

**Annual Education  
Report  
2013 - 2014**

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

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## **Introduction**

I have great pleasure in introducing this publication about the achievement of children and young people in Southend. This document gives an overview of the educational outcomes for children and young people in 2013 / 2014 and where possible shows the trend over a number of years in a range of key national measures. Southend outcomes are also compared with the national averages, showing how well children and young people are doing compared with all children nationally.

The Local Authority (LA) is ambitious for its schools. It works closely with schools in the Borough to raise pupils' achievement and offer the best quality education for all its children and young people. Headteachers and principals, teaching and support staff, governors, parents and school communities work together to ensure that the educational needs of every child are met through high quality education provision. I am very appreciative of their hard work and commitment to improving the life chances and future educational and employment opportunities for the children and young people of Southend.

I am pleased to report that overall in 2014, the borough's results are above the national average with improvements at each key stage of education. However, the achievement of some of our most disadvantaged pupils is still not high enough, nor are they making progress in their learning at a fast enough rate. Improving outcomes for children and young people eligible for free school meals is therefore a top priority for me as Director and for the Council alongside our ambition for every school in the borough to be judged by OfSTED to good or outstanding by September 2017. The immediate priority is to ensure rapid improvement of the three secondary schools in an Ofsted category.

Southend has 53 publically funded schools and a Pupil Referral Unit operating as part of Seabrook College. There is a variety of governance arrangements. There is one post 16 college. Over 28,000 pupils attend Southend's primary and secondary schools, over 500 pupils attend maintained special schools and there are some 2000 students enrolled at the college.

In recent years, the role of the Local Authority has changed to one that is there to provide challenge to schools where standards are not good enough and to support schools that are experiencing a short term range of issues which are making assuring quality and raising achievement difficult in the short term. 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.

In the last two years, the LA has brokered a school to school support system across the borough within school clusters, known as The Southend Challenge. I am delighted that this is now taking shape and has begun to have an impact on standards and achievement. It has also created capacity for schools to deal with future challenges and demands. The Southend Challenge and Southend's strategy for school improvement "Improving Learning Together" are contributing strongly to schools' evaluation of their strengths and weaknesses overall and their ability to work together to address school improvement issues. In the past year, our own evaluation of schools has exactly matched not only the overall outcome but the detail contributing to the judgements on schools subject to Ofsted inspection.

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

**Simon Leftley**  
**Executive Director of People February 2015**

## Executive Summary

This report provides information about the educational achievement of all children and young people in Southend at the end of each Key Stage of education and in comparison with all children and young people nationally. It also reports on the achievement of children and young people eligible for Free School Meals and compares their achievements with their peers nationally and with all children and young people locally and nationally. This report does not give information about the achievement of other disadvantaged groups as FSM has been the main focus for support, challenge and intervention this year. Information is also provided about exclusions and about attendance, both key indicators for pupils' engagement in learning. For older young people, information is provided about educational performance post-16. Finally, this report gives information about the quality of educational provision, focusing on the percentage of children and young people attending a good or outstanding school.

In 2014 there have been a number of notable improvements in educational outcomes. These include:

- For the Early Years Foundation Stage (EYFS), 62% of children achieving a Good Level of Development which was 17 percentage points higher than for 2013
- For Key Stage 1, there was a percentage increase in attainment across all subjects at all levels.
- At Key Stage 2, 80% of children attained level 4 or above in all of reading, writing and mathematics, which was 1 percentage point above national and an improvement of 6% on last year's performance. In addition, all schools met the floor standard and Southend's Pupil Premium attainment gap is in line with the national average.
- Overall attendance has improved on 2013 figures and persistent absence has also reduced.
- The majority of schools inspected in the academic year 2013-2014 maintained their good judgement or improved from requiring improvement to good.
- At GCSE Southend has maintained its overall strong performance.

These successes are indicators of continued improvement across the Borough. However, there are a number of areas that still need to improve. These are:

- Closing the achievement gap that exists between disadvantaged children and young people at all key stages but particularly in the early years and at Key Stage 4
- Accelerating the progress of pupils so that more make good progress between one key stage and another
- Addressing the gender gap that exists at both EYFS and at Key Stage 1
- Further reducing the number of children and young people excluded from school for a fixed term
- Continuing to reduce the amount of time lost to learning from children persistently absent from school
- Promoting suitable learning pathways for all young people so that the risk of NEET is further reduced
- Continuing to increase the number of good and outstanding school places open to all children and young people and particularly to those in the secondary phase of education (Years 7 to 11)

## Section 1 Achievement 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, and in many schools, they 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 years 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 data, (see appendix table 1) shows that the result for 2014 is the first time in 5 years that the achievement of children at the end of the EYFS is higher than the national average, and also shows an impressive improvement of 17% from 2013. Prior to 2014, children achieved less well than those nationally and the rate of improvement was less than that nationally. It is the Local Authority's expectation that the very good outcome in 2014 will be maintained 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

## Areas for further development

It will be important that the improved results in 2014 are sustained and further improved. The Local Authority, in partnership with early years 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. The focus for 2014-2015 is on the development of schools readiness through strengthened partnership working between settings and schools. This work will also include the development of accurate and effective baseline assessment and the strengthening of moderation for children's learning outcomes. The gender gap will be a priority where this exists and will include learning from those settings and schools that have managed to effectively address this issue.

### 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 Speaking and Listening, reading, writing, maths and science. It is expected nationally that they will have attained level 2. Some children make good progress and achieve level 3, others still have to make progress to achieve level 2. All primary and infant schools in Southend educate children in Key Stage 1.

It is important that children achieve level 2b by the age of 7 to enable them to progress through Key Stage 2 to at least achieve level 4, which is the expected level for 11 year olds.

## Successes

The Key Stage 1 data, (see appendix table 2) shows that for 2014 indicates the highest level of attainment in all subjects for 7 year olds in Southend for five years. Results from previous years showed a range of trends year on year. In speaking and listening the 2013 result bettered that in 2011 and this improvement continued in 2014. In reading there has been a year on year improvement since 2011. In writing there has mainly been a year on year improvement since 2011, although in 2013 there was a slight fall on the 2012 result. In maths and science the 2014 result is a significant improvement and better than that in 2011. When compared with results nationally the 2014 Southend results are broadly in line, although better in speaking and listening and science and slightly less good in reading, writing and maths. In 2014, girls outperformed boys overall, with boys achieving higher levels in maths and science at level 3.

