

Southend-on-Sea Borough Council

Annual Education Report 2015 - 2016

**Celebrating the achievement of our children
and young people**

DRAFT

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Introduction

I have great pleasure in introducing this publication about the achievement of children and young people in Southend schools and colleges. The document follows the publication of last year's Annual Education Report which was well received and brought together useful information and data about the educational achievement of Southend's children and young people. It provides a retrospective overview of the educational outcomes for children and young people in the educational year 2015 / 2016 and where possible shows the trend over a number of years in a range of key national measures, including comparisons with national averages.

The Local Authority remains highly ambitious. It works closely with all schools in the Borough to raise pupils' achievement and to offer the best quality education for all children and young people who attend schools and colleges in Southend. I continue to be very appreciative of the commitment of all staff and governors within Southend schools and settings, who work hard to improve the life chances and future educational and employment opportunities for the children and young people in the Borough. The Borough's results in 2016 remain broadly in line with the national average for primary age pupils and above the national averages for secondary students and are improving at a faster rate than that nationally at GCSE.

Southend has 51 publicly funded schools and a Pupil Referral Unit operating as part of Seabrook College and one post 16 college. Over 29,000 pupils attend Southend's primary and secondary schools, over 600 pupils attend maintained special schools and there are some 2000 students enrolled at the college.

There are significant national changes which drive the education agenda. These include a new national curriculum; changing assessment and reporting procedures; the need to create additional school places and embedding special educational needs (SEN) reforms amongst many others. Other pressures including the National Funding Formula and recruitment and retention issues of staff will continue to challenge schools over the coming years.

Many Southend state funded schools are already part of a Multi Academy Trust, or an academy in their own right. Other maintained schools are considering working in partnership through Multi Academy Trusts. Regardless of the status of the school, the local authority aims for every school in the Borough to be judged by OfSTED to be Good or Outstanding by 2017/18. We also remain determined to work closely with schools to continue to improve the outcomes for disadvantaged learners, narrowing the gap in achievement between these groups and that of their peers.

The role of both schools and the Local Authority has changed in the last few years. The Local Authority nonetheless retains specific duties in relation to all schools and pupils, remaining accountable for all school outcomes regardless of status; the vitally important area of supporting vulnerable learners, including those with special educational needs and planning sufficient good school places. The Local Authority's role has subtly shifted to provide challenge to schools where standards are not good enough, and ensuring that support is available where it is required. The government has placed the responsibility for school improvement to be that of schools themselves, with an expectation that schools will work together to raise standards and provide support for each other when necessary. As part of this new dynamic, the Authority wishes to work more in partnership with school leaders to enable them to take the lead on school improvement. Our role will be to support this to happen, to broker and commission school to school support and to grow capacity within the system to allow schools to thrive. With recent changes in the leadership of Learning within the Authority, I am sure that we, schools and the Borough, will continue to work collaboratively in partnership to agree our shared policies and ambitions; to set ourselves ambitious targets for improvement, celebrate together our achievements and hold each other to account where we fall short of our aspirations.

I hope that you find the information within the document of interest and use when considering the issues for the Local Authority to achieve its aim, that every child and young person achieves their best and that all schools are good or outstanding.

Simon Leftley
Executive Director of People

March 2017

Executive Summary

This report provides information about the educational achievement of all children and young people in Southend during the academic year 2015 / 16, at the end of each Key Stage of education and compares their outcomes with all children and young people nationally. Included in this information is attendance and exclusions information as well as the outcomes of OfSTED inspections of schools in Southend and the percentage of children who attend good or outstanding schools. The report also considers how well a number of nationally underperforming groups of children and young people, achieve in Southend. The groups that have been focused on are: disadvantaged pupils - specifically those eligible for free school meals (FSM); girls and boys, where boys have achieved less well than girls overall; those who have English as their first language as well as those whose first language is not English and children who have special educational needs (SEN).

2015 / 16 saw the introduction of major assessment and accountability reforms for primary schools in key stage 1 and key stage 2. This included more challenging tests which were reported using precise scaled scores instead of the previous system of levels, new performance descriptors that were linked to the new curriculum and a higher bar with increased expectations for school accountability. Consequently, the indicators used to assess pupil performance have changed and are not comparable to previous years. Similarly at key stage 4, a range of new headline accountability measures were introduced, with the aim of focussing on the progress of all students rather than placing undue emphasis on the C/D border line. This has also meant that trend data is not always available or comparable.

During 2015 / 16 there has been an improving picture in many of the measures that are used nationally to judge the effectiveness of schools and local authorities. These include:

- More young children at the end of the Early Years Foundation Stage, when children are aged 5 have achieved a “Good Level of Development” (GLD), the Southend percentage has increased from 69% last year to 71% in 2016
- Children aged 7 at the end of Key Stage 1, in 2016, achieve in line with or above the national averages in all of the new measures
- At the end of Key Stage 2, when children are 11 years old, the percentage of children achieving the expected level of attainment is above the national average in the combined measure of reading, writing and maths. The proportion achieving the new high standard is above the national average in all subjects
- At the end of Key Stage 4 in the headline measure, Attainment 8, the provisional Southend score of 53.3 was significantly higher than the national average. In the new Progress 8 measure pupils performed in line with similar pupils nationally
- A higher percentage of young people achieve good grades at A level than nationally which has been so for four years
- Persistent absenteeism has reduced significantly in primary and secondary schools
- A higher percentage of children and young people are educated in a good or outstanding school as judged by OfSTED at the end of the academic year 2016 than in 2015

Although there has been progress made in improving outcomes for children and young people there are a number of areas where schools and the Local Authority will need to continue to focus. These include:

- Closing the achievement gaps between groups of pupils who are disadvantaged as a result of poverty (in receipt of free school meals) , gender, first language and SEN
- Accelerating the progress made by pupils, particularly those who underachieve
- Continue to ensure that pupils are enabled to remain in the mainstream school system with the aim of removing permanent exclusions from the secondary sector
- Working with parents to reduce the level of absence and further reduce the rate of persistent absenteeism
- Further reduce the number of young people who are not in education, employment or training (NEET)
- Challenging schools to ensure that they offer at least a good education to all pupils and reduce the number of school causing the Local Authority or OfSTED concern.

Section 1 Attainment and Progress

Southend school leaders, governors and staff, together with parents, carers, the community and the LA offer children and young people a broad curriculum and a wide range of educational experiences; in many schools, these are of the highest quality. However, the focus on what children achieve through their time in school is the main focus for inspection and how schools are judged. Therefore this report starts by looking at the achievement (attainment and progress) of children and young people in Southend from age 5 to 19.

Early years

The Early Years Foundation Stage (EYFS) of education is completed in the reception class, the academic year in which children become 5 years old. It has long been asserted that children who have experienced good quality early years education are more likely to achieve well throughout their schooling. This belief, which has been long held by early year educators, has now been validated by the outcomes and findings of a range of educational research and studies. All primary and infant schools in Southend have reception classes and therefore it is a very important part of the publicly funded education offer in the borough.

Young children must have access to an educational programme that covers seven areas of learning. Three are considered to be prime areas. These are communication and language, physical development and personal, social and emotional development. There are four other specific areas through which the prime areas are strengthened and applied. These specific areas are literacy, mathematics, understanding the world and expressive arts and design.

Successes

The 2016 data shows that 71% of Southend children achieved a Good Level of Development (including PVI settings) - this figure is 2 percentage points higher than in 2015. The average total points score achieved on the EYFS was 36.5 in Southend (compared to 36.3 last year), putting the local authority 5th in the national rankings. 34 points is the equivalent of children achieving the expected level across all Early Learning Goals. The area of learning with the highest percentage of children attaining a GLD was Physical Development (90%), the lowest was Literacy (73%). It is the Local Authority's expectation that the very good outcome in 2016 will be maintained or improved further in future years.

A focus by the Local Authority (LA) and schools on ensuring high quality provision for children in the reception class, and a partnership with other providers of early years education in a variety of settings, has contributed to the significant rise in the outcomes for children at the end of this stage of their education. This focus has included:

- LA commissioned high quality, bespoke training programmes on early years education for head teachers, Early Years leaders and Early Years practitioners
- Additional training for Early Years leaders and practitioners focusing on their understanding and knowledge of the EY assessment framework, leading to improved judgements of children's attainment
- The early years 'hub leaders' provided additional training for specific schools
- Externally validated high quality moderation of teacher assessment of children's learning
- The quality of care provided through settings, including children's centres, being built on as children enter nursery and reception classes
- A focus on closing the significant gap in achievement between girls and boys

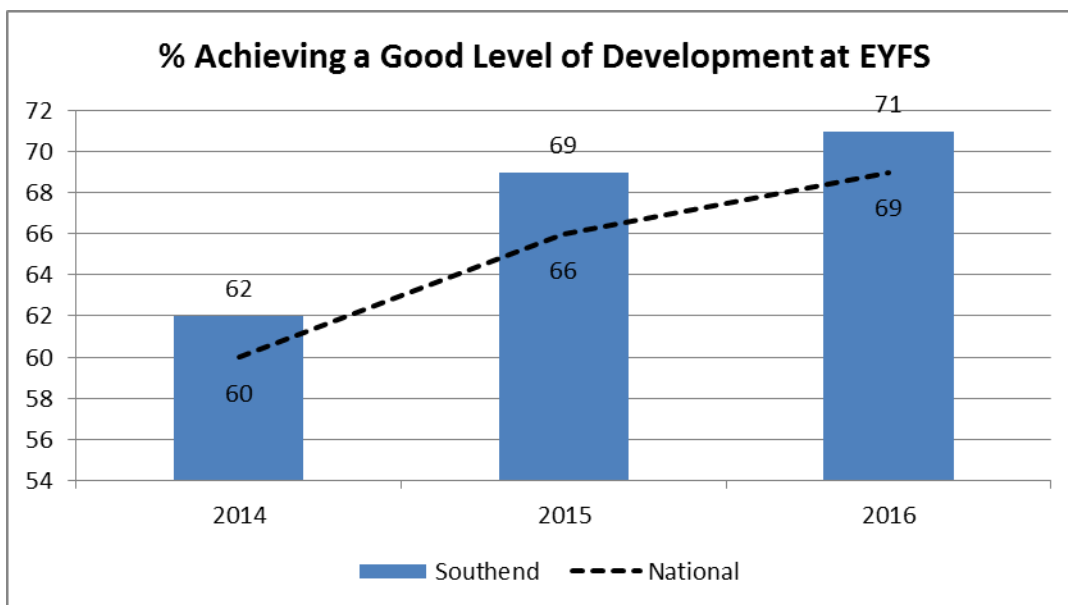


Figure 1

Areas for further development

It will be important that the improved results in 2016 are sustained and further improved. The Local Authority, in partnership with early year’s education providers, has been successful in securing a significant National Lottery grant for 10 years which will enable further improvements in the outcomes for young children. In Southend this programme of work has been called ‘A Better Start Southend’. The focus for 2016-2017 is on the development of schools’ readiness through strengthened partnership working between settings and schools.

‘A Better Start Southend’, aims to provide children 0-3 with a better start in life, focusing on children and families in Kursaal, Westborough, Milton, Victoria, Shoeburyness and West Shoebury wards. There are a number of programmes and initiatives to improve outcomes for children in three key areas of development: social and emotional development; communication and language development; and diet and nutrition. There will be a ‘systems change’ in the way that local health, public services and the voluntary sector work together to put prevention in early life at the heart of service delivery and practice.

The chart below shows how the gap in attainment at between the target wards and the rest of Southend has already narrowed in the main early years indicator. Furthermore, the target wards are now achieving in line with the national average.

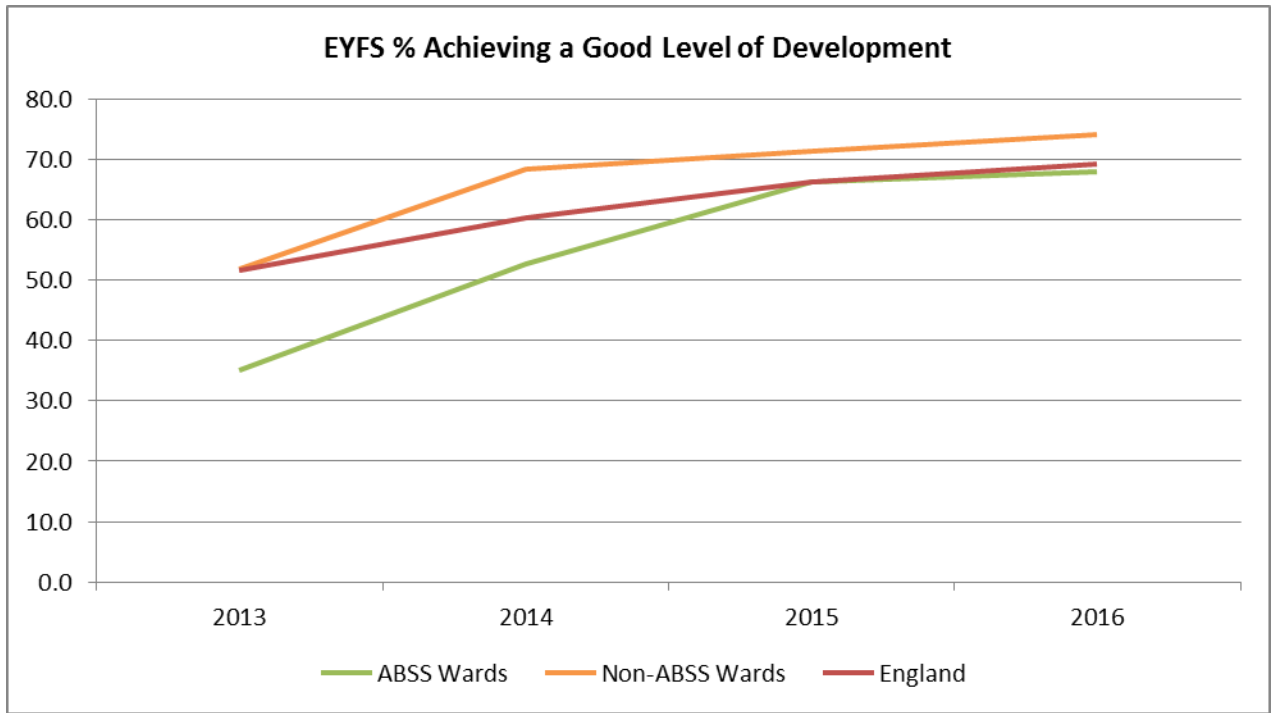


Figure 2

Key Stage 1

Key Stage 1 is a two year programme of work in the National Curriculum subjects and religious education. Children in years 1 and 2 work through the programme and are assessed by teachers at the end of year 2 in reading, writing, maths and science. Although new tests were introduced in 2016, the scores were not reported but instead were used by teachers to inform their assessments. Pupils are assessed in three bandings. These are described as “meeting the Expected Standard” or “Working at Greater Depth within the Expected Standard” (high attaining). Lower attaining pupils could have been reported as “Working Towards the Expected Standard” or at pre-key stage standards below this. All primary and infant schools in Southend educate children in Key Stage 1.

Successes

The 2016 Key Stage 1 data show that the percentage of children in Southend achieving the expected standard or higher in reading, writing and maths is above the national average. In science the figures are in line with the national average. In terms of the higher standard, Southend is significantly above national in reading, writing and maths and in the top 25% of all local authorities in the country; this indicator is not applicable to science.

It is not possible to compare 2016 results to previous years as the new Expected Standard is not equivalent to the old expected standard (level 2). However, it is possible to measure how Southend has performed relative to other local authorities. In all of reading, writing and maths, Southend’s national ranking has improved considerably in the main indicator. The subject of reading saw the biggest improvement – up 51 places in the LA tables to a current ranking of 29th out of 151.

