

NORTHUMBERLAND

Northumberland County Council

Educational Outcomes 2017

Family and Children's Services Overview and Scrutiny Committee

18 January 2018

(updated 25 January 2018)

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Early Years & Primary Outcomes

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The Early Years Foundation Stage (EYFS)

This is completed at the end of the Reception year at school - the key measure of success is the % of children reaching a 'Good Level of Development' (GLD).

The Northumberland GLD average for 2017 has increased to 75%, (above the national emerging average of 70%).

The improvement trend over the last 3 years has been very strong increasing by 10% (and from below the national average).

Girls outperform boys, however this gap has closed by 5% in 2017 to 9.5%

The 'disadvantaged gap' has also closed by 5% over the last 3 years but remains too high at 19%

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Phonics test Year 1:

In all, **3,276** Northumberland children were eligible for the check with **85% working at the required standard.**

We have improved on 2016 (83.7%) and are above the national average in 2017 - 81%.

For disadvantaged pupils there has been a 3 year increase of 7% to 75%, the national average for similar pupils in 2016 was 69%.

We compare disadvantaged children with their non-disadvantaged peers - 75% v 83.7%. Although a gap exists it is the smallest of its type in all the key performance measures.

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Key Stage 1:

All Pupils	Reading	Writing	Maths
Working at Expected +	81%	74%	79%
National Average	76%	68%	75%

Our overall position compared with the national averages has improved over the last 4 years in all subjects. We are now solidly above average overall. This is also reflected in the performance of our more able children.

There is wide variation between schools. Some very small schools with small cohorts have very wide swings in data.

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Key Stage 1 Disadvantaged Gap:

	Reading	Writing	Maths
Working at Expected +	-13.4% (down 4%)	-18.6% (down 4%)	-15.7% (down 1%)
National Average (2016)	-17%	-18%	-17%

The disadvantaged gaps have closed over the last 3 years in all subjects.

The gaps, however, remain too large. We continue to provide support and focus for schools on those issues by highlighting the performance of this group in all school SIP reports, carrying out Pupil Premium reviews and sharing best practice.

Progress from Reception to Key Stage 1:

The proportion of children achieving a Good Level of Development in 2015 was 64.9%, whilst 69.7% of the same children achieved the expected standard or above at KS1 in reading, writing and maths 2017.

The individual subject improvement are even more marked.

Therefore in theory children are making up ground (and we will continue to track the progress of this group of children through the key stages).

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Key Stage 2:

All Pupils	Reading	Writing	Maths	GPS	RWM
Working at Expected +	72%	77%	73%	74%	62%
NATIONAL Working at Expected +	72%	74%	75%	78%	61%
Difference	0%	+3%	-3%	-4%	+1%
Progress	-0.1	-0.3	-0.6	na	na

The picture at KS2 shows outcomes are not as strong as in Early Years and KS1. Although we are above the national averages in writing and in line in reading we remain behind in mathematics. Progress across KS2 is broadly at the national average.

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Key Stage 2 Disadvantaged Gap:

	Reading	Writing	Maths
Working at Expected	-21.8% (down 4%)	-19.8% (down 1%)	-25.3% (down 1%)

The disadvantaged gaps remain too large in all subjects.

We continue to work with schools on this by providing regular strategy meetings, offering Pupil Premium reviews and working with organisations like Children North East to look at removing barrier to achievement.

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Key Stage 2 Eligible for Free School Meals:

Reading, Writing & Maths Combined

	Pupil Eligible for FSM	All Other Pupils	Difference
Northumberland	35%	65%	-30%
National	43%	65%	-22%

Nationally pupils with FSM achieve better than in Northumberland. This remains a key area for improvement.

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Key Stage 2 Special Educational Needs

Reading, Writing & Maths Combined

	EHCP/Statement	SEN Support	No SEN
Northumberland	8%	21%	62%
National	8%	21%	62%

Pupils with SEND in Northumberland achieve broadly in line with their peers nationally.

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Key Stage 2 Looked After Children:

All Pupils	Reading	Writing	Maths	GPS	RWM
Working at Expected +	44.6%	57.2%	37.5%	40.9%	32.1%
National Emerging (all pupils)	71%	76%	72%	74%	61%

Historically Looked After Children achieve significantly less well than their peer group. This is a national picture. However 2017 performance is a marked improvement on that for 2016.

Please note cohort size can vary widely each year.

School by School Variation:

As you will appreciate there is a wide range of individual school's attainment sitting behind these headlines. We are very concerned about the range across Northumberland across all key stages.