The improvement in the 2014 result at Key Stage 1 is as a result of:

- Pupil premium funding used effectively for interventions to raise the attainment of disadvantaged pupils
- Improved outcomes in phonics in Year 1 (2013) which led to improved outcomes in Year 2 in 2014
- Improved teaching and learning – more schools in 2013 / 14 have been judged by OfSTED to be good or better in 2013/14 in respect of teaching and learning
- External validation of high quality moderation of teachers' assessment , confirming the accuracy of children's attainment

## Areas for further improvement

As with the Early Years Foundation Stage, it will be important now to sustain and build on this improvement. For 2014-2015 the focus will be on continuing to improve children's attainment at the end of Key Stage 1 in all

subject areas, and particularly in reading, writing and maths in targeted schools where gaps exist. The gender gap is also an area of focus to ensure that boys achievement does not fall behind that of girls at this early stage.

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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. The expected level of attainment for an 11 year old when they leave primary education is level 4. Level 5 or 6 attainment indicates a higher than expected attainment. Progress data nationally over time indicates that children who attain level 4 at the age of 11 years, are likely to achieve at least 5 good GCSE passes, including English and maths (grade C or above). Children are expected to make 2 levels of progress during Key Stage 2. A number of children are able to make 3 levels of progress which indicates that they will have achieved particularly well at this key stage. A key feature of effective schools is their ability to accelerate progress where there is potential to do so.

### Level 4 attainment

The results of Southend children in English (including grammar, punctuation, spelling, reading and writing) at Level 4 between 2011 and 2013, when compared with the national average, have been below the national average.

#### Successes

The provisional 2014 data (see appendix table 3) shows that more Southend 11 year olds have achieved level 4 than those nationally. A similar picture exists for mathematics, with the 2014 result showing a significant improvement on the 2013 outcome. The combined English (reading and writing) and maths measure at level 4 was above the national average in 2011 and 2012. In 2013 there was a fall of 2.8% and this result was below the national average. However, 2014 data shows a 6.6% improvement in this measure, with the Southend result being 1.9% above the national average.

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

- The commissioning of experienced and highly qualified school support partners to provide challenge and support for schools, resulting in improved curriculum leadership at all levels within the school
- 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

### Level 5 attainment

At the higher level 5, Southend has been at or just above the national average since 2010, except for English in 2012 when the outcome was just below.

#### Successes

The 2014 result shows significant improvement in grammar, spelling, punctuation, reading and writing with the English results being above those nationally. In maths at level 5, from being below the national average in 2012 and 2013, the 2014 result is above the national average with an increase of 2.8% of Southend pupils achieving level 5.

Except in 2012, when the combined English and maths result at level 5 was below the national average, this measure has shown that more Southend children achieve level 5 in these subjects than those nationally. In



2014, 1.7% more children in Southend achieved this measure than those nationally. This is mainly as a result of:

- Provision of increased opportunities to develop and extend more able children's learning, both within individual schools and across groups of schools facilitated by a number of partners including some of Southend's secondary schools and the South Essex Teaching School Alliance (SETSA)
- The LA's expectation that all children predicted to achieve level 5 have the opportunity to apply for a place at a Grammar school
- Increased cross phase working between primary and secondary schools
- Training provided for teachers trained in higher expectations of levels 5 & 6 in English and maths

## **Progress**

In Southend, fewer children have made two levels of progress in English (and the constituent parts) and maths than those nationally, (appendix table 4). This suggests that the gains in achievement between Key stage 1 and Key Stage 2 are not as expected and lower than those nationally. Three levels of progress is achieved by some children. In Southend, since 2010, fewer children make 3 levels of progress than those nationally.

Southend is slightly below national averages in reading and maths progress but above the national average in writing. More children in 2014 made two levels and three levels of progress in reading writing and maths compared to 2013.

Southend's improvement rate was higher than the national in two levels of progress in reading, writing and maths. In three levels of progress in writing improvement was higher than that nationally. However, in maths, it was one percentage point below the national figure for three levels of progress and in reading three percentage points below.

## **Successes**

The improvement in progress, particularly two levels of progress, was due to:

- Increased expectations in schools so that the proportion of pupils making expected and better than expected progress would be at least in line with national
- Early identification and additional provision for pupils at risk of not making two or if capable three levels of progress
- Clearer lines of accountability within schools for pupil progress

## **Areas for further development**

Progress data suggests that this is an area for further work for schools and the Local Authority to ensure that Southend children make at least as good as or better progress than children nationally.

## Key Stage 4

Key Stage 4 includes the secondary school years 9, 10 and 11. At the end of this Key Stage, young people take GCSE examinations. For some years the importance of English and mathematics has been promoted by the government and schools and local authorities are compared with a key national figure about how many good GCSE grades (A\* - C) including English and mathematics have been achieved. Other measures are also considered which look at progress made by young people during their time at secondary school, and also how many GCSEs are obtained at any grade.

The four key indicators that are measured at Key Stage 4 indicate a mixed picture in Southend (see appendix - table 5)

### **The percentage of young people achieving at least 5 A\* - C GCSE grades, including English and mathematics**

Between 2011 and 2014 the percentage of young people achieving good grades (A\* - C) in GCSE examinations in Southend fell from 64.8% in 2011 to 59.9% in 2014. Between these years there has been a fall in this measure of 4.9%. Nationally for the same period there has also been a fall of 3.7%.

### **Successes**

Although there has been a fall in the number of young people achieving this measure the Southend outcome has been better than that nationally each year. In 2014 the percentage of young people in Southend achieving this level of attainment is higher than that nationally. The 2014 figure shows a fall in the number of young people achieving this measure by 1.7% between 2013 and 2014. This fall is less than that nationally which is 3.9%. There has been a change in the examination procedures in 2014 which will have had an impact on the overall results both nationally and Southend.

