



Essex County Council

# People and Families Policy and Scrutiny Committee

<b>10:30</b>	<b>Thursday, 09 May 2019</b>	<b>Committee Room 1, County Hall, Chelmsford, CM1 1QH</b>
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**For information about the meeting please ask for:**

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## Pages

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### **Private Pre-Meeting for PAF Members Only**

Please note that there will be a private pre-meeting for committee members at 9.30am in Committee Room 6, County Hall.

- |          |  |                |
|----------|--|----------------|
| <b>1</b> | <b>Membership, Apologies, Substitutions and Declarations of Interest</b>   | <b>4 - 4</b>   |
| <b>2</b> | <b>Minutes</b><br>To approve as a correct record the minutes of the meeting held on 11 April 2019.   | <b>5 - 8</b>   |
| <b>3</b> | <b>Questions from the Public</b><br>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.<br>On arrival, and before the start of the meeting, please register with the Senior Democratic Services Officer. |                |
| <b>4</b> | <b>Educational Attainment in Essex</b><br>To consider report PAF/12/19   | <b>9 - 117</b> |

- 5 Work Programme** 118 - 120  
To consider report PAF/13/19
- 6 Date of Next Meeting**  
To note that the next meeting is scheduled for Thursday 13 June 2019, which may be a private Committee session, public meeting, briefing, site visit etc. - to be confirmed nearer the time.
- 7 Urgent Business**  
To consider any matter which in the opinion of the Chairman should be considered in public by reason of special circumstances (to be specified) as a matter of urgency.

### **Exempt Items**

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

The following items of business have not been published on the grounds that they involve the likely disclosure of exempt information falling within Part I of Schedule 12A of the Local Government Act 1972. Members are asked to consider whether or not the press and public should be excluded during the consideration of these items. If so it will be necessary for the meeting to pass a formal resolution:

**That the press and public are excluded from the meeting during the consideration of the remaining items of business on the grounds that they involve the likely disclosure of exempt information falling within Schedule 12A to the Local Government Act 1972, the specific paragraph(s) of Schedule 12A engaged being set out in the report or appendix relating to that item of business.**

- 8 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.

### **Essex County Council and Committees 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 G Butland  
Councillor J Deakin  
Councillor M Durham  
Councillor B Egan  
Councillor J Henry  
Councillor J Lumley  
Councillor P May  
Councillor M McEwen  
Councillor R Pratt  
Councillor P Reid  
Councillor C Souter

Chairman  
Vice Chairman  
Vice Chairman

#### **Non-elected Members**

Richard Carson  
Lee Cromwell  
Marian Uzzell

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**Minutes of the meeting of the People and Families Policy and Scrutiny Committee, held at 10.15am in Committee Room 1 County Hall, Chelmsford, CM1 1QH on Thursday, 11 April 2019**

**Present:**

*County Councillors:*

M Maddocks (Chairman)  
J Baker (Vice Chairman)  
J Chandler (Vice Chairman)  
M Durham  
C Guglielmi (substitute)  
J Henry  
P May  
M McEwan  
P Reid  
C Souter

Graham Hughes, Senior Democratic Services Officer and Sharon Westfield de Cortez, Healthwatch Essex was also present throughout.

**1            Membership, Apologies, Substitutions and Declarations of Interest**

The report on Membership, Apologies, Substitutions and Declarations was received and noted. Apologies for absence had been received from Councillors Butland and Egan and Richard Carson, Educational Co-optee. No declarations of interest were made.

**2            Minutes**

The draft minutes of the meeting held on 14 February 2019 were approved and signed by the Chairman.

**3.           Questions from the Public**

There were no questions from the public

**4.           Drug gangs, knife crime and county lines**

The Committee considered report PAF/09/19 comprising an update from the Office of the Police, Fire and Crime Commissioner (OPFCC) on the development of a Violence and Vulnerability Framework (VVF). Also attached was a draft scoping document to be considered to framework future work.

Mr Greg Myddelton, Assistant Director for Commissioning, Office of the Police, Fire and Crime Commissioner, joined the meeting to introduce the issues.

During discussion the following was highlighted, acknowledged and/or noted:

(i) The OPFCC had led the development of a partnership strategy for violence and vulnerability.

(ii) The VVF covered all types of serious violence and vulnerability including gangs and county lines activity.

(iii) The VVF had been developed as a collaborative process collectively taking a child welfare, victim centred and early intervention approach.

(iv) The OPFCC had looked at national and international interventions to try and broaden scope of the VVF, assessing each for universal or specialist application. The issue was larger than just gangs and required a more holistic approach to understand the wider determinants.

(v) It had been seen in previous programmes that there was sometimes a risk in using previous offenders in advice and educational programmes as sometimes the messaging did not work so effectively.

(vi) Home Office funding for two years had been received which had assisted in the creation of a new violence and vulnerability unit, recruitment of a new co-ordinator/programme manager and the development of various prevention, outreach and early intervention initiatives. Some thought would need to be given to sustainability of these initiatives and alternative funding etc if the Home Office funding ended.

(vii) The Programme Manager had been recruited to be a partnership resource and the OPFCC had committed to continue to provide the post. The expectation was that they would continue to receive some national funding to facilitate that.

(viii) The OPFCC was keen to develop a workplan (to be managed by the Programme Manager) that sat under the framework with timelines, project milestones and targets to help evaluate the VVF. There would also be discussions with local strategic leaders to see if the ambitions being set were realistic.

(viii) Reference was made to the Risk Avert tool developed by Essex County Council for use with school-age children. The tool was not in all schools (with take-up more successful in some areas than others) but there were efforts to encourage further take up. It was important to reach school professionals as well as the pupils.

(ix) It remained a challenge to engage with the school sector as a whole as it usually had to be done on an individual basis although there were some opportunities to also communicate through the respective Head Teachers Associations. It was also important to engage more with

alternative educational provision (e.g. pupil referral units, those educated at home etc).

(x) Through their Community Safety Fund the OPFCC had funded smaller community groups to deliver local interventions. It was important to stress that this was not always solely about gang activity but about supporting vulnerable people more generally.

(xi) The VVF would encourage further data and intelligence sharing to inform local early intervention and prevention activity.

(xii) It was expected that an Operational Board below the VVF Strategic Board should be able to collate examples of good practice and arrange for its dissemination.

(xiii) Members questioned whether the Police, Fire and Crime Commissioner and Chief Constable would appoint one person to oversee County Lines work. That role could be placed with the Programme Manager although it was stressed that it should not be an opportunity for organisations to divest their responsibilities.

### Conclusion

It was agreed:

- (i) To note the briefing from the OPFCC and subsequent discussion which would inform the ongoing review of drug gangs, knife crime and county lines;
- (ii) That a Task and Finish Group now be established to continue scrutiny work on this issue and that members be invited to indicate their interest in serving on the Group (an all-ECC member email would also be sent);
- (iii) That the draft scoping document presented within the agenda pack be approved to framework future work by the Task and Finish Group;
- (iv) The duration of the Task and Finish Group was expected to continue over the medium term and a regular reporting mechanism back to the full committee would need to be determined.

The Chairman thanked Mr Myddelton for his attendance and he then left the meeting.

The meeting then adjourned at 11.30am and reconvened ten minutes later.

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**5. Relationship Management**

The Committee considered report PAF/10/19 which comprised further information requested at the January 2019 meeting of the Committee.

It was agreed:

- (i) To note the report; and
- (ii) Invite the Executive Director, Adult Social Care to attend in July to update the Committee on the refresh of the Market Strategy.

**6. Work Programme**

The committee considered report PAF/11/19.

It was agreed:

- (i) To note the report; and
- (ii) Seek confirmation from the Head of SEND Strategy and Innovation that comments from Councillor Baker on the draft recent SEN consultation document were duly considered for inclusion in the final version.

**7. Date of Next Meeting**

The date of the next Committee activity day was scheduled for Thursday 9 May 2019 which may be held in public, be a private session, briefing or site visit – to be confirmed nearer the time.

There being no further business the meeting closed at 11.54am.

**Chairman**



		<b>AGENDA ITEM 4</b>
		<b>PAF/12/19</b>
<b>Committee:</b>	<b>People and Families Policy and Scrutiny Committee</b>	
<b>Date:</b>	<b>9 May 2019</b>	
<b>Enquiries to:</b>	<b>Name: Graham Hughes</b>  <b>Designation: Senior Democratic Services Officer</b>  <b>Contact details:</b> 033301 34574 <a href="mailto:Graham.hughes@essex.gov.uk">Graham.hughes@essex.gov.uk</a>	

## **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 [12 April 2018](#) (this link taking you to the meeting papers).

An extract of the minutes from the meeting on 12 April 2018 is attached overleaf. The actions arising from that meeting (as recorded in the minutes) have been highlighted to officers to ensure that they are addressed this time around.

### **Action required**

- (i) **To consider the attached latest annual report on educational attainment and any issues arising.**
- (ii) **To consider any follow-up work.**
- (iii) **To consider any changes required for the format of this update for future years.**

## **6 Educational Attainment in Essex**

The Committee considered report (PAF/09/18) comprising an annual report on educational attainment specifically prepared for the Committee. It was noted that whilst all the data was in the public domain in various other formats and locations, this annual report produced it in one place.

The following introduced the item and participate in subsequent discussion.  
Councillor Ray Gooding, Cabinet Member – Education.  
Clare Kershaw, Director, Education.  
Katerina Glover (Senior Analyst)

### Background

A power point presentation was delivered highlighting key performance measures for educational attainment in the 550 maintained schools and academies in Essex. With recent changes in the way attainment was being assessed nationally, it made direct comparison with previous years more difficult. Members stressed the importance of benchmarking against data from ECC's statistical neighbours.

Two key corporate priorities formed the basis of the report compiled namely (i) working towards an aspiration of every school being judged good or outstanding by OFSTED and (ii) that performance for all Key Stages in Essex sat in the top quartile nationally.

Currently, 94% of Essex schools were graded Good or Outstanding compared to 89% nationally. It was highlighted that back in 2012/13 the comparable figure for Essex was just over 60%. The breakdown by sector for 2016/17 was 93% primary school (380 schools), 97% secondary, 94% of special schools.

During subsequent discussion the following was highlighted and or noted:

- (i) There was no typical profile of a school needing improvement/being inadequate. Schools often had issues that could not be predicted. However, some of the more challenging schools were small and often in rural locations where they specifically had difficulty with recruitment.
- (ii) District breakdown - Brentwood was the highest performing district in terms of achieving an overall good level of development. Whilst there had been significant improvement in overall district profiles there had been a dip in performance in Tendring and a general increased focus on driving up attainment levels in Basildon and Harlow as well as Tendring.

(iii) Part of the decline in performance in Tendring was attributed to lower achieving cohorts coming through the system (particularly Year 6 this year) but also social and family challenges specifically in the Tendring area. It was acknowledged that the County Council have been prioritising achieving OFSTED stipulated outcomes and may not been following up on the actual progress of children as much as needed and will need to do this as well going forward.

(iv) Attainment 8 – Essex was slightly ahead of the national picture. Within that there were variations between districts with Brentwood, Chelmsford and Colchester positive and Braintree and Tendring minus.

(v) Post 16 qualifications – there had been a slight decline in the levels entering general apprenticeships but a slight increase in higher degree and higher apprentice levels.

(vi) Data for Absences and exclusions was more time-lagged. The rates of secondary school permanent exclusions was 0.6% which was significantly below the rest of country. However, the rate in Essex was increasing - reflecting the increasing national trend.

(vii) There was a statutory duty to track and monitor outcomes for Children in Care at all times and the County Council had a specific team to do this. This was an increasingly challenging issue and the County Council was seeing an increasing trend of children entering care in their later school years.

(viii) Recruitment and retention did continue to be a challenge both locally and nationally - especially for maths and science teachers. The County Council had unsuccessfully tried working with recruitment agencies in Ireland and Australia. A Return to Teaching training programme had been more successful.

(ix) A review of alternative educational provision had been commissioned recently to look at effective practice and what was working well. There are approximately 1400 Essex children being home educated and the County Council had a general duty of care for them (especially in relation to safeguarding) yet had no real power of intervention (unless formal referral) or enforcing quality. Councillor Gooding had been lobbying local MPs to pressure Government to grant local education authorities some powers of intervention.

(x) The County Council had prioritised a school improvement service for every school irrespective of whether it was maintained or an academy. In addition, the County Council RAG rated all Essex maintained schools and aligned the degree of

support/resources each school had offered to it so that it was proportionate to that rating. The County Council was also encouraging the development of a school-led improvement system – i.e. schools often can look towards other schools first for assistance - the County Council had now formed 37 clusters of schools and the County Council provided tools for them to assist conducting rigorous peer reviews within their respective clusters. It was important that even schools with good and outstanding status realised that it still required hard work to maintain those ratings.

Councillor Gooding suggested that he would like to see the peer to peer support extended to governing bodies.

(xi) The reasons for exclusion were recorded although they may not specifically record incidences of substance abuse and instead just record the resulting disruptive behaviour and whether it involved physical or verbal abuse.

(xii) Whilst the educational attainment report included data on academies, it did not include the independent sector. It was noted that independent schools often also took non-Essex resident children and that they also did not have to follow the national curriculum. The County Council's only significant remit over independent schools was if safeguarding concerns were raised.

(xiii) Up to 20% of children in Essex were assessed with varying degrees of Special Educational Needs. The County Council was looking at working with a group of schools to develop/identify a minimum service entitlement for specific needs (providing more consistency of effective practice) and develop an outcomes tools framework. This was partly to acknowledge that schools can often struggle to track progress when it is not academic based.

## Conclusion

The Chairman thanked the witnesses for their attendance. The following actions were agreed:

- (i) That a glossary be produced for future reports.
- (ii) That the Committee be specifically updated on the County Council's work to develop a minimum service entitlement identified for specific needs and develop/identify an outcomes tools framework.
- (iii) A mechanism be developed to keep North East Essex County Councillors up to date on Tending educational attainment issues and concerns and actions being taken.
- (iv) Information be provided on exclusion rates for districts.

# An Overview of 2018 Educational Achievement in Essex

## 1. Purpose of the report: Scrutiny of attainment and progress in the 2017/18 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 2018, 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 2017/18 and updated as of March 2019.

**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 of a School Led Improvement System (SLIS) across all schools in Essex, we presently have 37 School Led Partnerships working across the County, consisting of between 3 and 20 schools. There are now only 13 schools not currently working within one of these partnerships or a MAT. The Secondary schools are divided into nine Association of Secondary Heads (ASHE) partnerships across the county and special schools come together under Essex Special School Trust (ESST). However, some secondary and special schools are also involved in some of the 37 partnerships mentioned above. 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 Project Board that oversees the School Led Improvement Strategy meets termly and the education system in Essex is represented on that Board.

Termly Quadrant meetings are also now taking place across the County where the Leads of the School Partnerships and MATs come together with the Leads of the Teaching Schools in their area to strategically plan out the school improvement needs that have been identified through for example Peer Review. They also:

- i. Review the health and capacity of the partnerships within the Quadrant using feedback from partnership meetings, data, evidence and other intelligence from partnership leads and the Local Authority.
- ii. Ensure each partnership has a robust Memorandum of understanding, agreed ways of working and appropriate systems and structures to achieve their aims and objectives
- iii. Confirm strengths and areas of vulnerability of schools (maintained and academies) within the quadrant and look at ways these can be shared and supported
- iv. Ensure that school improvement needs are identified and addressed within partnerships and then broker support where needed from outside the school's own partnership and from Teaching Schools as well as other sources

The Local Authority School Effectiveness Team has allocated days to work with the partnerships and MATs to support their growing maturity. Most partnerships are engaging with Peer Review and through this have identified ways in which to address school improvement needs

Termly meetings are also held for the Leads of School Partnerships to discuss how their partnerships can be further supported by each other as well as the Local Authority. At these meetings there is also professional development for the Leads of Partnerships in terms of looking at distributive leadership models and research into effective partnership working.

Essex Council continues to collaborate with the Education Development Trust whose work in this area is based upon national and international research to ensure that the Essex system is having a positive impact on outcomes for the young people of Essex. There are a number of Essex school Ofsted reports this year that reference the impact of partnership working and collaboration on school outcomes. Essex's work in this area is also highlighted in Christine Gilbert's think piece 'Optimism of the Will'.

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 2017/18, there continued to be good improvement on the percentage of pupils attending 'good' and 'outstanding' schools in Essex. At the end of March 2019, 89% of Essex primary schools were graded 'good' or 'outstanding' which is 2% points above the national average and in the second quartile. Essex secondary schools are 10% above national at 86%, this success places Essex in the top quartile nationally.

85% of Essex special schools are graded at least good. As this is 6% lower than the national average, Essex is placed in the third quartile for this measure.

The combined performance of all Essex schools at 88% of schools judged at least 'good' places Essex in the second quartile and 3% points above national.

Essex has fewer 'outstanding' schools than the national average and when compared to our Statistical Neighbours. This remains a priority for the County.

Essex finalised test and examination results for 2017/18 show the gap is reducing against top quartile authorities, with Essex maintaining or improving at the majority of measures across most Key Stages.

Quartile positions comparing Essex to all other comparator averages 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. Whilst Essex has dropped to second quartile for EYFS outcomes, a further 0.1% increase would have secured top quartile.
- The percentage of Year 1 pupils (aged 6) meeting the expected standard in phonics improved by 2% points in 2018, placing Essex above the national average for the second consecutive year. This was a further increase than previously, and Essex has an improved ranking from 52<sup>nd</sup> to 41<sup>st</sup> in 2018.
- At Key Stage 1, Essex remains above national comparators in reading, writing and maths and in the second quartile overall for the third year running.
- At Key Stage 2, Essex remains in the second quartile for all the standard measures, other than Maths which is in the 3<sup>rd</sup> quartile. The percentage of pupils at the expected standard in reading and writing is higher than national, but for maths it is in line. There has been improvement for the key threshold measure of Reading, Writing and Maths (RWM) combined which places Essex in the second quartile, 1% point above the national average\* and outperforming the Eastern Region and our Statistical Neighbours.
- At Key Stage 4, Essex is now sitting at the top of the third quartile for pupils achieving the expected standard in English and maths, due to a slight reduction in performance from 2017. All measures except Attainment 8 are in the third quartile nationally.
- At Key Stage 5, Essex remains in the second quartile for most measures. The average points per entry for A Level students was the only measure to fall below second quartile.
- For vulnerable groups, particularly the pupils eligible for the Pupil Premium Grant (PPG), the gaps between their achievement and that of all 'other' pupils is widening

in Essex. This includes transition and the progress between key stages and for some children with special educational needs.

*\*In the Key Stage 2 National Performance tables (December 2018), Essex performance for RWM combined is recorded as 66% which is 2% above the All England average.*

#### **4. Overview of results and measures to address school improvement**

##### **4.1 Ofsted performance**

- At the end of March 2019, 89% of primary, 86% of secondary, and 85% of special schools in Essex were judged 'good' or 'outstanding'. Due to a change in the methodology which now includes the grades from the predecessor schools for schools that have not yet been inspected in their current form, there is no comparison trend data.
- Essex remains in the second quartile for primary school performance. To achieve top quartile we need to be at least 93% rated as 'good' or 'outstanding', which equates to additional 19 schools with this rating. This remains a priority for the LA.
- Essex is outperforming the England average for the number of 'good' or 'outstanding' secondary schools, placing Essex in the top quartile for the third year.
- When all schools, including PRUs are included, Essex is positioned in the second quartile, 3% points behind the top quartile measure.

*[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.

During the past year 44 more schools converted to academy status, this includes 36 primary schools. All but four secondary schools are now academies. 50% of all Essex schools are now academies.

There have been marked successes over the past three years, particularly in respect of schools previously graded 'requires improvement' and 'inadequate'. Essex secondary schools consistently perform well in comparison with national performance. Primary performance continues to improve, there has only been one inadequate judgement over the academic year. 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' and 'outstanding' schools at risk of a Section 5 inspection due to a decline in performance data.



The special school sector has had a generally positive year. While the majority of inspected schools have retained their 'good' or 'outstanding' judgement, one school moved from 'good' to 'requires improvement'. In our schools with residential provision, all residential provision is good or outstanding - the inspection for the residential element of the provision is an annual event. This reflects the very positive work that residential provisions do and how they add a positive element to the schools they serve.

We continue to work closely with all our special schools and Multi-Academy Trusts and are confident that young people in these settings receive a positive educational experience and achieve outcomes which give them the best opportunities to prepare for adulthood.

## **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 school 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.

The number of schools which did not meet the required national floor standard during the 2017/18 academic year has increased but the proportion is in line with national. This now stands at 3% for primary schools (10 schools) and 11% for secondary schools (8 schools). The proportion of schools deemed to be a 'coasting' school in 2018 has also increased, there are now 13 primary schools (up from 10) and 3 secondary schools (previously 1). The DfE, working in partnership with the Teaching School Alliances, has allocated 3 days from a National Leader of Education (NLE) for each below floor or coasting school to help identify support to raise standards in 2019.

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 Tendring focus for 2018/19 is to reduce the gap between Tendring and national attainment data at KS2 for 2019 as well as to improve outcomes to a similar level as

other districts in Essex. The main focus of this work is to support schools with evidence-based support through a mix of whole class teaching strategies and interventions. In conjunction with the Strategic School Improvement Fund bid, the Teaching School Alliance continues to work on improving reading comprehension and fluency skills. Schools in Tendring have been offered support with whole class reading and a range of interventions focusing on literacy and maths skills. Alongside this, schools are being supported by the Educational Psychologist team with managing behaviour. In the summer term 2019 this work will span EYFS to Year 7 and will include a focus on transition.

The majority of schools in Harlow, primary and secondary, have joined the Harlow Education Trust. 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. Most of the schools are now working within MATs. Through this schools collaborate on sharing staff expertise and share a collective responsibility for the children in Harlow. The schools in the partnership have engaged 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. This is a strong group of schools who have benefitted from being part of the partnership and the impact of this can be seen in Ofsted judgements.

Basildon primary schools have continued to work successfully together through 2018 to secure support for teaching and learning, leadership, and drive improvement priorities that are common to all in the town. Forming distinct clusters of six to seven schools within Basildon Education Partnership (BEP) has allowed academies and maintained schools to have their own focused improvement plans. Cluster leads then share good practice, issues to be solved and discuss the Basildon wider improvement strategy at a regular BEP meeting. All BEP schools continue to have support from both their own School Improvement Partners and the Local Authority School Effectiveness Partners. The schools inspected this year have retained their Good judgement from Ofsted.

*[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 at the top of the second quartile for Good Level of Development (GLD) 73.8% of children in Essex achieved a Good Level of Development, an increase of 0.3% points since 2017, and remains above the national average. Performance of 73.9% would have kept Essex in the top quartile of authorities (0.1% off).
- The inequalities gap between average GLD performance and the lowest 20% increased although Essex remains in the top quartile for this indicator
- 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 the national average and Statistical Neighbours. A range of strategies have been implemented, including targeting visits to schools with high numbers of what is termed 'near misses' (children who miss out on attaining the GLD by attaining 11 out of 12 of the early learning goals required to secure a Good Level of Development. In Essex for 2017-18, there were 200 near misses for the Early Learning Goal for writing alone. A significant percentage of these were boys). School readiness interventions in both schools and early years settings have been taking place across the year.

A revised model of intervention includes specific delivery for the quadrant based Early Years Advisers, which was implemented to ensure the prioritisation of disadvantaged pupil groups. 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 continued 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% PVI provision and 96% childminders have an Ofsted grading of good or outstanding and combined with a continued focus on effective transition, this has impacted positively on outcomes for children. The Essex Transition Passport was created and promoted to schools and PVI providers. Whilst use in the Summer term 2018 was limited, it is anticipated that more schools and PVI providers will use the Passport in Summer term 2019.

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 academies 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, local and national organisations continues into a third year and has expanded to encompass further schools. Alongside this a further project, in collaboration with the School Led Partnership, in Harwich has been developed focusing on Personal Social & Emotional Development and Literacy. In Basildon there are two focussed projects taking place with three schools and their feeder settings focusing on the prime areas. There are two focused projects underway in West Essex. One in Harlow focusing on the prime Areas of Learning for our maintained Nursery Classes and an evaluative and reflective professional discussion focussed on closing the writing gap for boys, for schools in Uttlesford. In Mid Essex there are two focused projects underway. One in Braintree rural area and one in Danbury both focusing on improving partnership working and transition between schools and PVI providers, with a specific focus on supporting children with SEND.

## 5.2 Year 1 Phonics

- Phonics outcomes in 2018 sees Essex with an improved ranking to 41<sup>st</sup> from 52<sup>nd</sup> nationally.
- 84% of pupils are working at the required level in 2018, which places Essex 2% above the national average for the second consecutive year.
- Girls continue to outperform boys in Essex, the difference is 5% points. Essex boys perform above the national average, girl's performance is equal to the national average.
- 70% of Essex pupils eligible for Free School Meals (FSM) are working at the required level which is the same as the national average.

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

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 eligible schools. The programmes have been 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. Of the fifteen schools which

participated in Year 1 of the programme, the average improvement in Phonics outcomes was 7%, several schools improved by 10-15% on 2017 outcomes. Disadvantaged pupils in the participating schools performed better than or equal to non-disadvantaged in 13 of the schools.

### 5.3 Key Stage 1

- At Key Stage 1, Essex remains above national comparators in reading, writing and maths and in the second quartile overall for the third year running. The proportion of children assessed at Greater Depth for reading and writing, ranks Essex in the top quartile nationally.
- Writing and maths saw a 1% point increase in children achieving the expected standards in both subjects in 2018. Reading, however, saw a 1 % decline in children achieving the expected standards.
- Girls continue to outperform boys in each subject (reading, writing, maths), this is most evident in writing where boys achieve 66% vs girls at 78%, a gender gap of 12% points which is 2% points less than the gap of 14% in 2017.
- Between 2017 and 2018, the gap between disadvantaged and national outcomes have widened or increased in all three subjects.
- In terms of comparisons between disadvantaged pupils in Essex and nationally, Essex pupils performed between 0.5 and 1.5% points below national in all three subjects.
- The gap between SEN Support pupils in Essex and nationally has reduced, showing that the performance of SEN Support pupils is equal to that of the national average except for writing where Essex SEN Support pupils are below the national average by 1% point.
- Essex pupils with SEN Support are performing better or in line with statistical neighbours.

*[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 through SLIS partnerships.

The Strategic School Improvement Fund (see 5.2 above) has three phased programmes for eligible schools to access. Two of the programmes: Teaching Phonics in KS1 and Improving Reading Comprehension and Fluency skills are having a significant impact on Key Stage 1 reading outcomes in participating schools. There is external monitoring from the DfE and the Regional Schools Commissioning team and at the end of the Summer term 2019, a full evaluation of the impact of the programme will be disseminated.

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

- For all pupils, Essex remains above the England, Statistical Neighbour and Eastern Region averages against all expected standard measures, for the third year running, with the exception for maths which was in line with the national score. Performance against all measures is in the 2<sup>nd</sup> quartile.
- There has been improvement for the key threshold measure of Reading, Writing and Maths (RWM) combined, this is now 1% point above the national average\* and outperforming the Eastern Region and our Statistical Neighbours (\*but 2% points above the all schools national average).
- The average progress score made by pupils in Essex is equal to the national progress score in Writing but lower than national for Reading and Mathematics.
- Essex continued to perform considerably better than our Statistical Neighbours for the second year running in all three subjects (at the expected standard).
- The number of schools classed as below the National Floor Standard has increased from ten to thirteen schools in 2018
- 46.5% of Essex schools had top quartile performance nationally in RWM (combined) compared with 51.8% in 2017. For the majority of schools which slipped into the second quartile, attainment in mathematics was lower than in 2017.
- For the key measure of attaining at least the expected standard in RWM combined, Essex is 3% points below the top quartile threshold. This equates to approximately 480 pupils.
- Boy's performance in Essex matched their national peers in maths and exceeded their national peers by 1-2% points across all other measures. Girls in Essex were in line with their national peers, for all subjects except reading which was 3% points lower than that of their national peers.
- Writing continues to have the largest gender gap of 11% points.
- Essex disadvantaged pupils performed above their national peers by 1% point in reading and writing. However, Essex pupils performed below their national peers by 2% points in maths and RWM combined which at 49% puts Essex in the 3<sup>rd</sup> quartile nationally.
- The gap between Essex disadvantaged pupils and national 'others' is 1% wider in 2018, the gap is now 22% points, previously 21%. The national gap is 20%.
- Essex pupils with a statement/EHC Plan outperformed their national peers in each subject individually, whilst performance in RWM combined is level with the national average.
- SEN Support pupils performed 1% point lower in writing, maths and RWM combined. However, Essex SEN Support pupils have improved across all subjects by 2-7% points since last year.

*[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 (January 2019). 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 maintain a good Ofsted judgement.

In addition, the Local Authority has commissioned 'Ofsted ready' reviews of individual schools and commissioned governance reviews to ensure robust governance arrangements are in place to secure at least a good judgement when inspected.

The Strategic School Improvement Fund (see 5.2 above) has three phased programmes for eligible schools to access. The Improving Reading Comprehension and Fluency skills has had a significant impact on Key Stage 2 reading outcomes in participating schools. Of the 20 schools which specifically targeted improving reading in Y6 in 2018, the improvement was 13% on 2017 outcomes for reaching aged related expectations, 8% improvement at the higher standard and +1.4 in progress. At the end of the Summer term 2019, a full evaluation of the impact of the programme will be disseminated.

In addition:

- Statutory moderation, undertaken annually by accredited moderators, took place in 25% of schools for in the summer term 2018. All school's teacher assessment data was quality assured by the School Effectiveness Team.
- During 2018, 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). Of the schools which have been inspected by the end of December 2018, there have been three new 'outstanding' schools.

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 increase in 'good' and 'outstanding' Essex schools seen over the last year across both the primary and secondary sector.

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

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| <ul style="list-style-type: none"><li>• 63.5% of pupils achieved a Standard Pass (9-4) in English and mathematics, putting Essex at the top of the 3rd quartile nationally. This was a slight reduction from 2017 performance of 65%, and was just below the national average (64.4%) and 1.1% points below the Statistical Neighbour average.</li><li>• 41.0% of pupils achieved a Strong Pass (9-5) in English and mathematics, putting Essex in the 3rd quartile nationally. This was a reduction from the 2017</li></ul> |
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performance of 42.8%, and was below the national average (43.5%) and 1.8% points below the Statistical Neighbour average.

