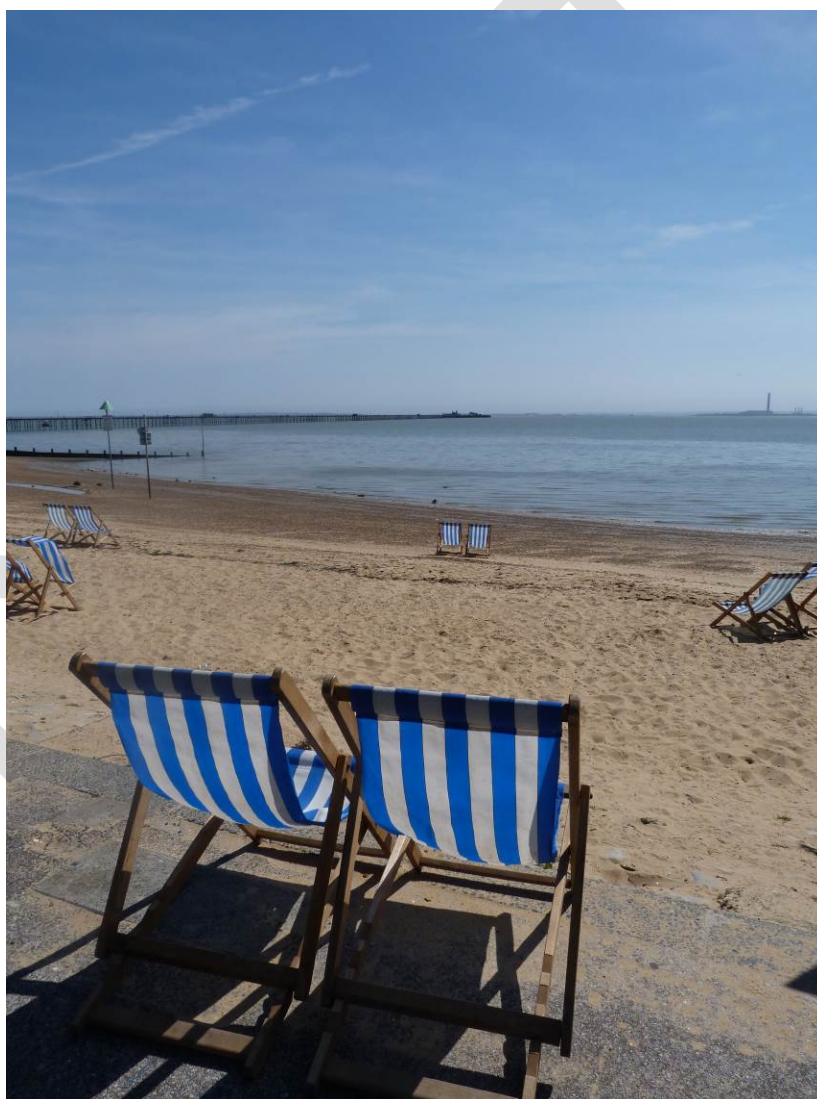


Improving Learning Together



## Annual Education Report 2014 - 2015



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

# Contents

## Section

## Page

**Introduction from the Corporate Director for People**

**Executive Summary**

**Section 1 – Achievement and progress**

Early Years

Key Stage 1

Key Stage 2

Key Stage 4

Key Stage 5 – post 16

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

**Section 3 – Behaviour and attendance**

**Section 4 – OfSTED inspection outcomes**

**Section 5 – Development of the Southend Challenge and school to school support**

**Section 6 – Future Priorities**

**Appendix – Data information**

Achievement and Progress

Closing the achievement gap

Behaviour and attendance

OfSTED inspection outcomes

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Watchsted.com

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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 2013-14 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 2014 / 2015 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 hard work 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 2015 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 publically funded schools and a Pupil Referral Unit operating as part of Seabrook College and one post-16 college. Over 27,000 pupils attend Southend's primary and secondary schools, over 500 pupils attend maintained special schools. There are 6000 students enrolled at the post-16 college of which 2000 are Southend residents.

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.

National policy on schools becoming academies, requires all schools to review their status, and many 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**

## Executive Summary

This report provides information about the educational achievement of all children and young people in Southend during the academic year 2014 / 15, 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. This year the report also considers how well a number of underperforming groups of children and young people nationally, achieve in Southend. The groups that have been focused on are: disadvantaged pupils - those eligible for free school meals (FSM); girls and boys, where boys overall underperform girls; ethnicity, where a number of groups do less well than their peers; those who have English as their first language and those who do not and those children who have special educational needs (SEN).