The improvement in the 2016 result at Key Stage 1 is as a result of:

- Pupil premium funding used effectively for interventions to raise the attainment of disadvantaged pupils and increased focus on the achievement of pupil premium pupils in academic year 2015-16
- Continued improved outcomes in phonics which have had a positive impact on outcomes at the end of KS1
- The number of schools in Southend being judged by OfSTED as good or better has improved since 2015
- Continued high quality moderation of teachers’ assessment, confirming the accuracy of children’s attainment

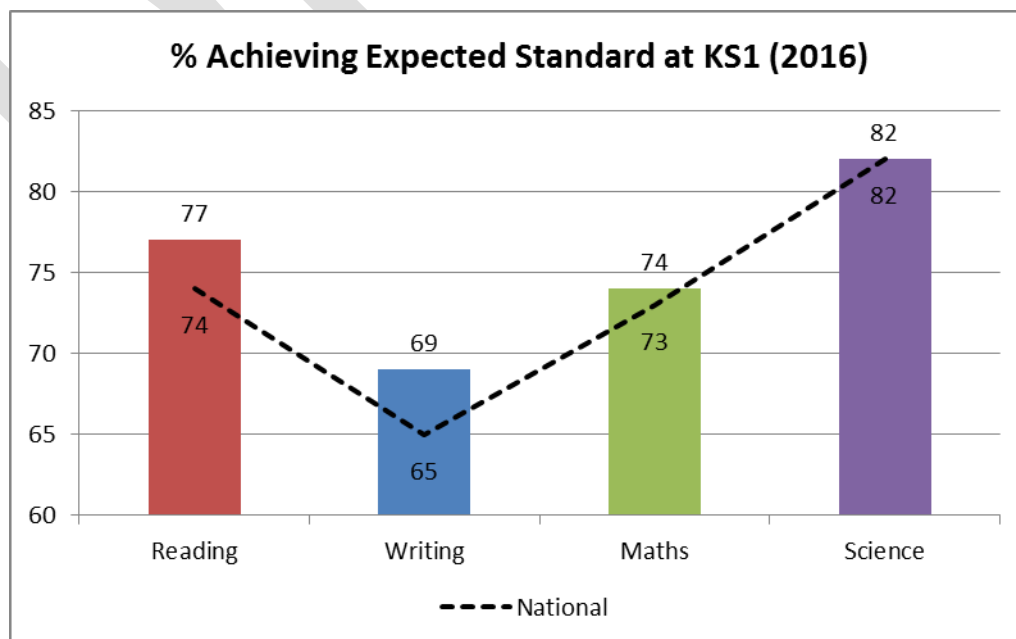


Figure 3

National ranking of Southend for assessments at the end of Key Stage 1

	2014	2015	2016
Speaking/Listening	9	41	...
Reading	55	80	29
Writing	66	81	33
Maths	94	95	55
Science	31	41	68

Notes For 2014 & 2015 this represents children achieving level 2 at the end of key stage 1
From 2016 it is those achieving the new expected standard at the end of key stage 1

Source DFE SFR 32/2015 - Table 17
DFE SFR 42/2016 - Table 18

Data Final (2015), Provisional (2016)

Table 1

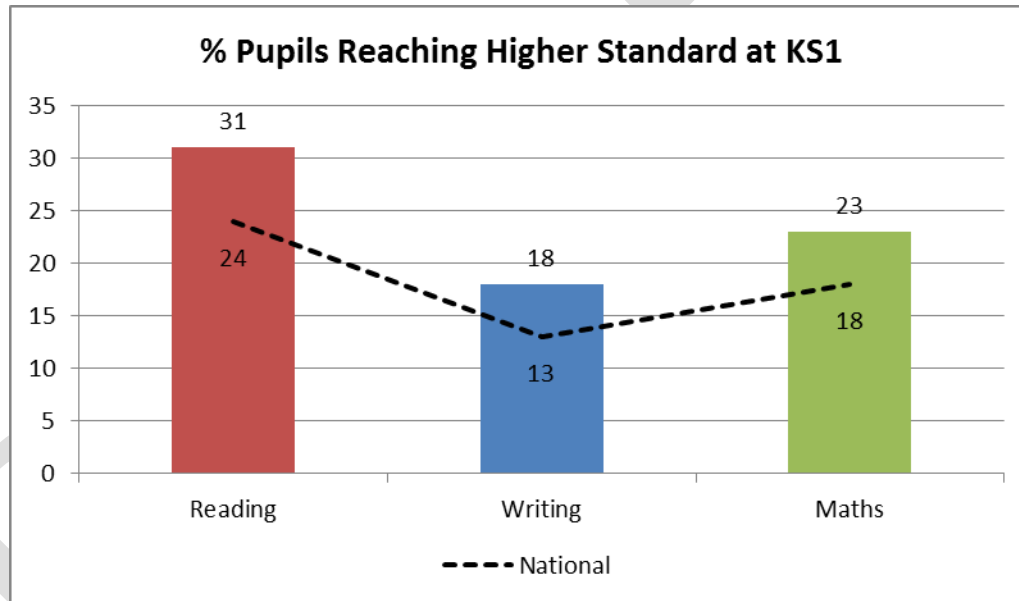


Figure 4

Areas for further improvement

- To sustain and build on this improvement within the new curriculum and assessment arrangements for the academic year 2016-17
- To continue to narrow the gap between disadvantaged and non-disadvantaged pupils. Disadvantaged pupils' outcomes at the end of KS1 in Southend are below those of non-disadvantaged pupils in all subjects
- To address the gender achievement gap. Girls have outperformed boys in all subject areas and levels with the exception of the higher standard in maths where boys achieved better. Maths, in general, shows the narrowest gap in outcomes between boys and girls and the widest gap is in writing.

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Key Stage 2

Key Stage 2 is a four year key stage of the National Curriculum, covering years 3 to 6. All Southend Junior and Primary schools cover this key stage. New assessment and accountability measures in 2016 mean that in reading, maths and grammar, punctuation and spelling, pupils are assessed via tests with the results expressed as scaled scores. A score of 100 represents the national expected standard and will remain so for future years. Pupils scoring 100 or above are said to have met the Expected Standard. The threshold for a 'high score' is 110. Writing is not tested, so results are based on teacher assessments with pupils assessed as meeting the Expected Standard, Working at Greater Depth within the expected standard (high attaining) or working towards the expected standard (low attaining). With the new assessment framework, it is no longer appropriate to measure progress in terms of expected levels of progress. The new progress measure is a relative measure (or value added), where pupils' attainment is compared to that of pupils with similar prior attainment nationally. Those who attained a higher score than similar pupils nationally are said to have made positive progress. This new measure is a school-level accountability measure. Progress is calculated for individual pupils solely in order to calculate the school's overall progress scores. There is no 'target' for the amount of progress an individual pupil is expected to make.

Attainment

The 2016 key stage 2 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. The expected standard has also been raised to be higher than the old level 4. As a result, figures for 2016 are not comparable to those for earlier years. Attainment at the expected standard in the tests is highest in grammar, punctuation and spelling at 73% and lowest in reading at 67%. 79% of pupils were assessed by teachers as working at the expected standard in writing, higher than in any of the test subjects. Results are generally in line with national averages, apart from in writing which is higher by 5 percentage points. In the combined reading, writing and maths measure, Southend's attainment was above average (56% achieved the expected standard, compared to 53% nationally).

In terms of achieving the higher standard, performance is above national in all subjects in 2016. In maths, the figure of 20% is 2 percentage points above the national average and puts Southend in the top 25% of all authorities in the country. Performance is highest in grammar punctuation and spelling and this is also the case nationally.

Successes

- An improvement in Southend's ranking relative to other local authorities in the expected attainment measure in reading, writing and maths since 2015
- Proportion of pupils achieving the higher standard is above national in all subjects
- Top 25% of authorities for high standard in maths
- No Southend schools were below the floor targets set by the Department for Education in 2016

These improvements are due to a relentless focus by schools and the Local Authority on:

- Schools making more effective use of assessment for learning, marking and feedback so that all pupils know their next steps and make accelerated progress and achieve higher attainment
- Close monitoring and tracking of all pupils and groups with timely intervention for those at risk of falling behind
- External validation of writing judgements by the Standards and Testing Agency.

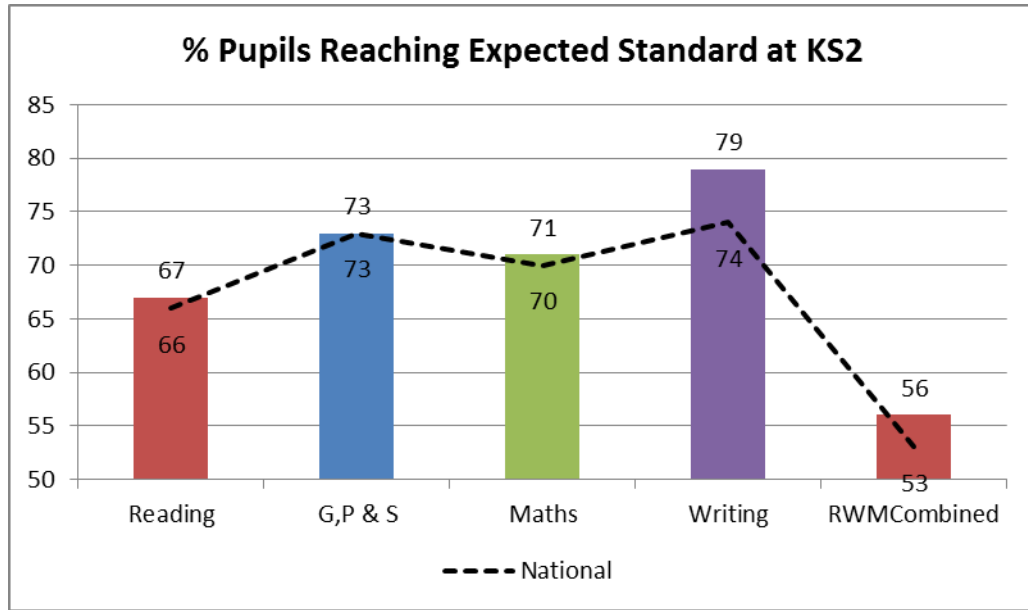


Figure 5

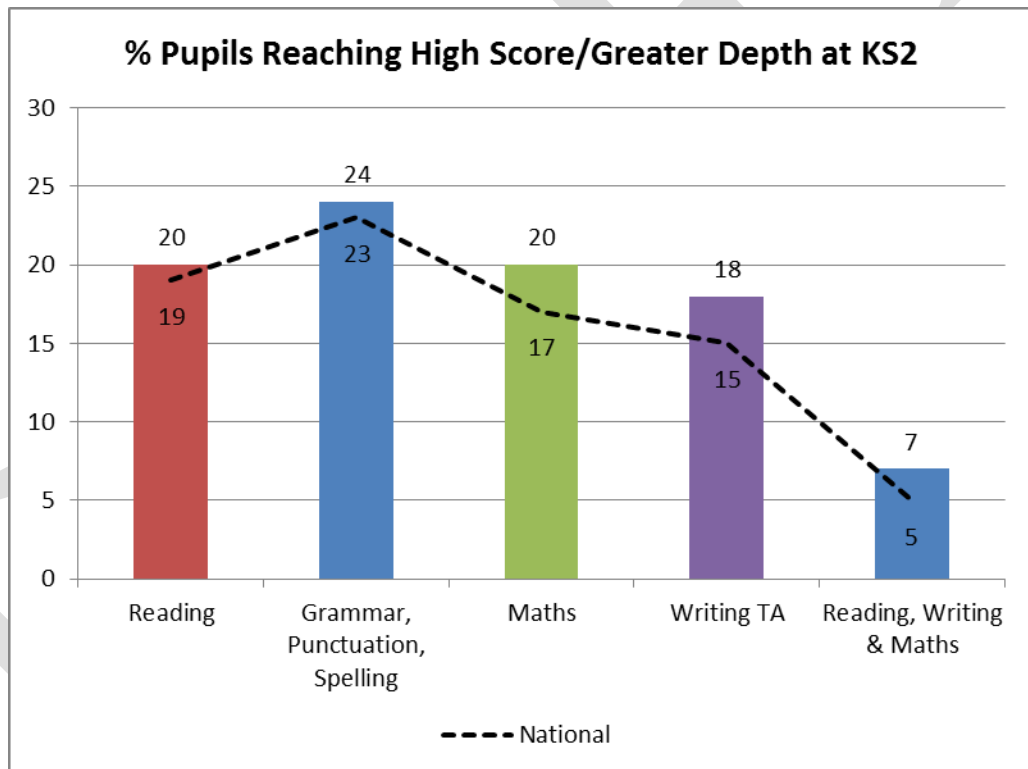


Figure 6

Ranking of Southend for assessments at the end of Key Stage 2

	2014	2015	2016
Grammar, Punctuation & Spelling	48	71	75
Reading	44	93	64
Writing	35	72	28
Maths	53	104	65
Reading, Writing & Maths combined	51	82	50

Notes For 2014 & 2015 this represents children achieving level 4 at the end of key stage 2
From 2016 it is those achieving the new expected standard at the end of key stage 2

Source SFR 47/2015 Tables 12-16
SFR 62/2016 Tables L1-L3

Data Revised (2015 & 2016)

Table 2

Progress

The new progress measure uses a value added model to measure the average attainment of pupils relative to that of pupils nationally with similar prior attainment. On average, the progress scores for Southend pupils were in line with the national average in reading and maths. Although the scores were negative, the fact that the confidence intervals overlapped zero means the outcomes are not statistically significant. In reading, scaled scores were an average of 0.2 below that of pupils with the same level of attainment at key stage 1. In maths, the figure was -0.1. However in writing, the progress score was positive (+0.6) and statistically significant, meaning that generally pupils in Southend schools do better than pupils with similar prior attainment nationally in this subject.

Key Stage 1 to 2 Progress against National Average (2016)

	Reading	Writing	Maths
Southend	-0.2	0.6	-0.1
Total State-Funded Sector	0.0	0.0	0.0

Notes

Source

Data

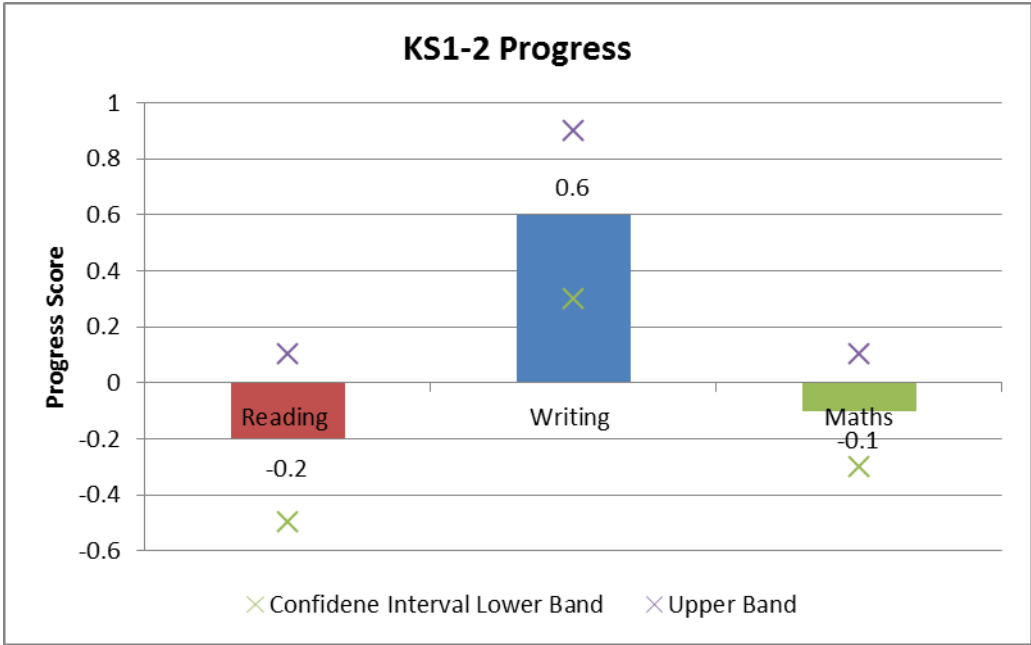
Table 3

Figure 7

Figures in bold are statistically significant

NCER, KS1-2 Progress School List

Revised



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Key Stage 4 – All Figures are Provisional

Key Stage 4 includes the secondary school years 9, 10 and 11. At the end of this Key Stage, young people take GCSE examinations. In 2016 the Department for Education announced two new headline measures, Attainment 8 and Progress 8. The new performance measures are designed to encourage schools to offer a broad and balanced curriculum with a focus on an academic core at key stage 4, and reward schools for the teaching of all their pupils, measuring performance across 8 qualifications. Every increase in every grade a pupil achieves will attract additional points in the performance tables. The percentage of pupils achieving a grade C or above in English and Maths are also reported, as well as the percentage entering and achieving the English Baccalaureate (awarded when students secure a grade C or above at GCSE level across a core of five academic subjects – English, mathematics, history or geography, the sciences and a language).

Attainment

Attainment 8 measures the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. Although 2015 data is available, it should be noted that this only became a headline measure for schools in 2016. The average attainment 8 score per pupil has increased in Southend by 1.3 points to 53.3 which is above the national average of 49.8. This puts Southend 15th out of all local authorities nationally.