- Essex Attainment 8 score was 46.1, which is close to the national average score of 46.6 and the average of our Statistical Neighbours of 46.2, placing Essex in the second quartile.
- Essex Progress 8 score was -0.09 against a national figure of -0.02. This was in the third quartile and 0.04 below the Statistical Neighbour average.
- The proportion of pupils entered for EBACC was 32.9% compared to the national figure of 38.5%.
- 11% of secondary schools are below floor compared to 12% nationally. This has increased since 2017, and places Essex in the 2nd quartile, down from the top quartile in 2017.
- The difference between Essex disadvantaged pupils and national 'other' pupils was 30.2% points for pupils achieving a Standard Pass in English and mathematics, this gap widened from 28.3% in 2017. For a Strong Pass, this difference was 28.6% points, however the achievement levels were generally much lower for both groups. Compared to national disadvantaged pupils, Essex disadvantaged pupils performed 3.1% and 3.2% points lower in both Standard and Strong Pass.
- For Attainment 8, the difference between Essex disadvantaged and national 'other' was 15.1 points and for Progress 8, 0.64 points. In both Attainment 8 and Progress 8, Essex disadvantaged pupils performed lower than their national disadvantaged peers.
- Although the attainment 8 figure for pupils at SEND support is lower than the national, East of England and statistical neighbours at 30.6, the rate of improvement was higher than for any of the comparators, which indicates an improving picture
- Attainment 8 for pupils with an EHCP is higher than national, East of England and statistical neighbours which is a continuing trend for Essex. However, for the first time for three years the overall figure has dropped and is an area for further scrutiny in the future.
- Progress 8 for pupils at SEN Support is -0.44, this is better than our statistical neighbours and the same as the national figure for similar pupils. This puts Essex in the third quartile
- Progress 8 for pupils with an EHCP is -0.94 this is better than all the above comparators and puts Essex in the second quartile nationally.

*[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 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 ambitions. 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 additional support. This includes school-to-school collaborations, and work supported by the Teaching School Alliances (TSAs).



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.

A targeted element of the Strategic School Improvement Fund (SSIF) was to improve boys Reading and English outcomes in eligible schools. The secondary programme and the transition programme covering Year 6 to Year 7 have been delivered through two credible Teaching School Alliances (TSAs). At the end of the Summer term 2019, a full evaluation of the impact of the programme will be disseminated.

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 the Association of Secondary Headteachers in Essex (ASHE) and the secondary SEPs to roll out the triad review programme across all secondary schools.

## **5.6 Key Stage 5 and Post 16**

- At Key Stage 5, Essex is in the second quartile for nearly all measures and in the top quartile for some.
- Essex schools achieved higher attainment than national, regional and Statistical Neighbour averages in nearly all national attainment measures and continued to improve in most measures above the high levels already achieved in 2016 and 2017.
- The percentage of students achieving 3 A\*-A grades or better at A level, and the percentage of students achieving grades AAB or better at A level reached top quartile performance (for State funded schools only.)

*[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 restricted funding. The network is funded by subscribing schools and is actively facilitated by Anglia Ruskin University.

The move towards linear A levels and funding constraints has caused differences in entry patterns e.g. significantly reduced numbers of students assessed at AS level, together with a reduction of the number of subjects taken by individual Post-16 students. In 2018, a wider range of reformed linear A levels and the first assessments in the new reformed Applied General and Technical qualifications have been included.

The reformed Applied General and Technical qualifications have not been followed by all schools and colleges. This has caused significant differences in entry patterns as well as a local and national reduction in the attainment level in the new qualifications as they now include more rigorous external assessment and a realignment of grades awarded so they are more comparable to A levels. This has resulted in the national

drops in APS per entry for all level 3 qualifications as well as Applied General and Technical qualifications.

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 (with a concentrated focus on districts in North and South Essex), raising awareness and creating opportunities for young people to progress into an apprenticeship;
- Development of the **Enterprise Advisor Network**, delivered in joint partnership with the South East Local Enterprise Partnership and the Careers 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.

ECC continue to support colleges to access capital funding opportunities from the Local Enterprise Partnership, and more recently at an area level via S106 contributions, which will see the development of state-of-the-art training facilities in the county. This collaborative approach has led to the construction of the Stansted Airport College, officially opened in November 2018, the second phase of the STEM Innovation Campus at Colchester Institute's Braintree Campus, and the construction of a bespoke high needs learning space at Chelmsford College. All three facilities are due to be officially opened early in 2020.

## 6. Pupil groups

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| <ul style="list-style-type: none"><li>• 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.</li><li>• There remains considerable differences between the outcomes achieved by disadvantaged pupils and national 'other' pupils across all key stages. At each key stage, gaps are widening in Essex not diminishing.</li><li>• At Key Stage 1, pupils with a Special Educational Need (SEN) who have a Statement/EHC Plan were between 4% 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.</li><li>• 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 also 1% point lower in Writing and Maths</li></ul> |
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compared to national average. However, their performance improved when compared to last year. Progress between KS1 and KS2 was below national.

- For children with SEN 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.
- For Children and Young People with English as an Additional Language (EAL) the picture is very positive. Essex EAL pupils outperform their national peers in all subjects at all Key Stages.
- For children from different ethnic groups the picture is clear. Most pupils from Ethnic minorities out perform their peers.
- For Children in Care (CiC), Essex performance at KS2 is lower than England averages (other than in Reading). For all KS4 measures, Essex CiC out performed their national peers. Whilst both absence and fixed term exclusions rates increased on 2016-17, Essex performance remains better than all England averages. There were no permanent exclusions during 2017-18.

*[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.

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 where there is an identified need to improve their practice. 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 SEN 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.

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, the team have been working to extend the pool of SEND practitioners they work with and have identified and are working with a group of SENCOs known as the Partnership SENCOs to develop their skills and capacity to work with other schools to improve practice. To date, one hundred SEND leaders have been trained in SEND Peer Reviewing and are currently actively working to practice their skills. Essex has developed a framework for SEND Peer review which has key questions for all school leaders about the extent of their effective practice and outcome for children and young people with SEND in their schools.

Essex School Leaders have been engaged in working in partnership with the Local Authority to develop a shared understanding of inclusion and what it means in practice. This has led to the Essex Inclusion Statement which has been written by headteachers. The publication of this statement has led to a significant rise in engagement with headteachers around inclusion, what it means and what schools should be doing to meet this agenda.

As a result of this improved connection with headteachers, the need for a training programme aimed at meeting the needs of children and young people with social, emotional and mental health needs has been identified. This has resulted in a school /LA collaboration around the development of trauma perceptive practice training for schools. This is now at the pilot stage and will be rolled out to all schools in the new academic year as part of the Essex education strategy for wellbeing in schools.

We continue working with Essex Special Schools Education Trust (ESSET) to develop an outreach programme, which means that all schools can benefit from the expertise these provisions can offer.

The High Needs Block (HNB) element of the Direct Schools Grant came under increased pressure in 2018/19 due to a number of factors:

- The creation of additional places in Essex special schools and enhanced provisions to meet the needs of a growing pupil population;
- Ongoing need for post-16 SEND provision including a growing post-19 cohort;
- An increase in the number of places that ECC has to commission from independent special schools due to the pressure on Essex special schools' capacity;
- A continued rise in permanent exclusion.

The DfE has responded with an increase in funding for SEND in Essex over two years (2018/19 and 2019/20) and ECC successfully applied for a transfer of 0.5% from the Schools Block to the HNB for 2019/20. However, forecasts show that overspend will continue to grow in an unsustainable way and a recovery plan is required. A High Needs Working Group with representation from mainstream, special and alternative provision schools has been formed and will work on the strategy to deliver the High Needs Block within budget and without the need for further transfers from the Schools Block.

The SEND capital programme is a vital element of ECC's strategy to increase the availability of more cost effective specialist provision and is on track to create over 300 new special school places in the next two years. In addition, investment in enhanced provision has continued with the expansion of the SEMH programme in Essex primary schools. Further work is being done on future forecasting of need to align opportunities for investment in new capacity.

The Essex Virtual School monitors the educational attainment and attendance of CiC, 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 CiC, 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, 375 schools have attended the training events, and 40 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 2018 – Feb 2019) show an average of 3.7% NEET/Unknown compared to 3.8% in the previous year. This is also below the national average of 5.5%.

*[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 4.0% to 4.1%, but this still remains lower than all comparator averages.
- Secondary absence rates show a slight increase of 0.2% points. At 5.3%, Essex secondary absence rate remains lower than all comparator averages.
- There has been an increase in the proportion of permanent and fixed-term exclusions from Essex schools. This is a pattern reflected nationally and is an area of concern. This is currently being addressed by central government and we are expecting further guidance in the near future.

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

During 2018 the Alternative Education Commissioning Service and the Missing Education and Child Employment Service (MECES) went through organisation redesign. The MECES teams had 4 separate functions:

- Whole school strategy, advice and guidance
- Children missing education and home education (CME / EHE)
- Prosecution for non-attendance
- Licensing for work permits and entertainment / sporting activities

As part of the organisation redesign, the MECES functions were separated out as follows:

The Alternative Education Commissioning Service became Education Access and were joined by the CME / EHE team and the complementary education service from the youth service.

The Education Access Team continue to hold the statutory duty to provide education for pupils permanently excluded from school or who are unable to attend school for medical or other reasons. The increasing number of permanent exclusions from school continues to be a concern and the team are currently involved in a peer review focussing on exclusions which will support the second stage of the review of exclusions and alternative provision commissioned by the Director of Education.

Following the staffing restructure there is now a dedicated team sitting within Education Access who are focussed entirely in ensuring an appropriate education is in place for children who are being home educated or who are deemed to be missing from education. Since the establishment of the dedicated team more than 400 home visits have been made in one term. Previously around 400 families would be visited each year by the old MECES team. The restructure already seems to be having a positive impact in ensuring children are receiving an appropriate education.

The prosecution and licensing work now sits within quadrant teams.

## **9. Conclusions and Priorities for 2018/19**

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 March 2019 was 3% points above the England average. A further 19 schools are required to be judged good for Essex to be in the top quartile in 2019.
- 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 2018/19 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 National Education Trust (NET) and the Education Endowment Foundation (EEF) and the Essex Toolkit to develop more impactful and sustained improvements across all schools and partnerships. The School Effectiveness Team has developed a Pupil Premium Review process which schools can commission, this can support the school's evaluation of the impact of the school's Pupil Premium Strategy.

A conference to disseminate the best practise is planned for schools where there are significant number of disadvantaged pupils in each cohort, particularly where the gap between disadvantaged and other pupils is greater than national and differences in achievement overtime are not diminishing.

- 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 will remain a key priority:
- To further strengthen and develop the role and impact of the Project board through greater visibility and communications.
  - Support the development and impact of the quadrant meetings which have been established will continue to be a priority over the forthcoming year; part of which will include growing leadership capacity and succession planning within partnerships.
  - Develop the engagement of all partnerships with this strategy and to align this work with other relevant strategies of the council in order to build capacity.

Peer review is being undertaken in the majority of partnerships and work continues to strengthen the impact of this on partnerships, leadership, teachers and students. A peer review model for Governors is being piloted in North-East Essex with a view to this being rolled out across other partnerships. A new web-based version of the Partnership Evaluation and Development Tool is being trialled with a view to rolling this out across the county.

- 4) The Recruitment and Retention working party of the Local Authority and Essex Professional Associations continues to look at ways in which schools can be supported with this national issue. Schools will be surveyed to understand their current position and needs and the support that would be helpful to them. Work will be commissioned to look at the various national initiatives and how these can be utilised to best effect in Essex, including exploring the implications of the new Ofsted framework for inspection in place from September 2019.
- 5) Continuing to work very closely with the DfE and Regional Schools Commissioner in line with the DfE Schools Causing Concern Guidance of November 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).



- 7) Working collaboratively with stakeholders, continue to strengthen the learning experience of all pupils.

# Annex 1

# Education Scrutiny Report 2019

Attainment and progress in the  
2017/18 academic year

April 2019

Version 1.0

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# 1. Aim of report and sources

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

## 1.1. Glossary of terms

This report makes reference to a number of frequently used educational terms:

Term	Description
School Census	Each term every school has to report on the pupils on roll at the school on a specified date. The return includes a range of characteristics information about each pupil along with attendance details.
Ofsted	A non-ministerial department of the UK government, reporting to Parliament. Ofsted is responsible for inspecting a range of educational institutions, including state schools and some independent schools. On average schools are inspected every three years but will be more frequently if there are concerns.
Key Stages	Pupils are assessed regularly throughout their time in school. This is by way of Teacher Assessments at ages 5, 6 and 7 and externally marked tests/exams at ages 11, 16 and 18.
Attainment	Each key stage has performance measures attached to it. Typically these measures report on the percentage of pupils achieving a specified standard.
Progress	This gauges how much improvement pupils have made between one key stage and the next. For example, KS1-2 progress scores indicate how much progress a pupil has made between ages 7 and 11 compared to other similar pupils nationally.
Comparator averages	Essex compares its performance against the average performance of other local authorities in the Eastern region, those that are defined as our Statistical Neighbours and the average of all local authorities across England.
Attendance	The School Census reports on the number of sessions (each day consisting of a morning and afternoon session) that each pupil attended where they should have been present in school.
Exclusions	A school may deem it necessary to exclude a pupil from school for a variety of reasons. This can either be for a fixed term ie, one or two days, or permanently.
Further Education	Statutory school age is 5-16. Some pupils opt to extend their education by taking A levels, college courses or from age 18, university degrees.
NEET	Pupils who are not in education, employment or training between the ages of 16-18.

Children in Care	A child is looked after by a local authority if a court has granted a care order to place a child in care, or a council's children's services department has cared for the child for more than 24 hours.
Disadvantaged	Any pupil who has been eligible for Free School Meals at any point during the previous six years, is looked after by the local authority or has been adopted from care.
BME	Pupils whose ethnicity is from a Black or minority ethnic group
EAL	Pupils who speak English as an additional language.
SEN	Pupils who have special educational needs.

(fuller explanations of key stages can be found at the beginning of each section)

## 1.2. Data Sources

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

Report section	Source
Pupil Context	January 2018 School Census
Ofsted	<u>Ofsted Monthly Management Information</u>
EYFSP	Collected from schools each May – July Published in Statistical First Release (SFR) by Department for Education (DfE), 29 November 2018 Processed in NEXUS
Year1 Phonics	Collected from schools each May – July Published in Statistical First Release (SFR) by Department for Education (DfE), 13 December 2018 Processed in NEXUS
Key Stage 1	
Key Stage 2	Published in Statistical First Release (SFR) by Department for Education (DfE), 13 December 2018 Key Stage 2 Performance Tables (Revised) 29 <sup>th</sup> January 2019
Key Stage 4	Published in Statistical First Release (SFR) by Department for Education (DfE), 24 January 2019 LAIT (Local Authority Interactive Tool) January 2019.
Key Stage 5	Published in Statistical First Release (SFR) by Department for Education (DfE), A level and other 16-18 results (revised): 2017/18 24 January 2019
Further education and skills participation	FE and skills learner participation by provider, local authority, funding stream, learner and learning characteristics: 2017 to 2018, Department for Education (DfE), December 2018
Achievement rates	National achievement rates tables, Department for Education (DfE) and Education and Skills Funding Agency (ESFA), March 2019
Learner and Employer satisfaction	FE Choices, Education and Skills Funding Agency and Department for Education, October 2018
Level 2 and 3 by age 19	Local Authority Interactive Tool (LAIT), Department for Education (DfE), April 2019

NEET	National Client Caseload Information System (NCCIS) on 25 <sup>th</sup> March 2019
Attendance and Exclusions	Published in Statistical First Release (SFR) by Department for Education (DfE) Absence: Pupil Absence in Schools, published 29 March 2019 Exclusions: Permanent and fixed-period exclusions in England: 2016 to 2017, published 6 <sup>th</sup> August 2018
Children in Care	Published in Statistical First Release (SFR) by Department for Education (DfE) Outcomes for children looked after by LAs: 31 March 2018, 11 April 2019

### 1.3. 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

## 1.4. A note on previous trends

* Key stage	* Change
Key Stage 1	Assessments at the end of Key Stage 1 are made by teachers. From 2016, KS1 National Curriculum outcomes were no longer reported using levels. <u>Scaled scores</u> in Reading and in Mathematics 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 Mathematics compared with their end of Early Years outcomes in the Early Learning Goals.
Key Stage 2	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 Mathematics, 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 Mathematics.
Key Stage 4	<p>2016 saw a shift away from headline measures previously reported (5+ A*-C including English and Mathematics). 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 Mathematics.</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>In 2018 examinations were 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</p>



	<p>also reporting on the proportion of students achieving grades between 9 to 4 in English and Mathematics, called a 'Standard Pass'.</p> <p>The point scores given to each grade, which are used to calculate Attainment 8, were different from 2017 compared to that of previous years. 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 for 2018 are not directly comparable with previous years.</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 in 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 not possible. The comparisons provided in this report are for two years only, i.e. 2016/17 and 2017/18.</p> <p>2017 included the first assessments of new linear A levels in 13 reformed subjects.</p> <p>2018 included a wider range of reformed linear A levels and the first assessments in the new reformed Applied General and Technical qualifications.</p> <p>2019 will include only reformed linear A levels in the performance tables.</p> <p>The move towards linear A levels and funding constraints have caused differences in entry patterns e.g. significantly reduced numbers of students assessed at AS level, together with a reduction of the number of subjects taken by individual Post-16 students.</p> <p>The reformed Applied General and Technical qualifications have not been followed by all schools and colleges. This has caused significant differences in entry patterns as well as a local and national reduction in the attainment level in the new qualifications as they now include more rigorous external assessment and a realignment of grades awarded so they are more comparable to A levels. This has resulted in the national drops in APS per entry for all level 3 qualifications as well as Applied General and Technical qualifications.</p>
NEETs	<p>The reporting period (3 month average) for national comparisons changed in 2017 from; <i>November, December and January</i>, to <i>December, January and February</i>. Figures from previous years have been recalculated to take account of the altered methodology.</p>

## 2. Executive summary

### Background

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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

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#### Trends in quality

- ✓ Essex continues to be above the England average for the number of 'good' and 'outstanding' primary schools. Essex is in the 2<sup>nd</sup> quartile.
- ✓ Essex continues to outperform the England average for the number of 'good' and 'outstanding' secondary schools and remains in the top quartile.
- ✗ The percentage of special schools graded as good or outstanding is below the national average and other comparator groups.
- ✗ Essex has some 'outstanding' Post 16 provision but learner and employer satisfaction is below national averages.

#### Early years

- ✓ Essex has shown year on year improvement in the Early Years Foundation Stage Profile, performing above the national average and eastern region and in line with statistical neighbours in 2018.
- ✓ With over half of schools in the top quartile, Essex just misses the top quartile for children achieving a Good Level of Development (GLD) in the Early Years Foundation Stage.
- ± The inequalities gap between average GLD performance and the lowest 20% increases slightly; however, Essex remains in the top quartile for this measure.

#### Phonics

- ✓ Essex continues to make year on year progress in year 1 Phonics, remaining above the England average and in line with statistical neighbours.

#### KS1

- ✓ Essex remains above England and in line with statistical neighbours in reading, writing and mathematics, achieving at least age related standards.
- ± Reading saw a drop by 1% point since 2017, with writing and mathematics both improving since 2017.
- ± Essex remains in the 2<sup>nd</sup> quartile in all three subjects

**KS2**

- ✓ Combined attainment in reading, writing and mathematics at end of the Key Stage continues to outperform eastern region, statistical neighbours and the national average. Essex is in the 2<sup>nd</sup> quartile.
- ✗ Progress between KS1 and KS2 is below national average for reading and mathematics and in line with the national average for writing. All progress scores are in the 3<sup>rd</sup> quartile nationally.

**KS4**

- ✗ Performance in all measures was below the national average, and all measures fell into the 3<sup>rd</sup> quartile nationally in 2018.
- ✗ 2018 saw an increase in the number of schools below floor standards and deemed 'coasting'.
- ✓ All ethnic minority groups performed above their national peers and their White British peers in all measures, similarly, all EAL pupils performed higher than their EAL peers nationally.

**Post 16**

- ✓ Essex schools are above national average and in the 2<sup>nd</sup> quartile for the majority of Post-16 measures.
- ✓ Essex state-funded schools perform better than non-state-funded schools and colleges.
- ✓ Essex is in top quartile for 3+ A\*-A grades, and % students achieving AAB or better at A level.
- ± 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.
- ✗ Learner satisfaction rates, and employer satisfaction rates below the national median

**Young people not in Education, Employment or Training**

- ✓ NEET and unknowns targets achieved for 2018/19.
- ✓ High participation rates over the last 4 years.

**Across Key stages and pupil groups**

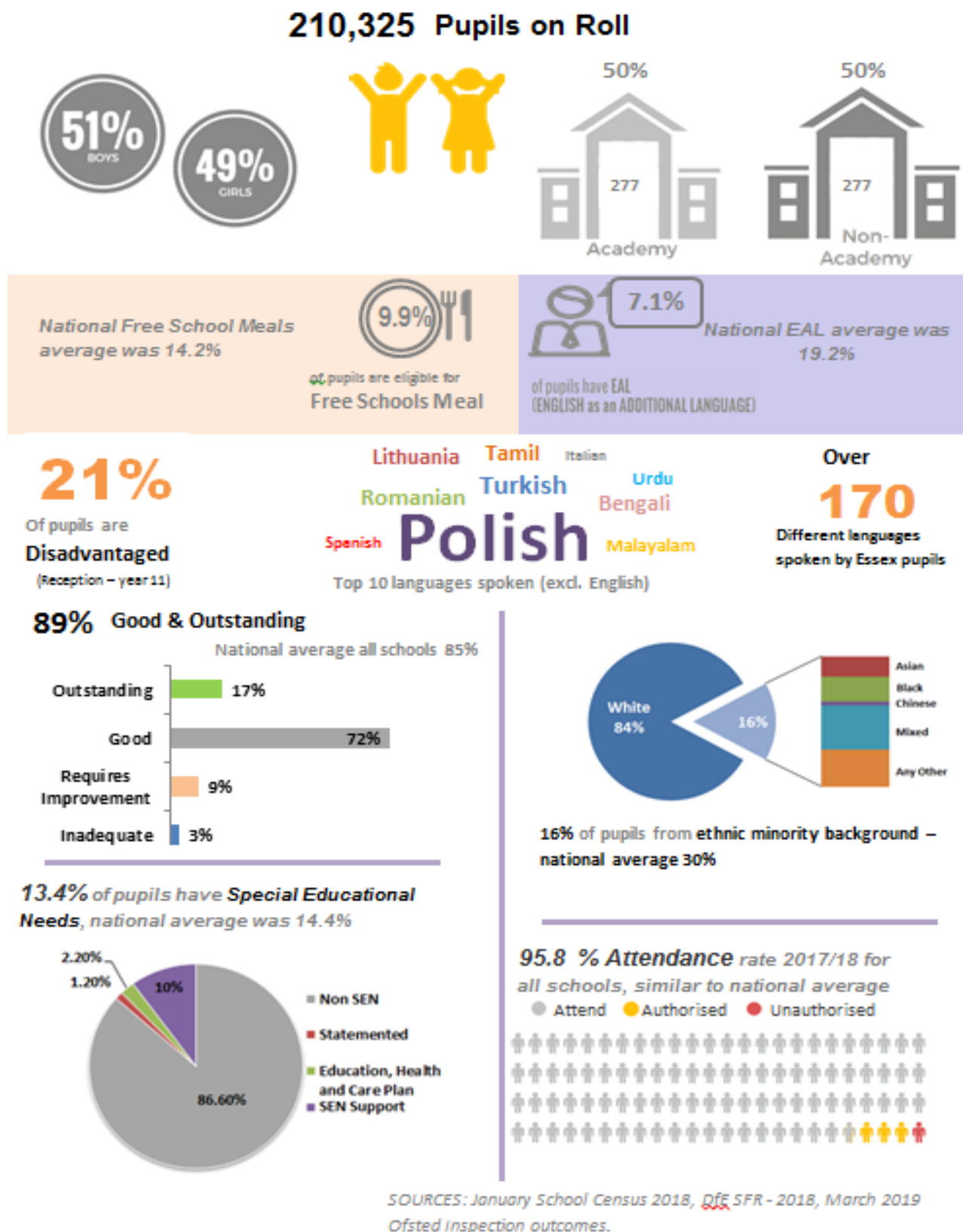
- ✗ Pupils receiving SEN Support are generally performing below peers at most Key Stages. Pupils with an Education Health Care Plan (EHCP) generally perform above their national peers in most subjects.
- ✗ There are considerable differences between disadvantaged pupils and national 'other' pupils across all key stages. Disadvantaged pupils are behind their national peers in most subjects.
- ✓ 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.

- ± A high % of the Essex Children in Care cohort achieved at EYFS. At KS1 writing results were low. At KS2 performance was above 2017 in most subjects except mathematics. A higher % of the 2018 CIC cohort achieved in the key measures at KS4, compared with 2017. However, absence and persistent absence rates have increased for children in care.
- ± There was an increase in absence rates at Essex schools, across comparator groups and nationally.
- ± Secondary school permanent exclusions had been reducing over time, but have increased in the last 3 years (following the national trend), although remain below the national average.
- ± Primary and secondary fixed term exclusions are increasing but remain below the national average.

**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 31<sup>st</sup> December 2018. As of July 2018 there was a change in the methodology which now includes the grades from the predecessor schools for schools that have not yet been inspected in their current form. This provides a more comprehensive view of the sector, but has resulted in a slight reduction in Essex schools overall grading and nationally.

## Headlines

### 2019 Essex Ofsted Comparisons

Ofsted grade by type of school		2019 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.	89	85	87	87	4	5	70	0		83		88		92	100
	Outstanding	15	15	15	18	4	6	96	0		13		18		23	100
	Good	73	70	72	69	4	5	31	0		63		68		73	89
Secondary	Good or Out.	86	81	75	76	3	2	36	0		65		75		84	100
	Outstanding	19	20	20	22	6	7	80	0		11		20		30	83
	Good	66	61	55	54	3	4	24	0		41		50		61	100
Special	Good or Out.	85	88	96	91	7	11	113	0		84		100		100	100
	Outstanding	30	37	27	38	7	3	92	0		21		38		52	100
	Good	55	51	69	53	6	9	63	0		33		50		67	100
All Schools (inc. PRU)	Good or Out.	88	85	86	85	1	4	52	0		81		86		90	100
	Outstanding	17	18	17	20	5	7	102	0		15		20		26	100
	Good	72	67	69	65	2	3	22	0		59		64		68	81

Source : Ofsted Monthly Management Information as at 31 03 19. 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)



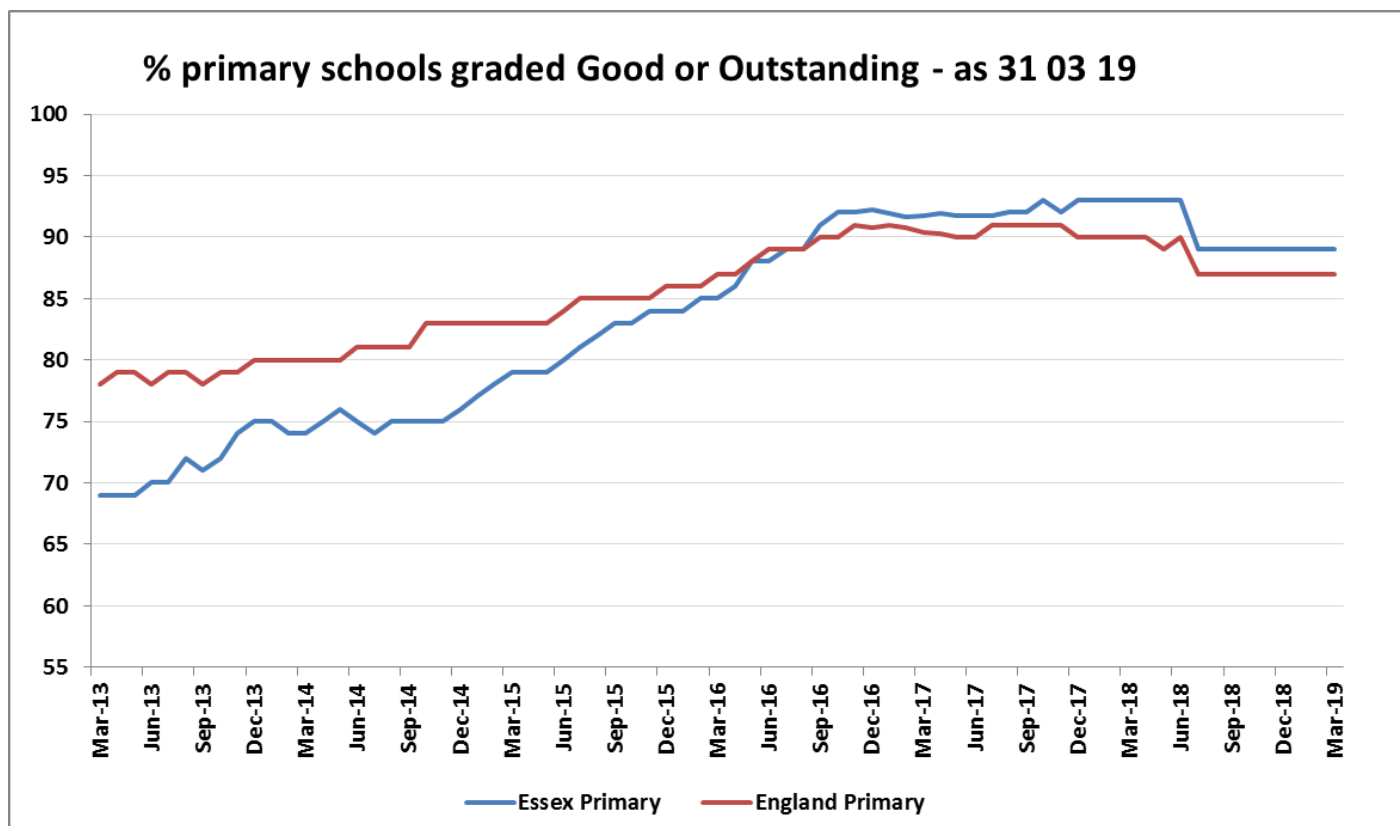
**Essex primary average 2% points higher than England**

89% of Essex primary schools graded 'good' or 'outstanding' at the end of March 2019, 2% points above national average. Essex remains in the second quartile nationally, and has been above the national average since September 2016.