During 2014 / 15 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 have achieved a “Good Level of Development” (GLD), the Southend percentage has increased from 62% last year to 69% in 2015
- Children aged 7 at the end of Key Stage 1, in 2015, continue to achieve in line with or above the national averages in most 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 broadly in line in all subjects with the national average and the percentage of those children achieving more than is expected is a little higher than the national average except in reading which is slightly lower
- At the end of Key Stage 4 a significantly higher percentage of young people in Southend (64.7%) achieve the benchmark of 5 A\* - C grades at GCSE with English and maths than nationally (57.1%). More Southend young people also achieve the expected 3 levels of progress in both English and maths than young people 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 2015 than in 2014

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, ethnicity, 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 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; 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 (see table 1)

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.

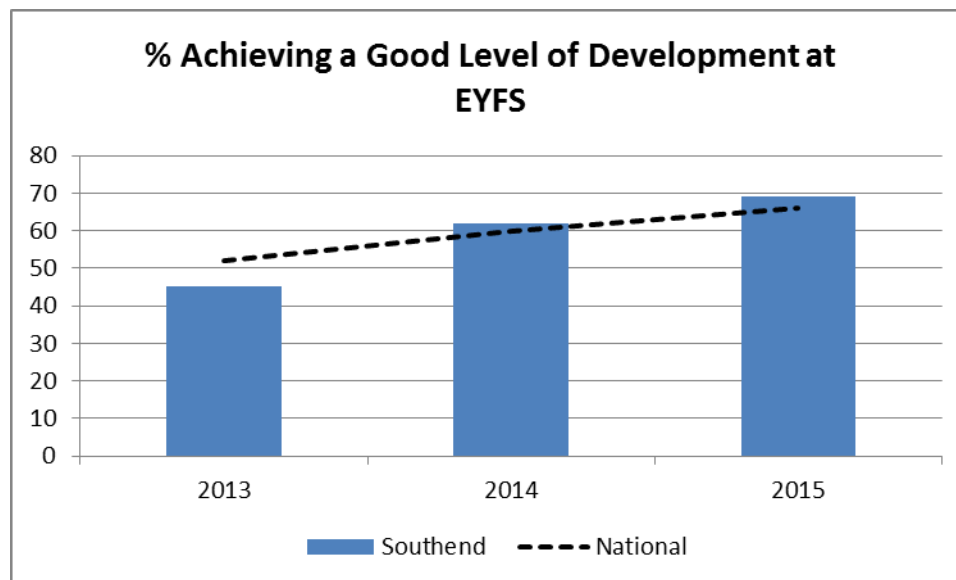
Young children must have access to an educational programme that covers seven areas of learning. Three are considered to be prime areas. These are communication and language, physical development and personal, social and emotional development. There are four other specific areas through which the prime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

### Successes

The 2015 data shows that 69% of Southend children achieved a Good Level of Development (including PVI settings) this figure is 7 percentage points higher than in 2014. The national figure is 66% (a rise of 6 percentage points), meaning that the improvement in Southend is greater than that nationally in 2015. The average total points score achieved on the EYFS was 36.5 in Southend (compared to 35 last year), 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 (92%), the lowest was Literacy (72%) It is the Local Authority's expectation that the very good outcome in 2015 will be maintained and 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



#### Areas for further development

It will be important that the improved results in 2015 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'. The focus for 2015-2016 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.

'A Better Start', the Southend programme of support, 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 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.

## Key Stage 1 (see tables 2 and 3)

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.