In Northumberland the range of **% achieving Expected Standard +** combined in reading, writing and maths range is **25% to 92%**

Cohort size plays a major role, however when collated over a three year period some schools consistently underperform. An in-depth analysis of individual school performance is undertaken annually. Additional support and challenge is provided from the school improvement team to those schools who are underperforming.

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Primary Floor Standards:

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet.

No school will be confirmed as being below the floor until December 2017 when schools' performance tables are published.

In 2017, a school will be above the floor if:

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics; or
- the school achieves sufficient progress scores in all three subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing² To be above the floor, the school needs to meet either the attainment or all of the progress element.

To be above the floor, the school needs to meet either the attainment or all of the progress element.

The attainment element is a combined measure. This means an individual pupil needs to meet the 'expected standard' in English reading, English writing and mathematics, in order to be counted towards the attainment element.

²If the school has one progress score that is less than sufficient in one subject, the school will only be below the floor if the progress score for that subject is significantly below average - the upper band of its confidence interval is below zero

Key Stage 4 Outcomes

- **GCSEs are being reformed:** the grading system is moving from letters (A*-G) to a numerical (9-1) system, with 9 the highest grade.
- Content of the new GCSEs is **more challenging:** new grades are being introduced to signal that these are reformed GCSEs, and to better differentiate between students of different abilities.
- At school level, it is important to emphasise that the results of the reformed GCSEs **cannot be compared** with the old GCSEs as they are entirely new courses with a new grading system.
- The new grading structure is **not directly equivalent** to the A*-G system. However, in the first year that each new GCSE subject is introduced, broadly the same proportion of students will get grades 1, 4, and 7 and above, as would have achieved grades G, C and A and above respectively under the old system. Fewer grade 9s will be awarded than A*s.
- 2017: examinations in the first three reformed GCSEs (English language, English literature and maths) were sat this summer. They are graded 9 to 1. All other subjects will be graded A*-G.
- 2018: examinations will be sat for the first time in another 20 reformed subjects under the 9 to 1 grading system, with most other GCSEs following in 2019.

- The government has decided to describe a grade 4 as a 'standard pass' and a grade 5 as a 'strong pass'. **A grade 4 and above is equivalent to a C and above:** if pupils do not achieve this level they will be required to continue studying English and maths post- 16. Where employers, FE providers and universities currently accept a grade C, they are expected to continue recognising a grade 4.
- The grade 5 'strong pass' is being used as a school performance measure. In school performance tables, **the government will publish the proportion of students achieving a grade 5 and above.**
- Attainment 8 is the students' average achievement across eight subjects:
 - English
 - Mathematics
 - Three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages)
 - Three further subjects.

How is Attainment 8 calculated?

- Attainment 8 measures a student's average grade across eight subjects – the same subjects that count towards Progress 8. This measure is designed to encourage schools to offer a broad, well-balanced curriculum.

The eight subjects fit into three groups:

- English and maths. These are double-weighted
- English Baccalaureate (Ebacc)
- Open group
- Calculating Attainment 8

For a student, add up the points for their 8 subjects and divide by 10 to get their Attainment 8 score. A school's Attainment 8 score is the average of all of its students' scores. Students don't have to take 8 subjects, but they score zero for any unfilled slots.

Progress v Attainment

- Progress 8 is a type of value added measure, meaning that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.
- The Progress 8 measure is designed to encourage schools to offer a broad and balanced curriculum at KS4, and reward schools for the teaching of all their pupils.
- It is based on students' progress measured across eight subjects: English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.
- From 2016, the floor standard has been based on schools' results on the Progress 8 measure.

What are the new key measures?

The following were published in the performance tables (on January 25th 2018)

- Progress 8
- Attainment 8
- % pupils achieving 5+ in English & Maths
- % pupils achieving the English Baccalaureate
- % pupils entering the English Baccalaureate
- % pupils staying on in education or employment after Key Stage 4

The average Progress 8 score was -0.16

There is a wide range of individual school's attainment sitting behind these headlines, from **-0.80** to **0.53**.

Six schools are at or above the 2017 national average -0.03.

The average Attainment 8 score was 44.7

There is a wide range of individual school's attainment sitting behind these headlines, from **34.0** to **54.4**.

Six schools are at or above the 2017 national average – 46.3.

39.3% of pupils achieved 5+ in English and Maths

There is a wide range of individual school's attainment sitting behind these headlines, from **16%** to **63%**.