**More to do to increase % of outstanding schools**

As of March 2019, we have 394 of 444 inspected schools as 'good' or 'outstanding' (89%). To achieve top quartile we need to reach 93%, currently making us 19 schools short.

Essex has fewer 'outstanding' schools than the national average but the same as our Statistical Neighbours.



**Top quartile performance for secondary schools graded 'good' or 'outstanding'**

This is higher than all comparators with 86% of Essex secondary schools achieving at least a 'good' grade. This is 10% points above the national average and Essex continues remain in the Top quartile.



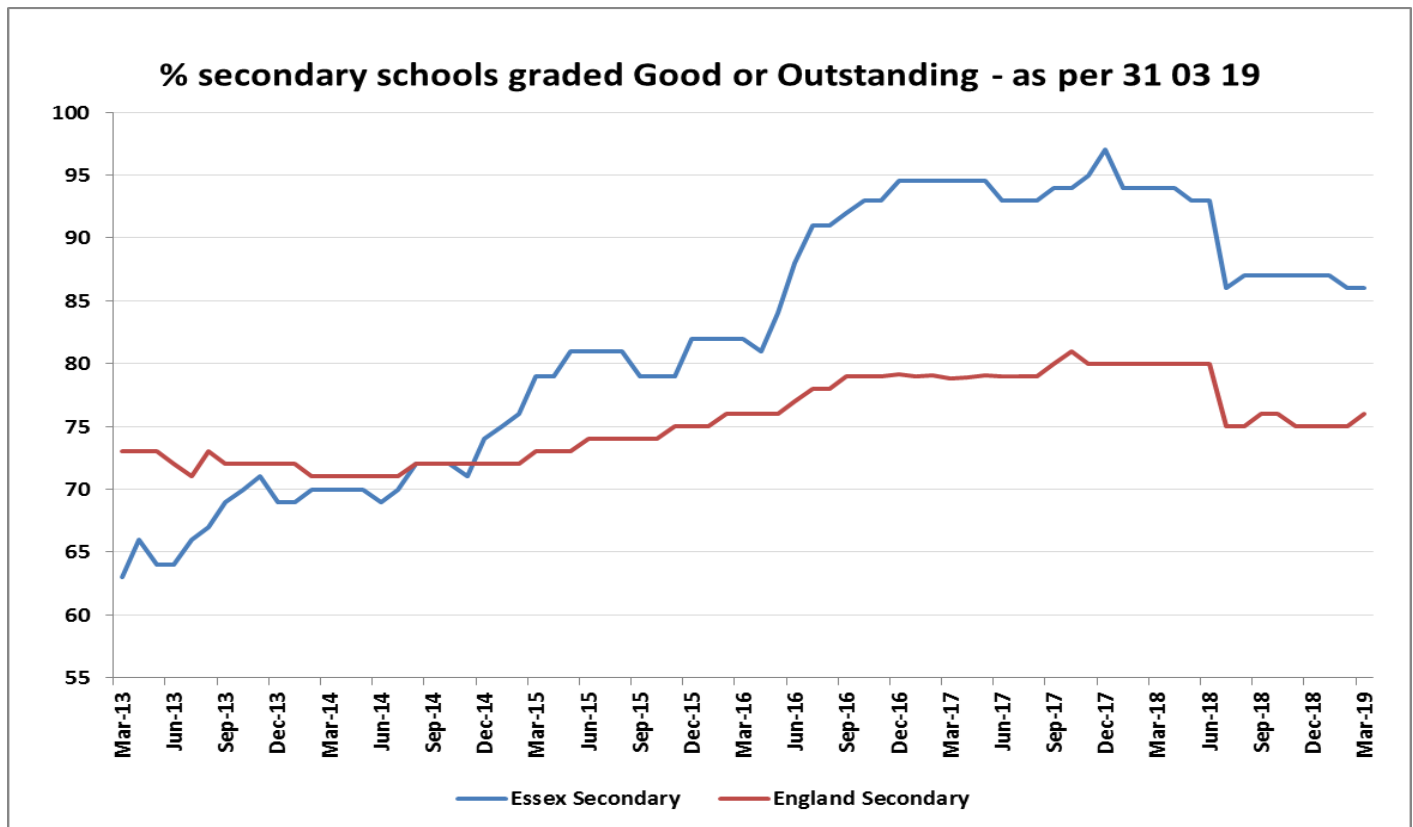
**Essex higher than England since December 2014**

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 10% points higher than England, this is a slight dip from last year (but in keeping with changes nationally following the change on Ofsted reporting methodology)



**Percentage of special schools graded good or outstanding now lower than national average**

85% of Essex special schools graded 'good' or 'outstanding' at the end of March 2019; this is 6% points lower than national average. We are 11% points lower than our Statistical Neighbours and rank 11th when compared with Statistical Neighbours.





## 4.2. Summary of attainment across each Key Stage in 2018: How does Essex compare?

Key Stage	Measure		Performance				Quartile	Gap to top quartile (% points or points)	
			Essex	ER	SN	England		Actual	Pupils
EYFS	% GLD		73.8	72.1	73.8	71.5	2nd	0.1	17
Yr 1 Phonics	% required level		84	82	84	82	2nd	2	342
Key Stage 1	% at least expected standard	Reading	77	75	77	75	2nd	2	341
		Writing	71	70	71	70	2nd	3	511
		Maths	77	76	77	76	2nd	2	341
	% higher standard	Reading	28	27	28	26	2nd	1	170
		Writing	18	16	17	16	2nd	1	170
		Maths	23	22	23	22	2nd	3	511
Key Stage 2	% at least expected standard	Reading	77	75	76	76	2nd	2	322
		Writing	80	77	79	78	2nd	4	645
		Maths	76	74	74	76	3rd	4	645
		RWM	66	63	64	65	2nd	3	483
	% higher standard	Reading	28	28	29	28	3rd	3	483
		Writing	22	20	20	20	2nd	2	322
		Maths	23	22	22	24	3rd	5	806
		RWM	11	10	9	10	2nd	2	322
	KS1-2 Progress Score	Reading	-0.2	-0.5	-0.4	0	3rd	0.8	
		Writing	0	-0.5	-0.4	0	3rd	0.7	
		Maths	-0.3	-0.6	-0.8	0	3rd	1.2	
Key Stage 4	Standard Passes (9-4) in English and Maths		63.5	65.3	64.6	64.4	3rd	5	703
	Strong Passes (9-5) in English and Maths		41	43.9	42.8	43.5	3rd	7	984
	Attainment 8		46.1	47	46.2	46.6	3rd	3	
	Progress 8		-0.09	0.03	-0.05	-0.02	3rd	0.2	
	English Baccalaureate	% Achieving (9-4 EM)	21.7	23.9	21.9	24.2	3rd	6	843
		% Achieving (9-5 EM)	14.7	16.7	15.2	16.8	3rd	5	703
		% Entered	32.9	36.7	35.1	38.5	3rd	12	1,686
Key Stage 5 (A Level Students, State Funded Schools Only)	Average Points Per Entry		33	32.6	31.5	32.4	2nd	0.29	
	% Achieving 3 A* to A grades or better		12.9	12.1	10.4	11.8	Top		
	% Achieving AAB grades or better		21.4	20.5	17.8	19.7	Top		
	% Achieving 3 AAB grades or better with two or more in facilitating		16.5	15.5	13.7	15.4	2nd	0.31	16

GLD = Good Level of Development, RWM = Reading, Writing &amp; 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.

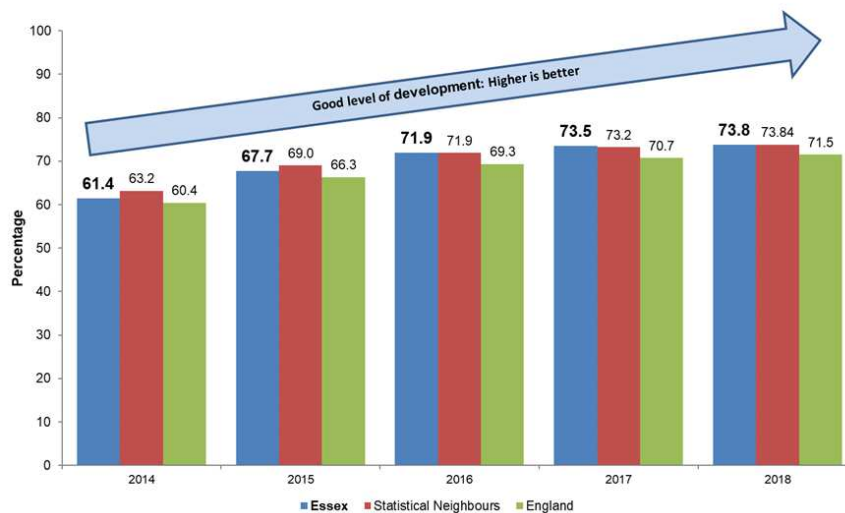
## Headlines



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

73.8% of children in Essex achieved a Good Level of Development, an increase of 0.3% points since 2017, and remains above the national average. Essex's rank position decreased and moved down to 38<sup>th</sup> out from 33<sup>rd</sup> of 151 local authorities in 2018. However, performance of 73.9% would have kept Essex in the top quartile of authorities (0.1% off).

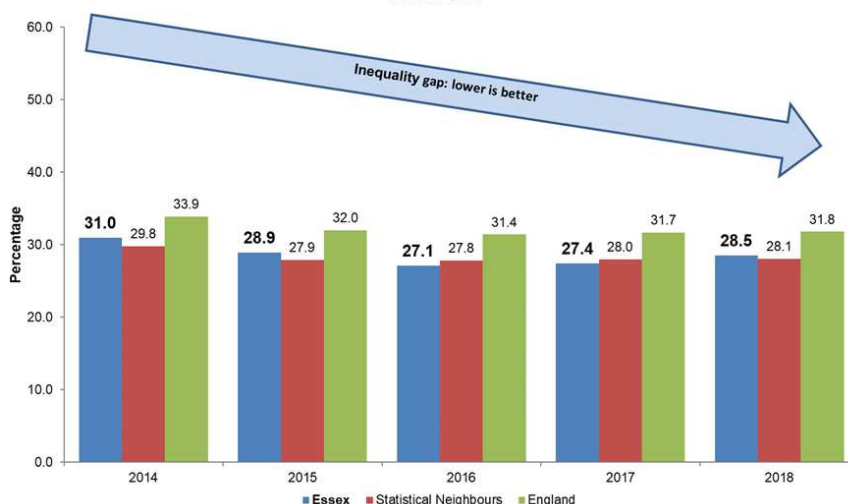
EYFSP - % achieving a good level of development 2014-2018



**Despite a rise in the inequalities gap, Essex remains in the top quartile**

The inequalities gap (the percentage difference between the mean average of the lowest 20% and the median for all children) was 28.5%, an increase from 27.4% in 2017 – widening the gap by 1.1% points between 2017 and 2018. Nationally, Essex's rank has declined from 28<sup>th</sup> in 2017 down to 34<sup>th</sup> out of 151 local authorities; however Essex remains in the top quartile of authorities in this measure.

EYFSP - the inequality gap 2014-2018





**Essex pupils performed higher than England, in meeting the expected standard across all learning goals**

Essex pupils performed higher than England, in meeting the expected standard across all learning goals.

The only learning goals that improved since 2017 were technology and exploring and using media and materials (by 0.2% to 0.3% points). All other learning areas were lower than last year.



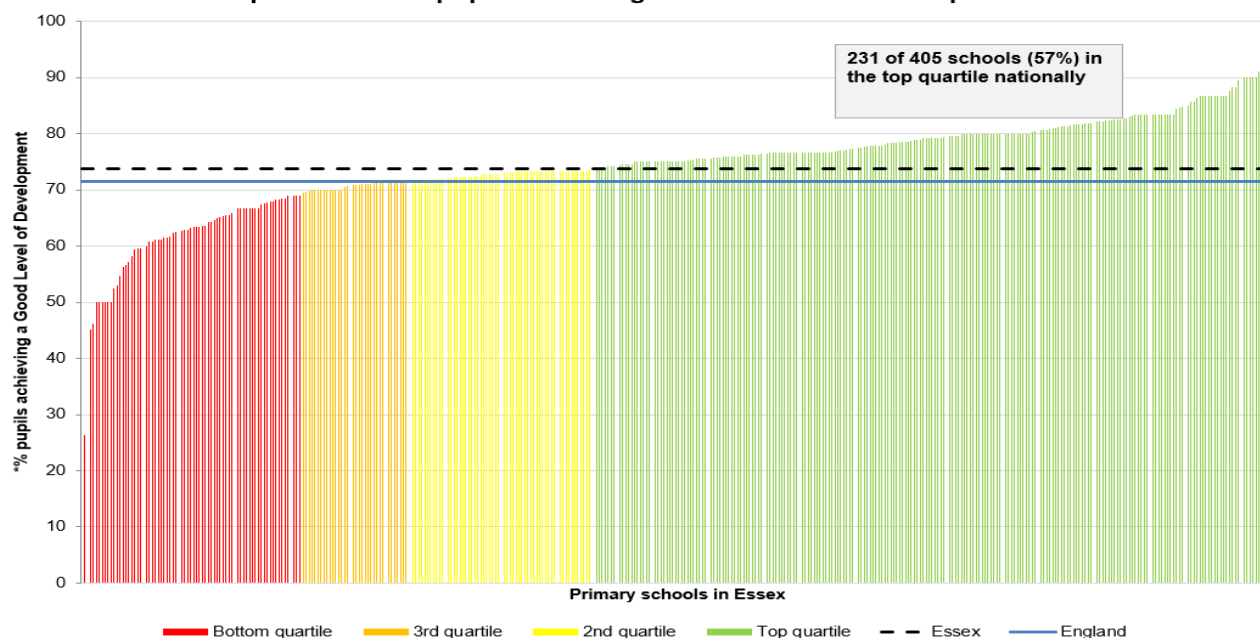
**Essex has over half its schools in the top quartile nationally, and sits at the top of the 2<sup>nd</sup> quartile overall**

231 of 405 schools had a performance level which put them into the top quartile of national performance (62 in 2<sup>nd</sup> quartile, 36 in 3<sup>rd</sup> and 84 in bottom quartile). Overall, Essex sits at the top of the 2<sup>nd</sup> quartile, missing out on the top quartile by 0.1%.





2014 - 2018 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	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
	2018	73.8	72.1	73.8	71.5	3	6	38	63.9		69.5		71.4		73.8		91.7
Lowest 20% Gap	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
	2018	28.5	30.7	28.1	31.8	9	6	34	7.6		45		35.5		29.1		21.2
● Blue dot denotes the Essex position within the national quartile range (ER = Eastern Region, SN = Statistical Neighbours)																	

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 2018**



## 5.1 Performance across pupil groups – EYFSP

	<b>Gender gap widens, however, both girls and boys in Essex are performing above the national averages</b>	<p>81% of girls attained GLD compared to 67% of boys, a difference of 14% points. This has widened by 1% point since 2017 due to an increase in girls' performance. Nationally, the gap is 13% points difference. However, both girls and boys in Essex are performing above the national averages for girls and boys.</p>
	<b>Attainment of pupils eligible for Free School Meals decreased</b>	<p>56% of children eligible for free school meals attained GLD – which is above the statistical neighbour average but below the national average and a decline by 2% points since 2017. The gap between FSM and Non-FSM pupils remained at 17% points nationally and increased from 18 to 20% points in Essex.</p>
	<b>All children with Special Educational Needs performing above all comparator groups</b>	<p>8% of children with an EHC Plan attained GLD compared to (9% in 2017). However, Essex is consistently above all comparator groups. 32% of SEN Support pupils now achieve a GLD compared to 28% in 2017. This means 350 pupils achieved compared to 295 pupils last year (2017). For the third time Essex SEN Support pupils outperform national peers – by 4% points. 78% of pupils with no SEN attained GLD.</p>
	<b>There was an 8% point variation between districts (a reduction of 1 % points)</b>	<p>Rochford and Uttlesford had the highest proportion of children attaining a GLD (78%), compared to lowest proportions in Harlow and Tendring (71% and 70%).</p> <p>6 districts increased their GLD percentage in 2018. The gap between the highest performing (Rochford 78.3%) and the lowest performing (Tendring 70.2%) has closed by 1% point since 2017.</p>

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10 out of the 12 districts attained GLD above national in 2018 (1 more district compared to the 9 in 2017). Basildon surpassed the national average by 1.8% points, whilst Harlow and Tendring remained under national average by 0.3% and 1.3% points.

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## 6. Phonics checks (Year 1)

### Background

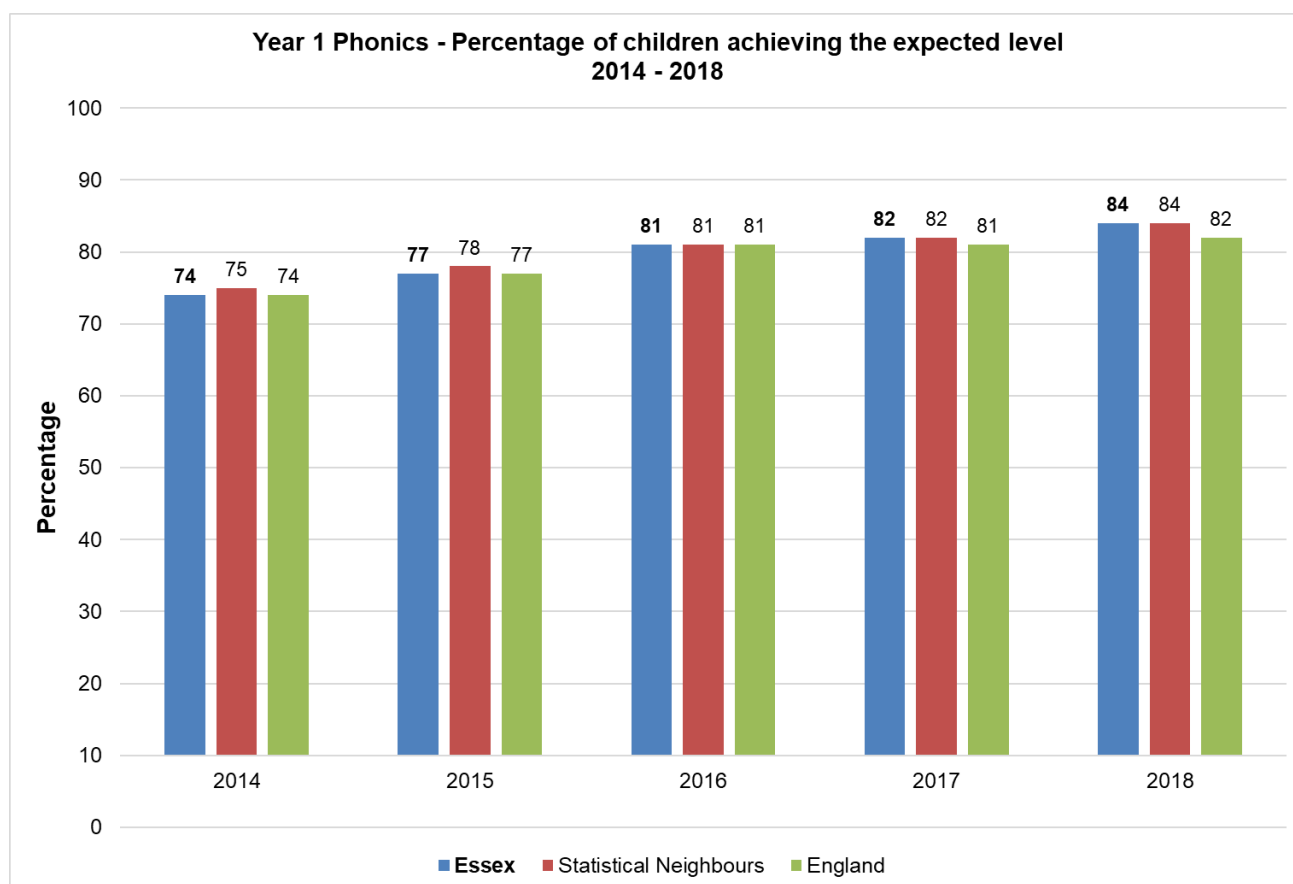
The phonics screening check indicates whether children have achieved a basic proficiency in identifying essential word structures; it was introduced in 2012 as a statutory assessment for all children in Year 1 (typically aged 6). Those pupils who do not meet the standard in Year 1 or who were not tested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

84% of Year 1 pupils achieved the expected standard of phonic decoding, up 2% point from 2017 and continues to be above the national average (by 2% points) for the second consecutive year. This is the 6<sup>th</sup> consecutive year of improvement. Nationally Essex's rank position has also continued to improve, from 117<sup>th</sup> in 2012 to 41<sup>st</sup> in 2018 (up 11 ranks from 2017) out of 151 local authorities.



## 6.1 Performance across pupil groups – Phonics

	<p><b>Difference between highest and lowest performing district has reduced</b></p> <p><b>Best performance in Brentwood &amp; Uttlesford. Castle Point only district to see drop in performance</b></p>	<p>Brentwood and Uttlesford had the highest proportion of pupils working at the expected standard in phonics (88% - up 1% from 2017), whilst Tendring had the lowest proportion (79% - up 2% from 2017), a difference of 9% points, however an improvement in proportion compared to the previous year. In 2017, the difference between the highest and lowest performing district was 10% points.</p> <p>Castle Point was the only district to decrease (down 3% points) whilst every other district increased in performance. Highest improvement (5% points) occurred in Braintree.</p>
	<p><b>Asian pupils continue to be the highest performing ethnic group.</b></p>	<p>Asian pupils were the highest proportion of pupils who met the expected standard at 89% (1% point lower than previous year) which is 4% higher than the national average. White pupils were the lowest proportion of pupils who met the expected standard at 83% (1% point higher from 2017) which is also 1% point higher than the national average (82%).</p>
	<p><b>EAL pupils performing above national average and English speaking peers.</b></p>	<p>85% Pupils with English as an additional language (EAL) met the expected standard (up 2% points since 2017) which is 3% points higher than the national average. Similarly, EAL pupils performed higher than the 84% English speaking pupils who too performed higher than the national average (by 1% point).</p>
	<p><b>Girls continue to outperform boys in Essex, boys perform above national average for boys</b></p>	<p>86% of girls meet the expected standard in Essex (up 1% point since 2017), which is equal to the national average. The difference between boys and girls is 5% points (81% boys – which is also 2% points higher than the national average).</p>



## 7. Key Stage 1 (Year 2)

### Background

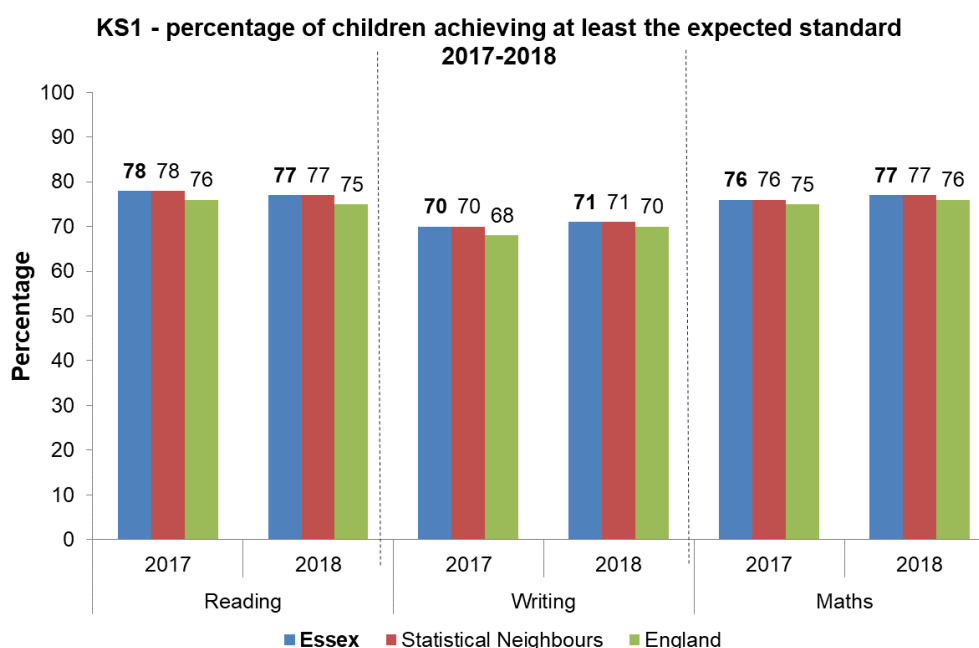
Assessments at the end of Key Stage 1 are made by teachers. From 2016, KS1 National Curriculum outcomes were no longer reported using levels. Scaled scores in Reading and in Maths are now used to inform the overall Teacher Assessment. For Writing and Science, children are assessed against the criteria set out in the Interim Teacher Assessment Frameworks. 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 Mathematics

Essex remains above national comparators in Reading, Writing and Mathematics for a third year running. Writing and Mathematics saw a 1% point increase in children achieving the expected standards in both subjects in 2018. Reading, however, saw a 1 % decline in children achieving the expected standards.



#### Nationally, Essex was ranked in the 2nd quartile in all measures

The rank positions for Essex pupils achieving 'at least the expected standard' out of 151 local authorities were: Reading 43<sup>rd</sup> (9 rank decrease since 2017), Writing 58<sup>th</sup> (6 rank decrease since 2017), and Mathematics 50<sup>th</sup> (11 rank increase since 2017), placing Essex in the 2<sup>nd</sup> quartile overall for a third year running. Greater depth reading, writing and mathematics also rank in the 2<sup>nd</sup> quartile.

2018 Key Stage 1 Results																	
Measure	Subject	Essex	ER	SN	England	Ranks			Min		Top of 4th		Quartiles			Top of 2nd	Max
						ER	SN	England					Top of 3rd				
At least expected	Reading	77	75	77	75	4	7	43	68		73		76			78	84
	Writing	71	70	71	70	4	9	58	61		68		70			73	78
	Maths	77	76	77	76	4	8	50	68		74		76			78	85
Greater depth	Reading	28	27	28	26	4	6	32	17		23		26			28	40
	Writing	18	16	17	16	4	4	33	8		14		16			18	24
	Maths	23	22	23	22	4	7	49	15		20		22			25	32

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 in all subjects

Girls continue to outperform boys in each subject (Reading, Writing, Mathematics); this is most evident in Writing where 66% of boys attain the expected level versus 78% of girls, a gender gap of 12% points. This is a 2% point gap reduction between both genders since 2017.

In all subjects, boys and girls continue to perform higher than the national average.



### Differences between disadvantaged pupils and national peers are expected to diminish; difference increased 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 2017 and 2018, the gap between disadvantaged and national outcomes have widened or increased in all three subjects – in Writing by 2% points (from 17% points in 2017 to 19% points in 2018). In Reading by 3% points (from 14% points in 2017 to 17% points in 2018, and finally Mathematics by 1% point (from 16% points in 2017 to 17% points on 2018).

In terms of comparisons between disadvantaged pupils in Essex and nationally, Essex pupils performed between 0.5 and 1.5% points below national in all three subjects.



### Pupils with SEN Support performing in line with comparator groups. Pupils with EHC plan performing above comparator groups.

Essex pupils with an EHC Plan are between 4 and 7% points higher at achieving at least expected in each subject, compared to their national peers – (Essex reading higher by 5% points, writing higher by 4% points and mathematics 7% points higher than the national score for pupils with an EHC plan).

The gap between SEN Support pupils in Essex and nationally has reduced, showing that the performance of SEN Support pupils is equal to that of the national average except for writing where Essex SEN Support pupils are below the national average by 1% point. Essex pupils with SEN support are performing better or in line with statistical neighbours.



### Ethnic groups outperform national peers except Chinese

In Essex, all ethnic groups outperform their national peers by 1-5% points; noticeably Asian pupils perform 5 to 9% points higher than other groups across all subjects. One exception is Chinese pupils who perform lower than their national peers.



**Essex EAL pupils perform higher than National peers. Gap between EAL and non-EAL pupils reduced**

Pupils with English as an Additional Language (EAL) performed at least 3% points higher than EAL pupils nationally in each subject (compared to at least 6% points higher last year).

The gap between EAL and non EAL pupils in Essex has reduced between last year and now. EAL pupils now perform marginally higher than non EAL pupils across all subjects (1-2% points higher) when compared to 2017 where there was up to 5% points in difference between EAL and non EAL pupils. Non EAL pupils performed 1% point higher than EAL pupils in reading.



**Half of Children in Care (CiC) achieved expected levels in Reading and Mathematics, only 30% achieved expected level in Writing.**

The Children in Care KS1 cohort is very small. In 2018 there were 10 children in the qualifying cohort.

50% of Children in Care achieved the expected level in Reading and Mathematics; however, Writing was some way below 2017 performance with 30%.



**Greatest differences between districts for Reading**

There was a 13% point difference between the highest and lowest performing districts for reading, and an 11% and 10% point difference for both writing and mathematics respectively.

Tendring was the lowest performing district in all cases. Brentwood had the highest performance for all measures.