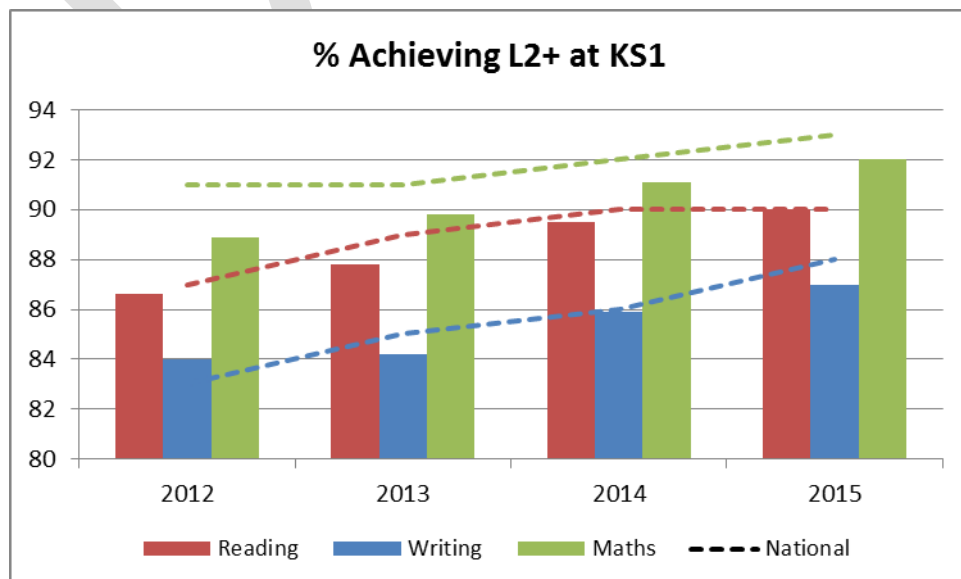
### Successes

The 2015 Key Stage 1 data, show an increase from 2013 for all subjects for level 2+ and a year on year improvement over 3 years is evident in writing and maths. Data for level 2b+ also show an upward trend in reading, writing and maths from 2013 with a 4% improvement in reading, a 5% improvement in writing and a 6% improvement in maths.

In terms of comparisons to national averages, Southend results are just below in writing and maths at level 2+, but are at, or exceed, the national average in speaking and listening, reading and science. The rate of improvement in Southend since 2013 is broadly similar to the national picture. In reading, writing and maths at level 2b+, Southend results are the same as the national averages. The rate of improvement at this level is the same in writing, 1% better than the national rate in reading, and 2% better in maths.

The improvement in the 2015 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 2014-15
- 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 2014
- Continued high quality moderation of teachers' assessment, confirming the accuracy of children's attainment





## Areas for further improvement

- To sustain and build on this improvement within the new curriculum and assessment arrangements for the academic year 2015-16
- 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 and the national average for all pupils in all subjects at all levels
- To address the gender achievement gap. Girls have outperformed boys in all subject areas and levels with the exception of level 3 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.



## Key Stage 2 (see table 4)

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

Since 2013, data shows an improvement at level 4 or above in all subjects. However, except in grammar, punctuation and spelling, where there is a 3% improvement since 2014, all other 2015 subjects level 4+ results are the same as in 2014. Nationally there has been an improvement in all subject level 4+ average results in 2015. In 2015, 80% of Southend pupils achieved level 4+ in reading, writing and mathematics combined which is a key measure - this is the same as last year. The national figure has risen to 80%, a 2% improvement from 2014.

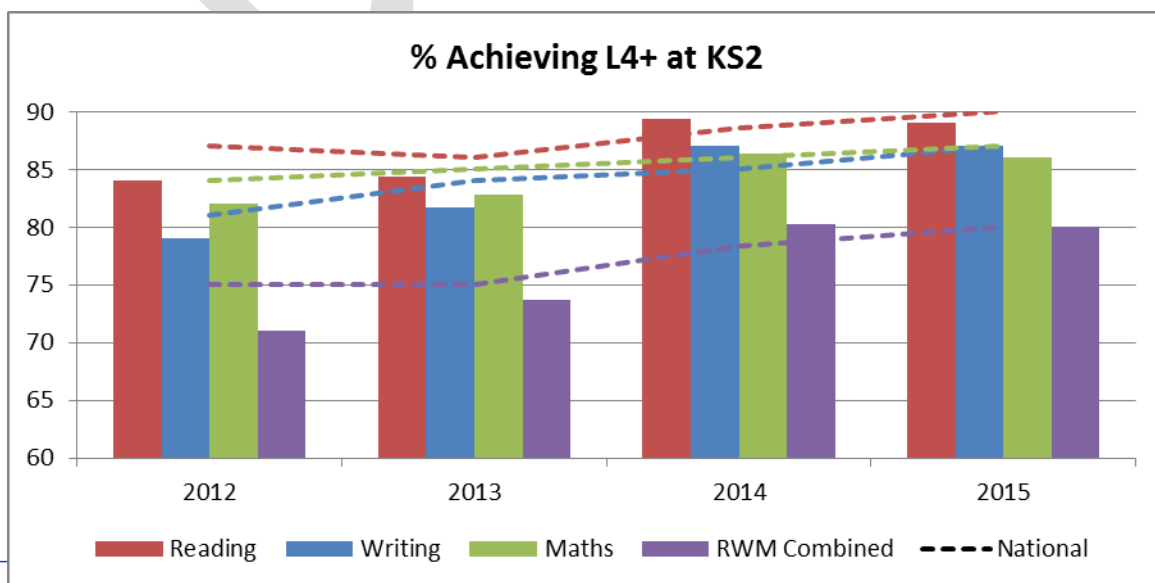
### Successes

A 3 year upward trend and year on year improvements in grammar, punctuation and spelling at level 4+. Southend exceeds the national average in this measure by 1.2%.

A 3 year upward trend in all subjects for level 4+ since 2013.

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

- The continued 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
- External validation of writing judgements by the Standards and Testing Agency.