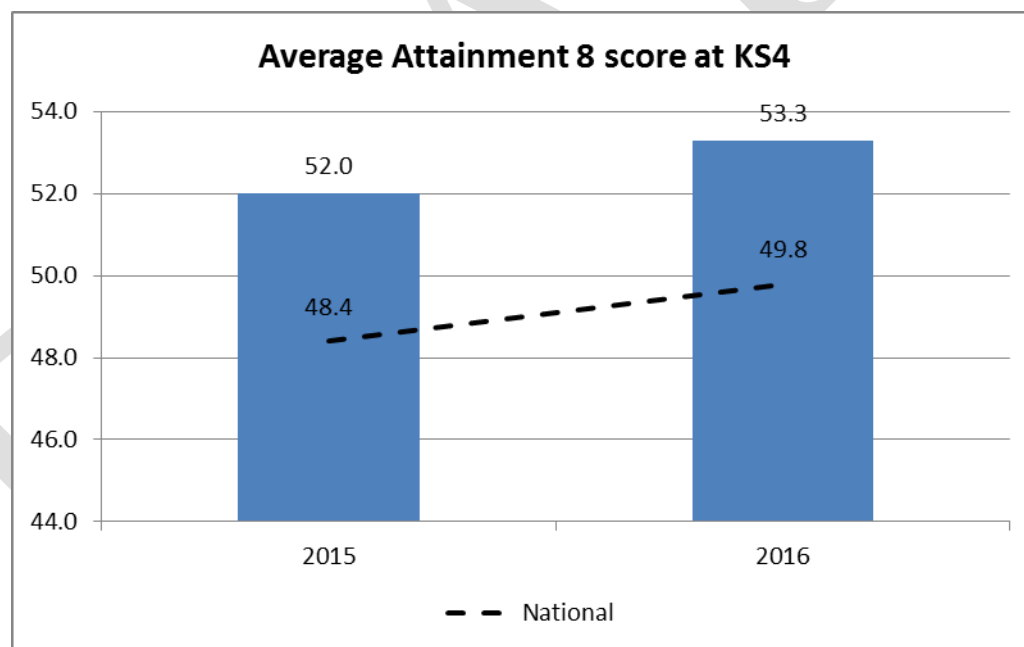


Figure 8

The percentage of pupils achieving A*-C in English and maths has increased year-on-year since 2014 and remains above the national average. In 2016 this increase was largely due to a change in methodology with pupils no longer required to achieve A*-C in both English language and literature. In the English Baccalaureate measure, Southend is also above the national average with 33.7% of pupils achieving this, an increase of 1 percentage point over last year. The old headline measure of 5 A*-C including English and maths is included for comparison purposes - performance has remained stable in Southend relative to last year.

Key Stage 4 Additional Measures

Key Stage 4	2014		2015		2016	
	Southend	National	Southend	National	Southend	National
% of Pupils Achieving A* - C in Eng & Maths	64.0	58.9	66.4	59.2	68.5	62.6
% Achieving English Bacallaureate	31.1	24.2	32.7	24.3	33.7	24.5
% 5 A*-C (Including English and Maths)	62.2	56.6	64.7	57.1	64.8	56.8

Notes

National figure is state-funded schools only and includes pupils recently arrived from overseas

Source

SFR01/2016 Table LA3

SR48/2016 - Tables LA1/LA6, 1b & 5

SFR48/2016 - Tables 2a & LA1

SFR01/2016 - Tables 4a & LA1

SFR02/2015 - Tables 4a & 15

Data

Final (2014 & 2015)

Provisional (2016)

Table 4

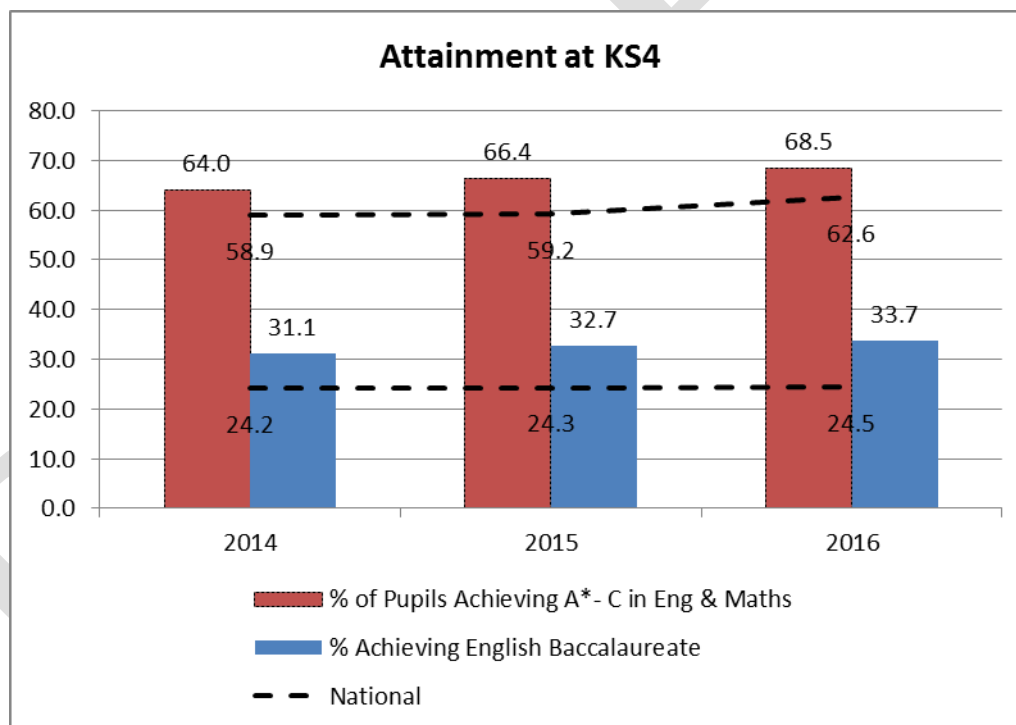


Figure 9

Successes

- In the main attainment measure Southend's young people have, on average, achieved better than the national average
- In the key subjects of English and maths, the proportion of Southend's pupils achieving a good grade continues to improve
- The percentage of pupils achieving the English Bacallaureate has increased year on year since 2014 and is increasing at a faster rate than nationally

Areas for further development

The overall attainment in the headline indicators is strong. However the diversity of secondary schools in Southend leads to significant variation in the attainment and progress of students in different schools. There is still a challenge in closing the gap between the highest and lowest attaining schools in the borough as too many students are underachieving.

To address this underachievement there is a focus on the following:

- Strengthening middle leadership to be more skilled in assessment and more accountable for student progress and attainment.
- Providing more stable senior leadership to those schools where students are underachieving; this will include the use of structural solutions.
- Encouraging all schools use of data allows all staff to track student progress against challenging targets to ensure that all students achieve their potential.

Pupil Progress

Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment. For all mainstream pupils nationally, the average Progress 8 score will be always be zero. In comparison to this, Southend's overall Progress 8 score in 2016 is also zero. This means that on average, pupils in Southend schools have made similar progress to pupils with the same prior attainment nationally. Breaking the progress data down into subject areas, it shows that Southend pupils make less progress in maths compared to similar pupils nationally. There is no comparable data for previous years in this measure.

Average Progress-8 Score (2016)

	Overall	English	Maths	English Bacc	Open Slots
Southend	0.00	-0.01	-0.06	0.05	-0.02
Total State-funded Sector	-0.03	-0.04	-0.02	-0.02	-0.04
National	0.00				

Notes

National is all state-funded mainstream schools

Figures in bold are statistically significant

Source

SFR48/2016 - Tables 2a & LA5

Data

Provisional (2016)

Table 5

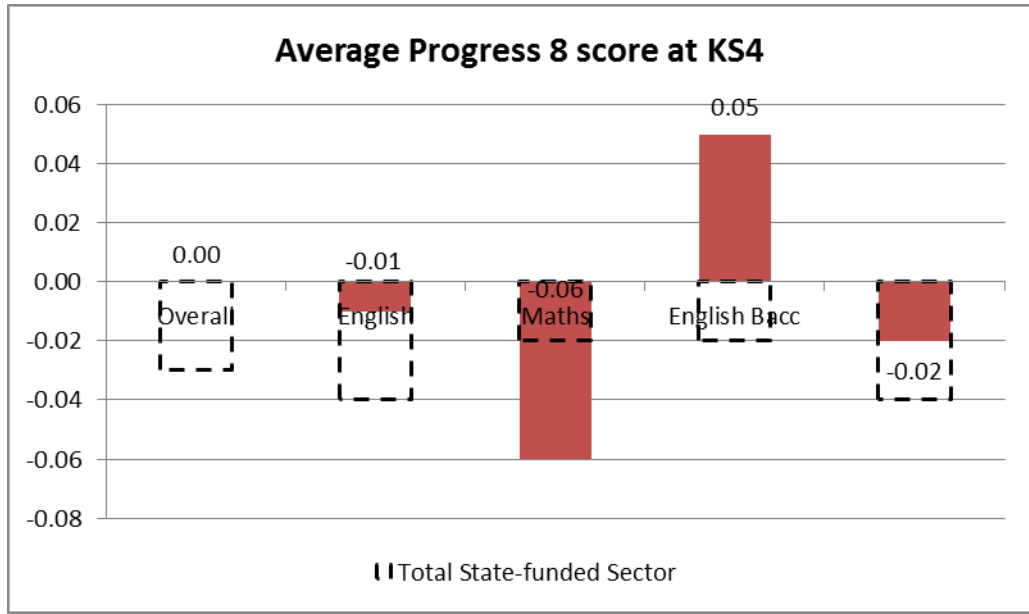


Figure 10

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Destinations after KS4

The Department for Education introduced a new measure into the school performance tables in 2016 to measure how many pupils stayed in employment, education or training for at least 2 terms after key stage 4. In 2014, this figure was 93% for Southend's pupils, just below the national figure of 94%. This is an improvement on the figure from the previous year which was 90%.

Areas for further development

The new progress measure this year demonstrates that although attainment in Southend is high, more needs to be done to ensure that pupils make positive progress, regardless of their starting point at key stage 2. This is especially true in maths, where pupils on average do less well than similar pupils nationally.

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Key Stage 5 – Post 16 (Figures are Provisional)

After young people have taken their GCSE examinations they are entitled to leave statutory schooling, although there is an expectation that they will continue in further education or vocational training programmes until they are 19 years old if they do not secure work when they leave school.

In Southend 10 out of 12 secondary schools have 6th form provision, South Essex College also provides for students post 16 qualifications. The current government is continuing the focus on ensuring that young people do not become “Not in employment, education or training” (NEET) after statutory schooling.

Successes

Southend has a good record of enabling young people post 16 to achieve well – in almost all of the headline indicators Southend is in the top 25% of local authorities nationally. Southend’s young people have outperformed those in statistical neighbour local authorities as well as those nationally consistently for several years. The percentage of students achieving 3 or more A grades at A-level remains high at 13.4%, compared to a national average of 12.9%. However, the trend is decreasing for Southend compared to an increase in the national figures. The percentage achieving AAB or better at A-level was 21.8%, a drop from 25.8% in 2015. In the new average point score per entry measure (for the A-level cohort only), Southend was ranked 12th in the country with a score of 32.6 compared to the national average of 31.5.

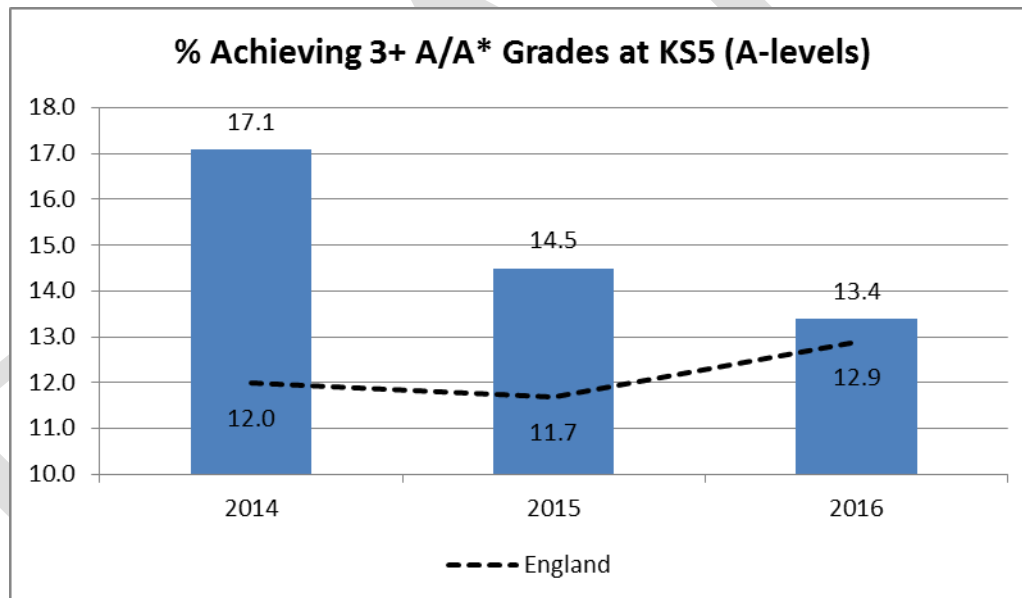


Figure 11

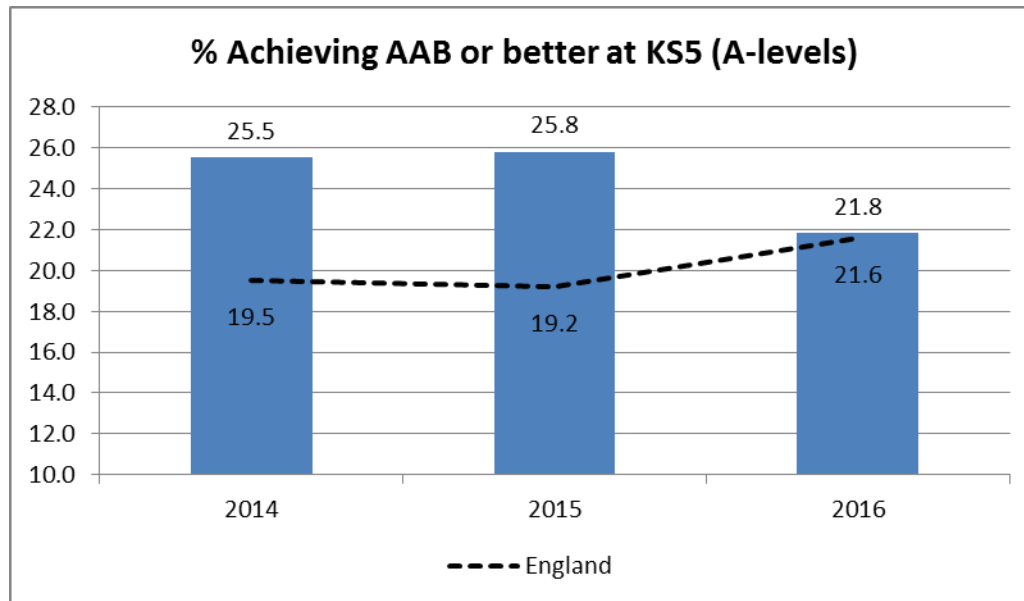


Figure 12

Areas for further development

The focus for 2016-2017 is to ensure that NEET is further reduced by earlier identification of appropriate learning pathways for learners at risk of becoming NEET and to review and refresh apprenticeship opportunities in existing and new sectors linking with the Council's strategy for skills and employability.

- The percentage of young people not in education, employment or training as at 31st December has reduced year on year in Southend since 2013 and in 2015 was at 4.3%, compared to a national average of 4.2%. This puts Southend in the third quartile nationally.
- The percentage of KS4 pupils going on to apprenticeships has increased from 3% to 4% in 2015 but this is below the national average of 6% and puts Southend in the bottom 25% of all local authorities.

Section 2 Closing the achievement gap between groups of children and young people

Early years

In 2016 there has been significant progress made by schools in supporting underachieving groups of children to achieve as well as their peers. In three of the four areas highlighted below, underachieving groups have made good progress in closing the achievement gap. The exception is for those children who have special educational needs (SEN). The outcomes for these pupils are below the national average and have not improved from last year.

Key Stage 1

In 2016, the achievement of vulnerable groups has been mixed. Whilst the gender gap remains, FSM pupils are performing better than in previous years. There continues to be a wider gap between English speaking children and their peers relative to the national averages and the performance of SEN pupils is also below the national benchmark.

Key Stage 2

The performance of FSM pupils and those whose first language is not English has improved in 2016 compared to previous years. However, the gender gap has widened in Southend and the performance of SEN pupils remains a concern. There are still some very wide gaps which indicate that the needs of all children are not being fully met to enable them to achieve their best.

Key Stage 4

At key stage 4, the gap in achievement between FSM pupils and their peers remains wider than national. The performance of SEN pupils is also a concern. However, the narrowing of the gaps between other vulnerable groups is encouraging.

Disadvantaged children - Free school meals (FSM) achievement gap

One of the biggest vulnerable groups educationally are those who have to cope with social, economic and educational disadvantage. In recent years the government has made additional funding available to schools to support their work in meeting the needs of these pupils. The Pupil Premium (PP) is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. This is a particular area of focus for the Local Authority in 2016/17 and beyond particularly in KS4.