## 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.

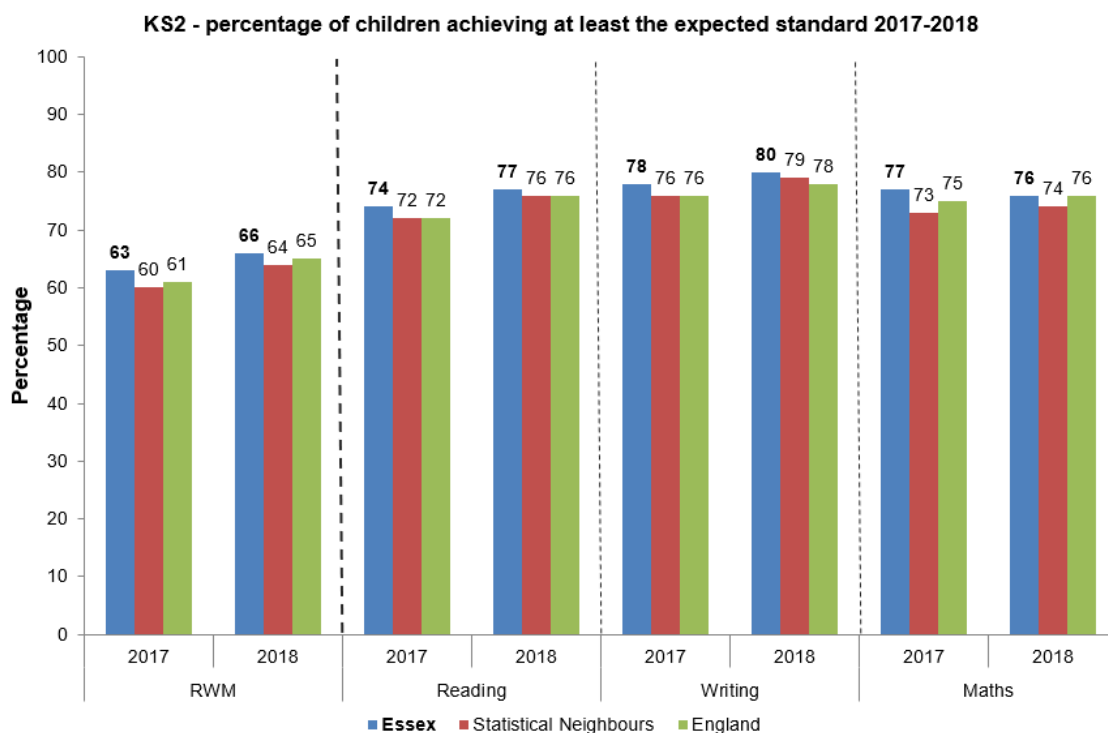
### Headlines

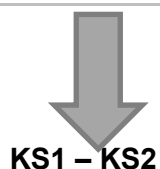


RWM

**Essex above comparator averages in all subjects**

For all pupils, Essex remains above the England, statistical neighbour and eastern region averages against all expected standard measures, for the third year running, with the exception of mathematics which is in line with the national score. Performance is in the 2<sup>nd</sup> quartile for all measure except mathematics, which is in the 3<sup>rd</sup> quartile.





KS1 – KS2

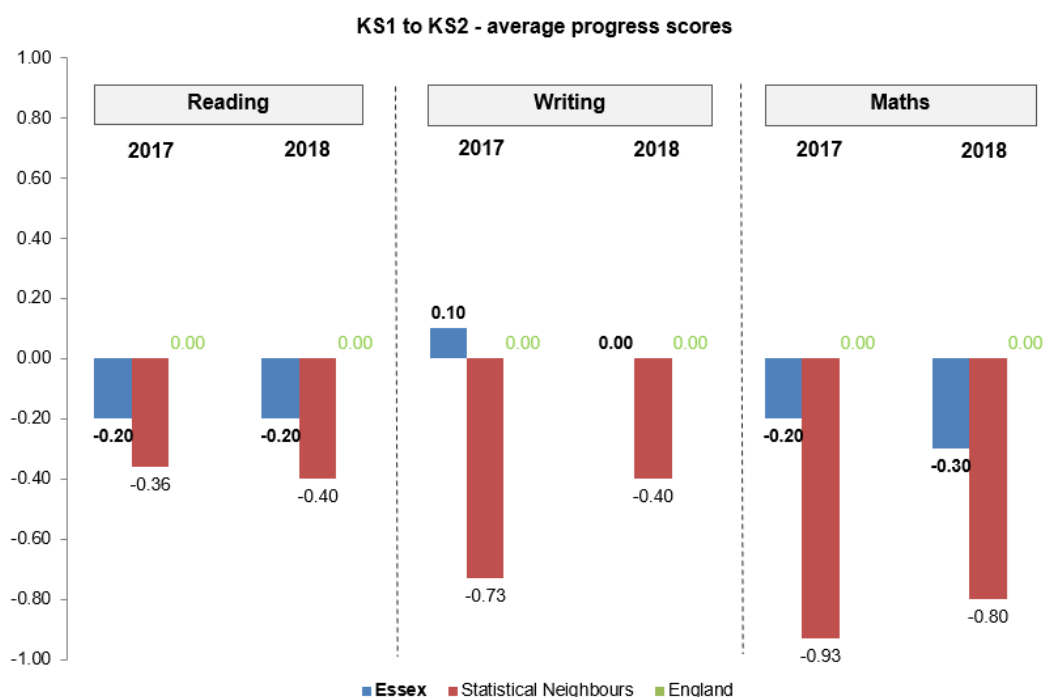
The average progress score made by pupils in Essex is equal to national in Writing but lower for Reading and Mathematics. Statistical Neighbours are below for all three subjects

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. The England average is set at 0.00.

Progress scores in reading remained the same from 2017 to 2018, and above statistical neighbour performance. However, Essex progress scores dropped in writing and mathematics (0.1 points).

Last year, Essex pupils performed best in Writing, at +0.1 compared to the national average of 0.0. In 2018, Writing dropped by 0.1 to 0.0. Both Reading and Mathematics were below the national averages (0.2 and -0.3 respectively).

Yet Essex continued to perform considerably better than our Statistical Neighbours for the second year running.



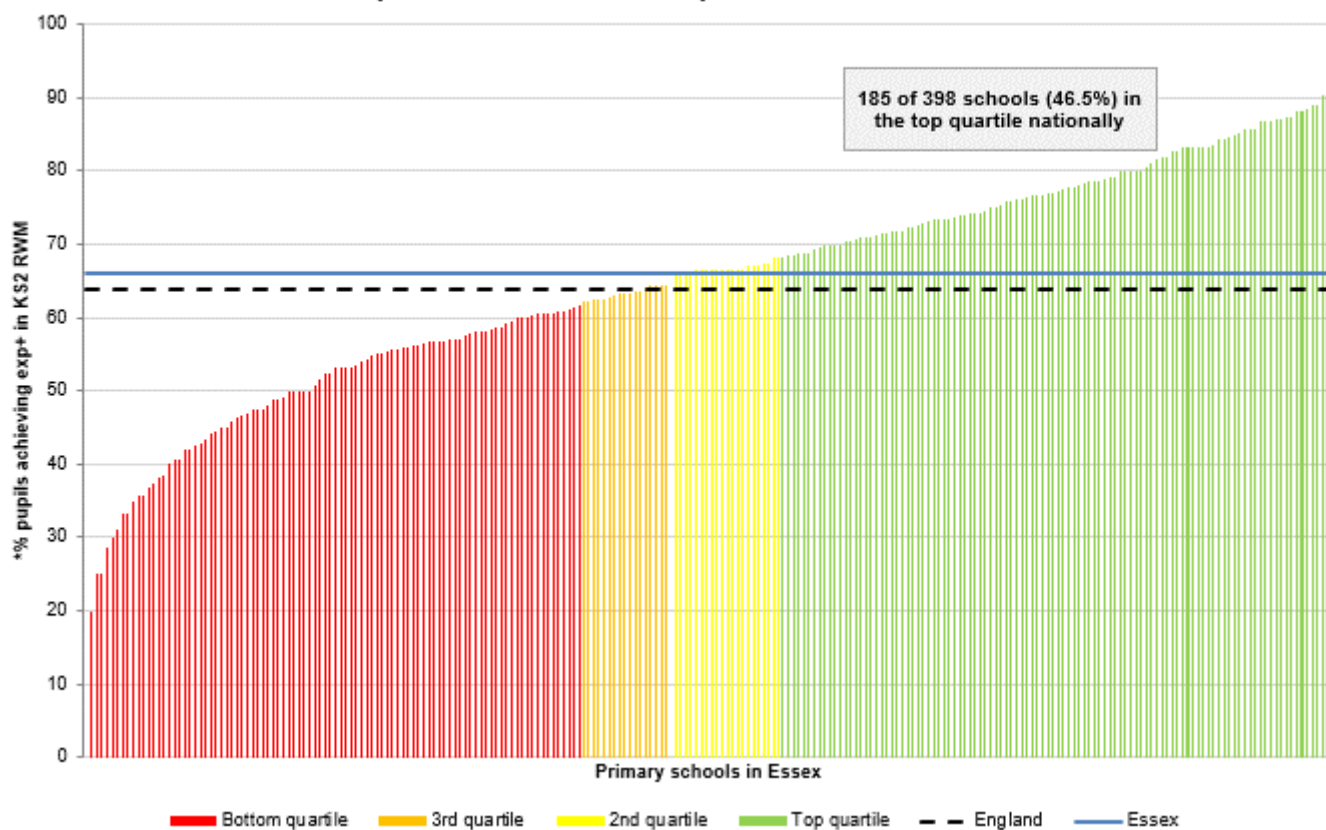
**46.5% of Essex schools had top quartile performance nationally in RWM (combined)**

185 out of 398 schools (46.5%) were in the top quartile nationally for the combined Reading, Writing and Mathematics measure, compared to 51.8% in 2017.

33 schools were in the 2<sup>nd</sup> quartile, 27 in 3<sup>rd</sup> and 153 in the bottom quartile.

226 of 398 (56.8%) schools were at or above the England average of 64%, compared to 60.3% in 2017.

### School performance: at least expected in KS2 RWM in 2018



2018 Key Stage 2 Results													
Measure		Essex	ER	SN	England	Quartiles							
						Min		Top of 4th		Top of 3rd		Top of 2nd	Max
% at least expected standard	Reading	77	75	76	76	61		73		76		80	88
	Writing	80	77	79	78	70		76		79		83	90
	Maths	76	74	74	76	60		74		76		81	90
	RWM	66	63	64	65	48		62		65		70	81
% higher standard	Reading	28	28	29	28	18		25		28		32	48
	Writing	22	20	20	20	9		17		20		24	45
	Maths	23	22	22	24	14		21		23		30	43
	RWM	11	10	9	10	5		8		10		13	21
KS1-2 Progress Score	Reading	-0.2	-0.5	-0.4	0	-2.9		-0.3		0.1		0.9	2
	Writing	0	-0.5	-0.4	0	-2.3		-0.4		0.1		0.9	3.8
	Maths	-0.3	-0.6	-0.8	0	-2.9		-0.5		0.2		1.3	3.5

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

## 8.1 Performance across pupil groups – KS2



**Boys in line with or exceeding their national peers. Girls are level with their national peers except for reading which is lower by 3% points.**

Boy's performance in Essex matched their national peers in mathematics and exceeded their national peers by 1-2% points across all other measures. Girls in Essex were in line with their national peers, for all subjects except reading which was 3% points lower than that of their national peers.

The strongest subject for boys was Mathematics (76% - down 1% point since 2017) and Writing for girls (85% - up 1% point since 2017).

Writing continues to have the largest gender gap – 11% points, whilst mathematics had no gender gap, with 76% of boys and girls achieving the expected standard.



**Disadvantaged pupils differ from 'other' pupils nationally by 22% points**

In terms of diminishing differences, 49% of Essex disadvantaged pupils achieved at least the expected standard in the RWM combined measure (an improvement of 2% points since 2017). However, this is compared to 71% of 'other' pupils nationally – a difference of 22% points, an increase in the gap by 1% point from 21% last year.

Essex disadvantaged pupils performed above their national peers by 1% point in reading and writing. However, Essex pupils performed below their national peers by 2% points in mathematics and RWM.

The performance of disadvantaged pupils in Essex at KS2 puts Essex in the 3<sup>rd</sup> quartile nationally.



**Essex EAL pupils continue to outperform both their national and non-EAL Essex peers.**

Essex EAL pupils are outperforming their national peers and non-EAL pupils in Essex across all subjects by 2-8% points.

The biggest gap between EAL and non-EAL pupils is in mathematics where there is a gap of 8% points.

EAL pupils have improved across all subjects since 2017 by 2-7% points. In addition, English speaking pupils have also improved across most subjects since 2017 by 1-3% points, except for mathematics which has reduced by 1% point.



**Pupils from ethnic minorities continue to achieve above England averages and above Essex White pupils**

Pupils from all listed ethnic minorities outperformed White pupils in every subject (expected standard).

Essex Chinese and Asian pupils were the highest performing groups, whilst Essex White pupils performed the lowest across all subject measures.

Essex Asian pupils performed greater than their national peers across all subjects by 10-16% points.

Similarly, both black and Chinese Essex pupils outperformed their national peers by 1-8% points.





**Pupils with an EHC Plan outperform national peers. SEN Support pupils perform lower in writing, mathematics and RWM than national.**

Essex pupils with an EHC Plan outperformed their national peers in each subject individually, whilst performance in RWM combined is level with the national average.

SEN Support pupils performed 1% point lower in writing, mathematics and RWM. However, Essex SEN Support pupils have improved across all subjects by 2-7% points since last year.



**Reading was the highest performing KS2 subject for Children in Care.**

There were 34 children in the qualifying Children in Care cohort.

32% achieved the expected standard in the combined RWM measure, in line with 2017 and a marked improvement on 2016 (22%). Reading was the highest performing subject with 62% of children in care achieving the expected standard, compared to writing and mathematics at 47% and 44% respectively. Essex CiC were above the national average in Reading, and below the national average for CiC in Writing and mathematics.



**Greatest differences between districts were in mathematics and in the combined RWM measure.**

Uttlesford had the top performance in reading and RWM, Maldon had top performance in writing and Brentwood in mathematics.








Tendring had the lowest performance for all measures, however reading improved by 2% points. Mathematics has fallen by 7% points and writing by 1% points.

The greatest difference in attainment between districts were in mathematics (20% points between Brentwood and Tendring) and RWM (19% points between Uttlesford and Tendring).

Maldon has achieved the greatest level of improvement across most measures (for the second year running), with improvements of 8% points in reading, 5% points in writing, 4% points in mathematics and 8% points in RWM.



## 8.2 Performance across pupil groups – Progress between KS1 – KS2

	<b>Girls above average progress in Writing only</b>	<p>Girls made above average progress between KS1 and KS2 in Writing. Girls achieved a score of 0.9 compared to the national of 0.8. Boys and girl were below average progress in reading and mathematics when compared to the national average.</p>
	<b>Disadvantaged pupils are below 'other pupils' nationally</b>	<p>Disadvantaged pupils average progress scores between KS1 and KS2 were below national average across all measures, with mathematics being the biggest gap to the national average with a score of 0.1.</p> <p>The difference between Essex disadvantaged and 'other' pupils nationally was 1.2 in reading, 1.1 in writing and 1.7 in mathematics.</p>
	<b>EAL pupils continue to make better progress than English as a first language pupils across all measures</b>	<p>Compared to the national average, Essex EAL pupils continued to make considerable progress (at least 1.1 points) between KS1 and KS2 in all subjects.</p>
	<b>Essex Pupils from Asian and black ethnicities progress better than white and mixed pupils</b>	<p>Asian and black ethnic groups were the only groups to progress above the national average in all subjects. White and mixed ethnic groups progress was below the national average in reading and mathematics, and above in writing.</p> <p>Asian pupils made the most progress from KS1 to KS2 than any other ethnic group (between 1.1 and 1.5 points above the national average).</p>
	<b>SEN Support pupils and those with an EHC Plan progress scores below national average</b>	<p>SEN Support pupils and pupils with an EHC Plan were below the national average in progress scores between KS1 and KS2.</p> <p>Pupils with an EHC plan had the largest gaps in progress from the national average (at least 0.6 points below the national average).</p> <p>Reading was the only measure for SEN Support pupils that was in line with the national average progress score.</p>
	<b>Improvement in Children in Care (CiC) progress scores in mathematics and reading, decline in writing</b>	<p>KS1-2 progress scores for CiC pupils at KS2 were: Mathematics - 1.1 points, Reading -0.5 points and Writing -2.0 points. All progress scores were below the national average. Mathematics and reading scores improved compared to 2017, but writing declined.</p>
	<b>Progress made between KS1 and KS2 generally lower than last year,</b>	<p>Maldon was the best performing district in terms of progress between KS1 and KS2 in all subjects. Tendring had the lowest progress scores across all subject measures.</p>

**especially in  
Chelmsford,  
Harlow and  
Tendring**

Progress was generally lower than last year. In reading, 7 districts made an improvement in progress whilst 5 districts performed lower than last year. In writing, 5 districts made an improvement in progress whilst 7 districts performed lower than last year. Finally in mathematics, 6 districts made an improvement in progress whilst 6 districts performed lower than last year.

The most notable improvements were in Maldon in all measures (at least +1.1 points).

The most notable decreases in progress scores were in Tendring (at least 0.3 to 1.2 points lower), followed by Harlow (at least 0.6 to 0.8 points lower).

Chelmsford, Harlow and Tendring all experienced lower progress scores across all measures 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 was then introduced across other GCSE subjects 2018.

From 2017 a new accountability measure was 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, 2018 data is not **directly** comparable to prior years.

### 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.

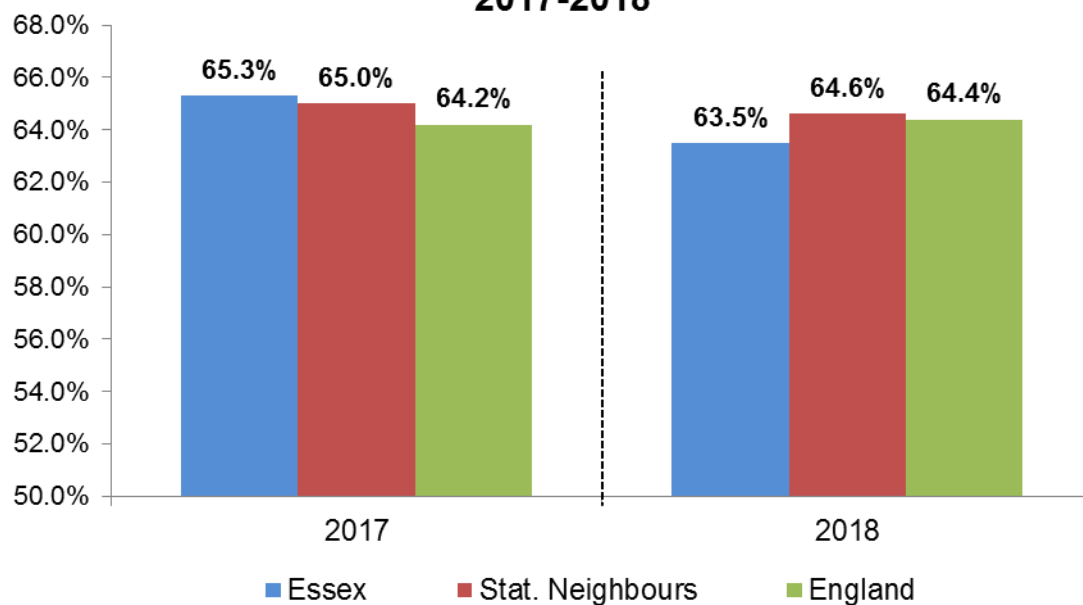
## Headlines



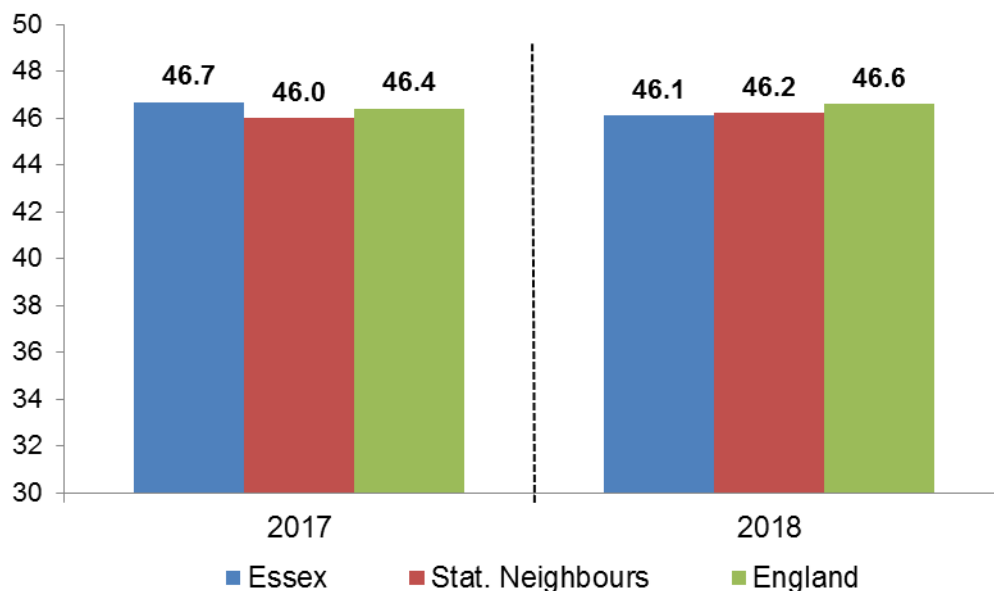
**Proportion of young people attaining 9-4 grades in English and Mathematics just below national average**

63.5% of pupils achieved a Standard Pass (9-4) in English and Mathematics, putting Essex at the top of the 3<sup>rd</sup> quartile nationally. This was a slight reduction from 2017 performance of 65.3%, and was just below the national average (64.4%) and 1.1% points below the Statistical Neighbour average.

### Standard Passes (9-4) In English and Maths 2017-2018



### Attainment 8 - 2017-2018





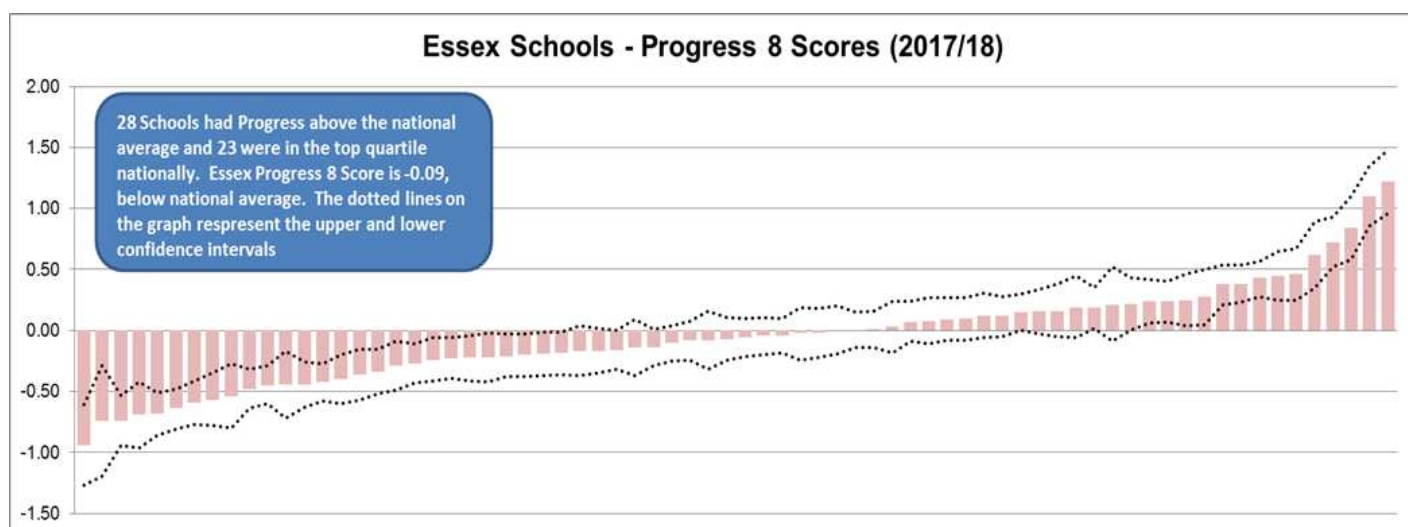
**Essex performance is just below national average in Attainment 8**

The Essex score for average student performance across their best subjects (the new Attainment 8 measure) was 46.1 (compared to 46.7 in 2017). This is in line with attainment across the Eastern Region and just below the national average of 46.6%. Essex is in the 2<sup>nd</sup> quartile nationally for this measure.



**Essex Progress 8 score below national average**

Essex sits in the 3rd quartile nationally for this measure, with a progress 8 score of -0.09. This is below the national (-0.02) and statistical neighbour (-0.05) averages, who both saw an improvement in 2018, whereas Essex performance declined.



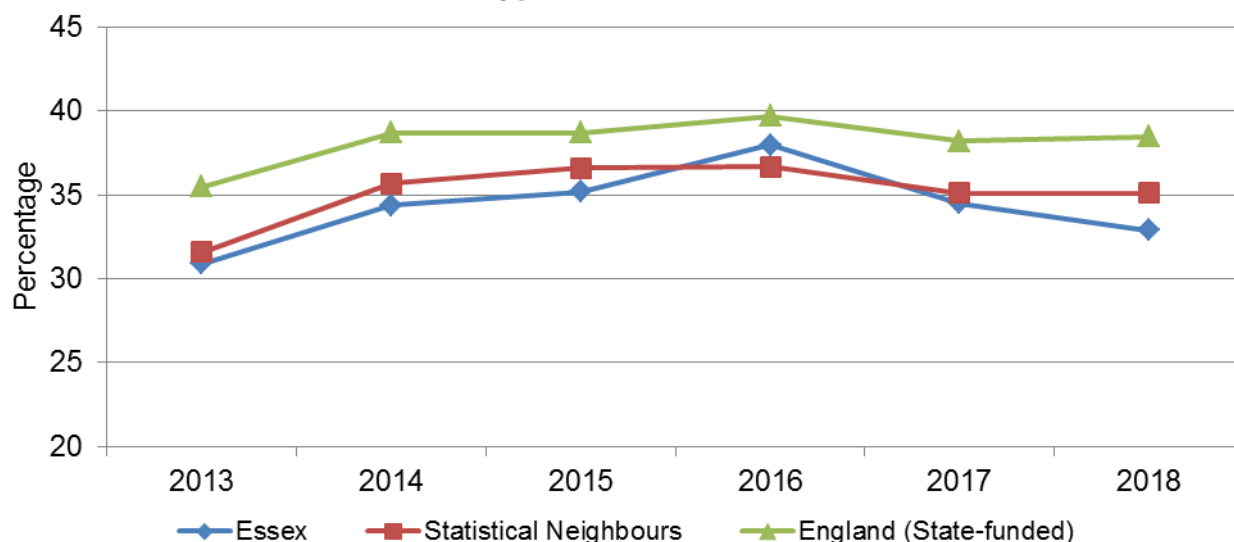
**Decrease in proportion of pupils entered for the English Baccalaureate**

The proportion of pupils entered for the EBACC is below national average of 38.5%. The Essex proportion decreased from last year by 1.6% points to 33%, a smaller decrease was seen amongst our Statistical Neighbours, whereas Nationally there was a slight increase.

The percentage of young people who have achieved the award (at the 'standard' level) remains at 22%.

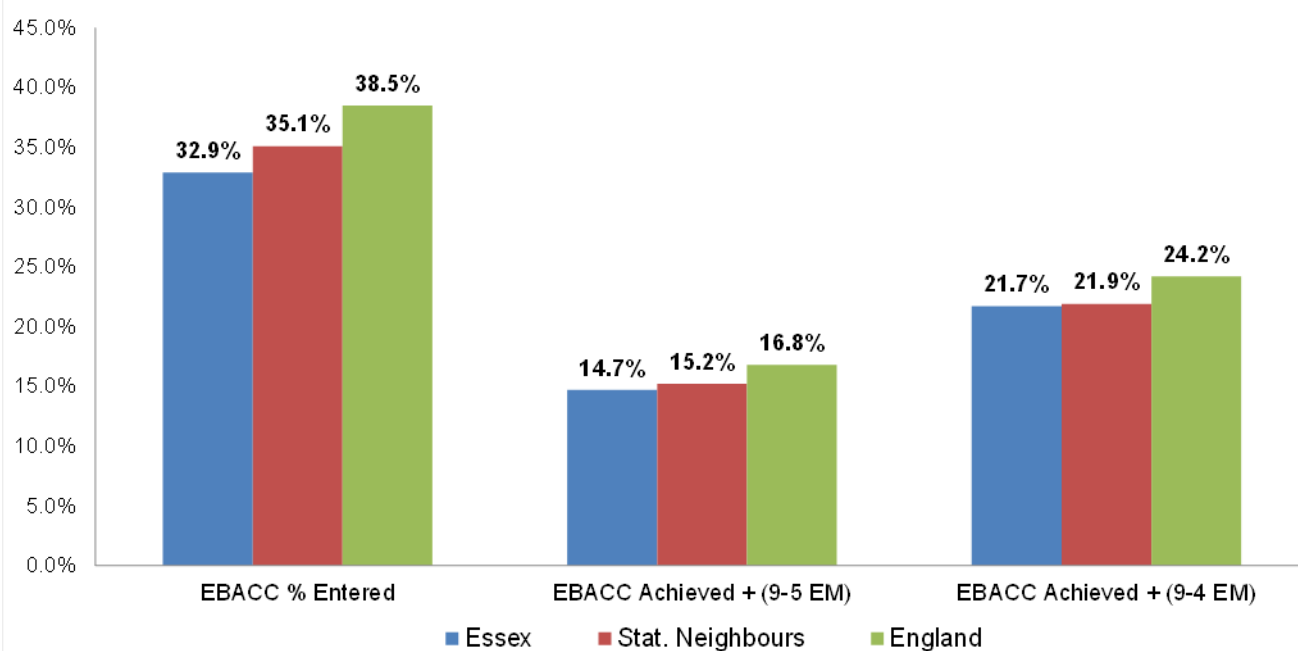
The percentage of young people who have achieved the EBACC award with a Strong Pass remains in line with our Statistical Neighbours and 2.1% point below national average. There was a consistent reduction in the achievement against this measure across all comparator groups and in Essex by between 4-5% compared to 2017.