### **Areas for further development**

Although the overall attainment and progress for students in Southend remains above the national figures the difference has narrowed for 5A\*- C with English and maths and the progress made in English. The progress in maths has been maintained. 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 may include the use of structural solutions.
- Ensuring all schools use of data allows all staff to track student progress against challenging targets to ensure that all students achieve their potential.

### **The percentage of young people achieving 3 levels of progress in English during their time in secondary school**

Between 2010 and 2014 there has been a significant fall in the number of young people making 3 levels of progress in English. In 2011 in Southend 75.9% of young people achieved the expected progress however, in 2014 this had fallen to 70.8%, a fall of 5.1%. Comparable national data is that in 2011 71.8% of young people achieved this level of progress and in 2014 70.5%. This is only a fall over this period of 1.3% and means that the gap between the national and Southend figure has reduced to 0.3%. However, the 2014 Southend data indicates a notable increase of 3.2% more young people making three levels of progress than in 2013.

### **The percentage of young people achieving 3 levels of progress in mathematics during their time in secondary school**

Between 2011 and 2014 there has been a fall in the number of young people making 3 levels of progress in mathematics. In 2011 in Southend 70.5% of young people achieved the expected progress and in 2014 this had fallen to 69.8%, a fall of 0.7%. Comparable national data is in 2011 64.8% and in 2014 65.2%. This is an improvement of 0.4%, but it is still 4.6% lower than in Southend. The rate of improvement in this measure has been almost three times greater nationally than in Southend. However, 4.6% more young people in Southend achieve this measure of progress than young people nationally.

### **Areas for further development**

Although the Southend results are better than those nationally, the rate of improvement in progress has been less than that nationally and suggests that more needs to be done by schools to enable young people in Southend to achieve their full potential.

### **Key Stage 5 – Post 16**

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 11 out of 12 secondary schools have 6<sup>th</sup> form provision, and there is also Southend College which 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 and in almost all measures which can be seen clearly in the tables in the appendix tables 6,7,8,9 and 10. Southend’s young people out perform those in statistical neighbour local authorities as well as those nationally. One concern is that in 2013, the overall results for Southend fell considerably due in part to changes nationally in the examination process. In 2014 the government made further changes in the organisation of post 16 qualifications which includes the structure of some subject assessment procedures.

### **Areas for further development**

The focus for 2014-2015 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.

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

### The achievement of pupils eligible for Free School Meals

One of the biggest vulnerable groups educationally is the group that has to cope with social, economic and educational disadvantage, often in addition to other issues. 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.

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 2014 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) and if they were Looked After Children (LAC) in the past 6 months based on the LAC census. However for 2013 and 2012 this list was only based on Ever 6 pupils.

In the 2013 to 2014 financial year, schools received:

- £953 for each eligible primary-aged pupil
- £900 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.

In Southend, at Key Stages 2 and 4 the achievement gap between children who are eligible for FSM and those who are not, is wide and children who are eligible for FSM do less well than those nationally in every measure of attainment. In most measures the gap is also wider than that nationally.

At Key Stage 2, there has been an improving trend in attainment for pupils eligible for FSM, however in some measures, which have been consistent since 2011, the rate of improvement has not been as great as that nationally.

Southend will continue to work on raising the achievement of children at Key Stage 2 eligible for FSM to close the gap between them and the attainment of all pupils.

#### Early Years

#### Successes

In 2014, provisional results show a significant increase in the number of children eligible for free school meals from 26% to 43%, a 17% increase.

This is due to the overall focus on early years education as described above in section 1.

## **Areas for further development**

Although there has been a significant increase in the number of children achieving a good level of attainment in 2014, the gap between those eligible for free school meals and those who are not achieving a good level of attainment has remained the same as in 2013, which is 24%. It is important that this gap is closed as soon as is possible as it has a significant impact on a child's chances through the rest of their schooling.

### **Key Stage 1**

#### **Successes**

In 2014, Southend schools enabled children by the end of Key Stage 1 to achieve the highest results at level 2+. Children eligible for FSM have made significant gains over the last 4 years and the gap between them and children not eligible has narrowed in all subjects since 2011. The improvement between 2013 and 2014 is noteworthy. The gap between these groups of children narrowed by 6% in speaking and listening, 7% in reading, 4% in writing, 6% in maths and 6% in science. If this improvement in outcomes for children on free school meals continues, it could be quite possible that Southend will remove the gap altogether within a few years, which would be a significant achievement.

As can be seen in table 12 in the appendix, Southend children in 2014 outperform the national average in all aspects that are measured at Key Stage 1. This is a notable achievement.

### **Key Stage 2**

#### **Successes**

In all subjects there has been an improvement in the attainment of pupils eligible for FSM in Southend between 2013 and 2014. This is due to the overall focus on Key Stage 2 as set out above.

## **Areas for further development**

Progress measures are not as positive. Although more children have achieved 2 levels of progress in writing and mathematics, less did so between 2013 and 2014 in reading. When considering 3 levels of progress there has been a fall in the number of children achieving this measure in reading, writing and mathematics between 2013 and 2014. Except for two levels of progress in writing, Southend children eligible for FSM do less well than those nationally. In writing there was a significant improvement in children making two levels of progress from 82.9% in 2013 to 90% in 2014, a 7.1% improvement. Nationally this indicator only improved by 1.5%. However, in the other subjects although an improvement was noted as set out above the difference between the national figure and Southend's in 3 levels of progress, was 8.0% in reading, 5.7% in writing 7.3% in mathematics. This suggests that more able children are doing less well in Southend than they are nationally.

## Key Stage 4

### Areas for further development

In all measures at GCSE for young people eligible for FSM, Southend young people achieve less well than the national average. In 2013, in the 3 levels of progress in English measure, data shows Southend young people to be 15.2% below the national average. In mathematics it is 9.5%. However, except for progress in English, there has been an improvement since 2011 when this indicator was first measured. In English the fall has been 12.1%.

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## Section 3 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 has been more or less successful than schools nationally in managing pupils' behaviour positively.