Five schools are above the 2017 national average – 42.6%.

16.1% of pupils achieved the English Baccalaureate

There is a wide range of individual school's attainment sitting behind these headlines, from **0%** to **31%**.

Four schools are above the 2017 national average – 21.3%.

94% of Key Stage 4 pupils stayed in education or employment

There is a wide range of individual school's attainment sitting behind these headlines, from **85%** to **97%**.

Nine schools are at or above the national average – 94%.

(This is for pupils who finished year 11 in 2015, which is the most recent data currently available. This figure covers any sustained education or employment destination).

	%4+ (EM)	%5+ (EM)	P8	A8	% Achieved EBacc	% Entered	2015 % Retention
Ashington High School	59	33	-0.5	43.0	6	23	93
Astley Community High School	52	28	-0.31	41.4	3	7	95
Bede Academy	67	36	-0.23	44.6	22	56	95
Bedlingtonshire Community High School	41	21	-0.43	36.7	4	9	89
Berwick Academy	48	24	-0.46	39.4	4	18	94
Cramlington Learning Village	70	46	0.04	48.8	13	20	93
Haydon Bridge Community High School	48	23	-0.21	41.7	5	11	91
James Calvert Spence College	51	25	-0.03	41.2	13	31	93
Northumberland C of E Academy	33	16	-0.66	34.0	0	0	91
Ponteland Community High School	80	55	0.13	50.1	31	56	97
Prudhoe Community High School	65	36	0.17	48.3	21	43	96
Queen Elizabeth High School	79	63	0.53	54.4	28	35	94
St Benet Biscop Catholic VA High School	57	33	-0.25	44.4	14	27	96
The Blyth Academy	32	18	-0.80	34.8	8	41	85
The Duchess's Community High School	72	52	-0.13	47.8	19	23	95
The King Edward VI Academy	73	57	0.05	52.5	30	37	96

Closing the Disadvantaged Gap – yes we are but:

% 5+A-C (4+) EM	2015	2016	2017
Disadvantaged pupils	31	28.5	36.8
Other pupils	64	63.4	63.9
Gap	-33	-34.9	-27.1

Closing the Gender Gap - yes we are but:

% 5+ A* to C (4+) EM	2015	2016	2017
Boys	53	58	55
Girls	65	64	61
Gap	12	6	6

Secondary Floor Standards:

The floor standard for a school is the minimum standard for pupil achievement and/or progress that the Government expects schools to meet.

In 2017 a school will be below the floor standard if its Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero.

If a school's performance falls below this floor standard, then the school may come under scrutiny through inspection.

Schools in which pupils make on average one grade more progress than the national average (a Progress 8 score of +1.0 or above) will be exempt from routine inspections by Ofsted in the calendar year following the publication of the final performance tables

Floor standards do not apply to special schools, independent schools, pupil referral units, alternative provision or hospital schools. Schools will be excluded from a Progress 8 floor standard in a particular year where they have fewer than 6 pupils at the end of key stage 4, or where less than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculations of Progress 8.

Key Stage 5 Outcomes

Average Point Score per Entry	2016 Progress	2016		2017	2 Year Trend
Ashington High School	-0.02	25.88		24.59	-1.05
Astley Community High School	-0.07	23.95		31.48	7.53
Bede Academy	-0.09	29.15		30.99	1.84
Bedlingtonshire Community High School	0.12	27.53		32.34	4.81
Berwick Academy	-0.23	21.72		22.59	0.87
Cramlington Learning Village	0.33	32.68		33.97	1.29
Haydon Bridge Community High School	0.13	30.19		31.07	0.88
James Calvert Spence College	-0.35	20.90		29.94	9.04
Northumberland CofE Academy	-0.23	22.23		29.66	7.43
Ponteland Community High School	-0.21	28.83		30.49	1.66
Prudhoe Community High School	0.05	29.39		32.14	2.75
Queen Elizabeth High School	0.09	35.78		41.48	5.7
St Benet Biscop Catholic VA High School	0.00	30.26		31.47	1.21
The Blyth Academy	-0.28	17.18		29.15	11.97
The Duchess's Community High School	0.16	30.78		31.67	0.89
The King Edward VI Academy	0.26	31.88		33.30	1.42
Northumberland		30.15		31.02	0.87
England (All schools)	0.00	31.79		unknown	