## EBACC % Entered 2013-2018



### English Baccalaureate

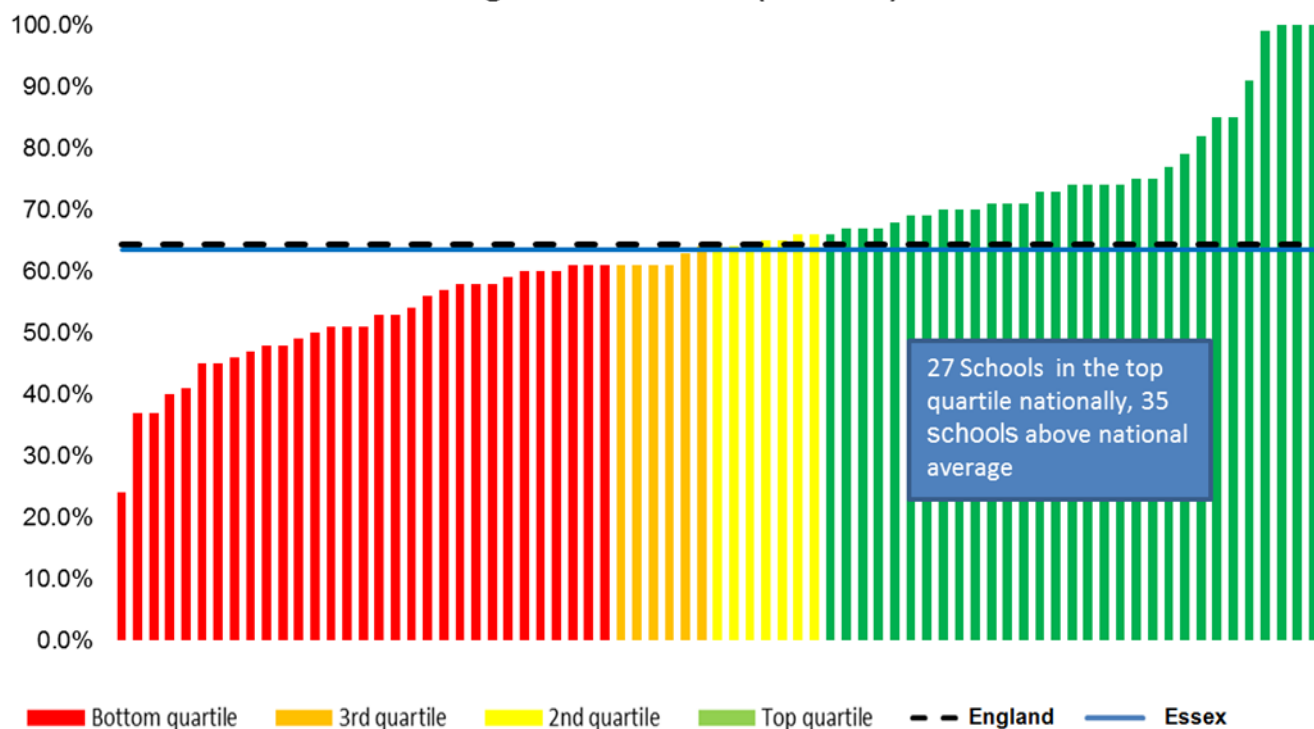
Percentage entered, achieving with Strong (9-5) and with Standard (9-4) passes in English and Maths



**36% of Essex secondary schools within top quartile for Standard Pass**

27 out of 75 schools (36%) had a level of attainment of 9-4 grades in English and Mathematics, which placed them in the top quartile nationally. This is a reduction from the 42% of schools in the top quartile in 2017.

## Essex Schools - Percentage Achieving Standard (9-4) Passes in English and Maths (2017/18)



### Increase in number of schools below Floor Standards and deemed coasting

8 of 76 (11%) schools are below floor compared to 12% nationally. This has doubled since 2017, and places us in the 2<sup>nd</sup> quartile, down from the top quartile in 2017.

3 of 76 (4.3%) schools are deemed to be coasting compared to 9.2% nationally. This is an increase from 1 school in 2017. Essex is in the 3<sup>rd</sup> quartile nationally for this measure, down from the 2<sup>nd</sup> quartile last year.

### 2018 Key Stage 4 Performance Results

Attainment	Averages			Quartiles							
	2018 Essex	Stat. Neighbours	England	Min		Top of 4th		Top of 3rd		Top of 2nd	Max
Standard Pass (9-4) In Eng. Maths	63.5%	64.6%	64.4%	41.9%		59.9%		63.6%		67.8%	93.3%
Strong Pass (9-5) In Eng. Maths	41.0%	42.8%	43.5%	21.0%		39.2%		42.5%		47.2%	80.0%
Attainment 8	46.1	46.2	46.6	35.3		44.5		46.1		48.7	64.8
Progress 8	-0.09	-0.05	-0.02	-0.82		-0.15		-0.04		0.11	0.85
EBACC Achieved + (9-4 EM)	21.7%	21.9%	24.2%	0.0%		19.5%		23.1%		27.9%	49.0%
EBACC Achieved + (9-5 EM)	14.7%	15.2%	16.8%	0.0%		12.7%		15.5%		19.8%	44.5%
EBACC % Entered	32.9%	35.1%	38.5%	19.0%		32.1%		37.8%		45.3%	64.9%



## 9.1 Performance across pupil groups – KS4



**Girls continue to outperform boys. Both genders are below their peers nationally in all measures.**

Girls' performance is higher than boys' performance across all measures.

Both groups were just below the national averages for boys and girls in % achieving the Standard Pass (9-4) in English and Mathematics, by 1% points for boys, and 0.9% points for girls. Concerning a Strong Pass (9-5), the gap was bigger, with boys 2.7% points behind the national average for boys, and girls 2.3% points behind girls nationally.

Girls' performance in the Progress 8 measure (0.07) was lower than their national peers (0.22) and Boys performance (-0.25) was considerably lower than girls and their peers nationally.

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



**30% points difference between Essex disadvantaged pupils and national 'other' pupils for a Standard Pass in English and Mathematics**

The difference between Essex disadvantaged pupils and national 'other' pupils was 30.2% points for pupils achieving a Standard Pass in English and Mathematics, this gap widened from 28.3% in 2017. For a Strong Pass, this difference was 28.6% points; however the achievement levels were generally much lower for both groups. Compared to national disadvantaged pupils, Essex disadvantaged pupils performed 3.1% and 3.2% points lower in both Standard and Strong Pass.

For Attainment 8, the difference between Essex disadvantaged and national 'other' was 15.1 points and for Progress 8, 0.64 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 5.8% points higher than national at Standard Pass, 3.2% points higher at a Strong Pass, 3.1 (score) points higher at Attainment 8 and 0.1 (score) points at Progress 8.

50.5% of EAL pupils in Essex were entered for the English Baccalaureate (2% points lower than last year), compared to 32.8% of English speaking pupils. Essex EAL pupils outperformed their national peers in all English Baccalaureate measures.

**All ethnic minority groups performing above**

All listed ethnic minority groups performed higher than their national peers in all measures, Asian and Black pupils particularly so. Asian pupils performed 15.2% points higher than





**their national peers, as well as above Essex White pupils, continuing the trend from last year**

their national peers in terms of a Standard Pass, 17.7% points higher in terms of a Strong Pass, 11.7 (score) points above in Attainment 8 and 0.4 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, 48.9% of Asian pupils achieved the Standard Pass in the English Baccalaureate compared to 20.3% of White pupils – a difference of 28.6% points. Using the same measure Asian pupils also outperformed their national peers by 17.4% points.



**SEN Support pupils considerably below national averages in all measures**

**Pupils with an EHC Plan outperformed their national peers in all measures**

Pupils with an 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. 26% of SEN Support pupils achieved a Standard Pass in English and Mathematics, (a 4.5% points increase from last year), compared to 31.4% of their peers nationally. This is a difference of -5.4% points.

3.7% pupils with an EHC Plan entered an EBACC, 0.1% points above national average. Standard and Strong Passes were above national, too.

8.6% pupils receiving SEN Support entered an EBACC, compared to 15.6% nationally. Essex SEN Support pupils performed below national in all measures – 3.4% achieved a Standard Pass, compared to 6.3% nationally.



**21.3% Children in Care achieved a Standard Pass in English and Mathematics (9-4)**

Children in Care (CiC) tend to be a very small cohort and performance will therefore fluctuate more across years compared to larger groups. There were 95 pupils in the KS4 cohort.

21.3% achieved a pass (9-4) in English and Mathematics, an increase from 11.1% in 2017.

The Essex Attainment 8 score was 21.1; higher than the national CiC score of 18.9.

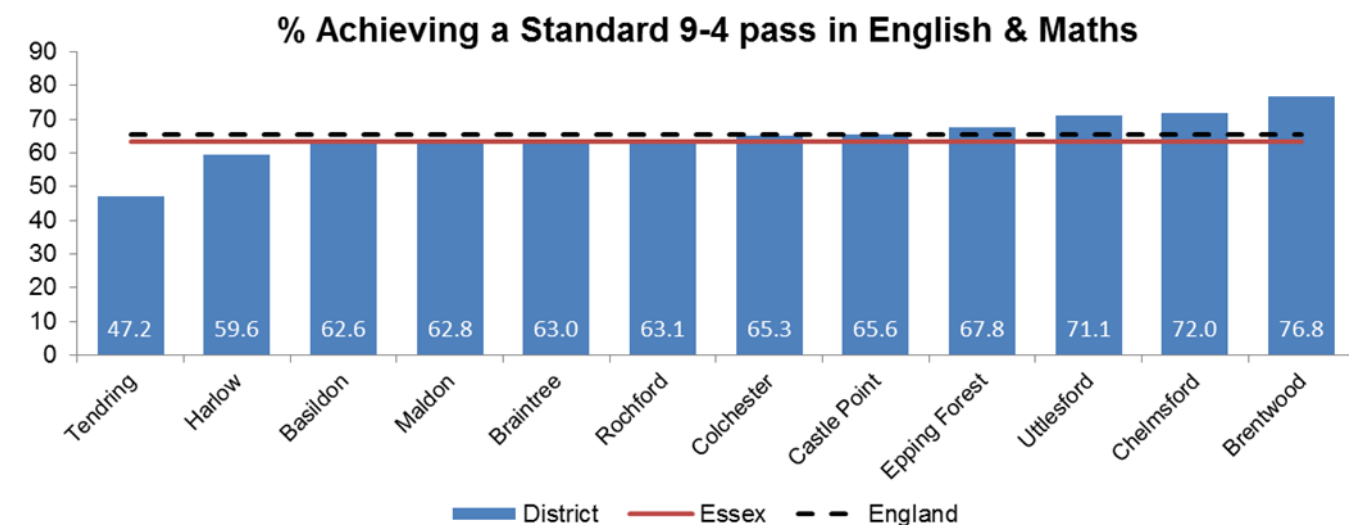
Progress 8 score was negative at -1.03 points, but above the national progress score for CiC of -1.2.



**30% point difference between districts of pupils achieving a Standard Pass (compared to 27% difference last year)**

The highest performance was in Brentwood with 76.8% of students gaining a Standard Pass (9-4) in English and Mathematics and Attainment 8 score of 52.6. Tendring had the lowest performance with just under half of students gaining a Standard Pass and Attainment 8 score of 39.9.

The highest Progress 8 score was achieved in Uttlesford (0.20) and lowest in Tendring (-0.29), compared to the national average score of -0.02.



### Attainment 8 and Progress 8 by District

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

	Attainment 8 score	Pupil progress 8 score
Basildon	45.3	-0.1
Braintree	45.5	-0.2
Brentwood	52.6	0.1
Castle Point	45.0	-0.3
Chelmsford	50.9	0.1
Colchester	48.0	0.0
Epping Forest	46.9	0.1
Harlow	42.8	-0.2
Maldon	47.0	0.0
Rochford	46.3	-0.1
Tendring	39.9	-0.3
Uttlesford	51.8	0.2
<b>Essex</b>	<b>46.1</b>	<b>-0.1</b>
<b>National</b>	<b>46.6</b>	<b>0.0</b>

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

### Background

**Key Stage 5 (KS5):** This section covers Key Stage 5, Apprenticeships and qualifications by age 19 at level 2 and 3, as published by DfE.

2016 saw a change in the Post 16 accountability measures, methodology and points scores used. 2017 included the first assessments of new linear A levels in 13 reformed subjects. 2018 included a wider range of reformed linear A levels and the first assessments in the new reformed Applied General and Technical qualifications. 2019 will include only reformed linear A levels in the performance tables.

The move towards linear A levels and funding constraints has significantly reduced the numbers of students assessed at AS level, and a reduction of the number of subjects taken by individual Post-16 students.

The reformed Applied General and Technical qualifications have not been followed by all schools and colleges. This has caused differences in entry patterns as well as a local and national reduction in the attainment level in the new qualifications as they now subject of more rigorous external assessment. This has resulted in the national drops in APS per entry for all level 3 qualifications as well as Applied General and Technical qualifications.

The KS5 results presented in this section include:

- *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 participation in Further Education and skills, apprenticeships starts, achievement rates and employer and learner satisfaction. Figures for participation and apprenticeship starts relate to Essex residents whilst achievement and satisfaction rates are based on data for Further Education institutions in Essex.

**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

## Headlines



**Essex schools in 2<sup>nd</sup> quartile for most measures, but generally above national**

Essex is in the 2<sup>nd</sup> quartile for the majority of KS5 measures. The Percentage of students achieving 3 A\*-A grades or better at A level, and the percentage of students achieving grades AAB or better at A level reached top quartile performance (state funded schools only). The only measure to fall below 2<sup>nd</sup> quartile, was the average points per entry for Applied General.

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



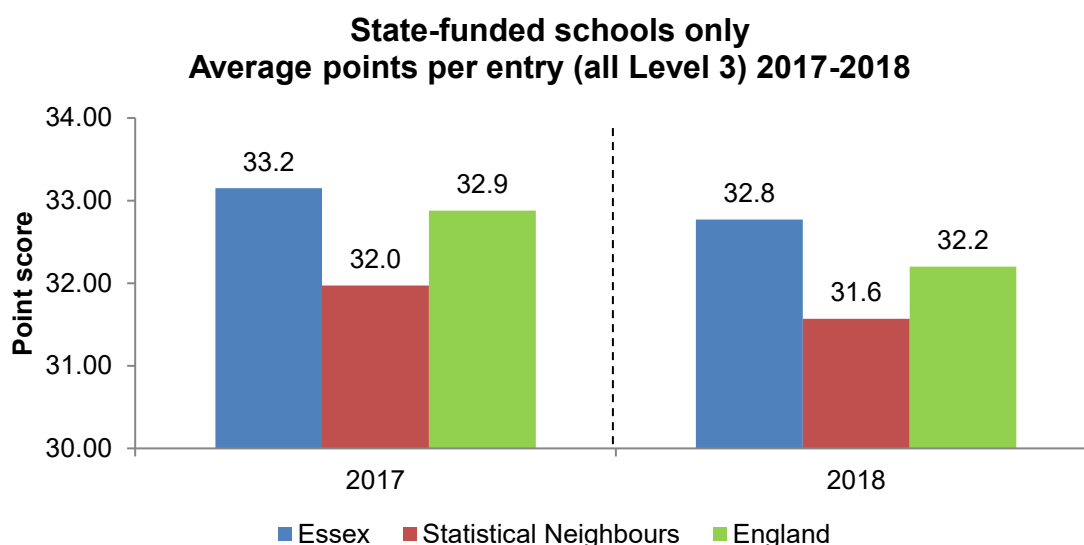
**Points per entry for schools only are above all comparator averages.**

**APS for school and colleges is below most comparator averages.**

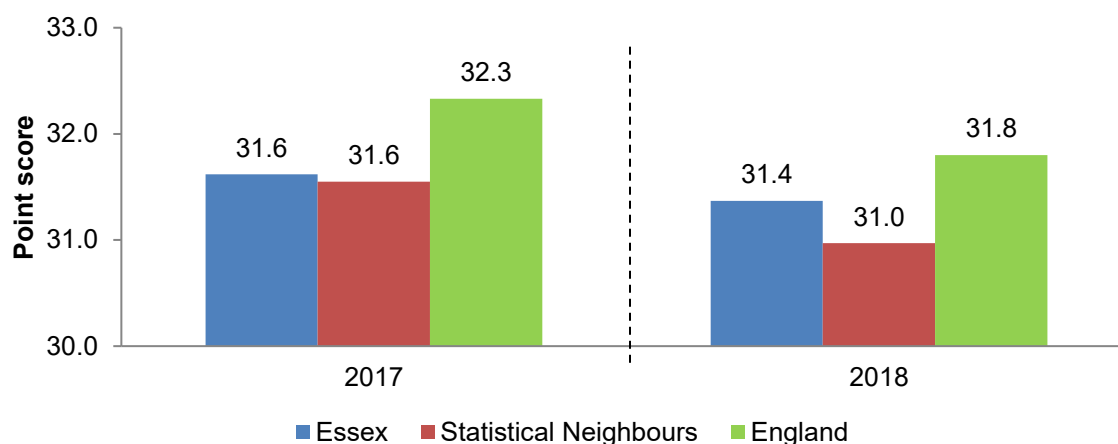
The average number of points per entry for students in state-funded schools was 32.8, which has declined since last year by 0.4 points. However, Essex remains above the national average (32.2), by 0.5 points and above Statistical Neighbour (31.6) and Eastern Region averages (32.5).

The opposite is true for state-funded schools and colleges. Their APS remains below the national and regional comparators. All comparator groups also saw a decline in APS between 2017 and 2018. However, as a result of the changes to Applied General and Technical subjects this is not comparable between 2017 and 2018

Pupils in state-funded schools achieved 1.4 points higher than pupils in state-funded schools and colleges.



### State-funded schools and colleges Average points per entry (all Level 3) 2017-2018



**Essex state-funded schools perform better than colleges, mirroring the national picture**

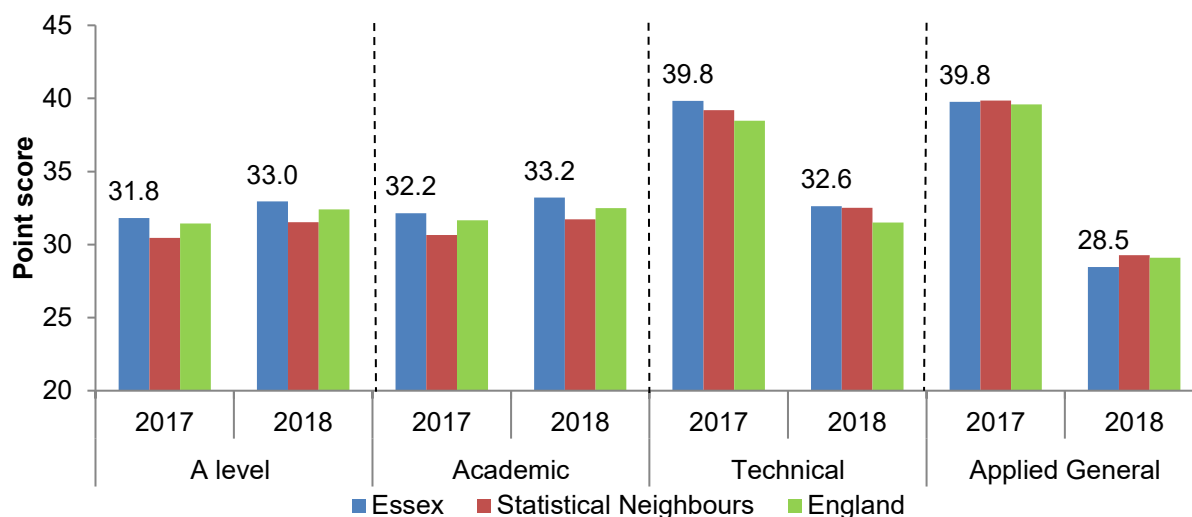
Level 3 qualification breakdowns show state-funded schools achieving higher average points per exam entry across all qualification types than that of state-funded schools and colleges combined (ranging from 0.5 – 3.5 average points higher).

State-funded schools saw an improvement in A level and Academic average point scores in 2018, and a decline in Technical and Applied General qualifications. However, this was in line with all comparator trends. Essex performed higher than the national average in all qualification types, except for Applied General qualifications.

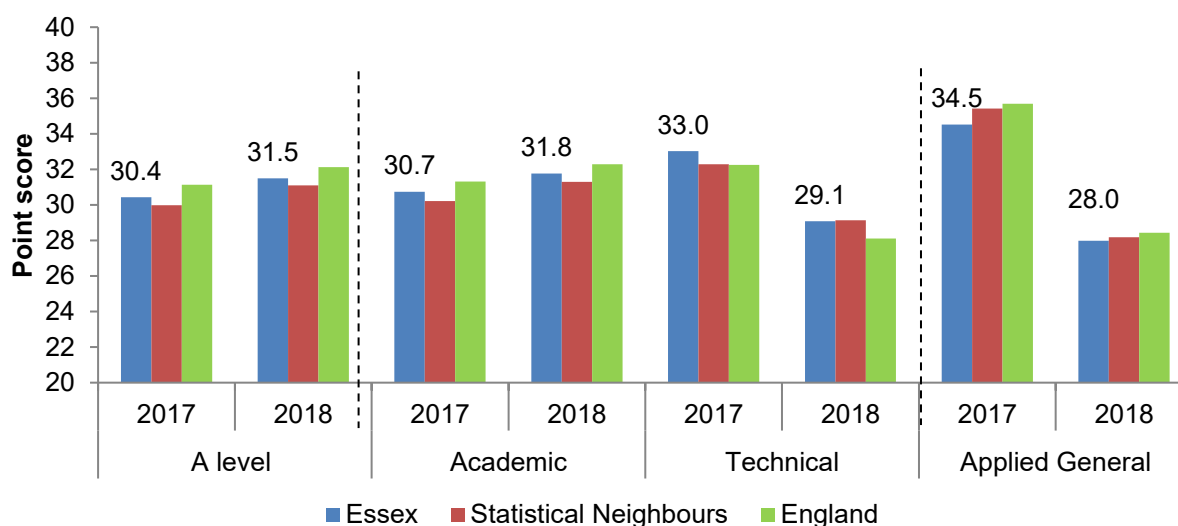
State-funded schools and colleges achieved lower than the national averages in all qualifications, except Technical qualifications, where 2018 performance was 1.0 points above the national average.

In state-funded schools, highest point scores were achieved in A level and Academic qualifications – 33 and 33.2 respectively. Academic was also the highest in state-funded schools and colleges, at 31.8 points per entry.

### State-funded schools only Average points per entry (breakdown) 2017-2018



### State-funded schools and colleges Average points per entry (breakdown) 2017-2018



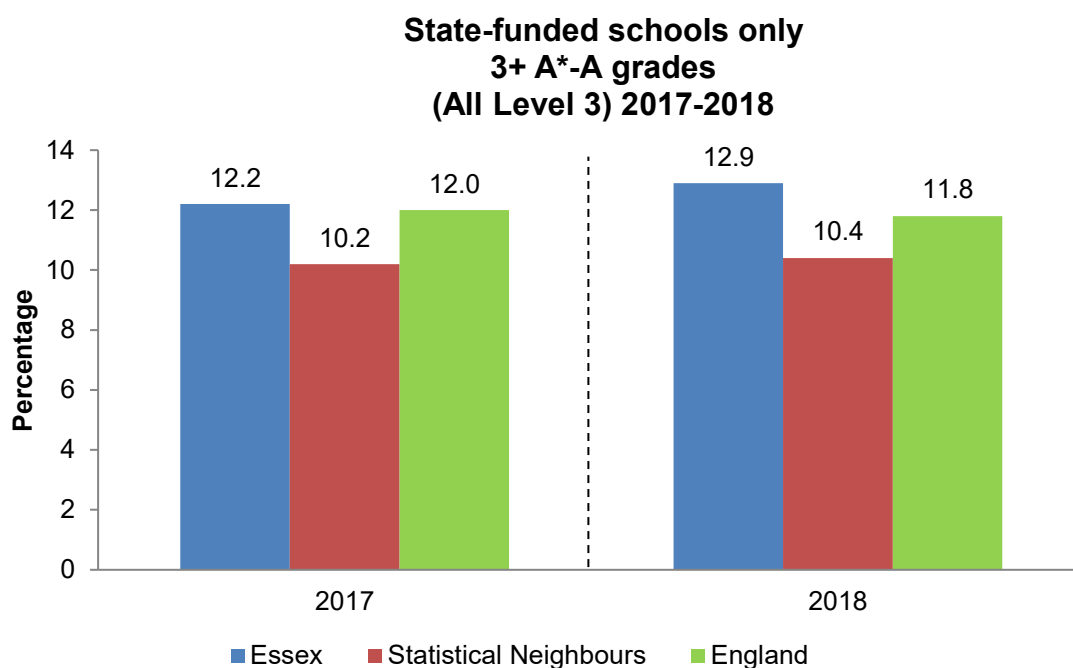
## 10.2. KS5 - 3+ A\*-A grades: state-funded schools vs state-funded schools and colleges



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

12.9% of Essex state-funded school students achieved at least three A\*-A grades at A level, an increase of 0.7% points from 2017. Essex performance remains above national average and in the top quartile for this performance measure.

11.1% of school and college students achieved at least three A\*-A grades at A level, which was also above the national average, and 1.1% point improvement from 2017.





**State-funded schools and colleges  
3+ A\*-A grades  
(All level 3) 2017-2018**



**3 Essex state-funded schools and colleges below minimum standard**

3 out of 52 (5.8%) of Essex state-funded schools and colleges assessed are below the level 3 **academic** minimum standard for 2017/18, which is just above the national average of 5%.

1 out of 29 (3.4%) of Essex state-funded schools and colleges assessed are below the level 3 **applied general** minimum standard for 2017/18, which is better than the national average (5.6%).



**The % of Essex students gaining AAB grades above the national average**

The percentage of students in state funded schools achieving grades AAB or better at A level has increased since 2017 by 0.5% points to 21.4% (1.7% points above the national average), which means that Essex remains in the top quartile for this measure. The proportion of students in schools and colleges has also improved by 1.2% points to 18.9%, 0.7% points above the national average, and places Essex in the 2<sup>nd</sup> quartile nationally.

The proportion of students in state funded schools achieving grades AAB or better at A level, of which at least two are in facilitating subjects has also improved from 15.4% in 2017 to 16.5% in 2018, above a national average of 15.4%. Essex is in the 2<sup>nd</sup> quartile for this measure also. The proportion of students in schools and colleges (achieving AAB or better, including two facilitating subjects) has also improved by 1.4 % points to 13.9%, 0.2% points above the national average.

### 10.3. Participation: Further education & skills participation



**5 of 6 FE colleges in Essex with current Ofsted inspections are rated as 'good'**

5 of 6 Further Education (FE) colleges in Essex with current Ofsted inspections are rated as 'good', with one college rated as 'requiring improvement'. 3 FE colleges in Essex have merged with other institutions:

- Epping Forest College with New City College (sites in London)
- SEEVIC College (Castle Point) with Palmer's College (Thurrock)
- Prospects College of Advanced Technology (Basildon) with South Essex College of Further and Higher Education (sites in Basildon, Thurrock and Southend-on-Sea).

These new institutions have yet to be inspected by Ofsted.

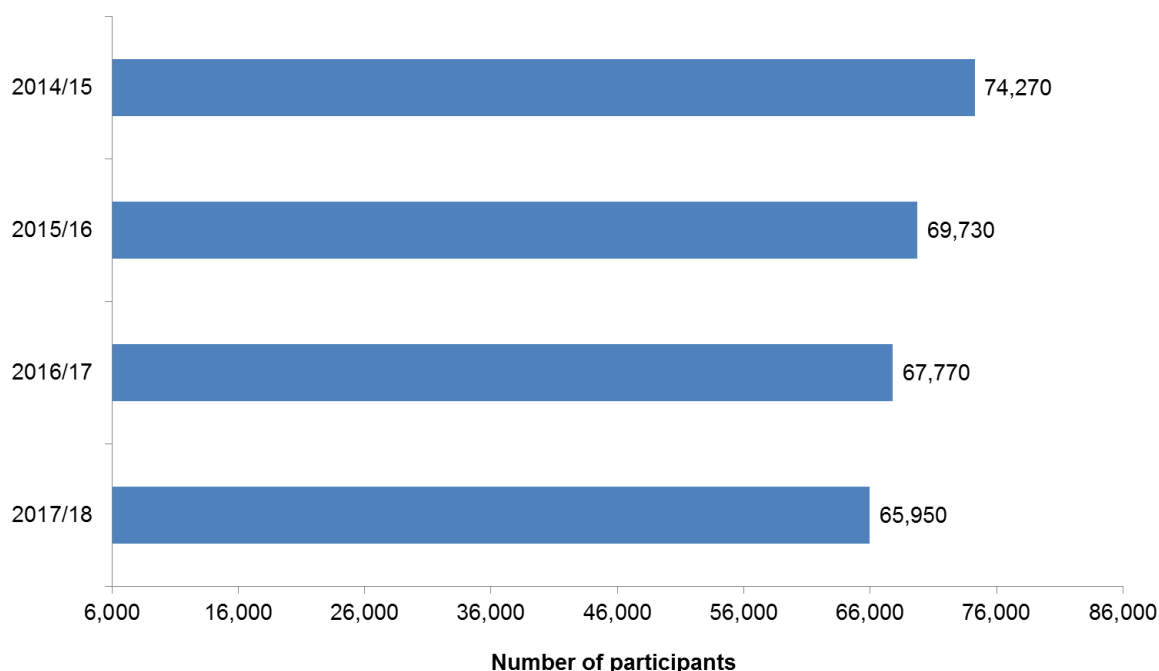
ECC Adult Community Learning has recently been inspected by Ofsted and rated as 'good'.



**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 but excluding school sixth forms) in 2017/18 was 65,950, a fall of 2.7% on the year before. This compares to a national decline of 2.9%.

