
Ethnic Heritage	White	72%	73%	<div><div></div></div> 1%	76%	78%	<div><div></div></div> 2%	74%	76%	<div><div></div></div> 2%	61%	63%	<div><div></div></div> 2%	13,836		
	Mixed	74%	75%	<div><div></div></div> 1%	78%	80%	<div><div></div></div> 2%	75%	77%	<div><div></div></div> 2%	63%	66%	<div><div></div></div> 3%	745		
	Asian	69%	82%	<div><div></div></div> 13%	80%	89%	<div><div></div></div> 9%	80%	88%	<div><div></div></div> 8%	63%	79%	<div><div></div></div> 16%	369		
	Black	69%	74%	<div><div></div></div> 5%	77%	81%	<div><div></div></div> 4%	74%	79%	<div><div></div></div> 5%	60%	65%	<div><div></div></div> 5%	445		
	Chinese	80%	80%	<div><div></div></div> 0%	85%	83%	<div><div></div></div> -2%	92%	87%	<div><div></div></div> -5%	77%	76%	<div><div></div></div> -1%	54		
First Language	English	73%	74%	<div><div></div></div> 1%	77%	78%	<div><div></div></div> 1%	75%	76%	<div><div></div></div> 1%	62%	63%	<div><div></div></div> 1%	14,740		
	Not English	65%	72%	<div><div></div></div> 7%	74%	80%	<div><div></div></div> 6%	76%	81%	<div><div></div></div> 5%	58%	67%	<div><div></div></div> 9%	969		
Disadvantaged	Disadvantaged	60%	59%	<div><div></div></div> -1%	66%	66%	<div><div></div></div> 0%	63%	63%	<div><div></div></div> 0%	48%	47%	<div><div></div></div> -1%	3,986		
	Other	77%	79%	<div><div></div></div> 2%	81%	82%	<div><div></div></div> 1%	80%	81%	<div><div></div></div> 1%	67%	69%	<div><div></div></div> 2%	11,744		
Special Educational Needs	No SEN	80%	81%	<div><div></div></div> 1%	86%	87%	<div><div></div></div> 1%	83%	84%	<div><div></div></div> 1%	70%	72%	<div><div></div></div> 2%	13,374		
	SEN Support	37%	35%	<div><div></div></div> -2%	34%	32%	<div><div></div></div> -2%	41%	39%	<div><div></div></div> -2%	20%	19%	<div><div></div></div> -1%	1,790		
	Statement/EHCP	15%	16%	<div><div></div></div> 1%	13%	14%	<div><div></div></div> 1%	15%	19%	<div><div></div></div> 4%	8%	10%	<div><div></div></div> 2%	549		

Source : DfE SFR December 2017. Difference refers to that between Essex and England. Cohorts differ very slightly between subjects - figure shown relates to Reading.

Key Stage 1 to 2 progress in Essex by pupil groups, 2017 only

Pupil Groups		Average Progress Scores										Essex Cohort 2017
		Reading			Writing			Maths				
		England	Essex	Difference	England	Essex	Difference	England	Essex	Difference		
All Pupils		0.0	-0.2	 -0.2	0.0	0.1	 0.1	0.0	-0.2	 -0.2	15,781	
Gender	Boys	-0.3	-0.4	 -0.1	-0.8	-0.7	 0.1	0.6	0.5	 -0.1	8,188	
	Girls	0.3	0.1	 -0.2	0.8	1.1	 0.3	-0.7	-0.9	 -0.2	7,593	
Ethnic Heritage	White	0.0	-0.3	 -0.3	-0.3	0.0	 0.3	-0.4	-0.3	 0.1	13,828	
	Mixed	0.4	0.5	 0.1	0.2	0.8	 0.6	0.0	0.1	 0.1	742	
	Asian	-0.2	0.8	 1.0	1.0	2.2	 1.2	1.9	3.4	 1.5	371	
	Black	0.1	0.4	 0.3	0.8	1.0	 0.2	0.6	1.3	 0.7	448	
	Chinese	1.5	1.8	 0.3	1.9	2.9	 1.0	4.6	3.7	 -0.9	55	
First Language	English	-0.1	-0.3	 -0.2	-0.3	0.0	 0.3	-0.4	-0.3	 0.1	14,712	
	Not English	0.3	1.5	 1.2	1.4	2.6	 1.2	2.1	3.2	 1.1	996	
Disadvantaged	Disadvantaged	-0.7	-1.0	 -0.3	-0.4	-0.3	 0.1	-0.6	-1.0	 -0.4	3,974	
	Other	0.3	0.1	 -0.2	0.2	0.3	 0.1	0.3	0.1	 -0.2	11,807	
Special Educational Needs	No SEN	0.3	0.1	 -0.2	0.5	0.6	 0.1	0.3	0.1	 -0.2	13,375	
	SEN Support	-1.2	-1.6	 -0.4	-2.2	-2.3	 -0.1	-1.1	-1.5	 -0.4	1,789	
	Statement/EHCP	-3.7	-3.3	 0.4	-4.3	-3.4	 0.9	-4.1	-3.4	 0.7	550	
Source : DfE SFR December 2017 and NEXUS. Difference refers to that between Essex and England.												