## Level 5 attainment

Since 2013, data shows a three year upward trend at level 5+ in all subjects. 2015 Southend results are above the national average in grammar, punctuation and spelling, writing and maths. In reading they are 1% below the national average. The improvement in grammar, punctuation and spelling between 2013 and 2015 is notable at 9%, nationally the improvement is 8%. Between these years there has been a 3% improvement in reading, nationally a 4% improvement. In writing in Southend a 6% improvement, nationally also a 6% improvement. In maths a 3% improvement in Southend, but only a 1% improvement nationally.

25% of pupils achieved level 5 or above in reading, writing and maths combined, the same as last year, but as for last year this is 1% higher than the national average of 24%.

### Successes

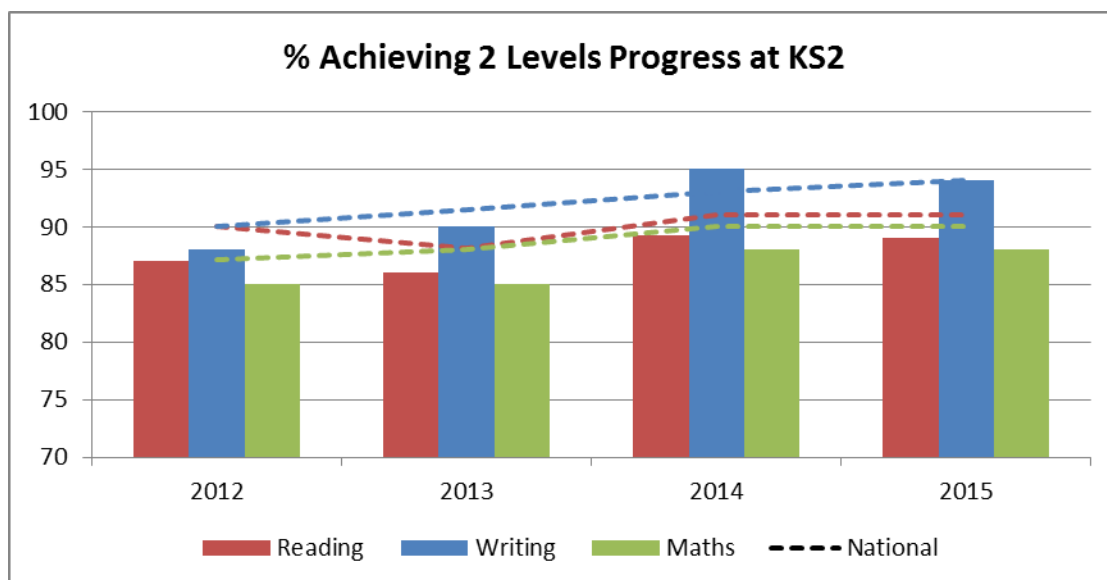
- Year on year improvements in level 5+ in all subjects except reading
- 3 year upward trend and year on year improvements in grammar, punctuation and spelling at level 5+. Southend exceeds the national average in this measure by 2%
- 3 year upward trend in all subjects for level 5+ since 2013

### Progress

In Southend, there has been an increase in the number of children making expected progress of 2 levels since 2013 in reading, writing and maths, but a decrease in writing from 2014. In 2015, national averages remained the same as in 2014 in reading and maths at 91% and 90% respectively and in writing there was a 1% improvement to 94%. In Southend the average in 2015 remained the same as in 2014 in reading 89% and maths 88%, but fell by 1% in writing to 94%. Southend is below the national average in reading and maths, but the same in writing.

There is evidence of a 3 year upward trend from 2013 in all subjects for those children making three levels progress and a year on year improvement for all subject areas. Nationally there has also been an upward trend since 2013. In 2015, Southend results showed that 29% of children made 3 levels of progress in reading, 35% in writing and 34% in maths. These compare with the national averages of 33% in reading, 36% in writing and 34% in maths. Southend is 4% below the national average in reading and 1% below in writing. The Southend and the national averages in maths are the same. Since 2013 Southend has improved by 2% in reading, 7% in writing and 6% in maths. Nationally the improvement has been 3% in reading, 6% in writing and 3% in maths.

In summary of the Southend results, in reading, 89% of pupils made 2 levels of progress, the same figure as last year. 29% of pupils made better than expected progress, the same as last year. In writing, 94% of pupils made 2 levels of progress, a decrease of 1% from last year and 35% of pupils made better than expected progress, an increase of 2% over last year. In maths, 88% of pupils made 2 levels of progress, the same level as last year and 34% of pupils made better than expected progress, an increase of 3% over last year.



## Key Stage 4 (see table 6)

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 achieving a good GCSE grade in English and mathematics has been promoted by the government. 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.