**All FE and skills participation in Essex  
2014/15 to 2017/18**



## 10.4. Participation: Apprenticeships



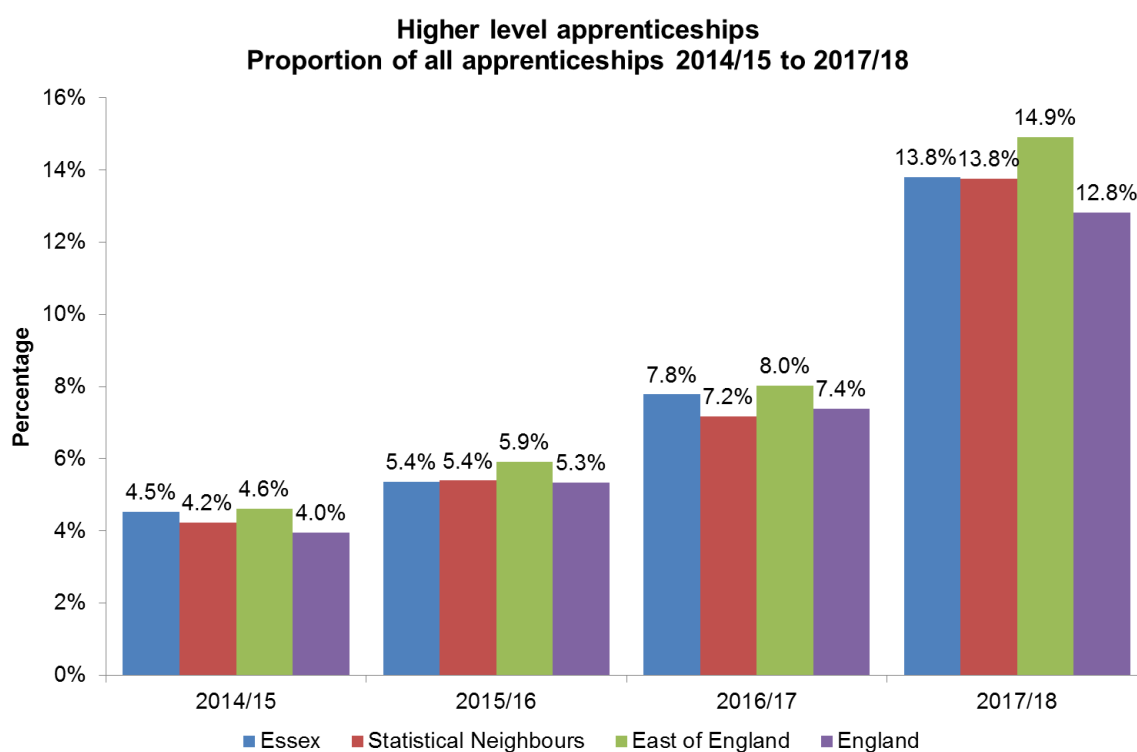
### Number of people starting an apprenticeship declined

There were 9,130 apprenticeship starts by Essex residents in 2017/18, a decline of 20% compared to a national decline of 24%. This has been linked to new funding arrangements in 2017 that saw the introduction of the Apprenticeship Levy to fund new apprenticeships.



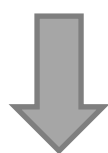
### The take up of Higher or Degree Level apprenticeships in Essex continues to increase and is above national average

The number of Essex residents starting a Higher or Degree level apprenticeship increased to 1,260 in 2017/18, up from 530 in 2014/15. Starts on Higher or Degree level apprenticeships now account for almost 14% of all apprenticeship starts by Essex residents, slightly above the national average.



\* '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)

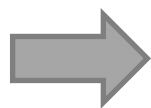


**Average achievement rates for education and training courses are below the national average**

On average, 82.7% of learners enrolled on education and training courses at FE institutions in Essex in 2017/18 successfully achieved their qualification. This was 2.5% points below the national average, though the difference between the local and national figures has narrowed over the last three years.

	Achievement rates for Education & training			
Expected year end	District	Achievement rate	Retention rate	Pass rate
2015/16	Essex	78.9%	90.7%	86.9%
	National	82.8%	90.8%	91.2%
2016/17	Essex	80.7%	91.6%	88.0%
	National	84.0%	91.1%	92.2%
2017/18	Essex	82.7%	92.2%	89.7%
	National	85.2%	91.5%	93.1%
<b>Notes:</b> <b>Based on a weighted average for FE institutions in Essex.</b> <b>Achievement rate</b> = percentage of learners that started a qualification and went on to successfully complete it. <b>Retention rate</b> = percentage of learners that started a qualification and remained for the duration of the course <b>Pass rate</b> = percentage of learners at the end of the course who successfully achieved the qualification.				

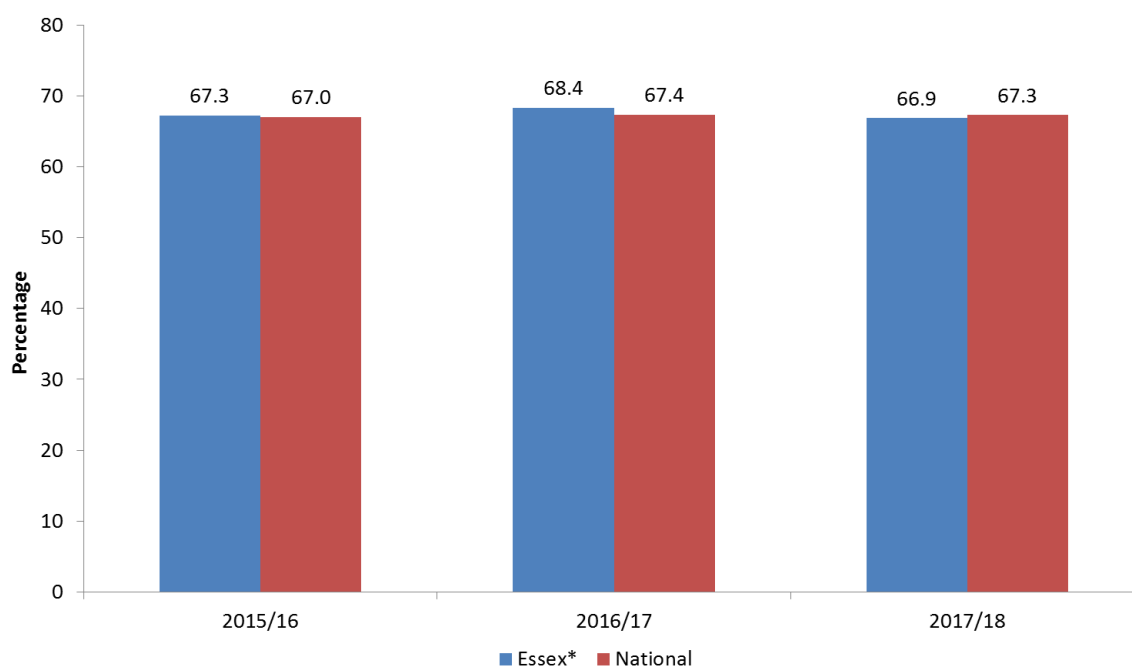
## 10.6. Achievement rates: Apprenticeships



**Apprenticeship achievement rates are broadly in line with the national average**

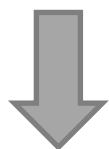
Average achievement rates at Essex FE institutions stood at 66.9% in 2017/18, compared to a national average achievement rate of 67.3%. Average achievement rates at Essex FE institutions have remained broadly in line with national averages

**Apprenticeship achievement rates in Essex  
2015/16 - 2017/18**



*\* Based on a weighted average for FE institutions in Essex.*

## 10.7. Learner and Employer Satisfaction scores 2017/18



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

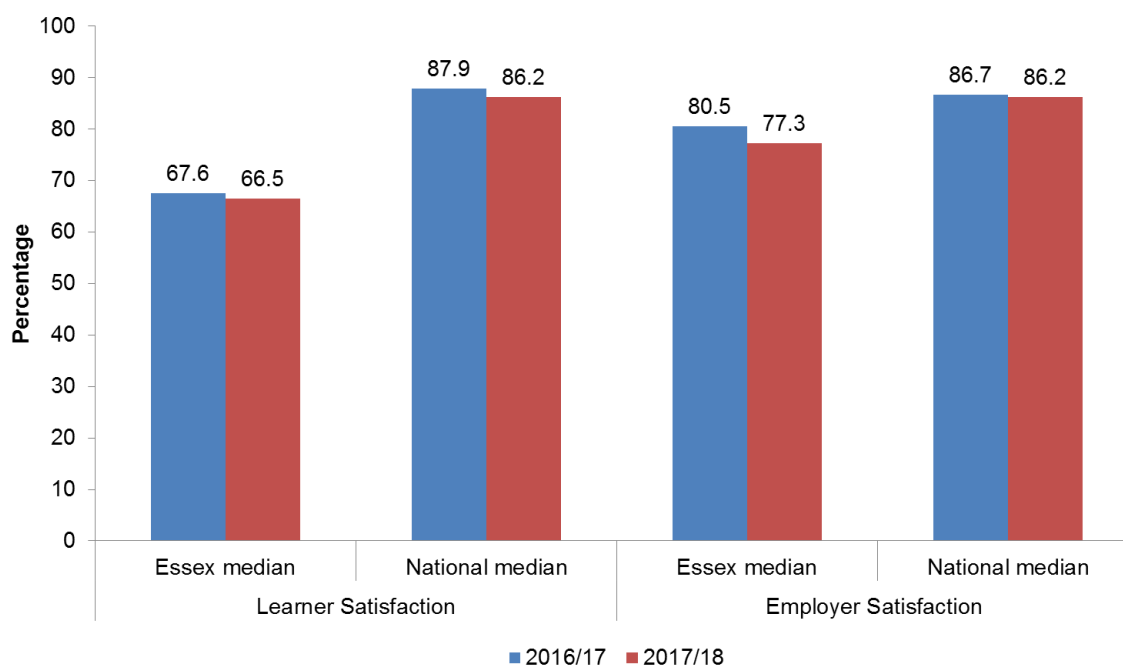
Feedback from learners attending 6 out of 8 FE colleges in Essex and also ECC Adult Community Learning in 2017/18 showed that 66.5% would recommend their college/training organisation to their friends or family, as opposed to 86.2% nationally.



**Employer satisfaction with FE colleges in Essex remains lower than the national median**

Feedback from employers working with 7 out of 8 FE colleges in Essex and also ECC Adult Community Learning in 2017/18 showed that 77.3% would recommend their employees' college/training organisation to another employer, as opposed to 86.2% nationally (an 8.9% percentage point difference).

**Learner and employer satisfaction with FE colleges in Essex  
2016/17 and 2017/18**



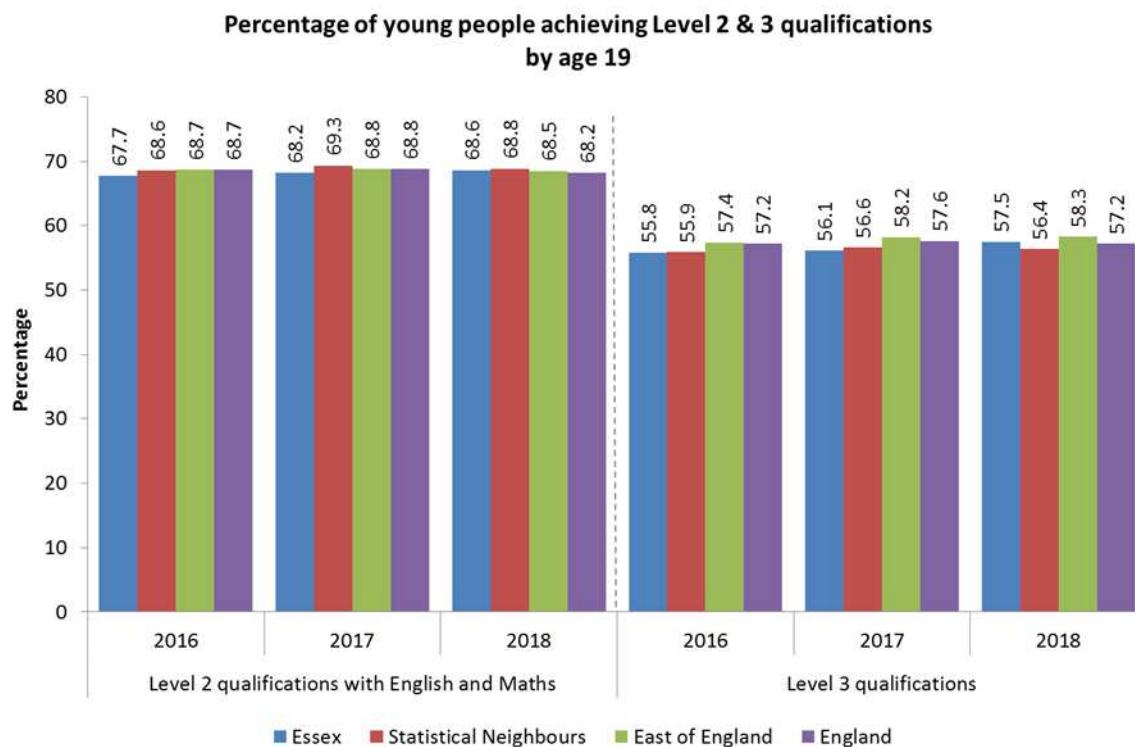
## 10.8. Level 2 (incl. English and Mathematics) and Level 3 qualifications: at age 19, 2017



**By age 19, 68.6% of young people in Essex attained a level 2 qualification (incl. English and Maths) and 57.5% attained level 3. Both in the second quartile nationally.**

The latest published figures are for 2018 and show that there was a 0.4% point increase in the percentage of 19 year olds in Essex with a Level 2 qualification including English and Maths. For the first time in recent years, Essex is above the national average and is now in the second quartile nationally.

In 2018, 57.5% of pupils achieved a Level 3 qualification, an increase of 1.4% points on last year and slightly above the national average. Essex is now in the second quartile nationally, compared to the third quartile in 2017.



**Slight 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 2018, the attainment gap at Level 2 for young people reaching age 19 in Essex stood at 20.8%. Compared to 2017, this was an increase of 0.3% percentage points.

The Essex gap is smaller than the gap for our Statistical Neighbours (24.6%), the Eastern Region (24.6%) and also the national average (21.9%). Essex remains in the second quartile nationally for this measure.



**FSM gap for 19 year olds who attained Level 3 qualifications gets smaller but remains above the national average**

In 2018 the inequality gap (FSM) in Essex fell by 0.8% percentage points to 27.2%, 1.5% points above national. The national inequality gap increased slightly in 2018 to 25.7%. The Essex gap is smaller than Eastern Region and the Statistical Neighbour average (29.1% and 30.04% 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



#### **Improvement in NEET to 2.4 % in 2018/19**

There has been a slight reduction in NEET during the target period (December January, February) from 2.6% in 2017/18 to 2.4% in 2018/19. This is also below the current national average of 2.6% NEET

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.



#### **1.3% 'Unknowns'**

At 1.3%, the proportion of 'unknowns' is well below the DfE 10% threshold. This is also below the national average of 2.9 % unknowns.

As only 1.3% of the cohort has an 'unknown' destination, this makes the data more robust and NEET figures more reliable.



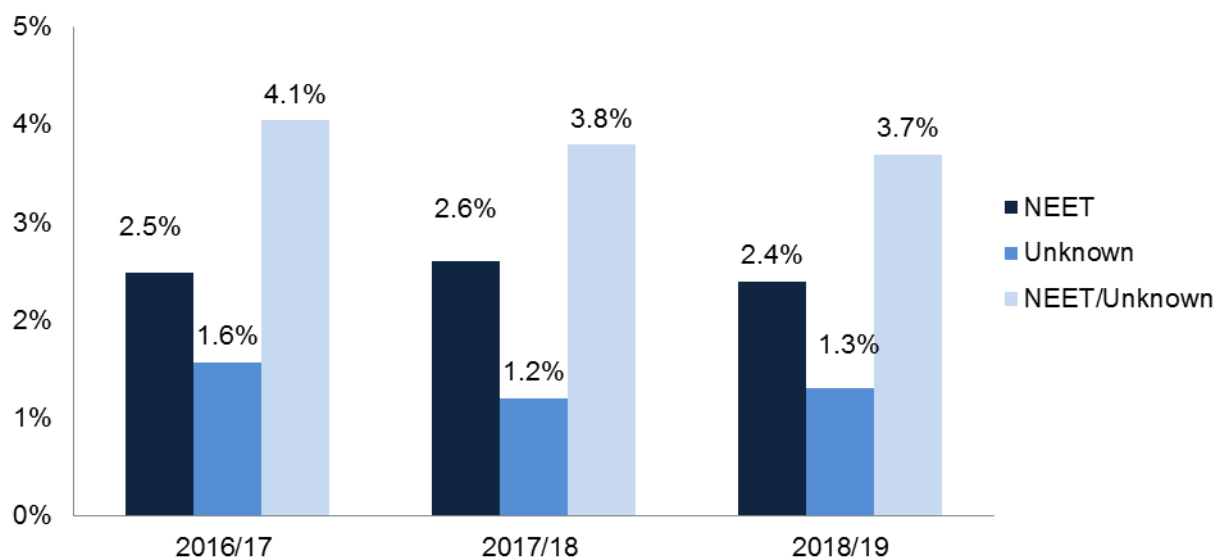
#### **3.7% NEET/Unknown means 3.8% target for 2018/19 has been achieved.**

Currently at 3.7%, Essex is under the 3.8% target for the combined NEET and unknown measure.

This is also below the combined national average of 5.5% NEET/Unknown.



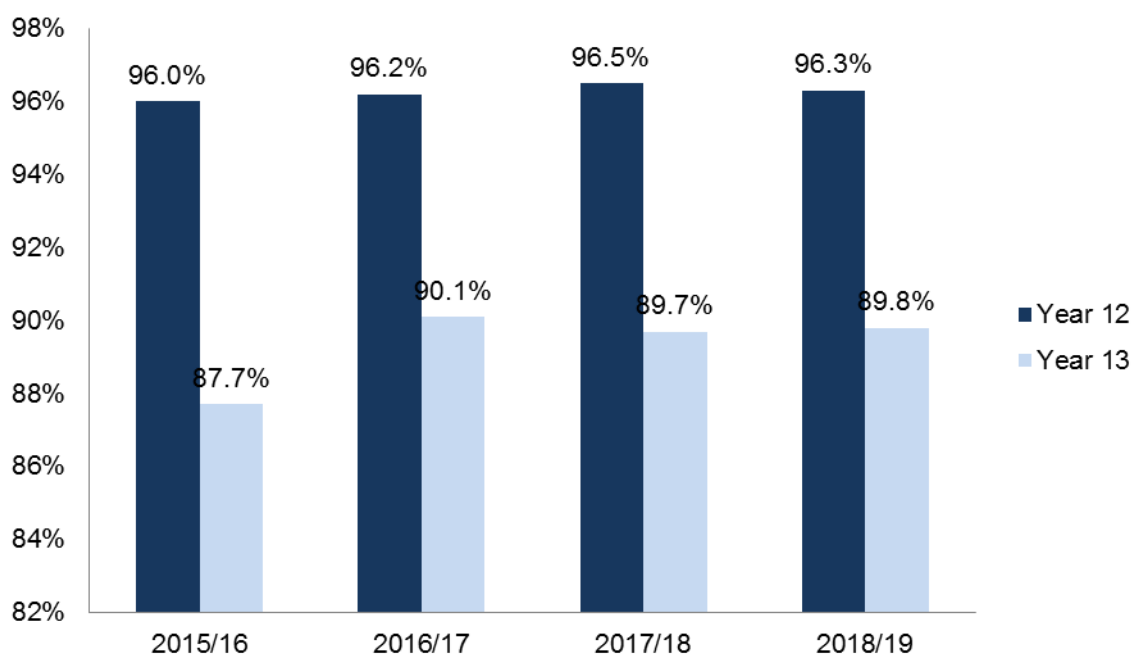
### Percentage 16 and 17 year olds NEET or whose activity is unknown (2016/17 - 2018/19)



#### High 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 (96.3%) and 13 (89.8%) have over the last 4 years. Comparative national data will not be published until October 2019.

### Participation Year 12 and 13 (2015/16 - 2018/19)



## 12. Absence and Exclusions

### Background

- **Absence** data is published two terms in arrears. The latest data reported covers **the full academic year for 2017/18**. There are 2 main measures of school absence;
  - Overall absence rates
  - Persistent Absence rates. In 2015/16 the measure of persistent absence was changed to 10% or more of possible sessions missed during the year.
- **Exclusions** data is collected via the school census two terms in arrears and published by the DfE a further term later. For this reason, exclusion data for 2017/18 is not yet available. Data presented in this report refers to the academic year of **2016/17**. Exclusions can be fixed term or permanent.

### Headlines



#### Increase in absence rates in Essex schools, and nationally

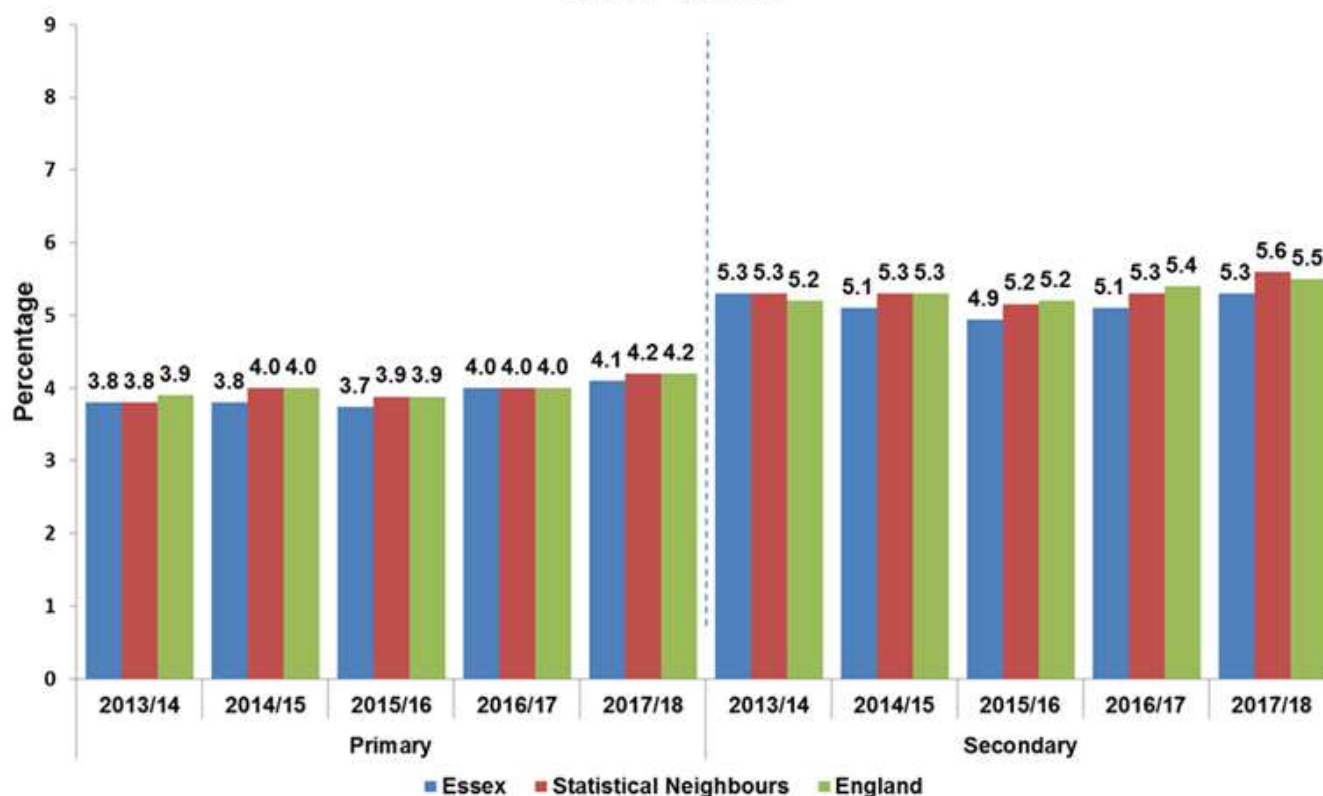
In 2017/18, overall absence rates in Essex increased slightly to 4.1% in primary and 5.3% in secondary schools. All comparator groups also saw an increase. For overall primary and secondary absence Essex remains in the 2<sup>nd</sup> quartile nationally.



#### Overall Absence rates of CiC increase

Absence rates for children in care in Essex increased from 3.8% to 4.2% in 2017/18, but remained below the national average of 4.5%.

### Overall Absence: Primary & Secondary schools 2013/14 - 2017/18



**Increase in persistent absence in primary and secondary schools. Secondary school persistent absence remains lower than all comparators.**

Whilst, persistent absence rates have also increased (see graph overleaf), 2017/18 data shows that Essex continues to be below statistical neighbours in the primary phase at 8.3% (although just above the national average) and below all comparator groups in the secondary phase at 12.8%.

In both primary and secondary schools, persistent absence rates increased by 0.4% points between 2016/17 and 2017/18. However, Essex remains in the 2<sup>nd</sup> quartile nationally for both measures.

Year on year increases in persistent absence rates in both primary and secondary schools have occurred across all comparator groups.

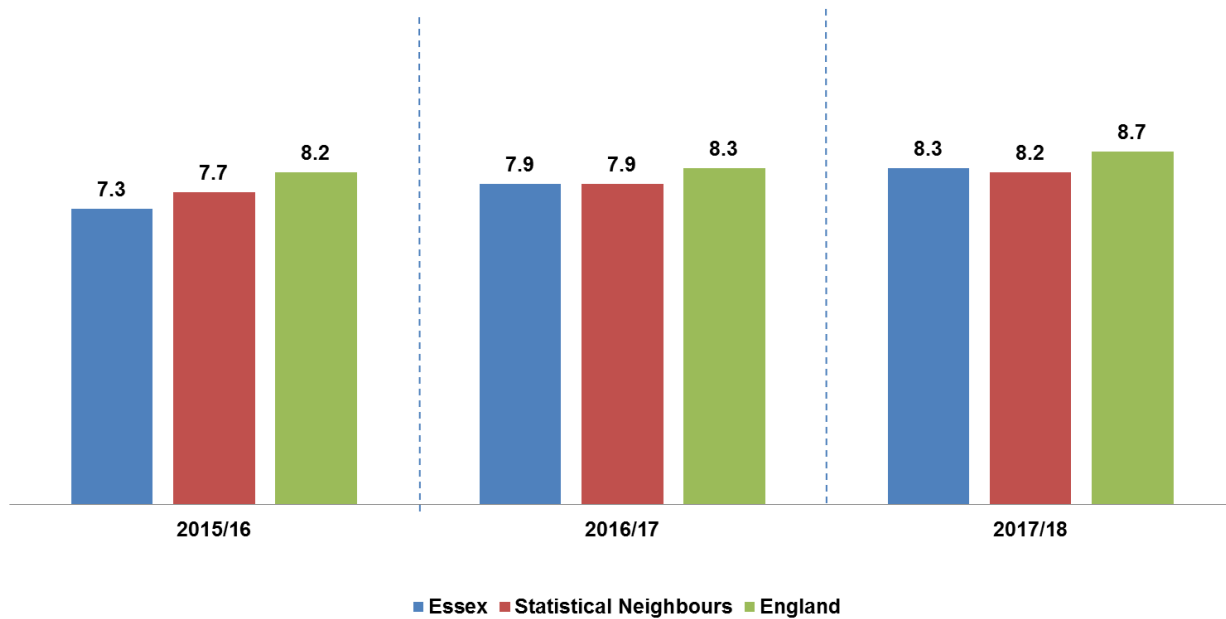


**Persistent absence also increases for children in care**

Persistent absence for Essex CiC increased from 7.6% in 2016/17, to 9.1 % in 2017/18. This was below the national average of 10.6%, which also saw an increase from 10% in 2016/17.

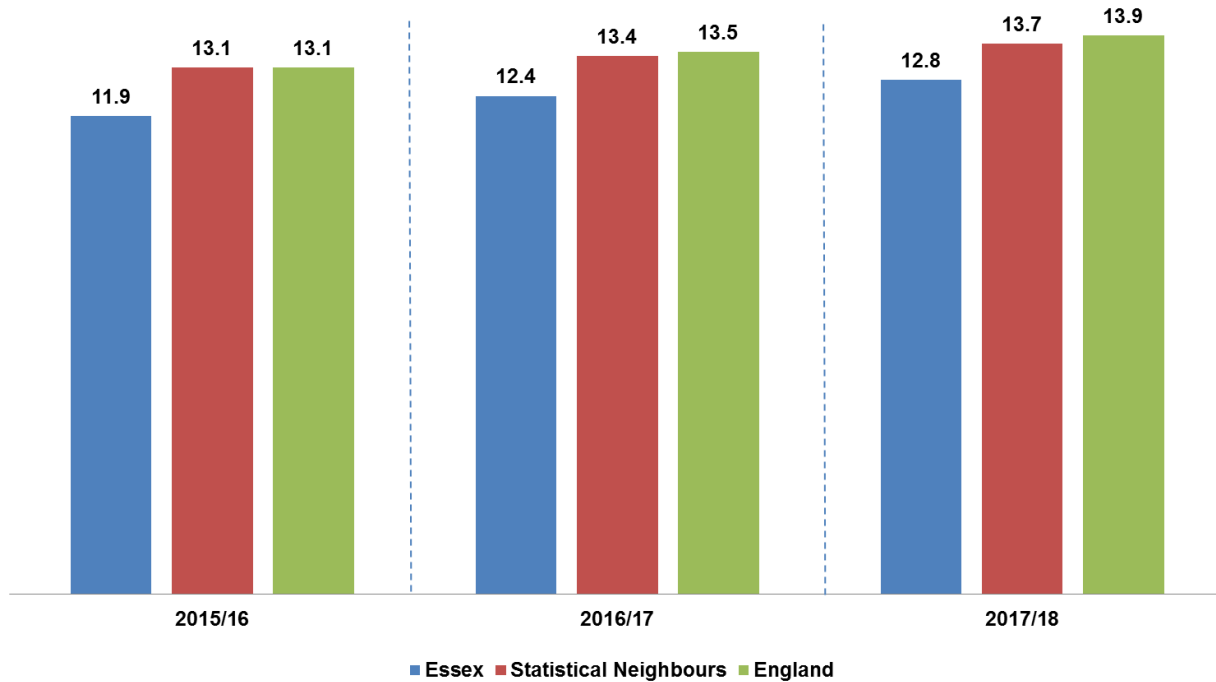
### Persistent Absence (PA) : Primary Schools 2015/16 - 2017/18






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



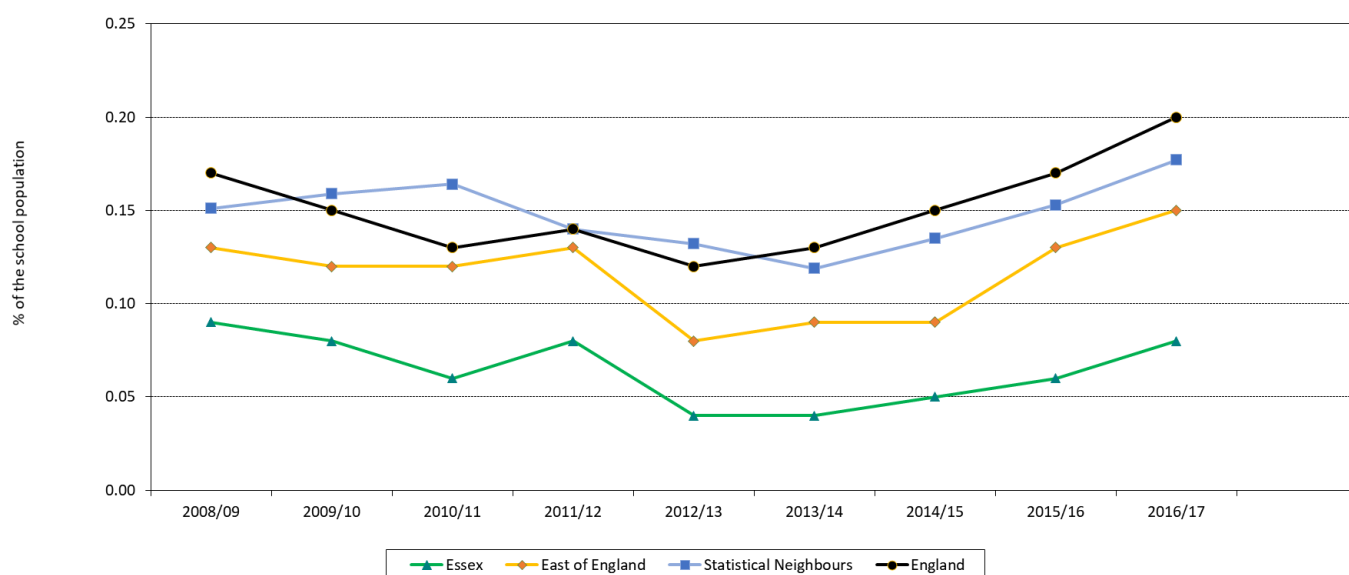
### Persistent Absence (PA) : Secondary Schools 2015/16 - 2017/18

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



	<b>Secondary School permanent exclusions slowly increasing but below national average.</b>	Secondary school permanent exclusions have been decreasing since 2006/07 (0.25% of secondary school population), however increased from last years' position by 0.02% points. They now stand at 0.08% of the secondary school population (relating to 67 permanent exclusions). This remains below the national average of 0.20%.
	<b>Secondary fixed term exclusions below national average</b>	Essex is in the second quartile nationally (54 <sup>th</sup> ; compared to 49 <sup>th</sup> in 2015/16) and exclusions have reduced from 12.9% in 2006/07 to 7.51% in 2016/17 (an increase on the 6.31% the previous year). National secondary fixed term exclusions increased from 8.46% in 2015/16 to 9.40% in 2016/17.
	<b>Prior low proportions of Primary permanent exclusions start to rise</b>	Primary permanent exclusions have increased to 0.03% of the school population in 2016/17 (0.02% in 2015/16), however, this is in line with Statistical Neighbour (0.04%), Eastern Region (0.03%) and national averages (0.03%).
	<b>Fixed-Term exclusions in Primary phase increasing in line with national trend</b>	There has been a slight increase in the proportion of fixed-term exclusions in primary schools from 1.36% in 2015/16 to 1.41% in 2016/17. Essex is ranked 99 <sup>th</sup> nationally (an improvement by 2 ranks from previous year at 101 <sup>st</sup> ), and remains in the third quartile, with a higher rate than the national average of 1.37%.
	<b>Disruptive behaviour was the most common reasons for exclusion</b>	'Persistent disruptive behaviour' (31%) was the most commonly recorded reason for fixed-term and permanent exclusions across primary and secondary schools, followed by 'Physical assault against an adult (18%)'.