#### Fixed term exclusions

Fixed term exclusions, which are short term exclusions from the school due mainly to inappropriate behaviour and lasting from a day to a week or so, shows no clear trend over the five year period covered in table 17 in the appendix. While in primary schools the percentage of children subject to fixed term exclusions is consistently less than that nationally, in secondary and special schools the trend is more mixed. In secondary and special schools, from a position of being below the national figure in 2008 – 9, the latest figure in 2012 – 13 is above the national average, meaning more young people were subject to a fixed term exclusion than those nationally. The overall figure for all pupils also indicates a mixed picture of success in this measure.

#### Permanent exclusions

### Successes

The LA has 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 2008 /09 and 2012 / 13 in the table above shows the significance of the much lower permanent exclusion rate in the borough.

OfSTED school inspections judge the standards of behaviour in schools at the time of the inspection. Inspectors consider the quality of behaviour to support learning and also that around the school at all times. In recent years OfSTED inspections of Southend schools indicate that behaviour is generally good or better overall. In 2013 / 14 17 schools were inspected. In 2 of these inspections, behaviour (and safety) was judged to be inadequate. In 4 inspections behaviour was judged to require improvement, in 9 schools behaviour was judged to be good and in 2 schools it was outstanding. Where behaviour was judged to require improvement it was linked to behaviour for learning which means that some pupils did not demonstrate that they can engage as active learners in the classroom.



## 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 attenders 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 the 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 in respect of safeguarding. 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.

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 is 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 in the long term.

## Successes

As part of the 2013/14 DFE statistical first release data for primary and secondary demonstrates an improvement in school attendance for autumn and spring term however, our historical data suggests that we need to sustain this pattern in the summer term. We are focusing our attention on the good practice in order to replicate this in the summer term. 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. We have introduced the following initiatives 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 provide 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.

## Areas for further development

Attendance in Southend primary schools overall is less good than that nationally since 2011. Unauthorised absence is higher than that nationally. Since 2011, the overall absence rate in Southend has fallen by 1.1%, which is the same as that nationally. In the same period unauthorised absence has fallen by 0.1% whereas nationally there has been no change. Authorised absence has reduced by 1.0% in Southend, whereas nationally the fall has been 1.1%.

Persistent absenteeism is higher in Southend schools than that nationally although there has been a 1.9% reduction. The gap between the national average and Southend has widened marginally since the introduction of a new definition of this measure. However, there is an improving trend in the reduction of persistent absenteeism since 2011 in Southend year on year, but the national rate has fallen a little faster.

For 2014-2015 the focus for improvement is on continuing to reduce persistent absenteeism in targeted schools, working to improve attendance in the summer term and targeting accelerated improvement in those schools with the largest attainment gaps.

## Section 4 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, analysis of pupil performance and other factors which may come to OfSTED's attention. Some schools when they are found to be inadequate can expect frequent inspections on an annual basis in some cases until they have addressed the causes for concern. Whereas schools judged to be outstanding may find the interval between the last inspection and the next can be 3 to 5 years.

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.

It is difficult to give up-to-date comparative data in this measure as OfSTED provides this data based on academic years which are reported in HMCI annual report, which is published in the New Year for the last academic year. This means that the HMCI report published at the beginning of 2014, was making reference to inspections that took place in the academic year 2012 – 13.

Southend LA tracks the outcomes of school inspections, inspection by inspection and therefore has up-to-date data about the outcomes of the 17 school inspections that were completed in 2013 / 14. Inspections judge 4 main areas of a school's work and also give an overall grade for the school. These areas are Achievement, Quality of teaching, Behaviour and Safety and leadership and management. Grades are given from 1 to 4. 1 is outstanding, 2 is good, 3 requires improvement and 4 is inadequate.

Table 25 in the appendix shows that 9 out of the 17 schools were judged to be good or better. Three schools were judged to be inadequate. When considering the percentage of schools in each category, the size of the cohort is small, each school is 6% of the total, so some caution should be taken when comparing with national data. Also the table with OfSTED data is dealing with the previous academic year so direct comparisons cannot be fairly made.

The 2012 / 13 HMCI report specifically mentions the fall of 6% in the number of pupils that attend a good or outstanding primary school.

### Successes

It is pleasing to see that since then, the number of children in good and outstanding primary schools has increased significantly and now is 74.3%. It is hoped that this significant improvement will be noted in the next HMCI's report. Notwithstanding this improvement, Southend aspires to all children in all schools will attend a good or better school so there is still considerable work to be done to support all schools to be judged in inspection to be good or better. The improvement in the number of primary schools judged positively is due to:

- Raised expectations of school leadership and governance

- A shared ambition across all schools and the Local Authority
- Focused and determined efforts to secure good outcomes from partnerships
- Targeted support, challenge and intervention from the LA and partner schools

The highest percentage of children and young people attending a good or outstanding school are those in special schools. This has remained during the academic year 2013 / 14 at 92%

#### **Areas for further development**

There has been no change in the percentage of young people in secondary schools attending a good or outstanding school and the figure is well below that of primary aged children at the end of this academic year. The focus for 2014-2015 is to continue to strengthen leadership and governance along with the identification and addressing of specific weaknesses in teaching.

DRAFT

## Section 5 Development of school to school support – The Southend Challenge

Southend-on-Sea Local Authority together with schools in the borough have worked together to develop the Southend Challenge strategy and partnership. Southend has had an Improving Learning together strategy for three years which ended in July 2014. Last year the LA and schools developed the Southend Challenge to focus on school to school support to raise standards of achievement and improve the quality of schools in the borough.

The Southend Challenge has brought together schools in clusters and is aimed, in part, to meet the government's expectations that schools are responsible for the standards children and young people achieve and for school improvement overall. These partnerships of schools working together on common issues and challenges enable schools jointly to:

- identify potential solutions;
- pool resources to facilitate improvement;
- celebrate one another's successes;
- work together to provide support in challenging times, including the changing role of the LA in regard to school improvement and
- raising standards achieved by children and young people.

The Local Authority has also developed a strong partnership with the South Essex teaching school alliance to further support school improvement work within the borough.