Pupil Premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units. The DfE will release a list of PP pupils to schools each financial year. For 2016 this list represented pupils who had been declared FSM eligible on a school census at any time in the past 6 years (called EVER6 pupils), were adopted from care or have left care and if they were recorded as a service child within the last 6 years.

In the 2015 / 2016 financial year, schools received pupil premium funding in the following sums:

- £1320 for each eligible primary-aged pupil
- £935 for each eligible secondary-aged pupil

The data for the key stages below is based on those children who are eligible for Free School Meals (FSM). Eligibility for free school meals is the main measure of deprivation at pupil level. FSM data represents pupils who are currently FSM eligible and pupils would be identified as FSM eligible from the January census. Nationally, children who are eligible for free school meals FSM / Pupil Premium funding do less well than children who are not eligible for either of these benefits. There has been a focus nationally on closing this attainment gap for a number of years.

Early Years

Significant progress has been made since 2014 in reducing the gap between disadvantaged children who are eligible for FSM, and those who are not, in achieving a "Good Level of Development". The gap has narrowed from 24% in 2014 to 16% in 2016. This is now lower than the national average by 2 percentage points. The rate of improvement for FSM pupils has slowed in 2016 following a rapid improvement in previous years and therefore the gap has increased slightly compared to last year. The overall improvement is a key success as it is accepted that children need to achieve well at the end of the Early Years Foundation Stage so they can fully access the national curriculum at Key Stage 1 and achieve the national expectations at the end of the key stage. The improvement in the achievement of disadvantaged children should in two years time enable higher levels of achievement when children are aged 7. This also indicates that schools are focusing on ensuring disadvantaged children are supported to achieve well which is an important part of their work.

	2014			2015			2016		
	FSM	Non-FSM	Gap	FSM	Non-FSM	Gap	FSM	Non-FSM	Gap
Southend	43	66	-24	56	71	-15	58	74	-16
National	45	64	-19	51	69	-18	54	72	-18

Notes Data prior to 2013 is not comparable due to changes made to the EYFSP

Source SFR50/2016 Additional Tables - Table 6

Data Final

Table 6

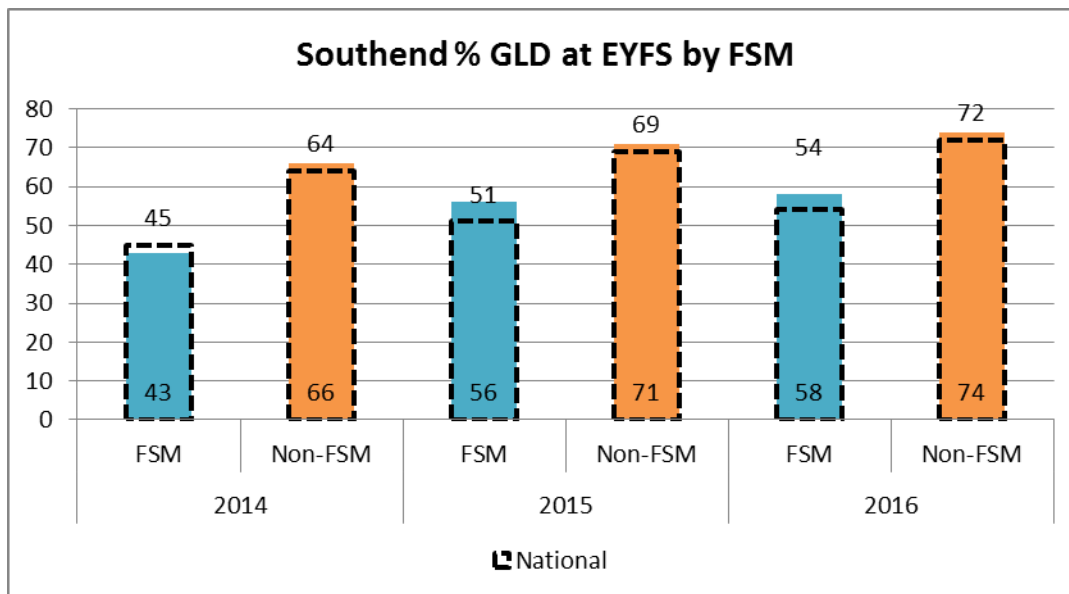


Figure 13

KS1

KS1 data in 2016 is not comparable to previous years due to the accountability reforms that were introduced this year. Any interpretation of trends should therefore be conducted with caution. However, in terms of the percentage of pupils reaching the expected level (level 2 or above in previous years), Southend’s FSM pupils previously underperformed relative to the national average in every subject. In 2016 the picture is reversed with Southend’s FSM pupils achieving in line with or above the national average. Table 7 shows Southend’s ranking relative to other local authorities for each subject, comparing old and new measures – the improvement in 2016 is demonstrated here. However, it should be noted that this improvement was evident for all pupils and may be a reflection on how schools have adapted to the new assessment methods.

Key Stage 1 - Ranking of Southend for children eligible for free school meals (FSM) who achieved level 2+ (2014/2015) or met required standard (2016)

	2014	2015	2016
Reading	87	147	67
Writing	79	144	41
Maths	123	148	56
Science	49	98	43

Notes Level 2 was the previous expected level of achievement for pupils at the end of key stage 1.

Source DFE SFR 32/2015 - Table 23
SFR 42/2016 - Table 21

Data Final (2014/2015)
Provisional (2016)

Table 7

The gap in achievement between FSM eligible pupils and their peers in 2016 is widest in reading, with a difference of 19 percentage points. Although this gap is slightly wider than the national gap, this is because Southend’s non-FSM pupils outperformed their peers nationally. In writing, the performance of the FSM cohort in Southend was 4 percentage points higher than the national average. Performance in maths was in line with the national average.

**Key Stage 1- percentage of children in Southend reaching the expected standard -
Free school meals and non-free school meal eligibility**

	Reading			Writing			Maths		
	FSM	Non-FSM	Gap	FSM	Non-FSM	Gap	FSM	Non-FSM	Gap
Southend	60	79	-19	54	71	-17	59	76	-17
National	60	77	-17	50	68	-18	58	75	-17

Notes National figure is for England (State-funded schools)
 Source SFR42/2016 - Table 21
 Data Provisional

Table 8

DRAFT

KS2

Whilst it is not possible to directly compare 2016 KS2 results with previous years, it is worth examining how the local authority performed relative to the rest of the country in the headline performance indicators. In 2015, Southend was ranked 111th nationally for the attainment of FSM pupils in the headline indicator for reading ,writing and maths. In 2016 Southend is placed 46th in the main attainment measure and is now above the national average by 2 percentage points. The performance of Southend’s FSM cohort was better than the national average in 2016 in every subject, with writing teacher assessments notably higher by 8 percentage points.

The gap between those children entitled to free school meals and their peers who are not remains large in Southend but it is now narrower than the national gap in most subjects. The gap in reading, maths and grammar, punctuation and spelling is 18 percentage points, compared to just 13 percentage points in writing. Differences between pupil groups are not comparable with previous years but it is notable that these gaps in Southend were historically wider than the national gaps so this year has seen an improvement. However, there is still some way to go to close the gaps.

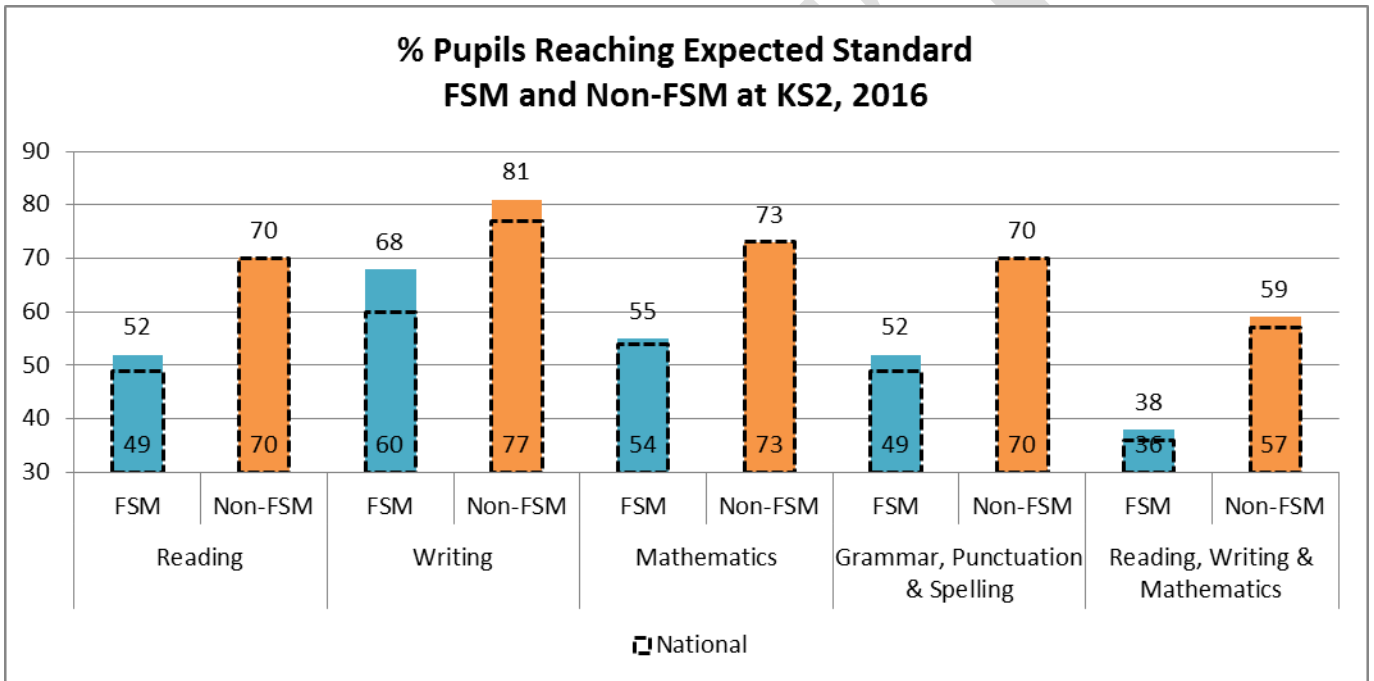


Figure 14

Looking at the progress made by FSM children, Southend’s pupils made significantly less progress than all other pupils with the same prior attainment nationally in reading and in maths. On average, FSM pupils in Southend achieve just over one scaled score point less in all subjects than non-FSM pupils. In writing, the average progress score was in line with the national average. It is a similar picture nationally with FSM pupils making less progress in all subjects than other pupils with the same prior attainment.

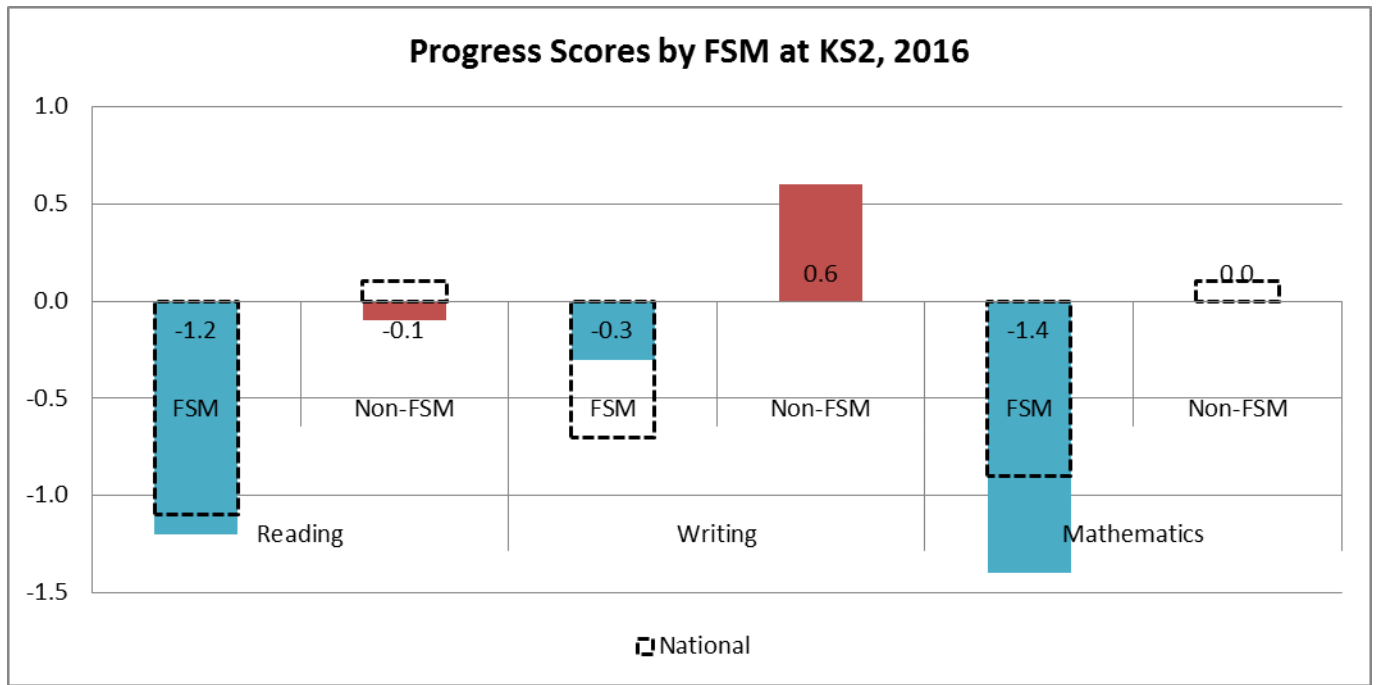


Figure 15

Note: Progress scores are presented as positive or negative numbers either side of zero. A score of zero means that on average, pupils in this group made the same progress as all pupils with similar prior attainment nationally. National progress scores for pupil groups are also represented here, where the progress for the group is compared with that of all pupils nationally with similar prior attainment.

KS4 (data is provisional)

Young people eligible for free school meals (FSM) achieve less well than their peers who are not eligible for FSM. In the new Attainment 8 measure, the provisional average score for FSM pupils is 38.6 in Southend, compared to 54.7 for all other pupils. This gap of 16.1 points is wider than the provisional national gap of 12.6 points. Similarly, in the English Baccalaurate measure, the FSM gap in Southend is wider than national – 8% of Southend’s FSM pupils achieved this measure compared to 36% of non-FSM pupils (10% and 27% nationally). In the A*-C measure for English and Maths, Southend’s FSM pupils outperformed the national average by just over 1 percentage point but the non-FSM cohort were also above the national benchmark by a greater margin.

Key Stage 4 – Attainment 8 achievement gap by Free School Meal Status

	Average Attainment 8 score by FSM/Non-FSM		
	FSM	Non-FSM	Gap
Southend	38.6	54.7	-16.1
National	38.9	51.5	-12.6

Notes

LA and National figures are for state-funded schools only

Source

NCER data based on National Pupil Database

Data

Provisional

Table 9

Key Stage 4 – English Baccalaureate achievement gap by Free School Meal Status

	% achieving English Bacc. by FSM/Non-FSM		
	FSM	Non-FSM	Gap
Southend	8.0	36.0	-28.0
National	10.2	26.8	-16.6

Notes LA and National figures are for state-funded schools only
 Source NCER data based on National Pupil Database
 Data Provisional

Table 10

Key Stage 4 – % achieving A*-C in English & Mathematics by Free School Meal Status

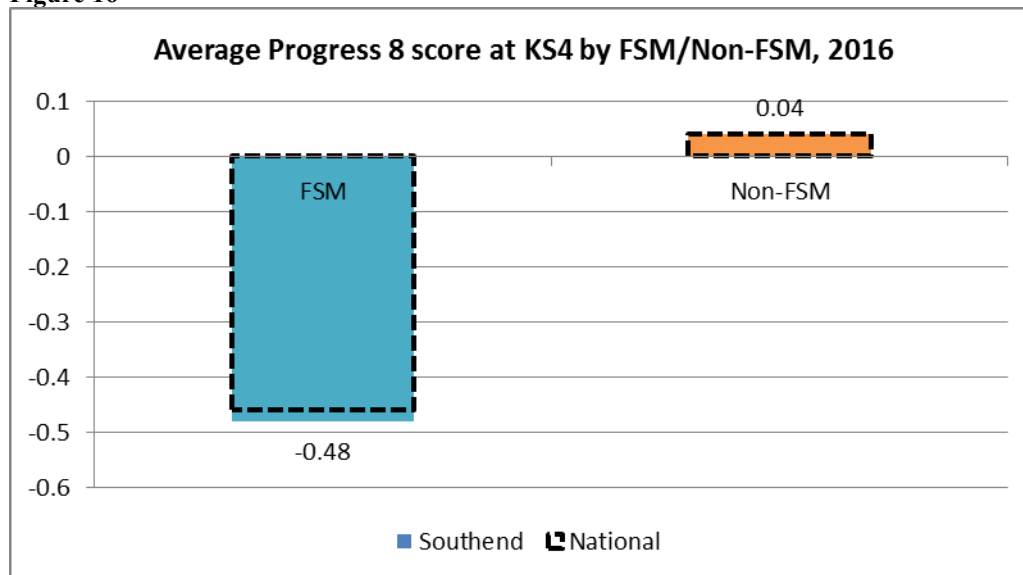
	% achieving A*-C in English & Maths by FSM/Non-FSM		
	FSM	Non-FSM	Gap
Southend	40	71.2	-31.2
National	38.8	66.4	-27.6

Notes LA and National figures are for state-funded schools only
 Source NCER data based on National Pupil Database
 Data Provisional

Table 11

In terms of pupil progress, Southend’s FSM pupils performed significantly worse than all pupils nationally with similar prior attainment. The provisional Progress 8 score of -0.48 is similar to the score for FSM pupils nationally (-0.46) showing that this group of pupils under-achieve across the country. The gap to Southend’s non-FSM cohort is 0.52 meaning that on average pupils who are eligible for FSM in Southend achieve over half a grade below the rest of Southend’s students.