Key Stage 4 attainment, Essex pupil group vs national pupil group attainment, 2017 only

Pupil Groups		GCSEs													Essex Cohort 2017
		Standard Pass (9-4) in English and Maths			Strong Pass (9-5) in English and Maths			Attainment 8			Progress 8				
		England	Essex	Difference	England	Essex	Difference	England	Essex	Difference	England	Essex	Difference		
All Pupils		64.2	65.3	<div></div> 1.1	42.9	42.8	<div></div> -0.1	46.4	46.7	<div></div> 0.3	-0.03	-0.04	<div></div> -0.01	13,786	
Gender	Boys	60.6	61.5	<div></div> 0.9	39.9	39.6	<div></div> -0.3	43.8	43.9	<div></div> 0.1	-0.24	-0.24	<div></div> 0.00	6,901	
	Girls	67.9	69.2	<div></div> 1.3	45.9	46.0	<div></div> 0.1	49.1	49.4	<div></div> 0.3	0.18	0.16	<div></div> -0.02	6,885	
Ethnic Heritage	White	63.8	64.5	<div></div> 0.7	42.1	41.4	<div></div> -0.7	46.0	46.0	<div></div> 0.0	-0.11	-0.08	<div></div> 0.03	12,392	
	Mixed	63.8	68.2	<div></div> 4.4	43.4	48.0	<div></div> 4.6	47.1	48.7	<div></div> 1.6	-0.02	0.04	<div></div> 0.06	508	
	Asian	69.7	84.5	<div></div> 14.8	50.1	71.0	<div></div> 20.9	50.2	61.2	<div></div> 11.0	0.47	0.76	<div></div> 0.29	302	
	Black	60.4	71.4	<div></div> 11.0	38.8	47.5	<div></div> 8.7	45.0	50.3	<div></div> 5.3	0.16	0.42	<div></div> 0.26	330	
	Chinese	85.3	91.2	<div></div> 5.9	73.1	82.5	<div></div> 9.4	63.0	65.4	<div></div> 2.4	0.93	1.01	<div></div> 0.08	49	
First Language	English	64.3	65.1	<div></div> 0.8	42.7	42.5	<div></div> -0.2	46.3	46.4	<div></div> 0.1	-0.11	-0.07	<div></div> 0.04	13,612	
	Not English	64.4	69.9	<div></div> 5.5	44.3	48.3	<div></div> 4.0	47.7	51.6	<div></div> 3.9	0.50	0.68	<div></div> 0.18	757	
Disadvantaged	Disadvantaged	44.5	43.2	<div></div> -1.3	24.5	23.2	<div></div> -1.3	37.1	36.5	<div></div> -0.6	-0.40	-0.41	<div></div> -0.01	3,017	
	Other	71.5	71.5	<div></div> 0.0	49.7	48.2	<div></div> -1.5	49.9	49.5	<div></div> -0.4	0.11	0.06	<div></div> -0.05	10,769	
Special Educational Needs	No SEN	70.8	72.1	<div></div> 1.3	47.9	47.7	<div></div> -0.2	49.7	49.8	<div></div> 0.1	0.07	0.03	<div></div> -0.04	12,016	
	SEN Support	30.2	21.5	<div></div> -8.7	15.6	10.6	<div></div> -5.0	31.9	29.2	<div></div> -2.7	-0.43	-0.44	<div></div> -0.01	1,226	
	Statement/EHCP	10.7	13.3	<div></div> 2.6	5.3	6.4	<div></div> 1.1	13.9	17.1	<div></div> 3.2	-1.04	-0.77	<div></div> 0.27	544	
Source : DfE SFR January 2018. Difference refers to that between Essex and England.															