The strategy was further revised in 2013 to update its original aims and set out clearly the role of the Local Authority to deploy its formal powers of intervention, when this is needed, to secure good quality education in all schools. The cycle of review evaluation, support and challenge was also set out clearly at this time to improve the self-improving school system in the borough. The strengths and areas for development in each school will be considered by the school clusters with appropriate challenge and support made available by schools together with the Local Authority.

The Southend Challenge has established seven cluster groups, each with a link LA adviser and a school support partner. Five clusters are focused on primary schools. These are chaired by a headteacher from the group and there are also headteachers that lead on the new curriculum, Pupil Premium matters and Early Years. There is a cluster bringing together special schools and another secondary schools in the borough. All schools that are publicly funded, regardless of their governance arrangements and status, are include in the clusters.

The cluster groups of schools are:

### School Support and Review Cluster Group 1

Name of School	Phase
Hamstel Infant School	Infant
Hamstel Junior School	Junior
Porters Grange Primary School	Primary
Temple Sutton Primary School	Primary
Eastwood Primary School	Primary
Edwards Hall Primary School	Primary
Fairways Primary School	Primary
Heycroft Primary School	Primary

### School Support and Review Cluster Group 2

Name of School	Phase
Bournes Green Infant School	Infant
Bournes Green Junior School	Junior
Friars Primary School	Primary
Hinguar Community Primary School	Primary
Richmond Avenue Primary School	Primary
St George's Catholic Primary School	Primary
Thorpedene Primary School	Primary

### School Support and Review Cluster Group 3

Name of School	Phase
Barons Court Primary School	Primary
Milton Hall Primary School	Primary
St Helen's Catholic Primary School	Primary
St Mary's C of E Primary	Primary
The Westborough Primary School	Primary
Sacred Heart Catholic Primary School	Primary
Our Lady of Lourdes Catholic Primary	Primary

### School Support and Review Cluster Group 4

Name of School	Phase
Kingsdown School	Special
Lancaster School	Special
Seabrook College	Special
St Nicholas School	Special
The St Christopher School	Special

### School Support and Review Cluster Group 5

Name of School	Phase
Leigh Infant School	Infant
Leigh North Street Junior School	Junior
West Leigh Infant School	Infant
West Leigh Junior School	Junior
Earls Hall Infant School	Infant
Earls Hall Junior School	Junior

### School Support and Review Cluster Group 6

Name of School	Phase
Blenheim Primary School	Primary
Prince Avenue Primary and Foundation	Primary
Darlinghurst Primary School	Primary
Bournemouth Park Primary School	Primary
Thorpe Greenways Infant School	Primary Federation

Thorpe Greenways Junior School	Primary Federation
Chalkwell Hall Infant School	Infant
Chalkwell Hall Junior School	Junior

### School Support and Review Cluster Group 7

Name of School	Phase
Chase High School	Secondary
Cecil Jones College	Secondary
Futures Community College	Secondary
Southend High School for Girls	Secondary
Westcliff High School for Girls	Secondary
Shoeburyness High School	Secondary
St Bernards High School	Secondary
Southend High School for Boys	Secondary
The Eastwood School	Secondary
Belfairs High School	Secondary
St Thomas More RC High School	Secondary
Westcliff High School for Boys	Secondary

### The role of the School Support and Review Groups:

- Support the improvement of schools in the Group
- Develop shared accountability for the performance of the schools in the Group
- Support, challenge and categorise the schools in the Group
- Improve standards of leadership and governance
- Address the issue of inequality between children eligible for Pupil Premium and those not eligible
- Share data across the Group
- Identify areas of strength and weakness
- Disseminate success
- Identify support requirements
- Support in the delivery of interventions
- Support the LA in relation to school improvement issues
- Distribute leadership across the Group
- Develop trust between schools in the Group
- Develop leadership capacity within the schools in the Group including training and support for future school leaders
- Pool resources where appropriate
- Develop bids for additional funding to support the improvement of the schools
- Report into the School Support and Improvement Board
- To develop Terms of Reference for the Group
- To develop a Self-improvement Strategy for the Group

### The role of the Local Authority:

- Chair the School Support and Improvement Board monitoring and evaluating risk for each of the schools in a Group
- Provide operational frameworks for the Groups

- Provide challenge where a Group is unable to do so effectively
- Broker academy sponsors and school federations/amalgamations
- Broker school-to-school support
- Manage Governor Services
- Provide liaison between the Group, Department for Education, elected members and other agencies
- Co-ordinate communication between Groups and the Success for All Group
- Ensure compliance with statutory duties
- Evaluate the effectiveness of the Strategy in supporting school improvement and value for money
- To have a key role in the categorisation of the schools
- To initially chair each Group meeting
- To deliver formal intervention when triggered by a Group Chair

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## Section 6 Future Priorities

- Further improve the effectiveness and quality of teaching and learning, particularly the accurate assessment of pupil progress - see section 1
- Raise the achievement of disadvantaged young people by the end of Key Stage 4 – see section 1
- Raise the attainment of children and young people in both English and mathematics and close the gap between the outcomes in these subjects where gaps exist – see section 1
- Addressing the gender gap that exists at both EYFS and at Key Stage 1
- Improve attendance to be at least as good as the national average and reduce persistent absenteeism – see section 3
- Reduce exclusions in all phases of schooling – see section 3
- Develop a strategy which strengthens the recruitment and retention of school leaders – see section 4
- Ensure all schools inspected by OfSTED are judged to be at least good thereby increasing the number of good and outstanding school places open to all children and young people and particularly to those in the secondary phase of education – see section 4

## Appendix – Data tables

### Section 1

#### Early Years (EYFS)

The measure of expected attainment at the end of the Early Years Foundation Stage has changed over the years but the table below shows how Southend's results compare with the national picture.