In 2015, the four key indicators that are measured at Key Stage 4 (5+ A\* - C including English and maths, 5 A\* - G grades, 3 levels of progress in English and also in maths) indicate an improving trend in Southend and overall they are better than the national averages. (see appendix - table 6)

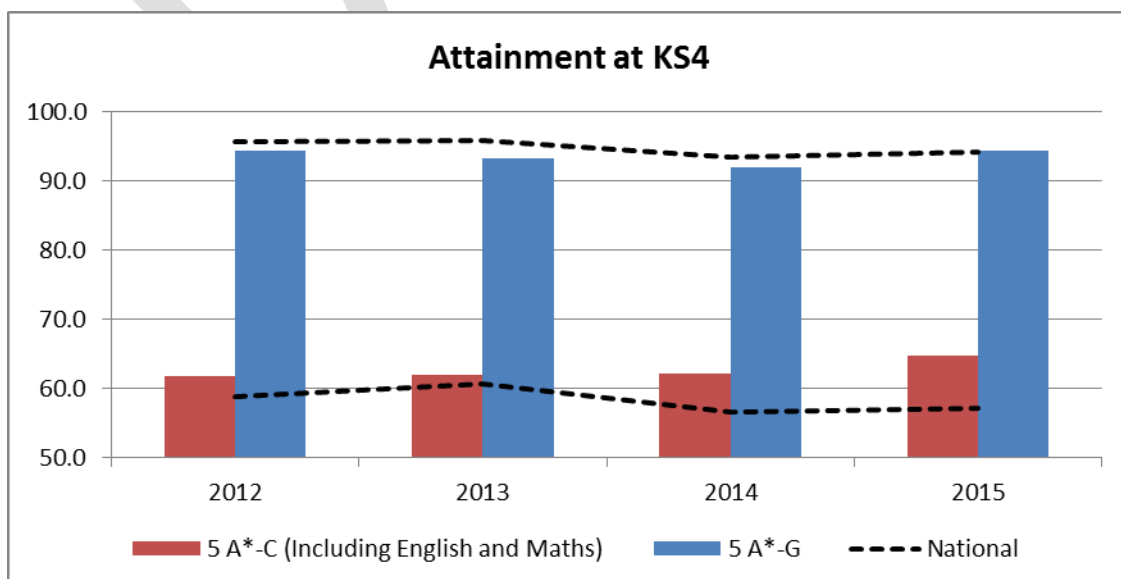
### The percentage of young people achieving at least 5 A\* - C GCSE grades, including English and mathematics

Between 2013 and 2015 the percentage of young people achieving good grades (A\* - C) in GCSE examinations in Southend increased year on year from 61.9% in 2013 to 64.7% in 2015. Between 2013 and 2015 the national average fell by 3.5%, whereas in Southend there has been a rise of 2.8% in the same period. The percentage of young people achieving this measure in Southend has remained above the national average since 2013, the gap widening from 1.3% in 2013 to 7.6% in 2015. This demonstrates a faster rate of improvement in outcomes for this group of young people in Southend than those nationally.

### Successes

The number of young people achieving 5+ A\* - C grades with English and maths in Southend has been better than that nationally each year since 2013 and has increased year on year despite a national decline in 2014.

- Southend figure has risen by 2.5 percentage points to 64.7%.
- Above national (57.3%), East of England (58.2%) and statistical neighbour average (55.5%).
- Southend up 9 places to 15<sup>th</sup> in local authority rankings (top quartile).
- 8 out of 12 mainstream schools equalled or improved on their 2014 results.



## Areas for further development

The overall attainment and progress of students in Southend remains above the national figures for 5A\*- C grades with English and maths and also the progress made in English and maths. 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:

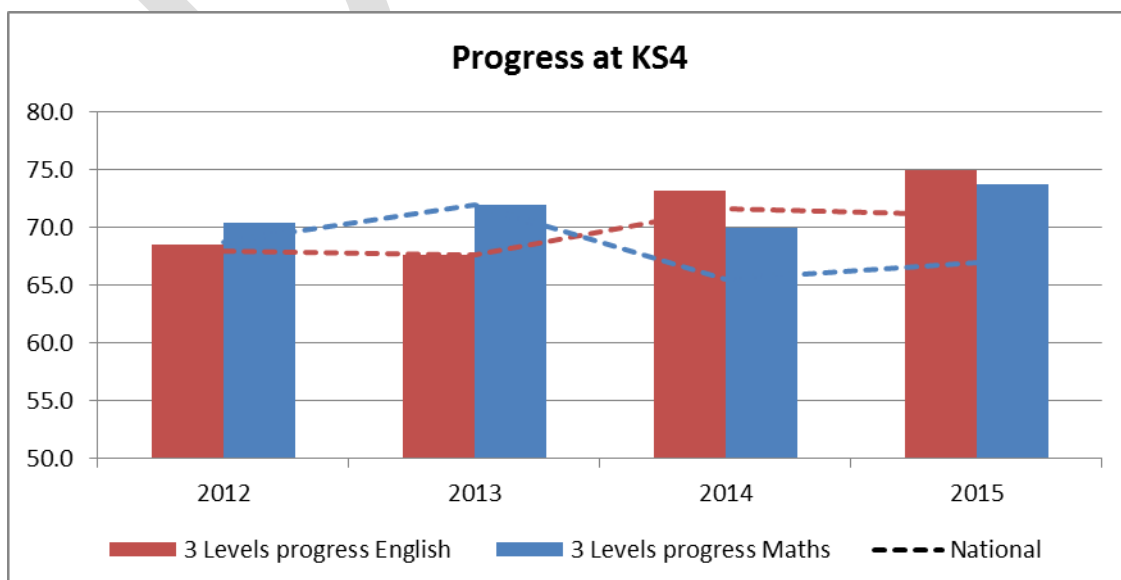
- Strengthening middle leadership to be more skilled in assessment and more accountable for student progress and attainment.
- Providing more stable senior leadership to those schools where students are underachieving; this will include the use of structural solutions.
- Ensuring all schools use of data 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