Figure 16



Gender achievement gap

Early Years

More girls achieved a “Good Level of Development” than boys, 80% girls compared to 63% boys. The achievement gap between boys and girls increased to 16.7 percentage points from 15.6 in 2015 and is now wider than the national gap. Clearly there is work to do to further narrow the gap and eradicate it altogether. Over the last 3 years boys have improved their performance by 11.1 percentage points, compared to 8.2 points for girls. Boys have improved at faster rate than the national increase over this period.

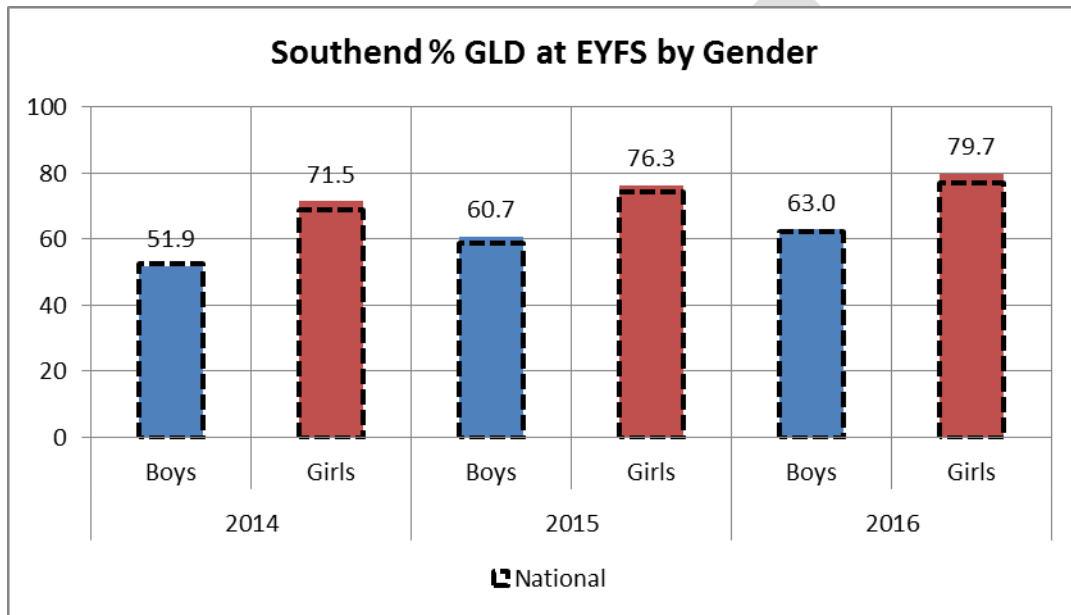


Figure 17

Key Stage 1

Girls outperform boys in each subject at KS1, with the gap widest in writing (18 percentage points). Maths has the smallest gap, with 4 percentage points separating the attainment of boys and girls in Southend. The national gaps between boys and girls are narrower than those in Southend showing that there is work to do to reduce the gender difference in attainment locally.

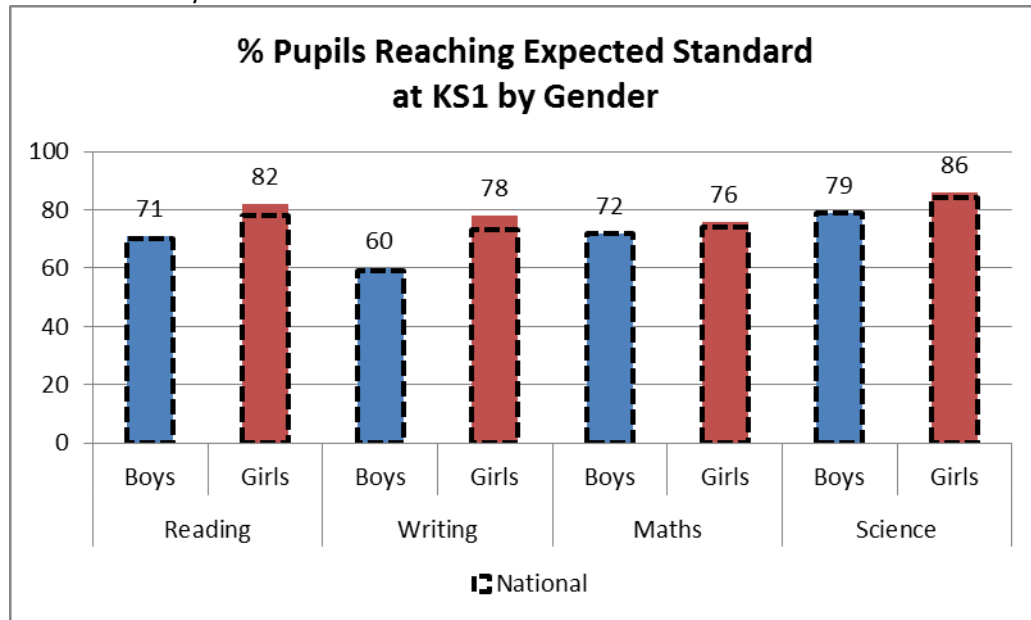
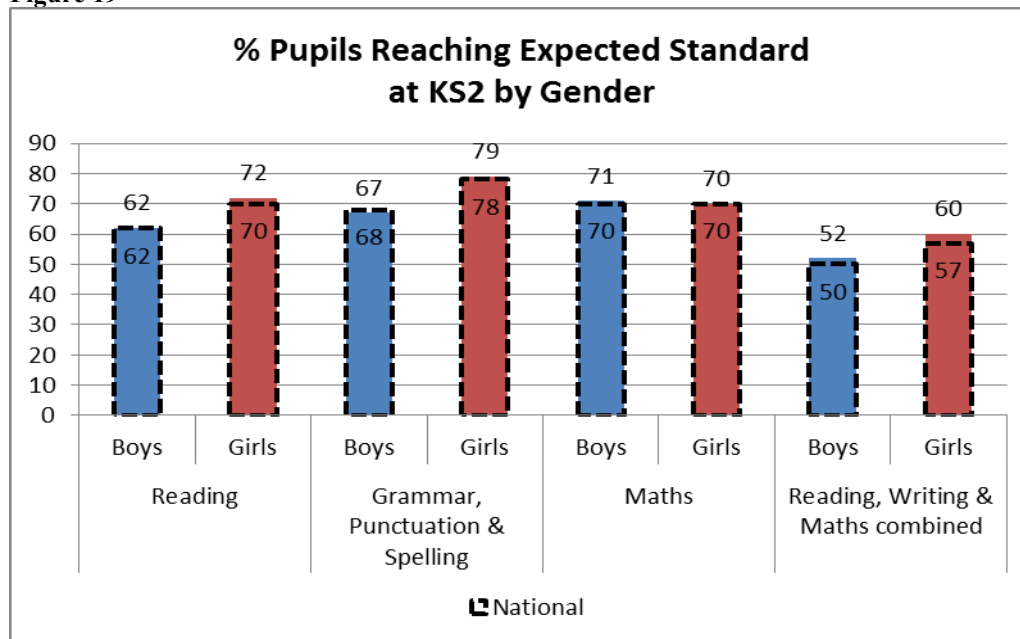


Figure 18

Key Stage 2

As in previous years, girls do better than boys at KS2 in reading, writing and maths combined. 60% of girls achieve the expected standard compared to 52% of boys. The gap is wider than that seen in previous years – 3 percentage point gap for the old expected standard in 2015. Looking at individual subjects, the gap is widest locally and nationally in grammar, punctuation and spelling (12 percentage points), whereas in maths boys outperform girls by 1 percentage point. The gaps are wider in Southend than they are at a national level, which is a reversal of the situation in 2015 so there is a challenge for Southend to reduce the difference in attainment between boys and girls.

Figure 19



2016 progress data shows that in maths, boys' progress was significantly better than the national average for all pupils with similar prior attainment whereas girls significantly underperformed in this measure. However, girls' progress was above average in writing.

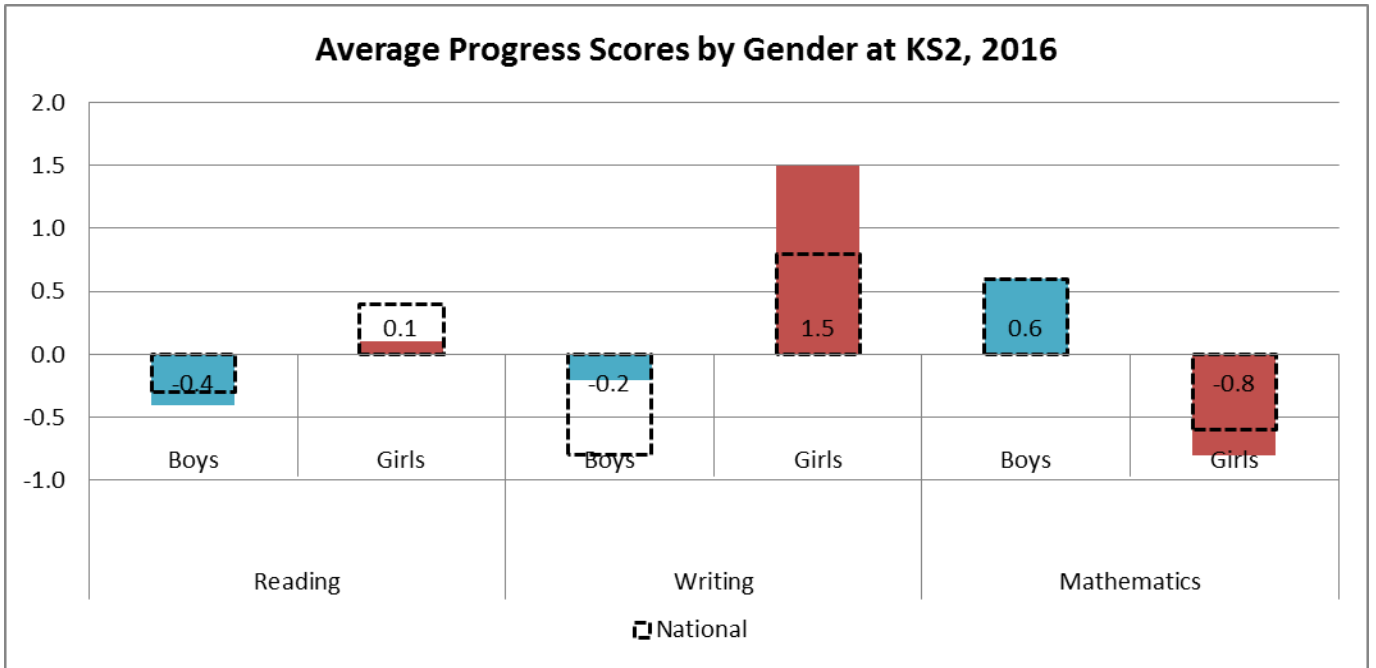


Figure 20

Note: Progress scores are presented as positive or negative numbers either side of zero. A score of zero means that on average, pupils in this group made the same progress as all pupils with similar prior attainment nationally. National progress scores for pupil groups are also represented here, where the progress for the group is compared with that of all pupils nationally with similar prior attainment.

Key Stage 4 (data is provisional)

Girls outperform boys at KS4 in Southend, although the gap of 2.2 points in the Attainment 8 measure is not as large as the national equivalent of 4.6. The picture is the same in the other headline measures so it is positive to see that the gender gap is less pronounced in Southend than in the rest of the country.

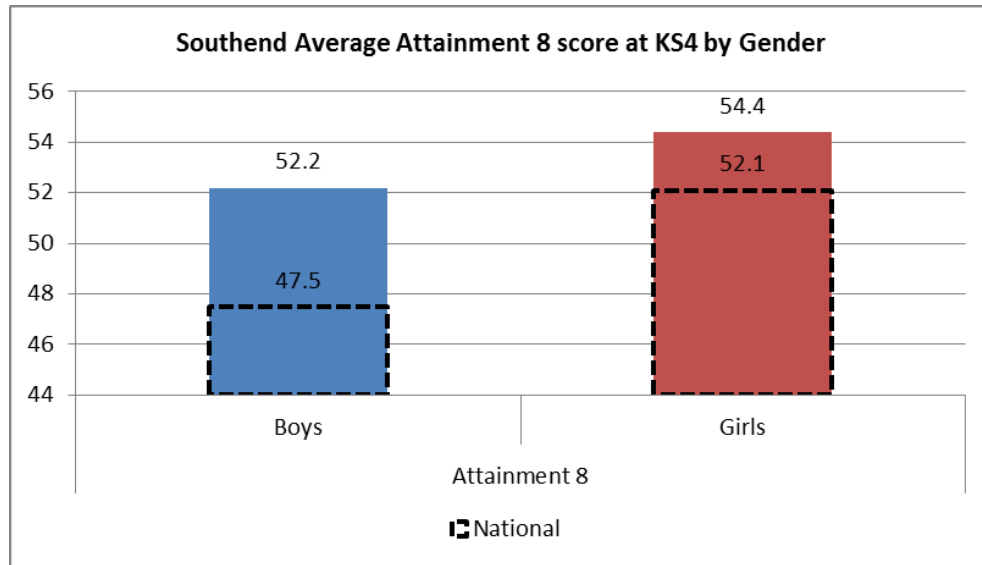


Figure 21

First Language achievement gap

Early Years

More children (72%) whose first language is English achieved a “Good Level of Development” in 2016 than those whom have another language (67%) as their first language. The gap is now 5 percentage points, but an improvement from the gap in 2014 which was 15 percentage points and 10 percentage points in 2015. The gap is now narrower than the national equivalent having improved at a much faster rate over the last 3 years.

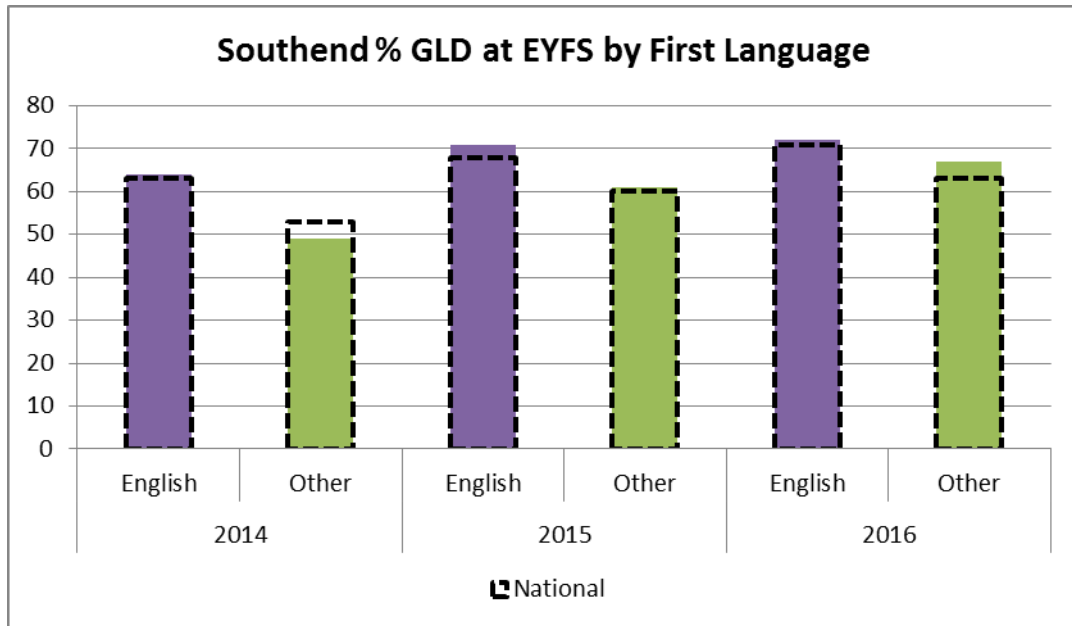


Figure 22

Key Stage 1

More pupils whose first language is English achieve the expected level at KS1 than their peers for whom English is an additional language. This is also the case nationally but the gaps are wider in all subjects in Southend apart from in science. Pupils with English as an additional language achieve in line with the national average in all subjects but their English speaking peers in Southend are above the national average, particularly in reading and writing, hence the wider gaps in these subjects. This continues the trend seen in previous years under the old accountability measures.