Key Stage 4 English Baccalaureate, Essex pupil group vs national pupil group attainment, 2017 only

Pupil Groups		EBACC - Percentage Entered and Percentage Achieving Standard (9-4) and Strong (9-5) Passes										Essex Cohort 2017		
		EBACC Entered			EBACC Standard Pass in English and Maths			EBACC Strong Pass in English and Maths						
		England	Essex	Difference	England	Essex	Difference	England	Essex	Difference				
All Pupils		38.4	34.5	<div><div></div></div>	-3.9	23.9	21.8	<div><div></div></div>	-2.1	21.4	19.6	<div><div></div></div>	-1.8	13,786
Gender	Boys	32.9	28.6	<div><div></div></div>	-4.3	18.8	16.1	<div><div></div></div>	-2.7	17.2	14.7	<div><div></div></div>	-2.5	6,901
	Girls	44.0	40.5	<div><div></div></div>	-3.5	29.1	27.7	<div><div></div></div>	-1.4	25.8	24.6	<div><div></div></div>	-1.2	6,885
Ethnic Heritage	White	36.5	33.2	<div><div></div></div>	-3.3	22.6	20.4	<div><div></div></div>	-2.2	20.3	18.2	<div><div></div></div>	-2.1	12,392
	Mixed	41.9	38.3	<div><div></div></div>	-3.6	26.4	25.4	<div><div></div></div>	-1.0	23.5	23.2	<div><div></div></div>	-0.3	508
	Asian	47.1	60.9	<div><div></div></div>	13.8	31.3	50.0	<div><div></div></div>	18.7	28.3	49.7	<div><div></div></div>	21.4	302
	Black	43.4	49.2	<div><div></div></div>	5.8	23.5	32.2	<div><div></div></div>	8.7	20.3	29.4	<div><div></div></div>	9.1	330
	Chinese	62.5	64.9	<div><div></div></div>	2.4	53.3	56.1	<div><div></div></div>	2.8	50.2	56.1	<div><div></div></div>	5.9	49
First Language	English	36.9	33.8	<div><div></div></div>	-3.1	23.1	21.3	<div><div></div></div>	-1.8	20.8	19.2	<div><div></div></div>	-1.6	13,612
	Not English	46.8	48.5	<div><div></div></div>	1.7	28.6	31.8	<div><div></div></div>	3.2	25.0	28.0	<div><div></div></div>	3.0	757
Disadvantaged	Disadvantaged	25.5	19.0	<div><div></div></div>	-6.5	11.8	8.7	<div><div></div></div>	-3.1	9.9	7.4	<div><div></div></div>	-2.5	3,017
	Other	43.2	38.8	<div><div></div></div>	-4.4	28.4	25.5	<div><div></div></div>	-2.9	25.8	23.0	<div><div></div></div>	-2.8	10,769
Special Educational Needs	No SEN	42.8	38.4	<div><div></div></div>	-4.4	27.1	24.7	<div><div></div></div>	-2.4	24.4	22.2	<div><div></div></div>	-2.2	12,016
	SEN Support	15.1	9.5	<div><div></div></div>	-5.6	5.9	2.5	<div><div></div></div>	-3.4	5.1	2.2	<div><div></div></div>	-2.9	1,226
	Statement/EHCP	3.8	4.7	<div><div></div></div>	0.9	1.6	2.4	<div><div></div></div>	0.8	1.4	2.4	<div><div></div></div>	1.0	544

Source : DfE SFR January 2018. Difference refers to that between Essex and England.