In 2014 the percentage of young people making the expected 3 levels of progress in English rose to 73.2% from 67.6% in 2013, 1.6% above the national average, this improvement has been sustained in 2015 with a further increase to 75%. The national average fell in 2015, so widening the gap between Southend and the national average to 3.9%.

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

In 2013 in Southend there was a 1.5% increase followed by a 2% fall in 2014 in the number of young people making the expected 3 levels of progress in mathematics. In 2015, in Southend, 73.7% of young people achieved the expected progress, an increase of 3.8%. When the Southend data is compared with national data it shows that increasingly a higher percentage of young people in Southend are making expected progress compared with those nationally; in 2013 the Southend and national averages were the same, in 2014 the Southend average was 4.4% higher than the national average and in 2015 it is 6.8%. Nationally 5% fewer young people made expected progress in mathematics in 2015 compared with 2013, whilst in Southend this increased by 1.8%.



## Successes

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

- 75% of Southend pupils achieved three levels of progress, up from 73.2% last year.
- Above national (71.3%), East of England (72.6%) and statistical neighbour average (71.7%).
- Southend up 24 places to 38<sup>th</sup> in local authority rankings (2<sup>nd</sup> quartile).
- 6 out of 12 mainstream schools equalled or improved on their 2014 results.

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

- 73.7% of Southend pupils achieved three levels of progress, up from 69.9% last year.
- Above national (67%), East of England (69.2%) and statistical neighbour average (67.7%).
- Southend up 13 places to 20<sup>th</sup> in local authority rankings (top quartile).
- 7 out of 12 mainstream schools equalled or improved on their 2014 results.

## Areas for further development

Although the Southend results are better than those nationally, there is a need to ensure that the rate of improvement in progress is sustainable; especially in mathematics. More needs to be done by schools to enable young people, from all starting points in year 7, in Southend to achieve their full potential.

## Key Stage 5 – Post 16 (tables 7 to 11)

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 6<sup>th</sup> form provision, and there is also South Essex 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 data. Southend's young people have outperformed those in statistical neighbour local authorities as well as those nationally since 2013. One concern was that in 2013, the overall results for Southend fell further than they did nationally, for students gaining 3+ grades at GCE / Applied GCE A level and double awards, due in part to changes nationally in the examination process. However, since 2013 Southend has improved the percentage of young people achieving grades AAB or better at GCE A level, applied GCE A level and double award A level. Nationally the percentage has continued to decline with the 2015 percentage being 1.1% lower than in 2013. The gap between Southend (25.8%) and the national percentage (19.2%) is now 6.6% which is the widest since 2013. In 2014 the government made further changes in the organisation of post 16 qualifications which includes the structure of some subject assessment procedures. In 2015, the average points score per entry is also higher in Southend (217.1) than that nationally (215.9). However, in 2015 the average points score per candidate in Southend (697.1) is lower than the national figure (717.8), but with an improving trend since 2013 in Southend. Nationally there has been a decline in this measure since 2013.

### Areas for further development

The focus for 2015-2016 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 number of apprenticeships for 16 – 19 year olds has fallen since the academic year 2010 / 11 when there was 390, compared with the latest full year data for 2012 / 13 when it was just 280. The provisional data for 2013 / 14 suggests a similar number of apprenticeships will be achieved as in the previous year.



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

### **Early years**

In 2015 there has been significant progress made by schools in supporting underachieving groups of children to achieve as well as their peers. In four of the five 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). More children with SEN than in the previous two years have achieved a “Good Level of Development”, but the outcome is below the national average for those who do not have a statement of educational need.