Table xxxx

#### EYFS Good level of development (GLD)

	2011	2012	2013	2014 (prov)
Southend	58	59	45	62
National	59	64	52	60

N.B. The EYFS framework changed in 2013 and therefore caution should be used when drawing comparisons with pre 2013 figures

### Key Stage 1

Table xxxx

#### Percentage of children achieving level 2+ at the end of Key Stage 1

	2011		2012		2013		2014 <i>prov</i>	
	National	Southend	National	Southend	National	Southend	National	Southend
Speaking/listening	87	86.8	88	89.7	89	90.3	89	91.5
Reading	85	85.1	87	86.6	89	87.8	90	89.5
Writing	81	82.0	83	84.5	85	84.2	86	85.9
Maths	90	89.9	91	88.9	91	89.8	92	91.1
Science	89	88.0	89	90.4	90	90.3	91	92.0

Table xxxx

#### Percentage of children achieving level 2b+ (not a national measure of attainment)

	2013		2014 <i>prov</i>	
	National	Southend	National	Southend
Speaking/listening	---	---	---	---
Reading	79.0	81.3	81.0	
Writing	67.0	71.4	70.0	
Maths	78.0	79.2	80.0	
Science	74.7	77.3	77.0	

## Key Stage 2

Table xxxx

### Percentage of children attaining levels 4 and 5 at the end of Key Stage 2

(NB – Significant changes were made nationally in 2013 to what indicators were reported on so a comparison with earlier years for many areas of English are not possible. Therefore only 2013 and 2014 are reported on here.)

	Southend 2013	National 2013	Southend 2014	National 2014
% L4+ Grammar, Punctuation & Spelling	71.8	74	77.7	76.3
% L4+ Reading	84.4	86	89.4	88.6
% L4+ Writing	81.7		87	85.1
% L4+ Maths	82.8	85	86.4	86
% >L4 Maths & English (Read&Wri) combined <sub>2</sub>	73.7	75	80.3	78.4
% L5+ Grammar, Punctuation & Spelling	48.7	48	55.1	52.1
% L5+ Reading	44.8	45	49.5	49.2
% L5+ Writing	31		36.3	33
% L5+ Maths	39.7	41	42.5	41.8
% >L5 Maths & English (Read&Wri) combined <sub>2</sub>	21.8	21	25.2	23.5

2013: English replaced by separate Reading test and Writing teacher assessment levels.

Source: Data is from School Performance Tables Where data is not available in School Performance Tables, data is from Southend's own systems. Data, Performance & Information Team

Table xxxx

### Progress made by children at the end of Key Stage 2

(NB – Significant changes were made nationally in 2013 to what indicators were reported on so a comparison with earlier years for many areas of English are not possible. Therefore only 2013 and 2014 are reported on here in reading and writing, although mathematics has been reported on consistently.)

	Southend 2011	National 2011	Southend 2012	National 2012	Southend 2013	National 2013	Southend 2014	National 2014
% Two levels of progress Reading	---	---	---	---	86	88.1	89.3	91.0
% Two levels of progress Writing	---	---	---	---	90	91.5	95.1	93.0
% Two levels of progress maths	82	82.7	85	87.1	85	88	88.5	89.0
% Three levels of progress Reading	---	---	---	---	26.7	29.8	-	-
% Three levels of progress Writing	---	---	---	---	27.8	29.6	-	-
% Three levels of progress maths	21	24.1	23.5	27.4	28.1	31.6	-	-

## Key Stage 4

Table xxxx

Percentage of young people who achieve GCSEs and the progress made in English and mathematics

Key Stage 4	2011		2012		2013		2014	
	Southend	National	Southend	National	Southend	National	Southend	National
5 A* - C inc En & Ma	64.8	59.0	61.5	59.4	61.6	59.2	59.9	55.3
5 A* - G	94.1	93.6	94.7	94.1	92.9	94.3		
3 levels progress English	75.9	71.8	68.5	68.0	67.6	70.4	70.8	70.5
3 levels progress maths	70.5	64.8	61.5	59.4	71.9	70.7	69.8	65.2

## Key Stage 5 – Post 16

The next four tables below show the results from young people attending school 6<sup>th</sup> forms in Southend.

Table xxxx

Percentage of young people gaining 3+ A grades at GCE / Applied GCE A level and double awards

	2009	2010	2011	2012	2013	2014
Southend	14.8	14.7	17.5	17.4	15.8	17.9
Statistical Neighbours	9.25	8.96	9.16	10.06	8.55	
East of England	10.2	10.13	10.9	11	10.1	
England	12.7	12.8	13.1	12.8	12.1	

Table xxxx

Percentage of young people achieving grades AAB or better at GCE A Level, applied GCE A level and double award A level

	2011	2012	2013	2014
Southend	27.1	27.2	24.9	
Statistical Neighbours	15.54	14.83	14.51	
East of England	18.1	17.9	17.5	
England	20.8	20.5	19.7	

**Table xxxx**

**GCE/A/AS level – average points score per candidate**

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Southend</b>	753.8	735.3	677.7	884.8
<b>Statistical Neighbours</b>	705.4	686.01	663.09	
<b>East of England</b>	735.3	722.7	699.3	
<b>England</b>	745.9	733	709.1	

**Table xxxx**

**GCE/A/AS level – average points score per entry**

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Southend</b>	220.8	214.7	213.2	224.8
<b>Statistical Neighbours</b>	212.63	208.66	208.63	
<b>East of England</b>	213.5	209.9	209.2	
<b>England</b>	216.2	212.8	212.7	

**Table xxxx**

**Apprenticeship Programme Starts for 16 – 19 year olds**

<b>Level</b>	<b>Intermediate Level Apprenticeship</b>	<b>Advanced and Higher Level Apprenticeship</b>	<b>All Apprenticeships</b>
<b>10 / 11</b>	<b>330</b>	<b>60</b>	<b>390</b>
<b>11 / 12</b>	<b>260</b>	<b>80</b>	<b>340</b>
<b>12 / 13</b>	<b>200</b>	<b>80</b>	<b>280</b>
<b>Prov 13 / 14</b>	<b>160*</b>	<b>50*</b>	<b>210*</b>

**\* - This figure is only for 3 out of 4 quarters in the academic year**

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

### Early Years

Table xxxx

#### EYFS – free school meal attainment

	2011 – 2014 EYFS GLD by FSM %											
	2011			2012			2013			2014		
	FSM	Non-FSM	Gap	FSM	Non-FSM	Gap	FSM	Non-FSM	Gap	FSM	Non-FSM	Gap
Southend	36	63	-27	36	65	-29	26	50	-24	43	67	-24
National	44	62	-18	48	67	-19	36	55	-19			