	AGENDA ITEM 5
	PAF/10/18
Committee:	People and Families Policy and Scrutiny Committee
Date:	12 April 2018
Enquiries to:	Name: Graham Hughes Designation: Senior Democratic Services Officer Contact details: 033301 34574 Graham.hughes@essex.gov.uk

RELATIONSHIP WITH HEALTHWATCH ESSEX

The Health and Social Care Act 2012 established a national body, Healthwatch England, to act as a national consumer champion in relation to health and social care services. Healthwatch England provides leadership and support to local Healthwatch organisations whose role is to gather local views on services. Specifically, in relation to local health and social care services, local Healthwatch is expected to:

1. promote and support the involvement of local people in the commissioning, the provision and scrutiny of local care services.
2. enable local people to monitor the standard of provision of local care services and whether and how local care services could and ought to be improved;
3. obtain the views of local people regarding their needs for, and experiences of, local care services and importantly to make these views known;
4. providing advice and information about access to local care services so choices can be made about local care services;

Since 2013 Healthwatch Essex (HWE) has had observer status at meetings of the Essex Health Overview, Policy and Scrutiny Committee (HOSC) and, at the discretion of the Chairman, the opportunity to ask questions.

Unlike the HOSC, the People and Families Policy and Scrutiny Committee has not had an ongoing relationship with HWE despite HWE having a role to be the patient voice for both health and social care. As a result of a meeting last month between the PAF Chairman and Vice Chairmen and the Chief Executive of HWE it is

recommended that HWE be invited to have the same status with PAF as it does with HOSC. In other words, for HWE to have a 'standing observer' status (not membership) and, subject to Chairman's discretion, to be able to speak and ask appropriate public engagement and service user experience related questions at meetings.

Inviting HWE as an observer at meetings does not require any changes to the County Council's Constitution.

It is anticipated that this arrangement may also facilitate closer working between the PAF and HWE.

A link to HWE's website follows (which provides more information on their role and activities: <https://www.healthwatchessex.org.uk/>

Recommendation:

To invite Heathwatch Essex to nominate a representative to be an observer at future meetings of the Committee and, at the discretion of the Chairman, to be able to ask questions.

		AGENDA ITEM 6
		PAF/11/18
Committee:	People and Families Policy and Scrutiny Committee	
Date:	12 April 2018	
Enquiries to:	Name: Graham Hughes Designation: Senior Democratic Services Officer Contact details: 033301 34574 Graham.hughes@essex.gov.uk	

ESSEX SAFEGUARDING CHILDREN BOARD

At its meeting on 8 February 2018 the Committee reviewed the work and future priorities of the Essex Safeguarding Children Board (ESCB).

Further to a discussion with voluntary sector representatives (that followed a session with the Board's Independent Chairman and supporting officers) it was agreed that issues on communications and voluntary sector representation on the ESCB should be raised with the Independent Chairman of the ESCB. A copy of a letter from the Committee Chairman to the Independent Chairman is attached together with the response received.

Action required

To consider the attached response received from the ESCB Independent Chairman to issues raised by the Committee and whether further discussion is necessary on those issues (noting that further consideration of the work and priorities of the ESCB is being scheduled for either September or October 2018 to align with the publication of ESCB's Annual Report).

Members' Suite

PO Box 11,
County Hall,
Chelmsford CM1 1LX
Email: cllr.malcolm.maddocks@essex.gov.uk



26 February 2018

BY EMAIL

Phil Picton
Independent Chairman
Essex Safeguarding Children Board

Dear Phil,

**PEOPLE AND FAMILIES POLICY AND SCRUTINY COMMITTEE (PAF)
REVIEW OF THE WORK OF THE ESSEX SAFEGUARDING CHILDREN BOARD
(ESCB)**

Thank you for attending the meeting of the PAF on 8 February when you, Paul Secker and Clare Livens updated the committee on the work of the ESCB and its future priorities. We spent longer on the item than we had originally anticipated which reflects the heightened interest members had in the issues and the informative discussion with you all.

You will recall that during that discussion the following was agreed:

- (i) That reference to capitalising on and exploiting the range and depth of experience of being the second largest board in the country should not be stated as a principle but rather more as an aspiration in your Business Plan;
- (ii) That we would schedule and align future updates more closely with the publication of your annual report thereby meaning that we will schedule another update from you all in September or October this year and relevant officers will liaise on this to confirm exact timing. Each year thereafter we would expect similar timing for updates.