### **Key Stage 1**

Overall, closing the achievement gaps between various groups of children has not been successful at Key Stage 1. In all five areas noted below, performance in 2015 overall has not improved, and in many measures the gap has widened. This is a concern as the local authority and schools have focused on this aspect of their work and for disadvantaged pupils eligible for free school meals there is additional funding from the government to support these pupils to achieve well.

### **Key Stage 2**

In all areas reported on below there is a significant gap to close between the highest and lowest achieving groups. Southend schools have enabled children in the lowest achieving groups in 2013 to make progress, and the gap in achievement has narrowed in many measures. However, 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 this key stage, young people compare well with similar groups nationally in a number of measures.

## 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.

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 2015 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.

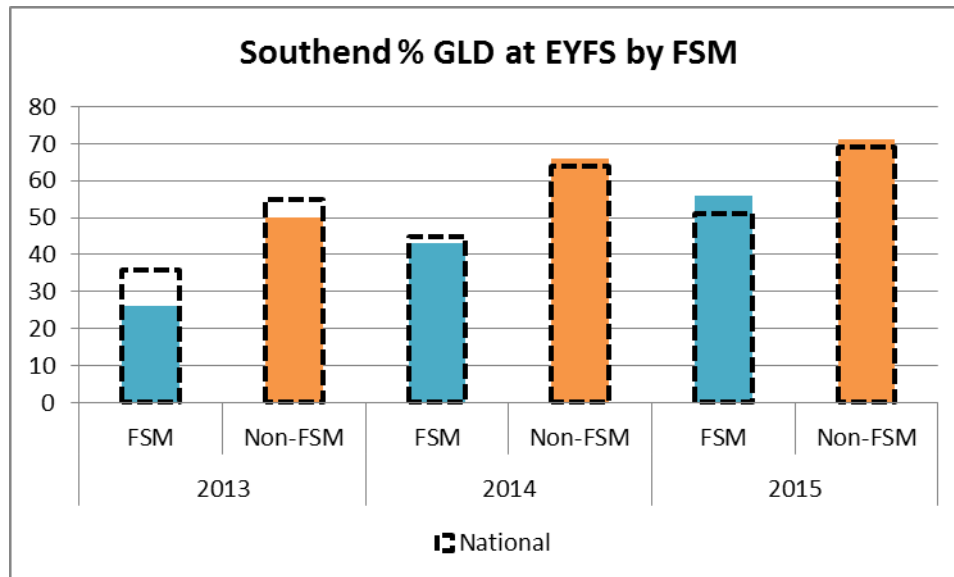
In the 2014 / 2015 financial year, schools received pupil premium funding in the following sums:

- £1300 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 (see table 12)

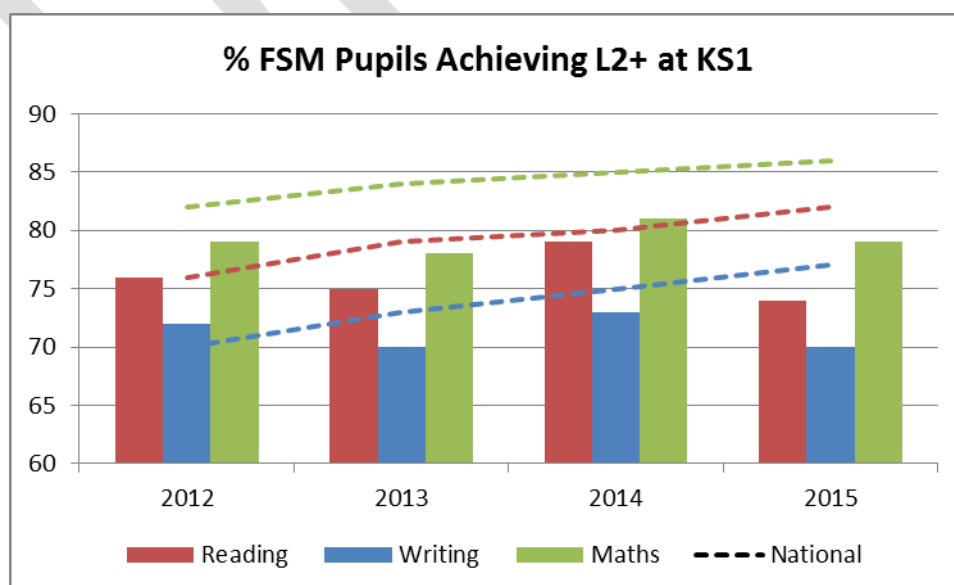
Significant progress was made in 2015 in reducing the gap between disadvantaged children, who are eligible for FSM, and those who are not in achieving a “Good Level of Development”. The gap has narrowed from 24% in 2014 to 15% in 2015. This is now lower than the national average by 3% and the lowest it has been since 2013. This 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.