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



% pupils with fixed term exclusions in 2017/18

District	% excluded pupils
Harlow	4.2%
Tendring	3.4%
Maldon	3.2%
Braintree	3.1%
Colchester	2.8%
Brentwood	2.6%
Essex	2.5%
Basildon	2.2%
Rochford	2.2%
Epping Forest	2.0%
Chelmsford	1.8%
Uttlesford	1.7%
Castle Point	1.6%

Number of permanent exclusions in 2017/18

Basildon	15
Braintree	13
Brentwood	13
Castle Point	6
Chelmsford	23
Colchester	26
Epping Forest	19
Harlow	16
Maldon	10
Rochford	13
Tendring	10
Uttlesford	6
Unspecified	15
Essex	185

## 13. Children in Care (CiC)

### Background

The information presented in this report on Children in Care relates to those who were in care continuously for 1 year up to 31st March 2018. EYFSP and Key Stage 1 results for Essex have been made available to us through NEXUS, however, national DFE validated data is not available for these key stages. Published DFE data is presented in the section below for Key Stages 2 and 4 and school absence. Exclusions data related to 2016/17 as it is published in arrears .

### 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

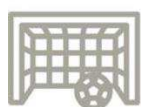
### Headlines



**On average 85% of CiC attending 'good' or 'outstanding' schools**

83%\* of children in care attended a 'good' or 'outstanding' school in Summer 2018, with an average for the year of 85%. This is an increase from 77% in 2015 and decrease from 92% in 2017. 22% of CiC attend schools outside of Essex.

\*83% includes children in care of **statutory school age** attending **any** school.



### 67 % of CiC achieving GLD

There were 9 children in this cohort, 67% achieved a Good Level of Development (the expected standard), compared with 38% in 2017.

There are no national or regional comparisons as this is not published by the DfE.



### Writing identified as a priority area for Key Stage 1.

In 2018 there were 10 children in the KS1 cohort.

Of these, 50% achieved the expected standard in Reading and Mathematics, and 30% in Writing. Writing results are lower than 2017 results, and as such Writing has been identified as a priority area

30% of the cohort have SEN Support, and 20% had an EHC Plan.

DfE has not published KS1 data, due to small cohort sizes, therefore national comparisons are not possible.

Key Stage	Measure		Number of Essex pupils	2018 Performance		
KS1	% at least expected standard	Reading	10	<div></div>	50	
				<div></div>	51	
		Writing		<div></div>	30	
				<div></div>	42	
		Maths		<div></div>	50	
				<div></div>	49	
KS2	% at least expected standard	RWM	34	<div></div>	32	
				<div></div>	35	
		Reading		<div></div>	62	
				<div></div>	51	
		Writing		<div></div>	47	
				<div></div>	49	
	Maths	<div></div>		44		
				<div></div>	47	
		KS1-2 progress score**		Reading	<div></div>	-0.5
					<div></div>	-0.2
				Writing	<div></div>	-2.0
					<div></div>	-0.8
Maths	<div></div>		-1.1			
	<div></div>		-0.8			
KS4	Attainment 8	95	<div></div>	21.1		
			<div></div>	18.9		
	Progress 8**		<div></div>	-1.0		
			<div></div>	-1.2		
	% 9-4 in English & Maths		<div></div>	21.3		
			<div></div>	17.8		

\*\* progress scores are all negative for measures shown







Essex



England



 <b>KS2</b>	<b>32.4% of CiC achieving RWM. Reading much higher than the national average for reading.</b>	<p>There were 34 children in the qualifying cohort. 32.4% achieved the expected standard in the combined RWM measure, in line with 2017 and a marked improvement on 2016 (22%).</p> <p>Reading was the highest performing subject with 62% of children in care achieving the expected standard, compared to writing and mathematics at 47% and 44% respectively. Essex CiC were above the national average of 51% for CiC in reading, and below the national average for CiC in writing (49%) and mathematics (47%).</p> <p>29% of the cohort has SEN Support and 24% an EHC Plan.</p> <p>KS1-2 progress scores for CiC pupils at KS2 were: Mathematics -1.1 points, Reading -0.5 points and Writing -2.0 points. All progress scores were below the national average.</p>
 <b>KS4</b>	<b>21.3% achieved a Standard Pass in English and Mathematics (9-4); Attainment 8 score higher than national</b>	<p>There were 95 pupils in the KS4 cohort.</p> <p>21.3% achieved a Standard Pass (9-4) in English and Mathematics, an improvement from 11.1% in 2017 and above the national average of 17.8%</p> <p>The Essex Attainment 8 score was 21.1; higher than the national CiC score of 18.9.</p> <p>Progress 8 score was negative at -1.03 points, but above the national progress scores for CiC of -1.2.</p> <p>28% of the KS4 cohort had SEN Support and 24% had an EHC Plan.</p>
	<b>Many CiC going onto FE</b>	<p>There are currently 77% of year 12's are in some form of Education, Employment or Training (EET).</p>
	<b>Absence rates for CiC increase in Essex and Nationally</b>	<p>Overall absence rates for children in care have increased from 3.8% in 2016/17, to 4.2% in 2017/18, but remain below the national average of 4.5%</p> <p>Persistent absence for Essex CiC increased from 7.6% in 2017, to 9.1% in 2018, but remains below the national position of 10.6%.</p> <p>No child in care experienced a permanent exclusion in 2017 (latest available data). 11.1% CiC received at least one fixed-term exclusion compared to 8.9% in 2017, however, this is still below the national average of 11.8%.</p>

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# **Annex 2:**

## **2018 Additional Tables**

## Basildon District - educational outcomes in 2017 and 2018

Measure	Basildon							Essex			England		
	Performance			District Rank									
	2017	2018	Change	2017	2018	Change	2017	2018	Change	2017	2018	Change	
EYFS - % good level of development	71	73	<div><div></div></div> 2	10	8	<div><div></div></div> -2	74	74	<div><div></div></div> 0	71	72	<div><div></div></div> 1	
Year 1 Phonics - % required level	82	83	<div><div></div></div> 1	6	8	<div><div></div></div> 2	82	84	<div><div></div></div> 2	81	82	<div><div></div></div> 1	
KS1 Reading - % at least expected standard	79	78	<div><div></div></div> -1	6	6	<div><div></div></div> 0	78	77	<div><div></div></div> -1	76	75	<div><div></div></div> -1	
KS1 Writing - % at least expected standard	70	71	<div><div></div></div> 1	7	6	<div><div></div></div> -1	70	71	<div><div></div></div> 1	68	70	<div><div></div></div> 2	
KS1 Maths - % at least expected standard	77	78	<div><div></div></div> 1	8	6	<div><div></div></div> -2	76	77	<div><div></div></div> 1	75	76	<div><div></div></div> 1	
KS2 Reading - % at least expected standard	71	74	<div><div></div></div> 3	10	11	<div><div></div></div> 1	74	77	<div><div></div></div> 3	72	75	<div><div></div></div> 3	
KS2 Writing - % at least expected standard	79	81	<div><div></div></div> 2	5	6	<div><div></div></div> 1	78	79	<div><div></div></div> 1	76	78	<div><div></div></div> 2	
KS2 Maths - % at least expected standard	74	77	<div><div></div></div> 3	10	6	<div><div></div></div> -4	77	76	<div><div></div></div> -1	75	76	<div><div></div></div> 1	
KS2 RWM - % at least expected standard	63	66	<div><div></div></div> 3	8	7	<div><div></div></div> -1	63	65	<div><div></div></div> 2	61	64	<div><div></div></div> 3	
KS1-2 progress score in Reading	-0.6	-0.5	<div><div></div></div> 0.1	8	10	<div><div></div></div> 2	-0.2	-0.1	<div><div></div></div> 0.1	0.0	0.0	<div><div></div></div> 0.0	
KS1-2 progress score in Writing	0.8	0.3	<div><div></div></div> -0.5	2	6	<div><div></div></div> 4	0.1	0.0	<div><div></div></div> -0.1	0.0	0.0	<div><div></div></div> 0.0	
KS1-2 progress score in Maths	-0.4	0.1	<div><div></div></div> 0.5	9	7	<div><div></div></div> -2	-0.2	-0.3	<div><div></div></div> -0.1	0.0	0.0	<div><div></div></div> 0.0	
KS4 - attainment8	44.6	42.8	<div><div></div></div>	8	9	<div><div></div></div> 1	46.7	45.9	<div><div></div></div>	46.4	46.5	<div><div></div></div>	
KS4 - progress8	-0.01	-0.16	<div><div></div></div>	6	7	<div><div></div></div> 1	-0.04	-0.1	<div><div></div></div>	-0.03	-0.03	<div><div></div></div>	
KS4 - % 9 to 4 grades in English & Maths	60.7	58.8	<div><div></div></div>	9	9	<div><div></div></div> 0	65.3	63.3	<div><div></div></div>	64.2	64.2	<div><div></div></div>	
KS4 - % entered for English Baccalaureate	38.2	40.2	<div><div></div></div>	6	3	<div><div></div></div> -3	34.5	32.9	<div><div></div></div>	38.4	38.5	<div><div></div></div>	
KS4 - % achieving English Baccalaureate (9-4 grades in English & Maths)	23.1	21.5	<div><div></div></div>	5	6	<div><div></div></div> 1	21.8	21.6	<div><div></div></div>	23.9	24.2	<div><div></div></div>	






















































## Braintree District - educational outcomes in 2017 and 2018

Measure	Braintree						Essex			England		
	Performance			District Rank								
	2017	2018	Change	2017	2018	Change	2017	2018	Change	2017	2018	Change
EYFS - % good level of development	74	73	-1	6	10	4	74	74	0	71	72	1
Year 1 Phonics - % required level	82	86	4	8	4	-4	82	84	2	81	82	1
KS1 Reading - % at least expected standard	76	77	1	10	7	-3	78	77	-1	76	75	-1
KS1 Writing - % at least expected standard	69	71	2	10	8	-2	70	71	1	68	70	2
KS1 Maths - % at least expected standard	75	76	1	10	7	-3	76	77	1	75	76	1
KS2 Reading - % at least expected standard	76	77	2	5	6	1	74	77	3	72	75	3
KS2 Writing - % at least expected standard	79	78	-1	8	10	2	78	79	1	76	78	2
KS2 Maths - % at least expected standard	78	74	-4	6	10	4	77	76	-1	75	76	1
KS2 RWM - % at least expected standard	66	63	-3	4	10	6	63	65	2	61	64	3
KS1-2 progress score in Reading	0.2	0.4	0.2	5	4	-1	-0.2	-0.1	0.1	0.0	0.0	0.0
KS1-2 progress score in Writing	0.4	0.4	0.0	4	5	1	0.1	0.0	-0.1	0.0	0.0	0.0
KS1-2 progress score in Maths	0.3	-0.2	-0.5	2	8	6	-0.2	-0.3	-0.1	0.0	0.0	0.0
KS4 - attainment8	44.0	43.1		10	8	-2	46.7	45.9		46.4	43.2	
KS4 - progress8	-0.23	-0.30		12	11	-1	-0.04	-0.1		-0.03	-0.03	
KS4 - % 9 to 4 grades in English & Maths	61.6	60.7		8	7	-1	65.3	63.3		64.2	64.2	
KS4 - % entered for English Baccalaureate	33.1	31.3		7	7	0	34.5	32.9		38.4	38.5	
KS4 - % achieving English Baccalaureate (9-4 grades in English & Maths)	15.9	14.5		11	10	-1	21.8	21.6		23.9	24.2	















































## Brentwood District - educational outcomes in 2017 and 2018

Measure	Brentwood						Essex			England		
	Performance			District Rank								
	2017	2018	Change	2017	2018	Change	2017	2018	Change	2017	2018	Change
EYFS - % good level of development	79	77	<div><div></div></div> -2	1	4	<div><div></div></div> 3	74	74	<div><div></div></div> 0	71	72	<div><div></div></div> 1
Year 1 Phonics - % required level	85	88	<div><div></div></div> 3	2	1	<div><div></div></div> -1	82	84	<div><div></div></div> 2	81	82	<div><div></div></div> 1
KS1 Reading - % at least expected standard	83	85	<div><div></div></div> 2	1	1	<div><div></div></div> 0	78	77	<div><div></div></div> -1	76	75	<div><div></div></div> -1
KS1 Writing - % at least expected standard	76	78	<div><div></div></div> 2	1	1	<div><div></div></div> 0	70	71	<div><div></div></div> 1	68	70	<div><div></div></div> 2
KS1 Maths - % at least expected standard	80	83	<div><div></div></div> 3	2	1	<div><div></div></div> -1	76	77	<div><div></div></div> 1	75	76	<div><div></div></div> 1
KS2 Reading - % at least expected standard	82	82	<div><div></div></div> 0	2	2	<div><div></div></div> 0	74	77	<div><div></div></div> 3	72	75	<div><div></div></div> 3
KS2 Writing - % at least expected standard	81	83	<div><div></div></div> 2	2	3	<div><div></div></div> 1	78	79	<div><div></div></div> 1	76	78	<div><div></div></div> 2
KS2 Maths - % at least expected standard	81	83	<div><div></div></div> 2	2	1	<div><div></div></div> -1	77	76	<div><div></div></div> -1	75	76	<div><div></div></div> 1
KS2 RWM - % at least expected standard	70	72	<div><div></div></div> 3	2	3	<div><div></div></div> 1	63	65	<div><div></div></div> 2	61	64	<div><div></div></div> 3
KS1-2 progress score in Reading	0.3	0.0	<div><div></div></div> -0.3	3	7	<div><div></div></div> 4	-0.2	-0.1	<div><div></div></div> 0.1	0.0	0.0	<div><div></div></div> 0.0
KS1-2 progress score in Writing	-0.4	-0.4	<div><div></div></div> 0.0	11	9	<div><div></div></div> -2	0.1	0.0	<div><div></div></div> -0.1	0.0	0.0	<div><div></div></div> 0.0
KS1-2 progress score in Maths	0.0	0.2	<div><div></div></div> 0.2	4	6	<div><div></div></div> 2	-0.2	-0.3	<div><div></div></div> -0.1	0.0	0.0	<div><div></div></div> 0.0
KS4 - attainment8	50.0	50.7		3	2	<div><div></div></div> -1	46.7	45.9		46.4	46.5	
KS4 - progress8	0.03	0.11		3	2	<div><div></div></div> -1	-0.04	-0.1		-0.03	-0.03	
KS4 - % 9 to 4 grades in English & Maths	78.5	75.4		1	1	<div><div></div></div> 0	65.3	63.3		64.2	64.2	
KS4 - % entered for English Baccalaureate	48.2	40.4		2	2	<div><div></div></div> 0	34.5	32.9		38.4	38.5	
KS4 - % achieving English Baccalaureate (9-4 grades in English & Maths)	28.4	28.3		3	6	<div><div></div></div> 3	21.8	21.6		23.9	24.2	

## Castle Point District - educational outcomes in 2017 and 2018
















































Measure	Castle Point						Essex			England		
	Performance			District Rank			2017	2018	Change	2017	2018	Change
	2017	2018	Change	2017	2018	Change						
EYFS - % good level of development	74	73	 -1	8	7	 -1	74	74	 0	71	72	 1
Year 1 Phonics - % required level	85	82	 -3	3	11	 8	82	84	 2	81	82	 1
KS1 Reading - % at least expected standard	80	79	 -1	3	3	 0	78	77	 -1	76	75	 -1
KS1 Writing - % at least expected standard	72	73	 1	4	5	 1	70	71	 1	68	70	 2
KS1 Maths - % at least expected standard	77	78	 1	4	5	 1	76	77	 1	75	76	 1
KS2 Reading - % at least expected standard	73	77	 5	8	7	 -1	74	77	 3	72	75	 3
KS2 Writing - % at least expected standard	80	81	 2	4	5	 1	78	79	 1	76	78	 2
KS2 Maths - % at least expected standard	77	76	 -1	8	8	 0	77	76	 -1	75	76	 1
KS2 RWM - % at least expected standard	63	66	 3	9	8	 -1	63	65	 2	61	64	 3
KS1-2 progress score in Reading	-0.7	0.0	 0.7	10	6	 -4	-0.2	-0.1	 0.1	0.0	0.0	 0.0
KS1-2 progress score in Writing	0.5	0.8	 0.4	3	2	 -1	0.1	0.0	 -0.1	0.0	0.0	 0.0
KS1-2 progress score in Maths	-0.2	0.2	 0.4	7	5	 -2	-0.2	-0.3	 -0.1	0.0	0.0	 0.0
KS4 - attainment8	44.9	42.7		7	10	 3	46.7	45.9		46.4	46.5	
KS4 - progress8	-0.04	-0.34		8	12	 4	-0.04	-0.1		-0.03	-0.03	
KS4 - % 9 to 4 grades in English & Maths	63.1	62.0		7	6	 -1	65.3	63.3		64.2	64.2	
KS4 - % entered for English Baccalaureate	26.9	22.9		10	11	 1	34.5	32.9		38.4	38.5	
KS4 - % achieving English Baccalaureate (9-4 grades in English & Maths)	17.9	14.5		10	11	 1	21.8	21.6		23.9	24.2	

## Chelmsford District - educational outcomes in 2017 and 2018

















































Measure	Chelmsford						Essex			England		
	Performance			District Rank			2017	2018	Change	2017	2018	Change
	2017	2018	Change	2017	2018	Change						
EYFS - % good level of development	74	75	 1	5	5	 0	74	74	 0	71	72	 1
Year 1 Phonics - % required level	82	83	 1	7	7	 0	82	84	 2	81	82	 1
KS1 Reading - % at least expected standard	79	75	 -4	7	9	 2	78	77	 -1	76	75	 -1
KS1 Writing - % at least expected standard	70	71	 1	8	7	 -1	70	71	 1	68	70	 2
KS1 Maths - % at least expected standard	76	75	 -1	9	9	 0	76	77	 1	75	76	 1
KS2 Reading - % at least expected standard	78	78	 0	3	5	 2	74	77	 3	72	75	 3
KS2 Writing - % at least expected standard	78	79	 1	9	8	 -1	78	79	 1	76	78	 2
KS2 Maths - % at least expected standard	78	76	 -2	5	7	 2	77	76	 -1	75	76	 1
KS2 RWM - % at least expected standard	66	67	 1	3	5	 2	63	65	 2	61	64	 3
KS1-2 progress score in Reading	0.1	-0.2	 -0.3	6	8	 2	-0.2	-0.1	 0.1	0.0	0.0	 0.0
KS1-2 progress score in Writing	-0.3	-0.4	 -0.1	9	10	 1	0.1	0.0	 -0.1	0.0	0.0	 0.0
KS1-2 progress score in Maths	-0.1	-0.4	 -0.3	5	9	 4	-0.2	-0.3	 -0.1	0.0	0.0	 0.0
KS4 - attainment8	51.0	51.2		1	1		46.7	45.9		44.6	46.5	
KS4 - progress8	0.05	0.04		2	5		-0.04	-0.1		-0.03	0.03	
KS4 - % 9 to 4 grades in English & Maths	71.9	71.4		3	2		65.3	63.3		64.2	64.2	
KS4 - % entered for English Baccalaureate	41.9	38.6		3	4		34.5	32.9		38.4	38.5	
KS4 - % achieving English Baccalaureate (9-4 grades in English & Maths)	31.5	29.0		2	2		21.8	21.6		23.9	24.2	



















































## Colchester District - educational outcomes in 2017 and 2018

Measure	Colchester						Essex			England		
	Performance			District Rank								
	2017	2018	Change	2017	2018	Change	2017	2018	Change	2017	2018	Change
EYFS - % good level of development	73	73	 0	9	9	 0	74	74	 0	71	72	 1
Year 1 Phonics - % required level	81	83	 2	10	9	 -1	82	84	 2	81	82	 1
KS1 Reading - % at least expected standard	77	76	 -1	9	8	 -1	78	77	 -1	76	75	 -1
KS1 Writing - % at least expected standard	67	70	 3	11	10	 -1	70	71	 1	68	70	 2
KS1 Maths - % at least expected standard	74	75	 1	11	11	 0	76	77	 1	75	76	 1
KS2 Reading - % at least expected standard	71	76	 5	9	10	 1	74	77	 3	72	75	 3
KS2 Writing - % at least expected standard	75	78	 3	11	11	 0	78	79	 1	76	78	 2
KS2 Maths - % at least expected standard	75	74	 -1	9	11	 2	77	76	 -1	75	76	 1
KS2 RWM - % at least expected standard	61	63	 3	10	11	 1	63	65	 2	61	64	 3
KS1-2 progress score in Reading	-0.4	-0.2	 0.2	7	9	 2	-0.2	-0.1	 0.1	0.0	0.0	 0.0
KS1-2 progress score in Writing	-0.3	-0.4	 -0.1	10	11	 1	0.1	0.0	 -0.1	0.0	0.0	 0.0
KS1-2 progress score in Maths	-0.4	-1.0	 -0.6	9	11	 2	-0.2	-0.3	 -0.1	0.0	0.0	 0.0
KS4 - attainment8	49.1	49.1		4	4		46.7	45.9		46.4	46.5	
KS4 - progress8	0.03	0.08		3	3		-0.04	-0.1		-0.03	-0.05	
KS4 - % 9 to 4 grades in English & Maths	68.4	66.0		5	5		65.3	63.3		64.2	64.2	
KS4 - % entered for English Baccalaureate	30.5	38.1		9	5		34.5	32.9		38.4	38.5	
KS4 - % achieving English Baccalaureate (9-4 grades in English & Maths)	21.1	28.9		6	3		21.8	21.6		23.9	24.2	


































## Epping Forest District - educational outcomes in 2017 and 2018

Measure	Epping Forest						Essex			England		
	Performance			District Rank								
	2017	2018	Change	2017	2018	Change	2017	2018	Change	2017	2018	Change
EYFS - % good level of development	74	74	 0	7	6	 -1	74	74	 0	71	72	 1
Year 1 Phonics - % required level	81	84	 3	9	6	 -3	82	84	 2	81	82	 1
KS1 Reading - % at least expected standard	78	75	 -3	8	10	 2	78	77	 -1	76	75	 -1
KS1 Writing - % at least expected standard	71	70	 -1	5	11	 6	70	71	 1	68	70	 2
KS1 Maths - % at least expected standard	77	75	 -2	7	10	 3	76	77	 1	75	76	 1
KS2 Reading - % at least expected standard	70	76	 7	11	9	 -2	74	77	 3	72	75	 3
KS2 Writing - % at least expected standard	77	79	 2	10	9	 -1	78	79	 1	76	78	 2
KS2 Maths - % at least expected standard	74	74	 0	11	9	 -2	77	76	 -1	75	76	 1
KS2 RWM - % at least expected standard	60	63	 3	11	9	 -2	63	65	 2	61	64	 3
KS1-2 progress score in Reading	-0.9	-0.7	 0.2	11	11	 0	-0.2	-0.1	 0.1	0.0	0.0	 0.0
KS1-2 progress score in Writing	-0.1	-0.2	 -0.1	8	8	 0	0.1	0.0	 -0.1	0.0	0.0	 0.0
KS1-2 progress score in Maths	-0.6	-0.9	 -0.3	11	10	 -1	-0.2	-0.3	 -0.1	0.0	0.0	 0.0
KS4 - attainment8	47.7	46.2		5	5		46.7	45.9		46.4	46.5	
KS4 - progress8	0.13	0.03		1	6		-0.04	-0.1		-0.03	-0.03	
KS4 - % 9 to 4 grades in English & Maths	67.2	67.2		6	4		65.3	63.3		64.2	64.2	
KS4 - % entered for English Baccalaureate	25.1	33.0		11	6		34.5	32.9		38.4	38.5	
KS4 - % achieving English Baccalaureate (9-4 grades in English & Maths)	18.8	22.9		8	5		21.8	21.6		23.9	24.2	














































## Harlow District - educational outcomes in 2017 and 2018

Measure	Harlow						Essex			England		
	Performance			District Rank								
	2017	2018	Change	2017	2018	Change	2017	2018	Change	2017	2018	Change
EYFS - % good level of development	71	71	 0	11	11	 0	74	74	 0	71	72	 1
Year 1 Phonics - % required level	80	82	 2	11	10	 -1	82	84	 2	81	82	 1
KS1 Reading - % at least expected standard	76	75	 -1	11	11	 0	78	77	 -1	76	75	 -1
KS1 Writing - % at least expected standard	70	70	 0	9	9	 0	70	71	 1	68	70	 2
KS1 Maths - % at least expected standard	77	76	 -1	6	8	 2	76	77	 1	75	76	 1
KS2 Reading - % at least expected standard	75	77	 3	6	8	 2	74	77	 3	72	75	 3
KS2 Writing - % at least expected standard	79	80	 1	7	7	 0	78	79	 1	76	78	 2
KS2 Maths - % at least expected standard	79	78	 -1	4	5	 1	77	76	 -1	75	76	 1
KS2 RWM - % at least expected standard	66	67	 1	5	6	 1	63	65	 2	61	64	 3
KS1-2 progress score in Reading	1.0	0.4	 -0.6	1	5	 4	-0.2	-0.1	 0.1	0.0	0.0	 0.0
KS1-2 progress score in Writing	1.2	0.5	 -0.7	1	3	 2	0.1	0.0	 -0.1	0.0	0.0	 0.0
KS1-2 progress score in Maths	1.2	0.3	 -0.9	1	4	 3	-0.2	-0.3	 -0.1	0.0	0.0	 0.0
KS4 - attainment8	43.1	41.9		11	11		46.7	45.9		46.4	46.5	
KS4 - progress8	-0.07	-0.19		9	8		-0.04	-0.1		-0.03	-0.03	
KS4 - % 9 to 4 grades in English & Maths	57.8	58.3		10	11		65.3	63.3		64.2	64.2	
KS4 - % entered for English Baccalaureate	40.3	30.1		4	9		34.5	32.9		38.4	38.5	
KS4 - % achieving English Baccalaureate (9-4 grades in English & Maths)	19.7	16.7		7	9		21.8	21.6		23.9	24.2	

## Maldon District - educational outcomes in 2017 and 2018

Measure	Maldon						Essex			England		
	Performance			District Rank								
	2017	2018	Change	2017	2018	Change	2017	2018	Change	2017	2018	Change
EYFS - % good level of development	76	77	 1	4	3	 -1	74	74	 0	71	72	 1
Year 1 Phonics - % required level	82	84	 2	7	5	 -2	82	84	 2	81	82	 1
KS1 Reading - % at least expected standard	79	79	 0	5	5	 0	78	77	 -1	76	75	 -1
KS1 Writing - % at least expected standard	71	75	 4	6	2	 -4	70	71	 1	68	70	 2
KS1 Maths - % at least expected standard	77	79	 2	5	4	 -1	76	77	 1	75	76	 1
KS2 Reading - % at least expected standard	73	81	 8	7	3	 -4	74	77	 3	72	75	 3
KS2 Writing - % at least expected standard	80	85	 5	3	1	 -2	78	79	 1	76	78	 2
KS2 Maths - % at least expected standard	78	81	 3	5	2	 -3	77	76	 -1	75	76	 1
KS2 RWM - % at least expected standard	64	72	 8	7	2	 -5	63	65	 2	61	64	 3
KS1-2 progress score in Reading	-0.7	1.0	 1.7	9	1	 -8	-0.2	-0.1	 0.1	0.0	0.0	 0.0
KS1-2 progress score in Writing	0.0	1.1	 1.1	7	1	 -6	0.1	0.0	 -0.1	0.0	0.0	 0.0
KS1-2 progress score in Maths	-0.2	0.9	 1.1	6	1	 -5	-0.2	-0.3	 -0.1	0.0	0.0	 0.0
KS4 - attainment8	44.4	45.6		9	6		46.7	45.9		46.4	46.5	
KS4 - progress8	0.00	0.05		5	4		-0.04	-0.1		-0.03	-0.05	
KS4 - % 9 to 4 grades in English & Maths	55.2	58.4		11	10		65.3	63.3		64.2	64.2	
KS4 - % entered for English Baccalaureate	39.2	30.5		5	8		34.5	32.9		38.4	38.5	
KS4 - % achieving English Baccalaureate (9-4 grades in English & Maths)	23.4	21.2		4	2		21.8	21.6		23.9	24.2	