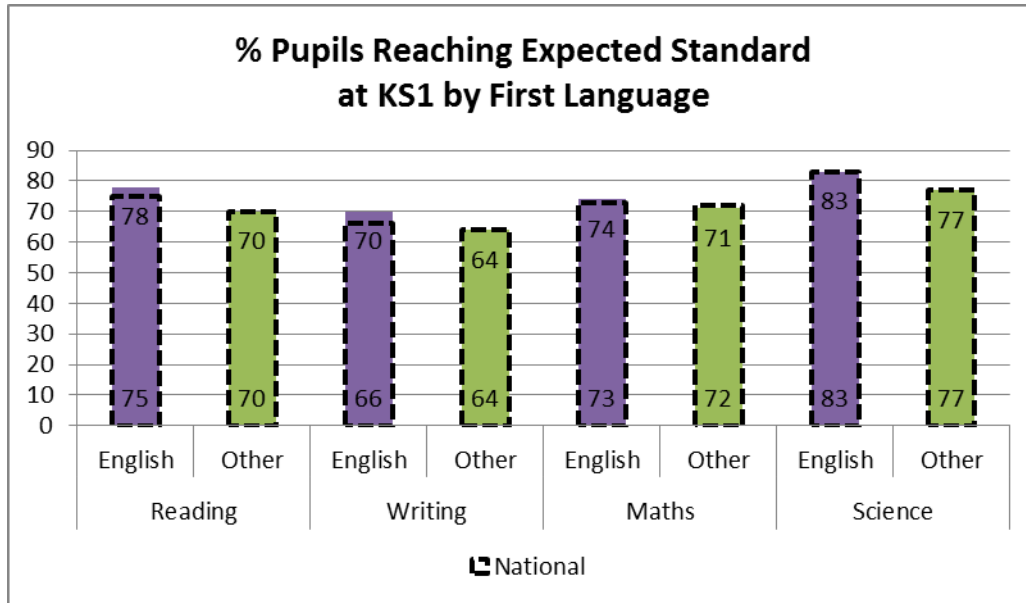
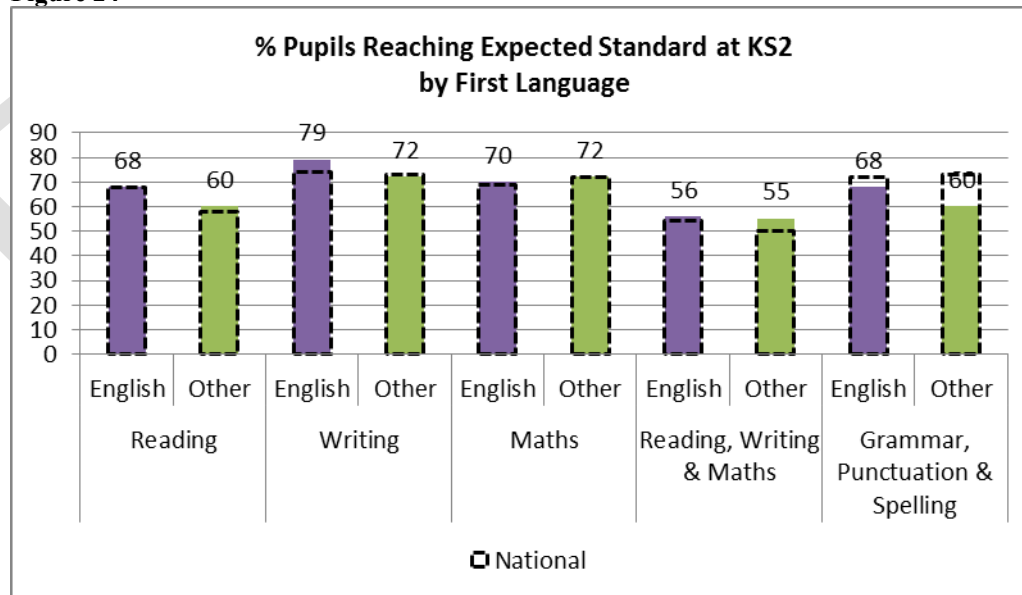


Figure 23

Key Stage 2

56% of pupils whose first language is English achieved the expected standard in all of reading, writing and maths compared to 55% of pupils whose first language is other than English. This gap of 1 percentage point is smaller than the gap at the national level (4 percentage points). For comparison, last year's gap was 5 percentage points in Southend so this improvement is encouraging. There is a more considerable gap in reading and grammar, punctuation and spelling (8 percentage points), and in writing (7 percentage points). However, in maths pupils whose first language is not English perform better than their English speaking peers by 2 percentage points.

Figure 24



KS4 (data is provisional)

The attainment gap at KS4 is almost non-existent in the main headline indicator – Attainment 8 scores for non-English speakers were slightly higher by 0.1 points in Southend with both groups performing better than the national average. In terms of achieving A*-C in English and maths, pupils whose first language is English perform better than their peers in Southend by a margin of 5.9 percentage points. In the Progress 8 measure, pupils with English as an additional language make more progress than pupils with similar prior attainment nationally. Their score of 0.37 is just below the national average of 0.40 and 0.42 points higher than that of English speaking pupils in Southend (-0.05).

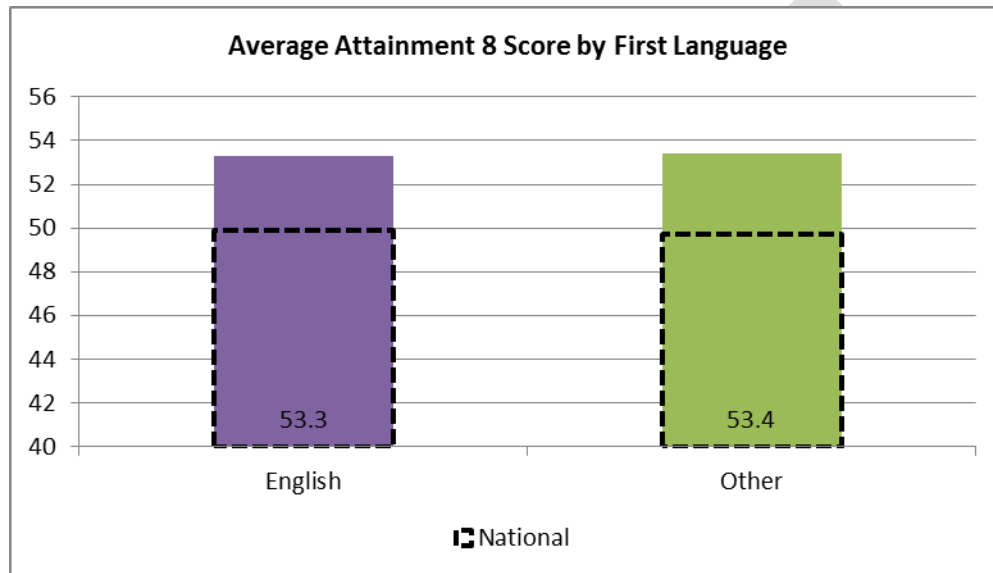


Figure 25

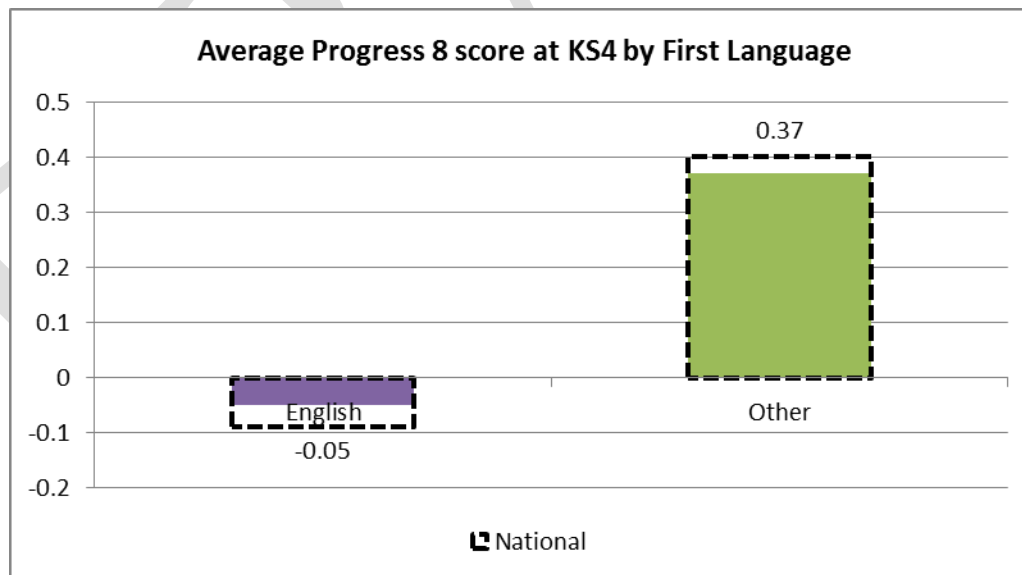


Figure 26

Achievement of pupils with Special Educational Needs (SEN)

Early Years

In 2016, 16% of children with special educational needs but without a statement or EHC Plan achieved a good level of development. This is 10 percentage points lower than the national average. Of the children that did have a statement or EHC Plan, none achieved a good level of development in 2016, down from 4% last year; this compares to 4% nationally. The attainment of Southend's SEN pupils has not improved at the same rate as national. Since 2014, the attainment of SEN support pupils has improved by 3 percentage points compared to 5 points nationally, whereas the attainment of statement/EHC pupils has fluctuated from 2% in 2014, 4% in 2015 and 0% in 2016 (nationally it has improved by 1 percentage point over the same period).

Early Years Foundation Stage – % Achieving a Good Level of Development by SEN

	2014			2015			2016		
	No SEN	SEN without a statement	SEN with a statement	No SEN	SEN without a statement	SEN with a statement	No SEN	SEN without a statement	SEN with a statement
Southend	66	13	2	73	16	4	77.0	16	0
National	66	21	3	71	24	4	75	26	4

Notes Southend figures for 'SEN with a statement' were suppressed - calculated using Keypas

Source SFR50/2016 Additional Tables - Table 7

Data Final

Table 12

KS1

The achievement of Southend's SEN pupils at KS1 is below the national average in almost all subjects. Pupils with SEN support were 9 percentage points below the national average in terms of achieving the expected standard in reading, 7 points below in writing, 6 points below in maths and 5 points below in science. The attainment of pupils with a statement or EHC plan was below in all subjects apart from science. This is a continuation of the performance under the old system of levels where Southend's SEN pupils also attained lower than the national average.

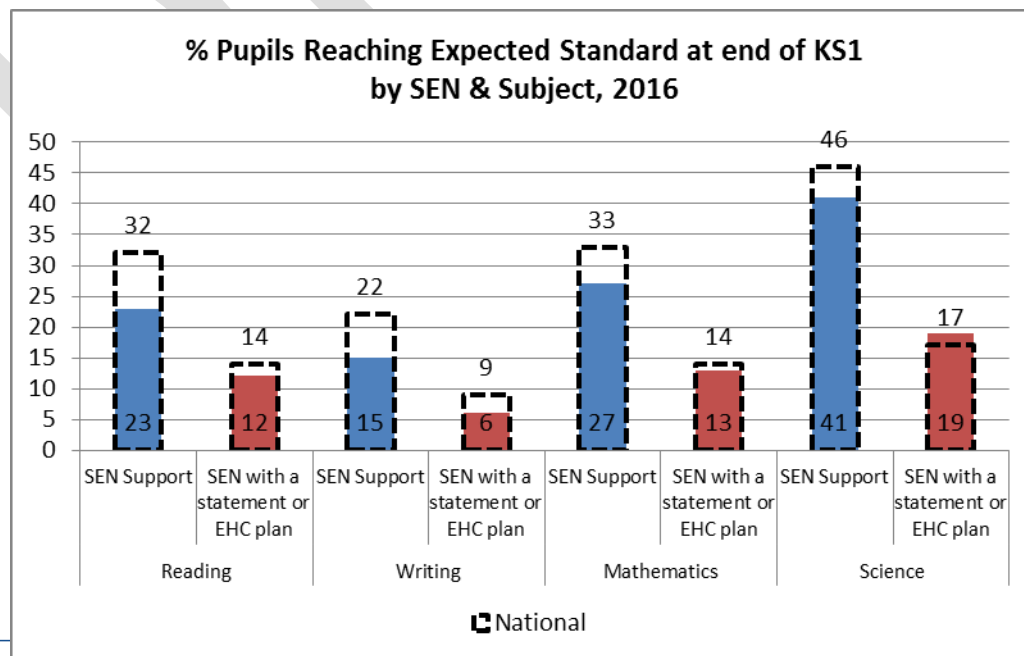


Figure 27

KS2

The attainment of Southend’s SEN pupils at KS2 is broadly below the national average in most subjects. The percentage achieving the expected standard in all of reading, writing and maths is 9% for SEN support pupils (compared to 16% nationally) and 4% for those with a statement or EHC Plan (compared to 7% nationally). In reading and grammar, punctuation and spelling the gap to the national average for SEN support pupils is 9 percentage points, whilst in writing it is 8 points. The biggest gap is in maths where Southend’s SEN support pupils are 11 percentage points below the national average. The gaps to the national average for Southend’s SEN pupils with statements or EHC plans are not as wide but in the combined measure there was a 3 percentage point deficit.

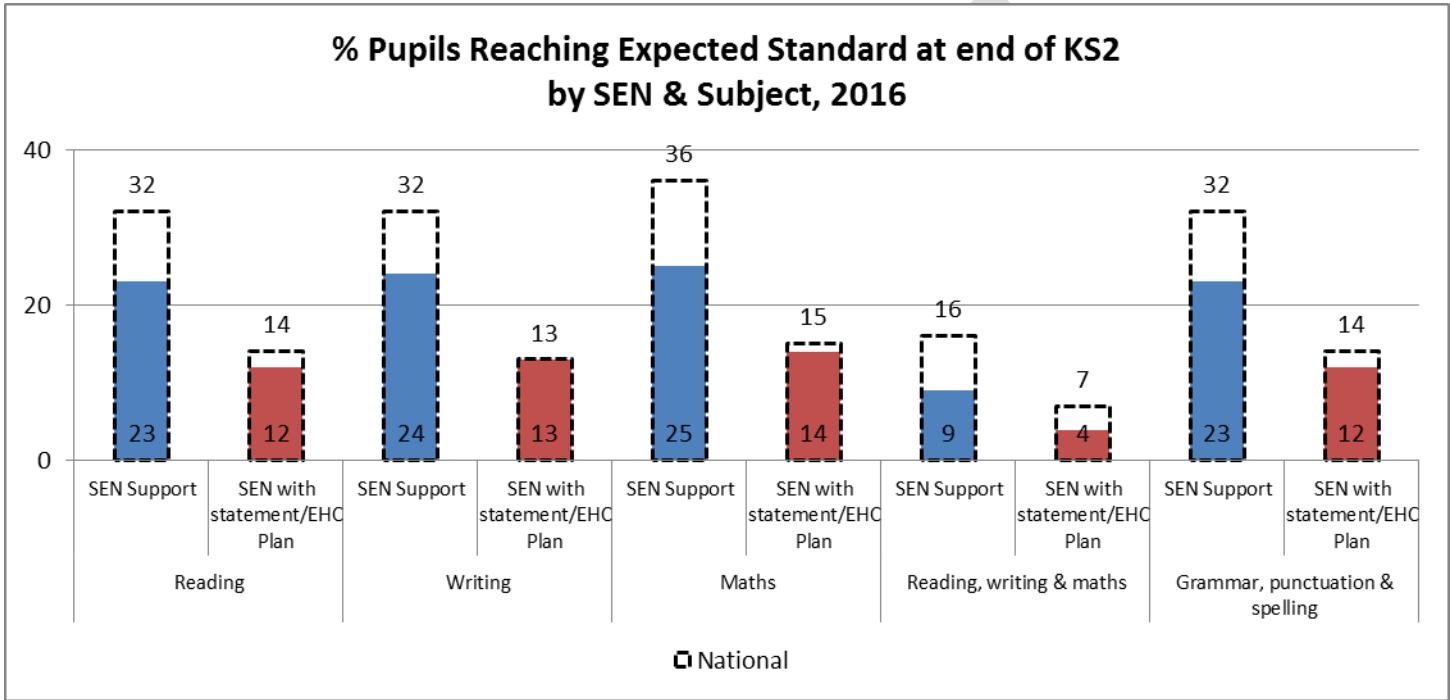


Figure 28

KS4 (data is provisional)

The attainment of Southend's SEN pupils is below the national average at key stage 4 in all of the headline indicators. The average Attainment 8 scores for both groups of SEN pupils were 1.1 points below the national average, whereas in the A*-C measure, Southend's SEN Support pupils were 5.6 percentage points below their peers nationally. In the Progress 8 measure, SEN pupils in Southend and nationally have negative scores, meaning that on average they make less progress than all pupils with similar prior attainment nationally. Southend's SEN Support cohort achieved a slightly better score than the national average (-0.37 compared to -0.39), but the score of pupils with a statement or EHC plan was worse in Southend than the national average (-1.19 compared to -1.02).