### Key Stage 1

Table xxxx

#### Key Stage 1 – percentage of children eligible for free school meals (FSM) who achieve level 2+

	2011		2012		2013		2014 <i>prov</i>	
	Southend	National	Southend	National	Southend	National	Southend	National
Speaking & Listening					82	80	88	
Reading	75	73	76	76	75	79	83	80
Writing	70	67	72	70	71	73	76	75
Maths	83	81	79	82	78	84	86	85
Science	79	79	84	80	78	81	87	82

Table xxxx

#### Key Stage 1 - percentage of children in Southend achieving Level 2+ – Free school meals and non free school meal eligibility

	% Achieving L2 or above											
	2011			2012			2013			2014		
	FSM	Non-FSM	Gap	FSM	Non-FSM	Gap	FSM	Non-FSM	Gap	FSM	Non-FSM	Gap
Speaking & Listening	N/A	N/A	N/A	N/A	N/A	N/A	82	93	-11	88	93	-5
Reading	75	88	-13	76	90	-14	75	91	-16	79	92	-3
Writing	70	85	-15	72	88	-16	71	88	-17	73	89	-16
Maths	83	92	-9	79	92	-13	78	93	-13	81	93	-12
Science	79	91	-12	84	92	-8	78	93	-13	83	94	-11

## Key Stage 2

Table xxxx

### Key Stage 2 - percentage of children eligible for Free School Meals achieving national standards

(NB – Significant changes were made nationally in 2013 to what indicators were reported on so a comparison with earlier years for many areas of English are not possible. Therefore only 2013 and 2014 are reported on here.)

	Southend 2013	National 2013	Southend 2014	National 2014
% L4+ Reading	72.2	74.9	76.5	78.2
% L4+ Writing	66.0	70.4	71.1	72.8
% L4+ Maths	71.1	73.9	73.8	74.5
% >L4 Maths & English (Read&Wri) combined <sub>2</sub>	56.2	60.0	62.2	63.0
% L5+ Reading	23.6	27.1	31.6	31.8
% L5+ Writing	11.5	15.5	17.0	17.7
% L5+ Maths	19.7	24.6	21.1	24.6
% >L5 Maths & English (Read&Wri) combined <sub>2</sub>	5.9	9.0	8.8	10.4

2013: English replaced by separate Reading test and Writing teacher assessment levels.

Source: Data is from School Performance Tables Where data is not available in School Performance Tables, data is from Southend's own systems. Data, Performance & Information Team

Table xxxx

### Progress made by children eligible for FSM by the end of Key Stage 2

(NB – Significant changes were made nationally in 2013 to what indicators were reported on so a comparison with earlier years for many areas of English are not possible. Therefore only 2013 and 2014 are reported on here in reading and writing, although mathematics has been reported on consistently.)

	Southend 2011	National 2011	Southend 2012	National 2012	Southend 2013	National 2013	Southend 2014	National 2014
% Two levels of progress Reading	---	---	---	---	77.4	83.3	82.6	86.4
% Two levels of progress Writing	---	---	---	---	82.9	87.6	90.0	89.1
% Two levels of progress maths	71.1	75.5	80.6	81.1	79.4	82.8	79.6	84.0
% Three levels of progress Reading	---	---	---	---	28.3	30.4	27.6	35.6
% Three levels of progress Writing	---	---	---	---	24.9	27.0	24.3	30.0
% Three levels of progress maths	---	---	---	---	19.7	25.6	19.6	26.9

## Key Stage 4

Table xxxx

Key Stage 4, percentage of young people eligible for free school meals achieving national standards

Key Stage 4	2011		2012		2013		2014	
	Southend	National	Southend	National	Southend	National	Southend	National
5 A* - C inc En & Ma	30.4	36.4	30.9	38.5	30.6	41.0		
5 A* - G	76.8	n/a	84.9	90.0	82.0	90.9		
3 levels progress English	53.5	56.1	42.4	53.8	41.4	56.6		
3 levels progress maths	37.4	46.0	43.3	51.5	44.6	54.1		



### Section 3 Behaviour and attendance

Table xxxx

#### Fixed term exclusions

	<b>2010-11</b>		<b>2011-12</b>		<b>2012-13</b>		<b>2013 - 14</b>	
	No. of fixed period exclusions	% of the school population	No. of fixed period exclusions	% of the school population	No. of fixed period exclusions	% of the school population	No. of fixed period exclusions	% of the school population
<b>Primary</b>								
Southend	97	0.72	84	0.61	86	0.61	52	
ENGLAND	37,790	0.91	37,790	0.90	37,870	0.88		
<b>Secondary</b>								
Southend	1301	9.96	985	7.50	905	6.81	605	
ENGLAND	271,980	8.40	252,210	7.85	215,560	6.75		
<b>Special</b>								
Southend	44	9.69	21	4.66	81	16.80	61	
ENGLAND	14,340	15.66	14,370	15.39	14,100	14.68		
<b>Total</b>								
Southend	1,440	5.34	1,090	3.98	1,070	3.85	718	
ENGLAND	324,110	4.34	304,370	4.05	267,520	3.52		

Table xxxx

#### Permanent exclusions

	<b>2010-11</b>		<b>2011-12</b>		<b>2012-13</b>		<b>2013 - 14</b>	
	No. of fixed period exclusions	% of the school population	No. of fixed period exclusions	% of the school population	No. of fixed period exclusions	% of the school population	No. of fixed period exclusions	% of the school population
<b>Primary</b>								
Southend	x	x	x	x	0	0.00	0	
ENGLAND	610	0.01	690	0.02	670	0.02		
<b>Secondary</b>								
Southend	x	x	6	0.05	x	x	8	
ENGLAND	4,370	0.13	4,390	0.14	3,900	0.12		
<b>Special</b>								
Southend	0	0.00	0	0.00	0	0.00	0	
ENGLAND	110	0.12	80	0.09	60	0.07		
<b>Total</b>								
Southend	x	x	10	0.03	x	x	8	
ENGLAND	5,080	0.07	5,170	0.07	4,630	0.06		

x = this represents a figure between 1 and 4. The DfE does not show data when the numbers are this low.