## Rochford District - educational outcomes in 2017 and 2018

Measure	Rochford						Essex			England		
	Performance			District Rank								
	2017	2018	Change	2017	2018	Change	2017	2018	Change	2017	2018	Change
EYFS - % good level of development	78	78	 0	3	1	 -2	74	74	 0	71	72	 1
Year 1 Phonics - % required level	84	87	 3	4	3	 -1	82	84	 2	81	82	 1
KS1 Reading - % at least expected standard	82	79	 -3	2	4	 2	78	77	 -1	76	75	 -1
KS1 Writing - % at least expected standard	74	75	 1	2	4	 2	70	71	 1	68	70	 2
KS1 Maths - % at least expected standard	81	81	 0	1	2	 1	76	77	 1	75	76	 1
KS2 Reading - % at least expected standard	77	80	 3	4	4	 0	74	77	 3	72	75	 3
KS2 Writing - % at least expected standard	79	82	 3	6	4	 -2	78	79	 1	76	78	 2
KS2 Maths - % at least expected standard	79	81	 2	3	3	 0	77	76	 -1	75	76	 1
KS2 RWM - % at least expected standard	65	69	 4	6	4	 -2	63	65	 2	61	64	 3
KS1-2 progress score in Reading	0.3	0.4	 0.1	4	2	 -2	-0.2	-0.1	 0.1	0.0	0.0	 0.0
KS1-2 progress score in Writing	0.2	0.4	 0.2	5	4	 -1	0.1	0.0	 -0.1	0.0	0.0	 0.0
KS1-2 progress score in Maths	0.2	0.4	 0.2	3	2	 -1	-0.2	-0.3	 -0.1	0.0	0.0	 0.0
KS4 - attainment8	46.5	43.5		6	7		46.7	45.9		46.4	46.5	
KS4 - progress8	-0.13	-0.23		10	9		-0.04	-0.1		-0.03	-0.03	
KS4 - % 9 to 4 grades in English & Maths	69.3	60.4		4	8		65.3	63.3		64.2	64.2	
KS4 - % entered for English Baccalaureate	31.1	25.3		8	10		34.5	32.9		38.4	38.5	
KS4 - % achieving English Baccalaureate (9-4 grades in English & Maths)	18.7	17.8		9	8		21.8	21.6		23.9	24.2	

## Tendring District - educational outcomes in 2017 and 2018

Measure	Tendring						Essex			England		
	Performance			District Rank								
	2017	2018	Change	2017	2018	Change	2017	2018	Change	2017	2018	Change
EYFS - % good level of development	69	70	<div><div></div></div> 1	12	12	<div><div></div></div> 0	74	74	<div><div></div></div> 0	71	72	<div><div></div></div> 1
Year 1 Phonics - % required level	77	79	<div><div></div></div> 2	12	12	<div><div></div></div> 0	82	84	<div><div></div></div> 2	81	82	<div><div></div></div> 1
KS1 Reading - % at least expected standard	71	72	<div><div></div></div> 1	12	12	<div><div></div></div> 0	78	77	<div><div></div></div> -1	76	75	<div><div></div></div> -1
KS1 Writing - % at least expected standard	62	67	<div><div></div></div> 5	12	12	<div><div></div></div> 0	70	71	<div><div></div></div> 1	68	70	<div><div></div></div> 2
KS1 Maths - % at least expected standard	70	73	<div><div></div></div> 3	12	12	<div><div></div></div> 0	76	77	<div><div></div></div> 1	75	76	<div><div></div></div> 1
KS2 Reading - % at least expected standard	65	67	<div><div></div></div> 2	12	12	<div><div></div></div> 0	74	77	<div><div></div></div> 3	72	75	<div><div></div></div> 3
KS2 Writing - % at least expected standard	73	72	<div><div></div></div> -1	12	12	<div><div></div></div> 0	78	79	<div><div></div></div> 1	76	78	<div><div></div></div> 2
KS2 Maths - % at least expected standard	70	63	<div><div></div></div> -7	12	12	<div><div></div></div> 0	77	76	<div><div></div></div> -1	75	76	<div><div></div></div> 1
KS2 RWM - % at least expected standard	54	54	<div><div></div></div> 0	12	12	<div><div></div></div> 0	63	65	<div><div></div></div> 2	61	64	<div><div></div></div> 3
KS1-2 progress score in Reading	-1.1	-1.4	<div><div></div></div> -0.3	12	12	<div><div></div></div> 0	-0.2	-0.1	<div><div></div></div> 0.1	0.0	0.0	<div><div></div></div> 0.0
KS1-2 progress score in Writing	0.0	-0.8	<div><div></div></div> -0.8	6	12	<div><div></div></div> 6	0.1	0.0	<div><div></div></div> -0.1	0.0	0.0	<div><div></div></div> 0.0
KS1-2 progress score in Maths	-0.8	-2.0	<div><div></div></div> -1.2	12	12	<div><div></div></div> 0	-0.2	-0.3	<div><div></div></div> -0.1	0.0	0.0	<div><div></div></div> 0.0
KS4 - attainment8	41.4	39.9		12	12		46.7	45.9		46.4	46.5	
KS4 - progress8	-0.18	-0.29		11	10		-0.04	-0.1		-0.03	-0.03	
KS4 - % 9 to 4 grades in English & Maths	52.0	47.5		12	12		65.3	63.3		64.2	64.2	
KS4 - % entered for English Baccalaureate	13.2	10.0		12	12		34.5	32.9		38.4	38.5	
KS4 - % achieving English Baccalaureate (9-4 grades in English & Maths)	8.7	6.2		12	12		21.8	21.6		23.9	24.2	

## Uttlesford District - educational outcomes in 2017 and 2018

Measure	Uttlesford						Essex			England		
	Performance			District Rank								
	2017	2018	Change	2017	2018	Change	2017	2018	Change	2017	2018	Change
EYFS - % good level of development	78	78	0	2	2	0	74	74	0	71	72	1
Year 1 Phonics - % required level	87	88	1	2	2	0	82	84	2	81	82	1
KS1 Reading - % at least expected standard	80	79	-1	4	2	-2	78	77	-1	76	75	-1
KS1 Writing - % at least expected standard	74	75	1	3	3	0	70	71	1	68	70	2
KS1 Maths - % at least expected standard	79	80	1	3	3	0	76	77	1	75	76	1
KS2 Reading - % at least expected standard	83	83	0	1	2	1	74	77	3	72	75	3
KS2 Writing - % at least expected standard	83	84	1	1	4	3	78	79	1	76	78	2
KS2 Maths - % at least expected standard	82	81	-1	1	4	3	77	76	-1	75	76	1
KS2 RWM - % at least expected standard	72	73	1	1	1	0	63	65	2	61	64	3
KS1-2 progress score in Reading	0.7	0.4	-0.3	2	3	1	-0.2	-0.1	0.1	0.0	0.0	0.0
KS1-2 progress score in Writing	-0.5	0.1	0.6	12	7	-5	0.1	0.0	-0.1	0.0	0.0	0.0
KS1-2 progress score in Maths	-0.2	0.3	0.5	7	3	-4	-0.2	-0.3	-0.1	0.0	0.0	0.0
KS4 - attainment8	50.6	50.2		2	3		46.7	45.9		46.4	46.5	
KS4 - progress8	-0.02	0.12		7	1		-0.04	-0.1		-0.03	-0.03	
KS4 - % 9 to 4 grades in English & Maths	72.9	68.7		2	1		65.3	63.3		64.2	64.2	
KS4 - % entered for English Baccalaureate	56.6	50.1		1	3		34.5	32.9		38.4	38.5	
KS4 - % achieving English Baccalaureate (9-4 grades in English & Maths)	36.8	35.5		1	1		21.8	21.6		23.9	24.2	

EYFSP attainment, Essex pupil groups vs national pupil group attainment, 2016-2018

Pupil Groups		Percentage of pupils achieving a Good Level of Development										Essex Cohort 2018
		2016			2017			2018				
		England	Essex	Difference	England	Essex	Difference	England	Essex	Difference		
All Pupils		69%	72%	<div><div></div></div> 3%	71%	73%	<div><div></div></div> 2%	72%	74%	<div><div></div></div> 2%	16,824	
Gender	Boys	62%	65%	<div><div></div></div> 3%	64%	67%	<div><div></div></div> 3%	65%	67%	<div><div></div></div> 2%	8,631	
	Girls	77%	79%	<div><div></div></div> 2%	78%	80%	<div><div></div></div> 2%	78%	81%	<div><div></div></div> 3%	8,193	
Ethnic Heritage	White	70%	73%	<div><div></div></div> 3%	72%	74%	<div><div></div></div> 2%	72%	74%	<div><div></div></div> 2%	14,494	
	Mixed	71%	72%	<div><div></div></div> 1%	73%	74%	<div><div></div></div> 1%	73%	76%	<div><div></div></div> 3%	848	
	Asian	68%	71%	<div><div></div></div> 3%	69%	71%	<div><div></div></div> 2%	71%	76%	<div><div></div></div> 5%	443	
	Black	68%	73%	<div><div></div></div> 5%	70%	71%	<div><div></div></div> 1%	70%	70%	<div><div></div></div> 0%	434	
	Chinese	69%	62%	<div><div></div></div> -7%	74%	69%	<div><div></div></div> -5%	79%	73%	<div><div></div></div> -6%	63	
First Language	English	71%	73%	<div><div></div></div> 2%	73%	75%	<div><div></div></div> 2%	73%	75%	<div><div></div></div> 2%	15,268	
	Not English	63%	64%	<div><div></div></div> 1%	65%	66%	<div><div></div></div> 1%	66%	68%	<div><div></div></div> 2%	1,556	
Free School Meals	FSM	54%	55%	<div><div></div></div> 1%	56%	58%	<div><div></div></div> 2%	57%	56%	<div><div></div></div> -1%	1,836	
	Non FSM	72%	74%	<div><div></div></div> 2%	73%	76%	<div><div></div></div> 3%	74%	76%	<div><div></div></div> 2%	14,794	
Special Educational Needs	No SEN	75%	76%	<div><div></div></div> 1%	76%	78%	<div><div></div></div> 2%	77%	78%	<div><div></div></div> 1%	15,274	
	SEN Support	26%	30%	<div><div></div></div> 4%	27%	28%	<div><div></div></div> 1%	28%	32%	<div><div></div></div> 4%	1,088	
	Statement/EHCP	4%	8%	<div><div></div></div> 4%	4%	9%	<div><div></div></div> 5%	5%	8%	<div><div></div></div> 3%	268	

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

Key Stage 1 attainment: Essex pupil groups vs national pupil group attainment, 2018 only



Pupil Groups		Percentage of pupils achieving the expected standard or higher										Essex Cohort 2018
		Reading			Writing			Maths				
		England	Essex	Difference	England	Essex	Difference	England	Essex	Difference		
All Pupils		75%	77%	<div><div></div></div> 2%	70%	71%	<div><div></div></div> 1%	76%	77%	<div><div></div></div> 1%	17,002	
Gender	Boys	71%	73%	<div><div></div></div> 2%	63%	66%	<div><div></div></div> 3%	75%	76%	<div><div></div></div> 1%	8,797	
	Girls	80%	81%	<div><div></div></div> 1%	77%	78%	<div><div></div></div> 1%	77%	77%	<div><div></div></div> 0%	8,205	
Ethnic Heritage	White	75%	76%	<div><div></div></div> 1%	69%	71%	<div><div></div></div> 2%	76%	77%	<div><div></div></div> 1%	14,711	
	Mixed	77%	79%	<div><div></div></div> 2%	72%	73%	<div><div></div></div> 1%	77%	78%	<div><div></div></div> 1%	875	
	Asian	78%	83%	<div><div></div></div> 5%	74%	83%	<div><div></div></div> 9%	78%	85%	<div><div></div></div> 7%	430	
	Black	77%	82%	<div><div></div></div> 5%	72%	77%	<div><div></div></div> 5%	74%	76%	<div><div></div></div> 2%	478	
	Chinese	84%	80%	<div><div></div></div> -4%	83%	80%	<div><div></div></div> -3%	91%	85%	<div><div></div></div> -6%	75	
First Language	English	76%	77%	<div><div></div></div> 1%	70%	71%	<div><div></div></div> 1%	76%	77%	<div><div></div></div> 1%	15,505	
	Not English (EAL)	73%	76%	<div><div></div></div> 3%	69%	74%	<div><div></div></div> 5%	75%	79%	<div><div></div></div> 4%	1,362	
Disadvantaged	Disadvantaged	63%	62%	<div><div></div></div> 0%	55%	55%	<div><div></div></div> 0%	63%	62%	<div><div></div></div> 0%	2,999	
	Other	79%	80%	<div><div></div></div> 1%	74%	75%	<div><div></div></div> 1%	80%	80%	<div><div></div></div> 0%	14,077	
Special Educational Needs	No SEN	84%	84%	<div><div></div></div> 0%	79%	79%	<div><div></div></div> 0%	84%	84%	<div><div></div></div> 0%	14,541	
	SEN Support	33%	33%	<div><div></div></div> 0%	25%	24%	<div><div></div></div> -1%	36%	36%	<div><div></div></div> 0%	1,890	
	Statement/EHCP	13%	18%	<div><div></div></div> 5%	9%	13%	<div><div></div></div> 4%	13%	20%	<div><div></div></div> 7%	445	
Source : DfE SFR October 2018. 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, 2018 only

Pupil Groups		Percentage of pupils achieving the expected standard or higher													Essex Cohort 2018
		Reading			Writing			Maths			RWM				
		England	Essex	Difference	England	Essex	Difference	England	Essex	Difference	England	Essex	Difference		
All Pupils		76%	77%	<div></div> 1%	79%	80%	<div></div> 1%	76%	76%	<div></div> 0%	65%	66%	<div></div> 1%	16,115	
Gender	Boys	72%	74%	<div></div> 2%	73%	74%	<div></div> 1%	76%	76%	<div></div> 0%	61%	62%	<div></div> 1%	8,195	
	Girls	80%	77%	<div></div> -3%	85%	85%	<div></div> 0%	76%	76%	<div></div> 0%	69%	69%	<div></div> 0%	7,920	
Ethnic Heritage	White	76%	76%	<div></div> 0%	78%	79%	<div></div> 1%	75%	75%	<div></div> 0%	64%	64%	<div></div> 0%	13,950	
	Mixed	77%	77%	<div></div> 0%	79%	82%	<div></div> 3%	75%	76%	<div></div> 1%	66%	66%	<div></div> 0%	781	
	Asian	75%	89%	<div></div> 14%	81%	91%	<div></div> 10%	81%	91%	<div></div> 10%	69%	85%	<div></div> 16%	445	
	Black	74%	81%	<div></div> 7%	78%	86%	<div></div> 8%	75%	82%	<div></div> 7%	64%	71%	<div></div> 7%	533	
	Chinese	83%	89%	<div></div> 6%	89%	90%	<div></div> 1%	94%	95%	<div></div> 1%	82%	88%	<div></div> 6%	73	
First Language	English	77%	77%	<div></div> 0%	79%	79%	<div></div> 0%	76%	77%	<div></div> 1%	65%	65%	<div></div> 0%	14,895	
	Not English (EAL)	71%	79%	<div></div> 8%	77%	84%	<div></div> 7%	75%	79%	<div></div> 4%	65%	72%	<div></div> 7%	1,195	
Disadvantaged	Disadvantaged	64%	65%	<div></div> 1%	67%	66%	<div></div> -1%	64%	62%	<div></div> -2%	51%	49%	<div></div> -2%	4,036	
	Other	80%	81%	<div></div> 1%	83%	84%	<div></div> 1%	81%	81%	<div></div> 0%	71%	71%	<div></div> 0%	12,079	
Special Educational Needs	No SEN	83%	86%	<div></div> 3%	88%	89%	<div></div> 1%	84%	84%	<div></div> 0%	74%	74%	<div></div> 0%	13,572	
	SEN Support	43%	43%	<div></div> 0%	38%	37%	<div></div> -1%	42%	41%	<div></div> -1%	24%	23%	<div></div> -1%	1,894	
	Statement/EHCP	16%	18%	<div></div> 2%	13%	14%	<div></div> 1%	15%	16%	<div></div> 1%	9%	9%	<div></div> 0%	626	

Source : DfE SFR December 2018. Difference refers to that between Essex and England. (England figures relates to State funded schools) Cohorts differ very slightly between subjects - figure shown relates to Reading.

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	<div><div></div></div> -0.2	0.0	0.0	<div><div></div></div> 0.0	0.0	-0.3	<div><div></div></div> -0.3	15,542		
Gender	Boys	-0.4	-0.6	<div><div></div></div> -0.2	-0.8	-0.8	<div><div></div></div> 0.0	0.7	0.4	<div><div></div></div> -0.3	8,224		
	Girls	0.4	0.3	<div><div></div></div> -0.1	0.8	0.9	<div><div></div></div> 0.1	-0.7	-1.0	<div><div></div></div> -0.3	7,931		
Ethnic Heritage	White	-0.1	-0.2	<div><div></div></div> -0.1	-0.2	-0.1	<div><div></div></div> 0.1	-0.3	-0.5	<div><div></div></div> -0.2	13,979		
	Mixed	0.4	-0.1	<div><div></div></div> -0.5	0.2	0.5	<div><div></div></div> 0.3	0.0	-0.1	<div><div></div></div> -0.1	785		
	Asian	0.2	1.3	<div><div></div></div> 1.1	0.9	2.0	<div><div></div></div> 1.1	1.9	3.4	<div><div></div></div> 1.5	448		
	Black	0.2	0.6	<div><div></div></div> 0.4	0.6	1.1	<div><div></div></div> 0.5	0.3	0.5	<div><div></div></div> 0.2	535		
	Chinese	1.2	0.6	<div><div></div></div> -0.6	2.0	1.2	<div><div></div></div> -0.8	4.7	4.0	<div><div></div></div> -0.7	74		
First Language	English	-0.1	-0.3	<div><div></div></div> -0.2	-0.2	-0.1	<div><div></div></div> 0.1	-0.4	-0.5	<div><div></div></div> -0.1	14,902		
	Not English (EAL)	0.6	1.7	<div><div></div></div> 1.1	1.3	2.4	<div><div></div></div> 1.1	2.1	2.7	<div><div></div></div> 0.6	1,225		
Disadvantaged	Disadvantaged	-0.6	-0.9	<div><div></div></div> -0.3	-0.4	-0.9	<div><div></div></div> -0.5	-0.6	-1.4	<div><div></div></div> -0.8	3,896		
	Other	0.3	0.1	<div><div></div></div> -0.2	0.2	0.3	<div><div></div></div> 0.1	0.3	0.0	<div><div></div></div> -0.3	11,646		
Special Educational Needs	No SEN	0.3	0.1	<div><div></div></div> -0.2	0.5	0.5	<div><div></div></div> 0.0	0.3	0.0	<div><div></div></div> -0.3	13,603		
	SEN Support	-1.0	-1.0	<div><div></div></div> 0.0	-1.8	-2.1	<div><div></div></div> -0.3	-1.0	-1.1	<div><div></div></div> -0.1	1,901		
	Statement/EHCP	-3.8	-4.5	<div><div></div></div> -0.7	-4.1	-4.7	<div><div></div></div> -0.6	-3.8	-4.4	<div><div></div></div> -0.6	625		

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

### Key Stage 4 attainment, Essex pupils groups vs national pupil group attainment, 2018 only

Pupil Groups		GCSES															Essex Cohort 2018
		Standard Pass (9-4) in English and Maths			Strong Pass in (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%	64%	<div></div> -1%	44%	41%	<div></div> -3%	47%	46%	<div></div> -1%	-0.02	-0.09	<div></div> -7%				
Gender	Boys	61%	60%	<div></div> -1%	40%	38%	<div></div> -3%	44%	43%	<div></div> -1%	-0.25	-0.32	<div></div> -7%				
	Girls	68%	68%	<div></div> -1%	47%	45%	<div></div> -2%	49%	49%	<div></div> 0%	0.22	0.16	<div></div> -6%				
Ethnic Heritage	White	64%	62%	<div></div> -2%	43%	40%	<div></div> -3%	46%	45%	<div></div> -1%	-0.1	-0.1	<div></div> 0%				
	Mixed	64%	66%	<div></div> 2%	44%	43%	<div></div> 0%	47%	48%	<div></div> 1%	-0.02	0.04	<div></div> 6%				
	Asian	71%	85%	<div></div> 15%	51%	68%	<div></div> 18%	51%	62%	<div></div> 12%	0.45	0.83	<div></div> 38%				
	Black	60%	72%	<div></div> 11%	39%	51%	<div></div> 12%	45%	51%	<div></div> 5%	0.12	0.37	<div></div> 25%				
	Chinese	88%	85%	<div></div> -2%	76%	81%	<div></div> 5%	65%	65%	<div></div> 0%	1.03	0.88	<div></div> -15%				
First Language	English	65%	63%	<div></div> -2%	43%	41%	<div></div> -3%	47%	46%	<div></div> -1%	-0.1	-0.13	<div></div> -3%				
	Not English	64%	70%	<div></div> 6%	44%	48%	<div></div> 3%	48%	51%	<div></div> 3%	0.49	0.62	<div></div> 13%				
Disadvantaged	Disadvantaged	45%	42%	<div></div> -3%	25%	22%	<div></div> -3%	37%	35%	<div></div> -2%	-0.44	-0.51	<div></div> -7%				
	Other	72%	69%	<div></div> -2%	50%	46%	<div></div> -4%	50%	49%	<div></div> -1%	0.13	0.02	<div></div> -11%				
Special Educational Needs	No SEN	71%	70%	<div></div> -1%	49%	46%	<div></div> -3%	50%	49%	<div></div> -1%	0.08	-0.02	<div></div> -10%				
	SEN Support	31%	26%	<div></div> -5%	17%	12%	<div></div> -5%	32%	31%	<div></div> -2%	-0.43	-0.44	<div></div> -1%				
	Statement/EHCP	11%	11%	<div></div> 1%	5%	6%	<div></div> 1%	14%	15%	<div></div> 2%	-1.09	-0.94	<div></div> 15%				

Key Stage 4 English Baccalaureate, Essex pupil group vs national pupil group attainment, 2018 only

Pupil Groups		EBACC - Percentage Entered and Percentage Achieving Standard (9-4) and Strong (9-5) Passes												
		EBACC Entered			EBACC Standard Pass in English and Maths			EBACC Strong Pass in English and Maths			Essex Cohort 2018			
		England	Essex	Difference	England	Essex	Difference	England	Essex	Difference				
All Pupils		39%	33%	<div><div></div></div>	-6%	24%	22%	<div><div></div></div>	-3%	17%	15%	<div><div></div></div>	-2%	14,040
Gender	Boys	33%	27%	<div><div></div></div>	-6%	19%	17%	<div><div></div></div>	-2%	13%	11%	<div><div></div></div>	-1%	7,202
	Girls	44%	39%	<div><div></div></div>	-6%	30%	27%	<div><div></div></div>	-3%	21%	18%	<div><div></div></div>	-3%	6,838
Ethnic Heritage	White	36%	31%	<div><div></div></div>	-5%	23%	20%	<div><div></div></div>	-3%	16%	13%	<div><div></div></div>	-2%	12,382
	Mixed	42%	38%	<div><div></div></div>	-4%	27%	25%	<div><div></div></div>	-2%	19%	16%	<div><div></div></div>	-3%	546
	Asian	49%	60%	<div><div></div></div>	11%	32%	49%	<div><div></div></div>	17%	23%	42%	<div><div></div></div>	19%	380
	Black	45%	46%	<div><div></div></div>	1%	24%	29%	<div><div></div></div>	5%	15%	22%	<div><div></div></div>	7%	440
	Chinese	64%	63%	<div><div></div></div>	-1%	54%	61%	<div><div></div></div>	7%	47%	56%	<div><div></div></div>	9%	41
First Language	English	37%	49%	<div><div></div></div>	12%	23%	21%	<div><div></div></div>	-2%	16%	14%	<div><div></div></div>	-2%	13,201
	Not English	32%	51%	<div><div></div></div>	19%	29%	32%	<div><div></div></div>	3%	20%	23%	<div><div></div></div>	3%	825
Disadvantaged	Disadvantaged	26%	18%	<div><div></div></div>	-8%	12%	9%	<div><div></div></div>	-3%	7%	5%	<div><div></div></div>	-2%	2,979
	Other	43%	37%	<div><div></div></div>	-6%	29%	25%	<div><div></div></div>	-3%	20%	17%	<div><div></div></div>	-3%	11,061
Special Educational Needs	No SEN	43%	37%	<div><div></div></div>	-6%	27%	24%	<div><div></div></div>	-3%	19%	17%	<div><div></div></div>	-3%	12,271
	SEN Support	16%	9%	<div><div></div></div>	-7%	6%	3%	<div><div></div></div>	-3%	4%	2%	<div><div></div></div>	-2%	1,193
	Statement/EHCP	4%	4%	<div><div></div></div>	0%	2%	2%	<div><div></div></div>	0%	1%	1%	<div><div></div></div>	0%	575

		<b>AGENDA ITEM: 5</b>
		<b>PAF/13/19</b>
<b>Committee:</b>	<b>People and Families Policy and Scrutiny Committee</b>	
<b>Date:</b>	<b>9 May 2019</b>	
<b>Enquiries to:</b>	<b>Name: Graham Hughes</b> <b>Designation: Senior Democratic Services Officer</b> <b>Contact details:</b> 033301 34574 <a href="mailto:Graham.hughes@essex.gov.uk">Graham.hughes@essex.gov.uk</a>	

## **WORK PROGRAMME**

### Briefings

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

### Formal committee activity

The Committee held a private work planning session on 13 December 2018, reviewing what it had done in the previous 18 months, discussion on ways of working, and discussion with Cabinet Members. Items programmed/being considered to come to Committee are listed in an updated Appendix A.

### Task and Finish Group activity

A Task and Finish Group is to be established to scrutinise drug gangs, knife crime and county lines.

### 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.

### **Action required by Members at this meeting:**

**To consider this report, discuss future work activity, and whether any changes are required to the work programme.**

Date/timing	Issue/Topic	Focus/other comments	Approach
<b>Items identified for formal scrutiny in full committee</b>			
9 May 2019	Educational Attainment	Annual update and discussion	Cabinet Member and Director Education to be present.
13 June 2019	Respite care - petition	To review aspects of respite care including alternative arrangements available.	Attendees TBC
13 June 2019	0-19 contract with Virgin Care – <i>follow-up</i>	Continue review of contract performance and follow-up on the revised (more outcomes focussed) KPIs being developed.	Site visits to Family Hubs to meet staff and service users to be arranged during May 2019. Cabinet Member, Virgin Care, and Barnardos to be invited.
11 July 2019	Special Educational Needs – <i>follow-up</i>	Scrutinise the planned review of the service. (identified during work planning discussions in December 2018).	(i) Introduction to aims and objectives of formal public consultation (February 2019). (ii) further review of consultation feedback and decision-making process.
12 September 2019	Safeguarding Children	Report of the work of the Safeguarding Board to align with the timing of their annual report.	Could also look at Healthwatch Essex update on work being done to support the Safeguarding Boards
10 October 2019	Safeguarding Adults	Report of the work of the Safeguarding Board to align with the timing of their annual report	Could also look at Healthwatch Essex update on work being done to support the Safeguarding Boards and, also Cabinet Member for Adult Social Care and Health in his role as member of ESAB and partner agency
TBC	Cabinet Member – portfolio updates	To be updated on current issues and challenges.	To supplement other attendances by Cabinet Members for specific issues – to be arranged as and when the Committee think appropriate

Cont....

Date/timing	Issue/Topic	Focus/other comments	Approach
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**Items identified for formal scrutiny in full committee - to be scheduled**

Ongoing	Drug gangs, knife crime and county lines – <i>follow-up</i>	Referral from Full Council to oversee development of multi-agency strategy	To receive periodic reports from the Task and Finish Group now undertaking the detailed review.
TBC – late 2019/early 2020	Provider relationships – <i>follow-up</i>	Refreshed Market Strategy.	Opportunity to review and comment on draft and revisit any issues from previous discussions.
TBC	Young Carers Service	A new service has been delivered in-house by ECC from 1 April 2018. The Cabinet decision was called-in but later withdrawn	(i) Post-implementation review of new service as agreed as part of the withdrawal of the call-in. (ii) Consider more general discussion on carers?
TBC (after contract negotiations have completed)	Call-in of Cabinet Decision FP/102/03/18 – Review of Essex Education Services – <i>follow up</i>	How strategic objectives have been met, more information on the financial payback period, and maintaining a strategic presence in the county.	Full committee session to be scheduled after Cabinet decision on contract placement.

**Task and Finish Group reviews**

To commence	Drug gangs, knife crime and county lines	Oversee the development of a multi-agency strategy (referral from Full Council)	Scoping document agreed by Full Committee. Detailed work TBC
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**Items identified for joint work with other committees – to be scheduled**

June or July 2019	Autism	Diagnosis and referral waiting times were specifically raised during work planning sessions.	Joint private briefing with Health Scrutiny Committee on service structures and responsibilities before defining follow up work
TBC	Sensory services	Currently being scoped	TBC

**Further issues under consideration and/or for further evaluation**

TBC	Domiciliary Care	Identified during work planning discussions.	'What does good care look like?' To be scoped.
TBC	Children in Care/school leavers transitions	Possible links with homelessness. The support in schools	To be scoped.
TBC	Hip fractures and falls Prevention – <i>follow-up</i>	Follow up on Task & Finish Group recommendations that are relevant to PAF	