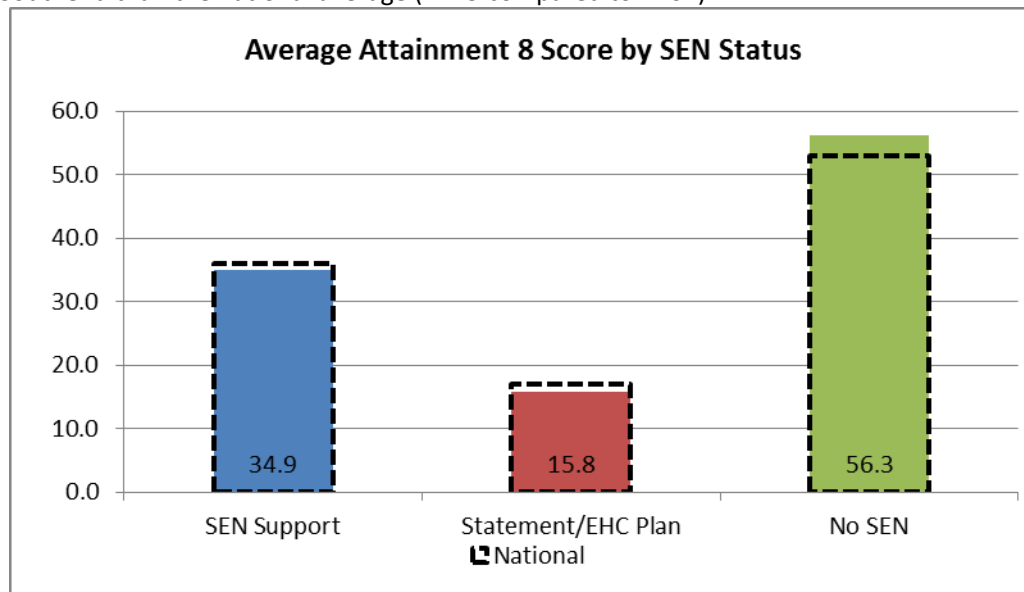


Figure 29

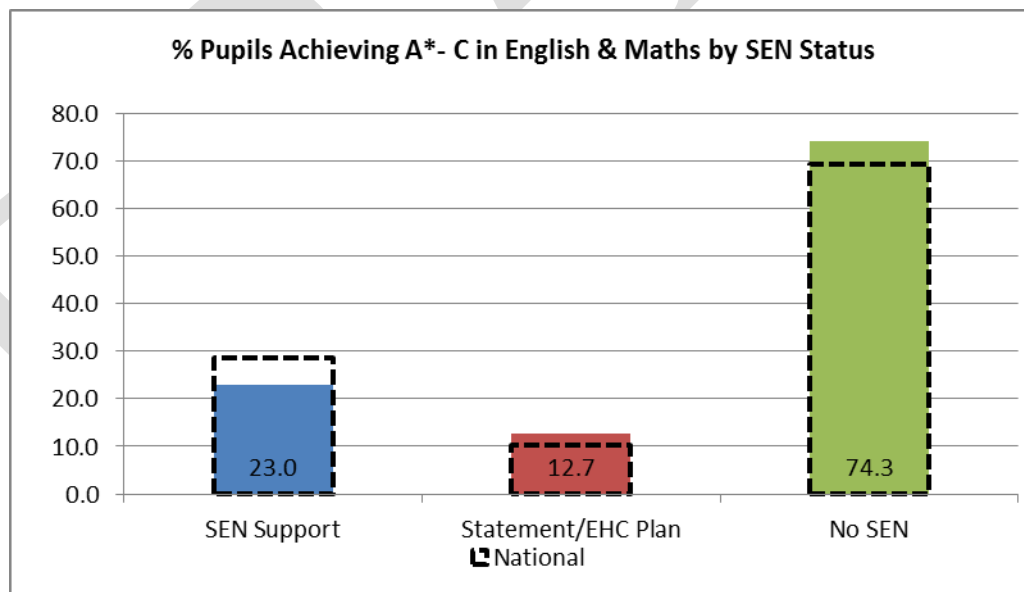


Figure 30

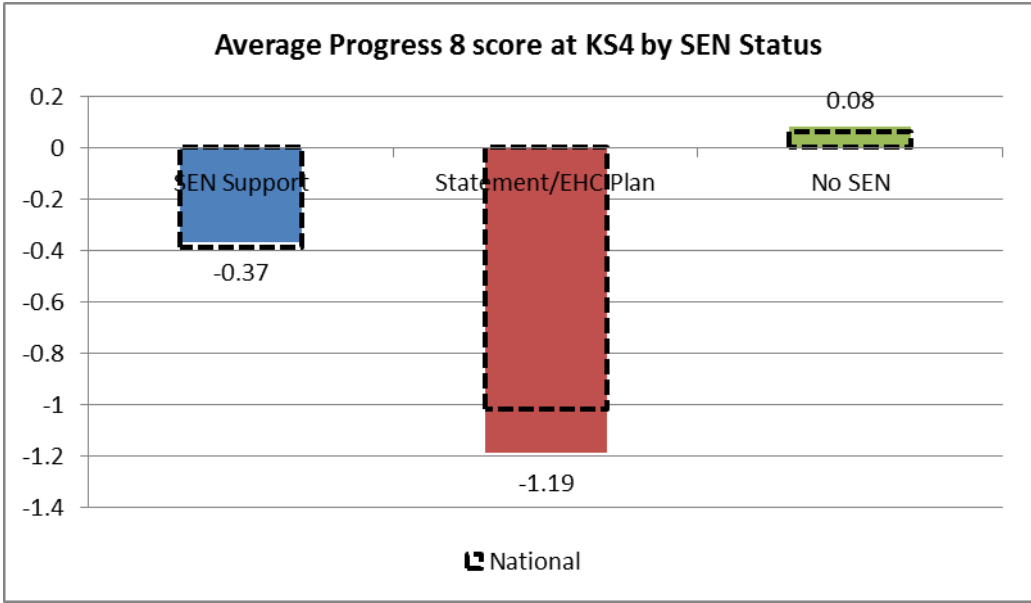


Figure 31

DRAFT

Section 3 Attainment of Looked After Children

Virtual School

Southend Borough Council's Virtual School exists to track and monitor the progress of Looked After Children, to raise the achievement and attainment of students and to 'champion' the needs of Looked After Children. As a Virtual School the aim is support students in school and their foster placement and additionally through a range of extra-curricular activities. A programme of support and training is also available for Designated Teachers.

The Department for Education report on the outcomes of children who have been looked after for at least at least 12 months as at 31st March. The outcomes are often suppressed for Southend and many other local authorities due to the low number of pupils and therefore it is not possible to accurately rank how Southend is performing in any given year.. It should be noted that outcomes fluctuate greatly from year to year due to the small size of the cohort.

Attainment

Key Stage One

Outcomes for 2014 and 2015 are shown separately due to the accountability changes in 2016. Note the number of pupils in Southend's cohort shown in brackets. 2016 data has not yet been published.

Percentage of LAC (>12mths) achieving level 2+ at the end of Key Stage 1

	2014		2015	
	Southend (5 pupils)	National	Southend (2 pupils)	National
Reading	60	71	50	71
Writing	40	61	0	63
Maths	60	72	0	73

Notes

Southend data suppressed in SFR11/2016

Source

Key to success

Data

Final

Table 13

Percentage of LAC (>12mths) reaching expected standard at the end of Key Stage 1

	2016	
	Southend (5 pupils)	National
Reading	60	N/A
Writing	60	N/A
Maths	60	N/A

Notes

This is a new assessment so there is no comparative data prior to 2016

Source

Key to Success based on internal cohort reporting

Data

Not yet published

Table 14

Key Stage Two

Key Stage 2 has also been subject to accountability changes in 2016 so it is not appropriate to compare results with previous years.

Percentage of LAC (>12mths) achieving level 4+ at the end of Key Stage 2

	2014		2015	
	Southend (10 pupils)	National	Southend (6 pupils)	National
Reading	100	68	50	71
Grammar, Punctuation, Spelling	60	49	33	54
Mathematics	70	60	33	64
Writing TA	70	59	50	61
Reading, Writing & Maths combined	60	48	33	52

Notes

Southend data suppressed in SFR11/2016

Source

Key to success (Southend), SFR11/2016 (National)

Data

Final (2014), Amended (2015)

Table 15

Percentage of LAC (>12mths) reaching expected standard at the end of Key Stage 2

	2016	
	Southend (9 pupils)	National
Reading	30	N/A
Grammar, Punctuation, Spelling	30	N/A
Mathematics	30	N/A
Writing TA	30	N/A
Reading, Writing & Maths combined	20	N/A

Notes

This is a new assessment so there is no comparative data prior to 2016

Source

Key to Success based on internal cohort reporting

Data

Not yet published

Table 16

Key Stage Four

The outcomes for looked after children at key stage 4 are shown below for the last three years.

Key Stage 4 Measures for LAC (>12mths)

Key Stage 4	2014		2015		2016	
	Southend (24 pupils)	National	Southend (19 pupils)	National	Southend (22 pupils)	National
% of Pupils Achieving A*- C in Eng & Maths	20.8	14.4	10.5	15.9	13.6	N/A
% 5 A*-C (Including English and Maths)	20.8	12.2	5.3	13.8	13.6	N/A

Notes

Southend data suppressed in SFR11/2016

Source

Key to success (Southend), SFR11/2016 (National)

Data

Final (2014), Amended (2015)

Table 17

Absence

The table and chart below show the absence rates for pupils looked after for at least 12 months as at 31st March according to the latest published data. Overall absence rates in Southend have decreased since 2013 and are now in line with the national average. The percentage of pupils classed as persistent absentees has historically been higher than the national figure; figures for 2014/15 were suppressed due to low numbers.

Absence from school of children who have been looked after continuously for at least twelve months

	Percentage of half days missed			% of Persistent Absentees
	Authorised Absence	Unauthorised Absence	Overall Absence	
2012/13				
Southend	5.2	3.8	1.4	8.4
England	4.4	3.3	1.1	5.0
2013/14				
Southend	4.9	3.0	1.9	9.3
England	3.9	2.9	1.0	4.7
2014/15				
Southend	4.2	3.2	1.0	x
England	4.0	3.0	1.0	4.9

Notes

Data based on six half terms. Persistent Absence is based on 15%+ absence

Source

SFR411/2015 Table LA6

Data

Final

Table 18

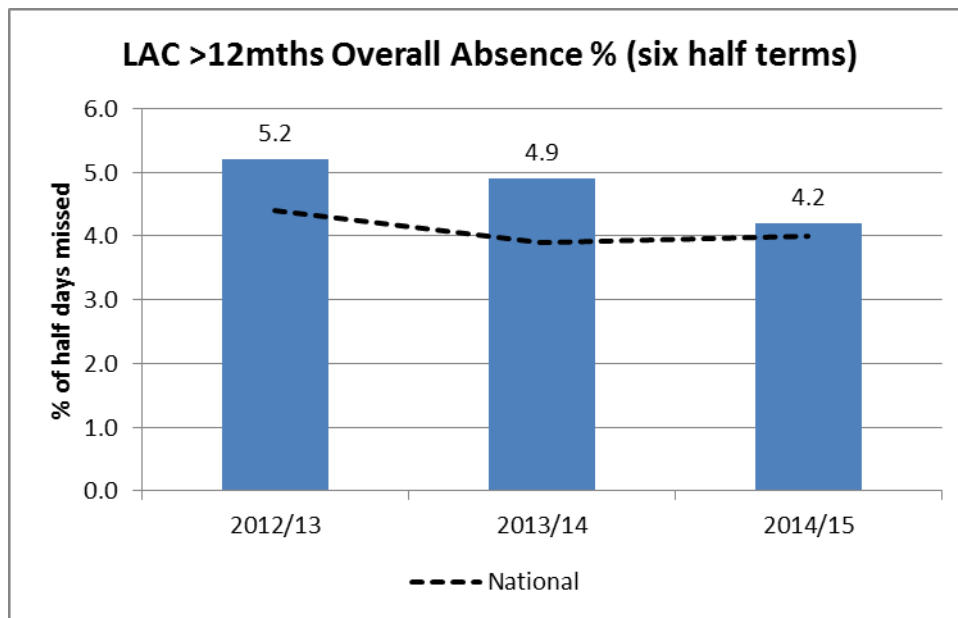


Figure 31

Exclusions

The latest published data shows that there have been no permanent exclusions for looked after children in Southend for the last three years. The percentage of pupils with at least one fixed period exclusion is shown below. Southend has been above the national average over the period shown.

Percentage of children with at least one fixed period exclusion

	2011/12	2012/13	2013/14
Southend	13.74	10.74	11.88
England	11.32	9.77	10.25

Source
Data

SFR411/2015 Table LA5
Final

Figure 32

Section 4 Behaviour and Attendance

Behaviour

One measure of how well children behave in schools is to consider the number of fixed term and permanent exclusions from schools across the Local Authority. It is generally accepted that pupils excluded from school are having their education interrupted, which will have an impact on the progress and achievement of an individual. As a result, schools and local authorities try as far as possible to manage children’s behaviour within the school system, although it is recognised that some young people are not able to be educated in the mainstream school system and may need specialist individual education provision.

Overall exclusion data can be looked at in the various phases of education and this data can be compared with that available nationally. This comparison gives an indication as to whether Southend schools have been more or less successful than schools nationally in managing pupils’ behaviour positively.

Fixed term exclusions

Fixed term exclusions are short term exclusions from the school due mainly to inappropriate behaviour. Published data is not yet available for the last academic year but in all schools the percentage of fixed term exclusions has increased in 2015. In primary schools over the last three years the percentage of fixed term exclusions has been consistently lower than that nationally, but in 2015 the numbers increased following a dip in 2014. In secondary schools, the figure is closer to the national average and also rose in 2015. The rate for Southend’s special schools has been more variable but has dropped since 2014. The total exclusion rate for Southend schools was slightly higher than the national figure in 2015.