As you may be aware, after lunch on the 8th February we spoke to a couple of representatives from the voluntary sector to seek their views on safeguarding children in Essex and the discussion raised a number of issues. In general they viewed that the system structure provided clear levels of support and referrals worked well when professionals were adequately trained to field those situations.

However, communications probably remained the biggest issue with the voluntary sector 'left in the dark' after making a referral, getting no acknowledgement or indication as to whether the person was getting support or not. We realise that there may be patient confidentiality issues in disclosing support and treatment here but wonder whether a more general approach could be taken to at least encourage agencies to acknowledge referrals and that if a referral does not make the necessary threshold for further support that the voluntary sector referrer is made aware so that they could consider if they can provide any support.

Whilst social care was considered very responsive to serious risk cases it was felt that there was a substantial void between the service for those serious risk people and the majority of people needing lower level support work which often then fell onto schools. Another major concern was the failure to support families who choose not to engage with the process which we understand some can do if a specific risk threshold is not met. Consequently, combined with the discussions in the morning members were concerned about children 'dropping through the gaps' and have asked what else can be done operationally other than just 'increasing focus' on it.

It was also highlighted to the Committee that the voluntary sector was not represented on the ESCB. We appreciate that the Board is already the second largest in the country but was this considered not necessary or is this an oversight? The Committee would appreciate a clearer understanding of the determinants of membership of the ESCB – clearly some mandatory representatives may be defined by statute but presumably some may be more discretionary?

Whilst not yet formal recommendations, we would appreciate your initial comments on the above in writing by the end of March 2018 and no doubt we can then discuss further at our next 'catch-up' meeting (to be scheduled) and/or when you revisit the committee in September/October.

I look forward to hearing from you.

Regards

PP 
Councillor Malcolm Maddocks,
Chairman,
People and Families Policy and Scrutiny Committee

A.P. KUCKES
SENIOR DEMOCRATIC SERVICES OFFICER

c.c. Paul Secker, Director, Safeguarding & Quality Assurance (C&F)
Alison Cutler, ESCB Business & Performance Manager

28 March 2018

Dear Cllr Maddocks

Thank you for your letter dated 26 February following our presentation to the People and Families Policy and Scrutiny Committee

I can confirm that our Business Plan will reflect that “capitalising on the range and depth of our experience as the second largest Board in the country” will be stated as an aspiration rather than a principle.

I would also confirm that we would be happy to provide a further update to you in October following the production of our Annual Report.

On the second page of your letter you raise three issues which I will address in turn:

Voluntary Agencies being ‘left in the dark’ after making a referral

Across the safeguarding system (both locally and nationally) there are a variety of agencies which receive referrals and your letter is not specific about which of these the voluntary sector representatives had in mind. Nationally, ‘referrers’ cite a lack of response as an issue across the safeguarding system, particularly in circumstances when they continue to work with a family and feel uncertain about what may be happening. This is a difficult issue to progress and is suitable to be raised locally in the multi-agency ESCB Stay Safe groups. I will ask for this issue to be added to their agendas for further discussion.

I have had a detailed conversation with Paul Secker. Paul is clear that we should be emphasising to referrers, whether they are a voluntary organisation or not, that they should go back to the agency to whom they made the referral (in the case of Children and Families, this might be the Hub or the Assessment and Intervention team) and explain that they have had no further contact since the referral, ask them what happened to the referral, and what was the outcome of the referral. If they are dissatisfied with the response, or they have not been given any clarity, then they should escalate the matter to a manager within the agency they have referred to. It is Paul’s understanding that the Children and Families Hub does in fact monitor their responses to agency referrals.

The Possible Void in Service and Increased Risk when Children fall below the 'Significant Risk' Threshold or live in Uncooperative Families

You have highlighted the area of safeguarding work recognised nationally as carrying the greatest risks for children. Where significant harm is likely, formal Social Care assessment processes intervene well to create a safe environment for children. Few serious cases of harm occur when that threshold has been reached.