#### Attendance

**NB** - Persistent absentees are those children who have a 15% absence rate

**Table xxxx**

**Authorised and Unauthorised absence  
Percentage of half days missed and percentage of Persistent Absentees\* for primary schools**

	Percentage of half days missed			% of Persistent Absentees
	Authorised Absence	Unauthorised absence	Overall absence	
<b>2010 / 11</b>				
Southend on Sea	4.2	0.8	5	3.9
England	4.3	0.7	5	3.9
<b>2011 /12</b>				
Southend on Sea	3.8	0.8	4.6	3.8
England	3.7	0.7	4.4	3.1
<b>2012 /13</b>				
Southend on Sea	4.0	0.8	4.8	3.5
England	3.9	0.7	4.7	3.0
<b>2013 /14* two terms data</b>				
Southend on Sea	3.2	0.7	3.9	2.9
England	3.2	0.7	3.9	2.8

**Table xxxx**

**Percentage of half days missed and percentage of Persistent Absentees for secondary schools**

	Percentage of half days missed			% of Persistent Absentees
	Authorised Absence	Unauthorised absence	Overall absence	
<b>2010 / 11</b>				A new definition of this measure introduced
Southend on Sea	4.7	2.0	6.6	8.3
England	5.1	1.4	6.5	8.4
<b>2011 /12</b>				
Southend on Sea	4.3	1.7	6.0	8.1
England	4.6	1.3	5.9	7.4
<b>2012 /13</b>				
Southend on Sea	4.3	1.5	5.8	7.1
England	4.5	1.3	5.8	6.4
<b>2013 /14* two terms data</b>				
Southend on Sea				
England				

Table xxxx

Percentage of half days missed and percentage of Persistent Absentees for special schools

	Percentage of half days missed			% of Persistent Absentees
	Authorised Absence	Unauthorised absence	Overall absence	
<b>2010 / 11</b>				
Southend on Sea	7.1	1.9	9.0	14.6
England	8.0	2.0	10.0	16.7
<b>2011 /12</b>				
Southend on Sea	5.9	3.3	9.2	14.1
England	7.6	2.0	9.6	16.3
<b>2012 /13</b>				
Southend on Sea	6.8	4.3	11.0	18.3
England	7.8	1.9	9.7	16.1
<b>2013 /14* two terms data</b>				
Southend on Sea				
England				

Table xxxx

Total percentage of half days missed and percentage of Persistent Absentees for primary, secondary and special schools

	Percentage of half days missed			% of Persistent Absentees
	Authorised Absence	Unauthorised absence	Overall absence	
<b>2008 / 09</b>				
<b>2010 / 11</b>				
Southend on Sea	4.5	1.4	5.8	6.2
Statistical Neighbour av'ge	4.85	1.05	5.91	6.24
England	4.7	1.1	5.8	6.1
<b>2011 /12</b>				
Southend on Sea	4.1	1.3	5.3	6.1
Statistical Neighbour av'ge	4.5	1.0	5.5	6.0
England	4.1	1.0	5.1	5.2
<b>2012 /13</b>				
Southend on Sea	4.2	1.2	5.4	5.4
Statistical Neighbour av'ge	4.6	1.0	5.6	5.2
England	4.2	1.0	5.2	4.6
<b>2013 /14* two terms data</b>				
Southend on Sea				
England				

DRAFT

## Section 4 OfSTED Inspection outcomes

Table xxxx

### School inspection outcomes 2013 / 14 (Southend data)

		Overall	Achievement	Quality of Teaching	Behaviour & Safety	Leadership & Management
Primary Schools (10 inspections)	Outstanding	1	1	1	1	1
	Good	5	5	5	7	5
	Req Impr'ment	4	4	4	2	4
	Inadequate	0	0	0	0	0
Secondary Schools (4 inspections)	Outstanding	0	0	0	0	0
	Good	1	1	1	1	1
	Req Impr'ment	0	0	0	0	0
Special Schools (3 inspections)	Outstanding	1	1	1	1	1
	Good	1	1	1	1	1
	Req Impr'ment	1	1	1	1	1
Overall	Outstanding	2	2	2	2	2
	Good	7	7	7	9	7
	Req Impr'ment	5	5	5	3	5
	Inadequate	3	3	3	3	3

Source: LA learning and improvement team

Table xxxx

### 2013 / 14 Southend School inspection outcomes by percentage

	Outstanding	Good	Requires Improvement	Inadequate
Southend - all schools 2013 / 14	12	41	29	18
National all schools 2013 / 14 (OfSTED)				

Table xxxx

### National School Inspection outcomes 1<sup>st</sup> September 2013 to 31<sup>st</sup> August 2014. Percentage of schools judged overall in each of the OfSTED categories

	Outstanding	Good	Requires Improvement	Inadequate
Primary				
Secondary				
Special				
All schools				

**Table xxxx**

**Percentage of all Schools nationally in each OfSTED category based on last inspection outcome – (source Watchsted.com)**

	<b>Outstanding</b>	<b>Good</b>	<b>Requires Improvement</b>	<b>Inadequate</b>
<b>Primary</b>	<b>17</b>	<b>61</b>	<b>19</b>	<b>2</b>
<b>Secondary</b>	<b>23</b>	<b>48</b>	<b>24</b>	<b>5</b>
<b>Special</b>	<b>37</b>	<b>50</b>	<b>11</b>	<b>2</b>
<b>All schools</b>	<b>20</b>	<b>58</b>	<b>19</b>	<b>3</b>

**Table xxxx**

**Comparison between the Southend figure for percentage of children attending good and outstanding schools and the national figure**

	<b>End of academic year 2013</b>		<b>End of academic year 2014</b>	
	<b>Southend</b>	<b>National (England)</b>	<b>Southend</b>	<b>National</b>
<b>Primary</b>	<b>60</b>	<b>72</b>	<b>73.2</b>	<b>81.0</b>
<b>Secondary</b>	<b>69</b>		<b>68.9</b>	<b>74.5</b>