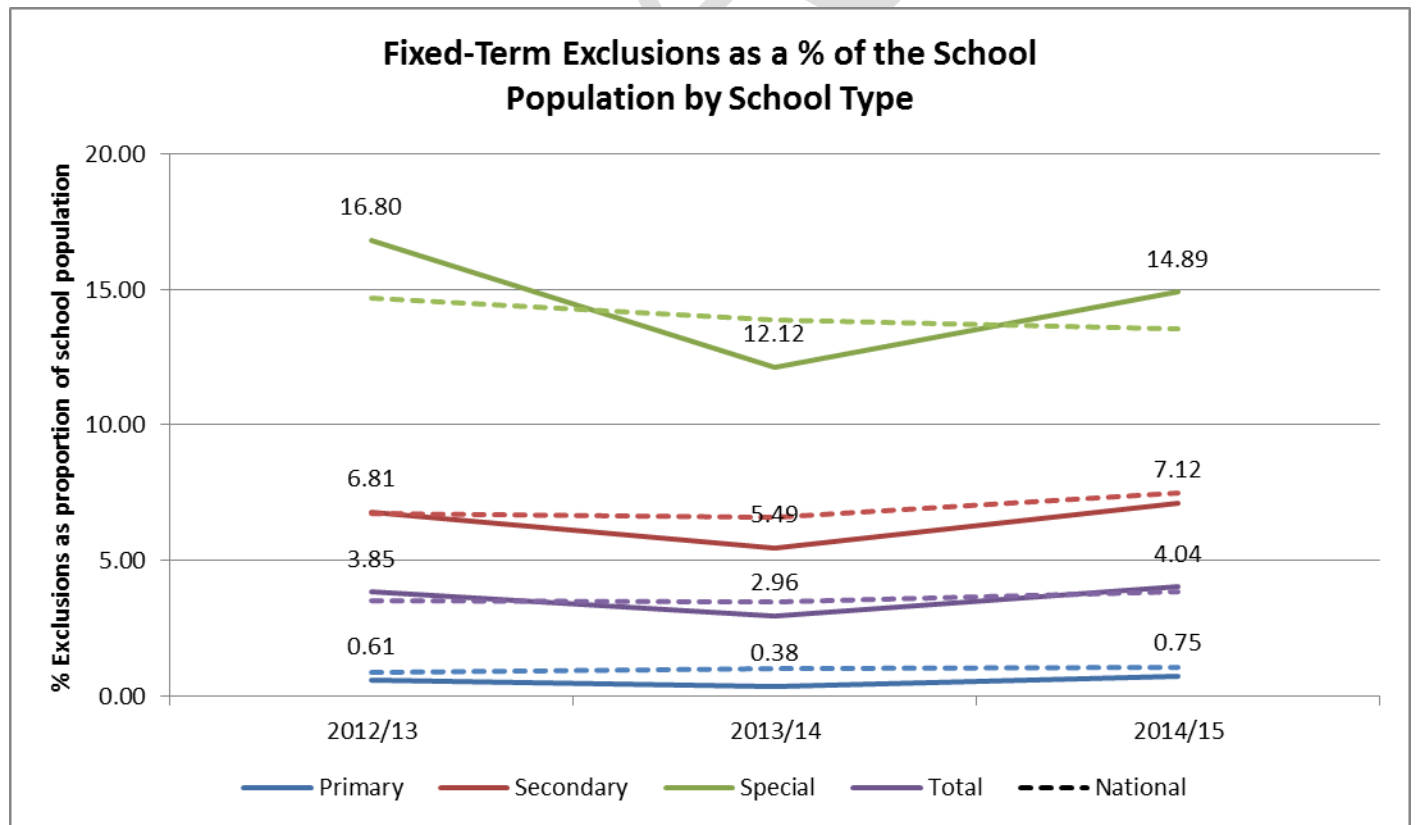


Figure 33

Permanent exclusions

Successes

The LA for many years, together with schools in Southend, had the aim of ensuring no child or young person is permanently excluded from school. This aim, supported by a range of strategies has seen a significantly lower percentage of pupils permanently excluded from either primary, secondary or special schools than that nationally. The data between 2012 /13 and 2014 / 15 in table shows the significance of the much lower permanent exclusion rates in the borough. The overall rate has been lower than the national average over the last 3 years. For a number of years there have been no permanent exclusions in primary or special schools. In secondary schools there is a very low number of young people permanently excluded, which has been consistent for a number of years.

Permanent exclusions by school type

	2012/13		2013/14		2014/15	
	No. of permanent exclusions	% of the school population	No. of permanent exclusions	% of the school population	No. of permanent exclusions	% of the school population
Primary						
Southend	0	0.00	0	0.00	0	0.00
England	670	0.02	870	0.02	920	0.02
Secondary						
Southend	x	x	6	0.05	5	0.04
England	3,900	0.12	4,000	0.13	4,790	0.15
Special						
Southend	0	0.00	0	0.00	0	0.00
England	60	0.07	70	0.07	90	0.09
Total						
Southend	x	x	10	0.02	10	0.04
England	4,630	0.06	4,950	0.06	5,800	0.07

Notes

Source

SFR26/2016 - Table 16

SFR10/2016 - Table 11.1 for pupil enrolment figures

Data

Final

Table 19

Attendance

Poor school attendance can impact dramatically on a young person's life chances. There are clear links between attendance and attainment, and as a consequence poor school attendees overall go on to have poorer job prospects and lower earnings in the future. There is a great deal of evidence to suggest that pupils who are regularly absent from school are often disengaged and disaffected, and therefore vulnerable. They are more likely to become involved in antisocial behaviour or be the victims of crime. Children are safer in school, and ensuring good school attendance is an important aspect of the safeguarding agenda. For these reasons, Southend places a high priority on school attendance levels, and this is reflected in our strategy.

Additionally a child's or young person's full attendance at school is seen as an important aspect in child protection work. Periods of absence from school for some children is a cause for concern, as there then maybe no statutory service who is in regular contact with the child. Full attendance at school enables children at risk to be seen by professionals regularly.

Absence from school is noted as either authorised or unauthorised. Authorised absence is usually as the result of medically certificated illness or other matters where there is a reason that is listed by the government as being able to be classified as such. Unauthorised absence is for almost all other absences including holidays taken during school time.

Some pupils are absent from school on many occasions. These are defined as having more than a 15% absence rate and recorded as persistent absentees.

Southend's emphasis is on prevention. We believe that the key to high attendance is to ensure that children are encouraged to attend school through a whole-school approach. Enforcing attendance through legal measures should be seen as a last resort, only taken when all other options have been exhausted, as there is evidence to suggest that statistically this has the least impact on improving attendance.

Successes

Data for 2015/16 has not yet been published for pupil absence. Overall absence has reduced in Southend's schools over the last 3 years from 5.4% of sessions lost in 2012/13 to 4.4% in 2014/15. Both primary and secondary schools have seen a 1 percentage decrease in absence rates over this period and are now both below the national average. whilst special schools absence rates have been more variable and remain higher than national at 13.2 %.

Persistent absentees during this period were classed as pupils missing 15% or more of sessions over the course of a year. The percentage of pupils deemed to be persistent absentees has also reduced from 5.4% in 2012/13 to 2.8% in 2014/15, which is nearly 1 percentage point below the national average. There has been a particularly large decrease in secondary schools from 7.2% to 3.7% over 3 years.

The Council's approach to improving school attendance is led by the Child and Family Early Intervention team in partnership with schools, parents, children and young people. The following initiatives have been introduced to improve school attendance:

- Every School Day Matters: an innovative street patrol programme launched in 2013
- Attend to Achieve Programme: providing one to one support for school Governors in order to keep school attendance data under review
- A Guidance for School Governors on monitoring school attendance
- Locality Attendance Lead Forums

- A Health Toolkit in schools to improve attendance

The child and family early intervention service provides challenge and support to schools, children, young people and their families, offering intensive casework in the home using targeted intervention in order to improve school attendance using an early help assessment.

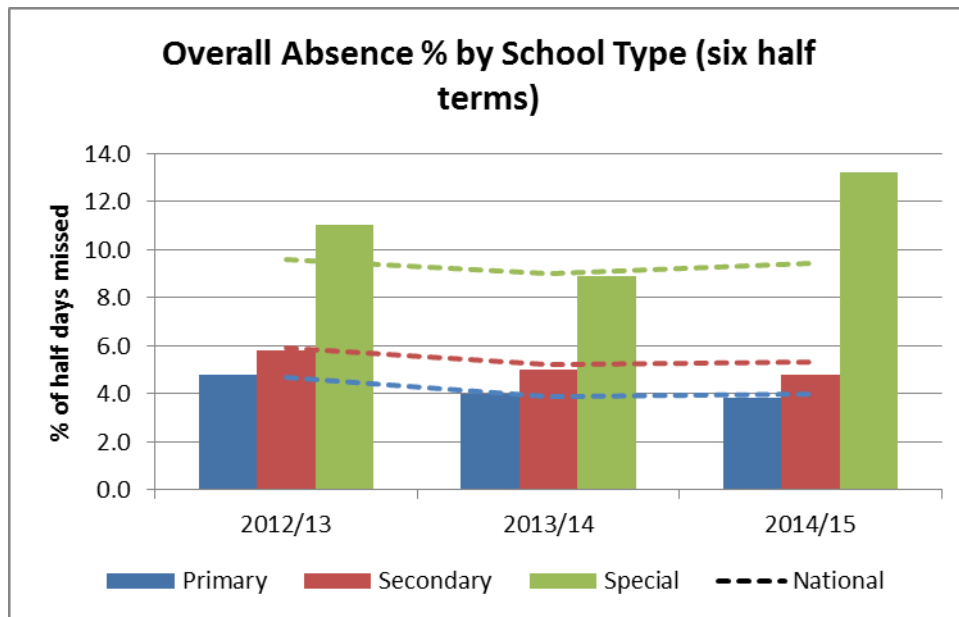


Figure 34

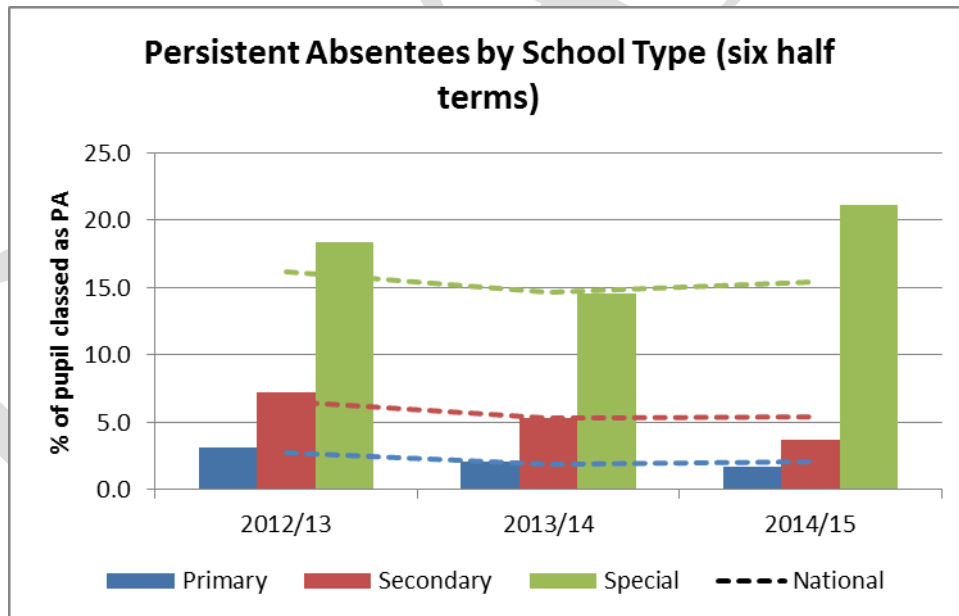


Figure 35

Section 5 OfSTED Inspection outcomes

The Office for Standards in Education (OfSTED) inspects all schools in England on a regular basis. The interval between school inspections depends on the outcome from the last inspection and a risk assessment based on analysis of pupil performance and other factors which may come to OfSTED's attention. Outstanding schools are not routinely inspected but are risk assessed. Good schools were risk assessed at two years and could be inspected every 2 – 5 years. Requires Improvement and Inadequate schools will have Section 8 monitoring inspections with an HMI. They can have up to 5 of these in 2 years but will then have to have a full Section 5 inspection. Changes to these schedules of inspection were made in the revised framework guidance in September 2015. (see below)

The inspection will judge the school in a number of key areas of its work, but pupil achievement (attainment and progress) is the major focus for inspectors. Leadership and management (including governance), the quality of teaching and the behaviour and safety of pupils are the main areas judged and reported.

OfSTED has, in the last few years, collated data from inspections which enables the production of data to show how many children in a local authority area are educated in good or outstanding schools and how many are education in schools which are judged to be inadequate or requiring improvement. It is OfSTED's expectation that all children will attend a good or outstanding school and this is also the aim of Southend Council.

Ofsted updates this data regularly throughout the year. The data presented in the appendix is based on the update published in August 2016. This data will not include any school that has not been inspected and this will include schools that have recently become Academies. The data for the pre-academy school is removed from the data set at the next update after the school becomes an academy.

There is a new Framework from September 2015. Under this framework outstanding schools will not be inspected unless the risk assessment gives a cause for concern. Good Schools will have a new one day short inspection by an HMI every three years from the date of their last inspection. Schools that convert to become an Academy when judged as good, will also have the short inspection three years from the last good inspection judgement. Schools judged as Requires Improvement or Inadequate will continue to be regularly monitored by Section 8 Inspections. The Department for Education (DfE) may also identify a new group of schools causing concern as 'coasting schools'.

School Inspections

As at the end of the 2015 / 16 academic year, out of 49 open schools in Southend with inspection ratings, 9 were judged as outstanding and 37 were rated as good. This equates to 98% of all pupils within these schools. All of Southend's primary schools were rated as good or outstanding, with just 3 schools in total judged as requiring improvement. Note that these figures exclude schools without a current inspection rating such as closed schools which became academies.

Successes

Southend aspires to 'all children will attend a good or better school' so there is still work to be done to support all schools to be judged, in inspection, as good or better. The improvement in the number of schools judged positively is due to:

- greater focus on tracking progress and make clear the lines of accountability.
- to Intensive brokerage of school support through education partners such as SETSA.
- working more closely with partnership organisations to give more joined up support.
- extra training and support to enable schools, including Governing Bodies, to be Ofsted ready.

Areas for further development

There has been a steady rise in the number of schools rated good or outstanding school over the last three years and this overall figure is now above the national percentage overall (94% of schools in Southend compared to 86% nationally). Individually Primary, Secondary and Special School data show over 98% of Southend students attending good or better schools as judged in their last Ofsted inspection. The published data however, does not include four new academies whose last Ofsted inspection occurred before the school closed. Three of these schools' last ratings were 'Inadequate' and therefore the overall percentage of schools rated good or outstanding is adjusted to 89% when they are included. The focus for 2015-2016 is therefore to continue to strengthen leadership and governance along with the identification and addressing specific weaknesses in teaching, whilst supporting the good schools to:

- a) prevent them being identified as coasting and
- b) to enable them to improve their effectiveness to outstanding under the new Common Inspection Framework starting September 2015.

DRAFT

Section 6 School to School Support: The Southend Challenge

Overall school performance

School performance in 2016-17 improved from previous years in a number of key performance indicators. The OFSTED annual report places Southend on Sea third nationally (out of over 150 Local Authorities) with 100% of primary schools being judged good or outstanding, an improvement 15 places since 2015 and 34 since 2012. (NB although this is the nationally reported means of calibration that takes account of schools losing their OFSTED status on conversion, in Southend on Sea we calculate the “true” %, currently 86.6% across all phases. Additionally it was a snapshot taken in July 2016).

In the secondary sector it places Southend on Sea 23rd nationally with 95%, an improvement of 9 places since 2015 and 19 since 2012. In the Eastern Region supplement to the annual report, Southend on Sea achieved the strongest average attainment 8 score regionally (53.3; 3.4 points above the national). Southend also had the strongest performance for the achievement of EBacc, with over a third achieving it (33.7%). Locally, 68.5% achieved a GCSE in English and mathematics at grades A* to C, the second highest rate for the region.

The means by which the Local Authority supported and challenged schools has subtly shifted since previous annual education reports. Previously, where the majority of schools were maintained by the Council, they were formed into challenge groups. With more any more schools, including in the primary sector, forming Multi Academy Trusts, this means of school to school support was no longer effective

The Council worked with the Southend Schools Forum to change its remit to establish an Education Board, a board made up of school forum members, plus a wider education representation. The Board is supported by a number of sub groups, for school performance; vulnerable learners; skills and yet to be established for finance. Board and its sub groups scrutinise and challenge school performance, determining where and what support and challenge may be required. This includes academy schools, as the Regional Commissioner for Schools, responsible for improvements in academies and free schools, is a full member of Board and the school performance sub group. In this way, following the annual work plan, it systematically analyses, and then commissions support for the school from its partnership with the Teaching School Alliance. Where the improvements required are in an academy, the Board seeks assurance from the Trust responsible that they have the capacity to ensure that the academy makes rapid and sustained progress. Lastly, through its work with the Teaching School Alliance, serving Headteachers and other expert practitioners have been trained to undertake this level of school to school support. However, ultimately, including in academies, the Council remains accountable for school performance and improvement in all Southend state funded schools, irrespective of their status.

Section 7 Future Priorities

Key and overarching priorities

Several of the areas of focus in the previous annual Education Report remain current. The Council, through the means described above in section 5, will re-energise its efforts to make impact in these areas. They are:

- Raise the achievement of disadvantaged young people, children and young people who are looked after and those with SEND in all key stages to be closer to that of their peers
- Ensure all schools inspected by OFSTED are judged to be at least good by the end of the academic year 2018
- Working through the Education Board to ensure that all schools, regardless of their governance arrangements, continue to work with the local authority to ensure the best outcomes for children and young people in Southend
- Prepare for a successful SEND area inspection
- Continuing to ensure that pupils are enabled to remain in the mainstream school system with the aim of removing permanent exclusions from the secondary sector
- Working with parents to reduce the level of absence and further reduce the rate of persistent absenteeism
- Ensuring that there are sufficient secondary places over the next five years for Southend pupils
- Embedding the work of our virtual skills academy to allow us to promote the interface between education and the local skills market

Our recently published document “Our ambitions for your child’s education in Southend” sets out a clear agenda for the delivery of our obligations to children and their families. This document sets out clearly and unambiguously what it is that the Council is required to do for its residents, and we will be held to account for the ambitions it portrays.