However, in the less serious levels of Child in Need and Early Help, professionals need the consent of parents or carers to intervene or pass information to others. Some families become 'skilled' at managing the support offered, so they avoid Social Care involvement or require a great deal of support from a number of services without crossing any one threshold for a more serious intervention. In cases like these multi-agency approaches, such as 'Team Around the Family' (TAF), Early Help Plans and Shared Family Assessments are used. However, these still need a willing family and consent to be fully successful.

Such approaches also need to be overseen by a 'lead professional' often drawn from a school or other agency. Not surprisingly some schools emphasise that they do not feel resourced to take on such work, however they are often best placed and have the best information to support the child. It is notable that this schools-led approach is endorsed by the recent Green Paper on Mental Health which expands the involvement of schools: "*we want to put schools and colleges at the heart of our efforts to intervene early and prevent problems escalating*". (p3). Hopefully this will give schools greater authority and resources to provide safeguarding support. The Green paper is available at:

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664855/Transforming_children_and_young_people_s_mental_health_provision.pdf)

Within the Board's multi-agency training programme, we take the opportunity to highlight good practice approaches to working with uncooperative families. For example, we are currently running courses entitled 'Working with Resistant Families and Disguised Compliance'. Courses are open to all partners including the voluntary sector.

The Representation of the Voluntary Sector in ESCB

On the last page of your letter, you raise the issue of voluntary sector representation on ESCB and suggest that it is not represented on the Board. At its meeting in June 2017, ESCB decided to move away from its large Board meeting of 40-50 members to its current structure, i.e.

- a strategic ESCB Executive meeting (12-15 members),
- four 'quadrant' ESCB Stay Safe Groups (enhancing local networks and joint working) and
- an Essex-wide ESCB Safeguarding Assembly (80 – 100 participants) to inform and challenge the ESCB Executive members about the reality of operational safeguarding.

Before this change the voluntary sector was represented with two members in the large Board meetings and also in some Stay Safe meetings. Now the voluntary sector, whilst not sitting on the Executive, is represented in the all of the strengthened Stay Safe meetings and also at the ESCB Assembly. Whilst the means of engagement for the voluntary sector at the 'top table' has changed, their opportunity to influence operational safeguarding has been clarified.

As we implement the national changes replacing LSCBs with statutory 'Multi-Agency Safeguarding Arrangements', we will evaluate the success of our new model and consider whether we have appropriate membership at all levels. In doing this we will review whether the Voluntary Sector is adequately involved and take your comments into account in doing that.

Hopefully the above paragraphs have sufficiently clarified the issues you raise. On reflection, I wonder if in any future scrutiny of Safeguarding Boards, I or another representative, should be present for the whole session. Then any issues raised by other 'witnesses' can be explained by all sides enabling Councillors to probe more effectively and perhaps to get an immediate response to queries.

Please come back to me if you have further questions.

Yours sincerely



Phil Picton
Independent Chair
Essex Safeguarding Children Board

		AGENDA ITEM 7
		PAF/12/18
Committee:	People and Families Policy and Scrutiny Committee	
Date:	12 April 2018	
Enquiries to:	Name: Graham Hughes Designation: Senior Democratic Services Officer Contact details: 033301 34574 Graham.hughes@essex.gov.uk	

WORK PROGRAMME

Briefings

Further briefings and discussion days will continue to be scheduled on an ongoing basis as identified and required

Task and Finish Group activity

A Joint Task and Finish Group (with the Health Overview Policy and Scrutiny Committee) looking at hip fractures and falls prevention has commenced its review and is scheduled to finish in early May.

Chairman and Vice Chairmen meetings

The Chairman and Vice Chairmen meet monthly in between scheduled meetings of the Committee to discuss work planning and meet officers as part of preparation for future items. The Chairman and Vice Chairmen also meet the Cabinet Members for Education, Children & Families, and Health and Adult Social Care on a regular basis

Formal committee activity

Items already programmed and/or being considered to come to full committee are listed in Appendix A.

Action required by Members at this meeting:

To consider this report and any further amendments/additions necessary.