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NEET Scorecard 2017

- Headline measure is the combined NEET and Not Known for 16 and 17 year olds
- Northumberland is in the 2nd quintile with 4.6%, a fall of 0.1% from 2016
- England average is 6.0%
- Our Not Known for this cohort is very robust (N'land 0.8%, England 3.2%) and we are in the top quintile
- Participation for 16/17 yr olds in N'land is above national average (92.2%, England 92.1%)

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NEET and Not Known Scorecard

(NEET- Not in education, employment or training)

Published October 2017

Click in box below to change LA

LA	Northumberland		Latest performance		Quintile					% pt change since last year		
	LA	England	1	2	3	4	5	LA	LA direction	England		
NEET and Tracking	% 16-17 year olds NEET or whose activity is not known		4.6%	6.0%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-0.3	↓	-0.5
	% 16-17 year olds NEET		3.8%	2.8%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	+0.0	→	-0.1
	% 16-17 year olds whose activity is not known		0.8%	3.2%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-0.3	↓	-0.4
LA support	% 16-17 year olds participating in education and training		92.2%	92.1%	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-0.6	↓	+0.6
	- full-time education		80.4%	83.3%						-0.9	↓	-0.0
	- apprenticeships		9.5%	6.4%						+0.2	↑	+0.6
	- other education and training		2.3%	2.4%						+0.1	↑	+0.1
% 16-17 year olds made offer of an education place under September Guarantee		99.0%	94.5%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+0.0	→	-0.0	
Contextual information	Outcomes (age at end of academic year)		LA	England	GCSE attainment			LA	England			
	% 19 year olds achieving level 3		52.1%	57.1%	Average Attainment 8 score per pupil			48.1	50.1			
	% 19 year olds achieving GCSE A*-C English and maths (or equivalent) between ages 16 and 19, for those who had not achieved this level by 16		30.7%	24.1%	A*-C in English and maths GCSEs			61.3%	63.3%			
	School attendance		LA	England	16-17 LA population							
	Overall absence (% of sessions)		4.9%	5.2%	ONS estimate		6,990					
Persistent absentees (% of pupils)		11.6%	13.1%	Recorded on CCIS		6,700						

Note: Age at start of academic year unless otherwise stated

Attendance & Absence

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Absence and exclusions

For overall absence and persistent absence (attendance 90% and under) in primary and secondary phases we perform better than North East and National averages.

Overall absence and in special schools is improving over time and is now well below the national average. Persistent absence in special schools is almost 2% better than the national average.

Attendance in the secondary phase is inconsistent across schools with wide variations which need to improve.

We are broadly average for exclusions but have a high and very worrying tendency to consider permanent exclusion for younger children

Pupils with Special Educational Needs

Outcomes achieved by pupils receiving SEN support:

- The proportion of children reaching the expected good level of development at the end of Reception has increased from 23% in 2015 to 33.1% in 2017. However, there is still a considerable difference when compared to the national average for all children of 74.9%.
- The proportion of pupils reaching the expected standard in the Year 1 phonics check has improved by 4.3% to 53.3% since 2015. This is below the national average of 85% for all pupils.
- The proportion of children achieving Expected + in Reading, Writing and Maths is very similar to 2016 (40%, 29%, 41%). However the gap has increased by an average of 3% over that time.

Outcomes achieved by pupils receiving SEN support:

- Only 20.8% of pupils reached the expected standard in reading, writing and mathematics at the end of KS2. This is well below the average for all pupils (60.5%). This gap has increased by 3.4% over 3 years.
- The proportion of pupils reaching 5 A*-C (4+) grades including English and Maths declined by 0.7% to 16.5%. This is well below the 2017 average for all pupils (51.2%). However this gap has reduced by 3.3% over 3 years.

Outcomes achieved by pupils with Education, Health and Care Plans or Statements of Special Educational Needs:

- The proportion of pupils reaching the expected standard in reading, writing and mathematics at the end of KS2 is 7.6%, well below the national average for all pupils of 60.5%.
- 14.2% of pupils achieved 5A*-C (4+) grades including English and Maths, a 5.2% increase from 2015. However, this is significantly below the achievement of all pupils (51.2%).

OfSTED Outcomes 2016 - 2017

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Ofsted Inspection Outcomes at 31.8.17

(Source: Ofsted Data View)

	% of schools with an overall effectiveness of good or better (latest figs in brackets*)		% of pupils in a good or better school (latest figs in brackets*)	
	Primary	Secondary	Primary	Secondary
Northumberland	81% (83%)	67% (69%)	81% (82%)	62% (66%)
National	91%	79%	90%	83%

* As at 30th November 2017