People and Families Policy and Scrutiny Committee: 19 March 2018
Work programme (still subject to further investigation, scoping and evaluation)

Date/timing	Issue/Topic	Focus/other comments	Approach
Items identified for formal scrutiny in full committee			
March 2018	Changes to Charges for Adult Social Care	Review of implementation of decision FP/574/08/16 which has operating since 1 April 2017 (as referred from October 2017 meeting of Full Council)	Initially Cabinet Member to update. Further evidence may be required.
March 2018	Safeguarding - Adults	Review the work of the Adults Safeguarding Board, and future priorities.	(i) Private development session held in October 2017 to understand safeguarding structures and organisations; (ii) Chairman and VCs to meet Independent Chairman of Safeguarding Boards on semi –regular basis; (iii) Formal session to challenge performance and priorities.
April 2018	Educational Attainment	‘Old’ Committee made recommendations on recruitment, pooling of resources and collaboration, encouraging seamless transition between services, encouraging governor commitment, targeting of pupil premium and aspirational target setting.	(i) Previous committee established this as an annual update. Last update in March 2017; (ii) Preliminary private briefing explaining performance measures before formal meeting; (iii) Formal annual update to challenge performance
May 2018	School Places Planning	Update on refreshed 10 Year Plan and primary and secondary ‘Offer day’.	
June 2018	Care Market	Care Act duties and market shaping and sufficiency and looking at relationships with providers.	Look at relationships with providers
July 2018 - TBC	0-19 Contract with Virgin Care	Review contract performance after a year of operation (KPIs, involvement of CVS etc).	(i) Initial private briefing in July on the rationale and aspirations behind the contract placement (joint with HOSC–PAF leads); (ii) Formal session then to follow to challenge performance.
September 2018	Safeguarding - Adults	Rescheduled timing to align with Annual Report publication and refreshed business plan	
September 2018	Safeguarding - Children	Rescheduled timing to align with Annual Report publication and refreshed business plan	
October 2018	Young Carers	A new Young Carers Service will be delivered in-house by ECC from 1 April 2018. The Cabinet decision was called-in on but later withdrawn after an informal meeting with the Cabinet Member.	(i) Follow up on scrutiny report and recommendations (ii) Post-implementation review of new service as agreed as part of the withdrawal of the call-in during September 2017
tbc	Residential and Domiciliary Care	Recommendations made by the old Committee on: - recruitment, retention, staff training. - Raising the profile of carers in the community	(i) Follow up on scrutiny report and recommendations (ii) An implementation review with the Cabinet Member had been scheduled for April 2017 but was not held due to imminent County Council elections.

Task and Finish Group review (with Health Overview, Policy and Scrutiny Committee)

October 2017	Hip fractures for over 65s – higher than national average in Essex	Some of the issues discussed have been the incidence and reporting of outside falls, connections with other agencies, information governance and data sharing, comparisons with other areas, GP awareness.	(i) Private briefing held with Public Health(September 2017); (ii) Scoping complete and proposed to focus on the safety, environment and culture of care home/nursing homes; (iv) Submission to HOSC and PAF for endorsement (Jan 18) (v) Task and Finish Group started February 2018
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Issues still under consideration and/or for further evaluation

Ongoing	School Crossing Patrols	The service has a number of issues including wider stakeholder engagement, recruitment and retention	(i) Preliminary briefing in September 2017; (ii) A private briefing was held in December 2017 updating on a review being conducted by the Cabinet Member; (iii) Committee to discuss further with Cabinet Member and scope for any further work by the Committee.
TBC	The Care Market	Care Act duties and market shaping and sufficiency and looking at relationships with providers.	(i) Private development session held in November 2017; (ii) Further briefing on quality improvement initiatives planned for January 2018. (iii) Further review of relationship management (to be scheduled for June 2018, the personalisation agenda and the sustainability care provider workforce being scoped.
TBC	Learning Disabilities	A wide ranging cross-cutting issue – will need detailed focus if go beyond a preliminary briefing.	Private reparatory briefing from ECC officers on structures and issues in October 2017. Follow-up work TBC;
TBC	Disruptive children	Could look at the criteria for access to support services.	Further investigation with key officers necessary before being able to scope any review.
TBC	Gang culture	Identified by Cabinet Member as issue of concern.	Further investigation with key officers necessary before being able to scope any review.