#### KS1 (see tables 13 & 14)

The overall percentage of disadvantaged children eligible for free school meals (FSM) in Southend achieving level 2+ in 2015 was less in every subject area than in 2014. This has to be a cause for concern for schools and the local authority. Another worrying aspect of the 2015 data is that the percentage of children in Southend entitled to FSM achieving level 2+ is lower in every subject when compared with national averages. However, nationally there has been improvement in all subjects since 2013, which has not been the case in Southend.

When compared to the achievement of their peers who are not entitled to FSM at level 2+ , the gap has widened in every subject from 2014, whereas nationally this gap has continued to narrow with a year on year improvement evident. In Southend the gap is the biggest it has been since 2013 in reading and writing. In speaking and listening and maths the gap remains the same. In science it is a little lower than in 2013. When compared with the 2015 national averages, the gap is 3% wider in speaking and listening and science, 9% in reading and 7% in writing and maths.



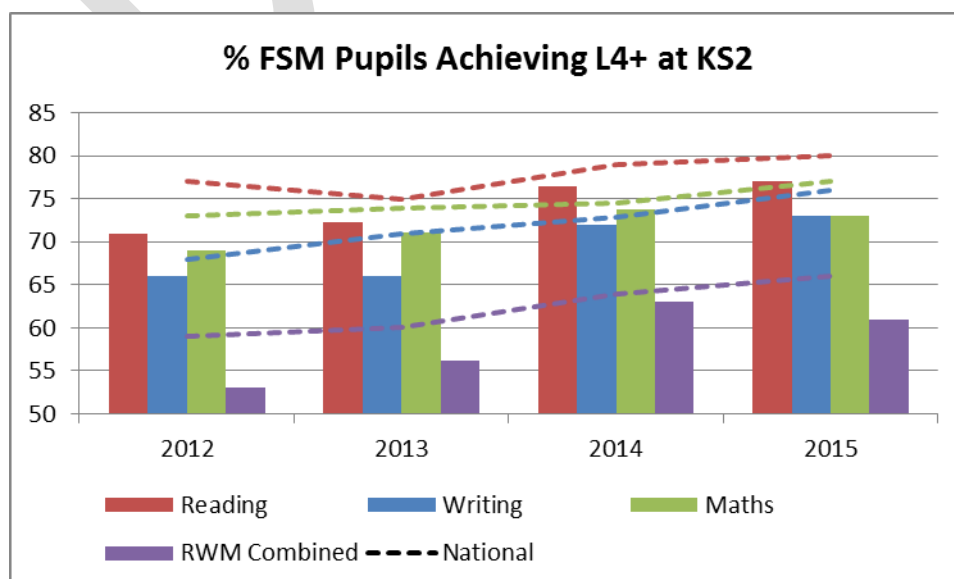
## KS2 (see tables 15, 16 & 17)

There is a mixed picture of improvement in the achievement of children who are entitled to free school meals (FSM). In Southend at both level 4+ and level 5+ there has been an increase in the percentage of children entitled to free school meals achieving these levels between 2013 and 2015. However the increases vary between subjects. The Southend reading average at level 4+ shows the increase is 5%, nationally it is also 5%, and at level 5+ the increase is 3% as it is nationally. The Southend writing average at level 4+ has increased by 7%, nationally it is only 5% and at level 5+ the increase is 6% whereas the national increase is only 3%. The Southend maths average level 4+ increase is 2%, and nationally it is 3% and at level 5+ there is a 1% improvement whereas nationally the figure has remained the same. The combined reading, writing and maths average for Southend at level 4+ has improved by 5%, but nationally the average has improved by 6% and at level 5+ both Southend and national averages have improved by 1%. However, in all subjects at both levels the Southend averages in 2015 are below the national averages.

The gap between those children entitled to FSM and their peers who are not, is marked. It narrowed at level 4+ in reading, by 1% and in writing by 3%, however in maths it widened by 1%. Nationally over this time the gap narrowed in reading by 3% and in writing and maths by 2%. In the combined reading, writing and maths level 4+ result at level 4+ in Southend the gap narrowed by 1% as it did nationally. The overall gap for each subject in Southend at level 4+ between those children eligible for FSM and their peers who are not, in 2015, is 14% in reading, nationally 11%, 17% in writing, nationally 14%, 16% in maths, nationally 12% and in combined reading, writing and maths it is 22%, nationally 17%. There is some way to go to close these gaps.

Looking at the progress made by children eligible for free school meals in Southend between 2013 and 2015, there is an increased percentage of children achieving both 2 and 3 levels of progress in all subjects, except in three levels of progress in reading which has not improved since 2013. When considering two levels of progress between these dates Southend results in reading have improved by 5%, nationally 3%, in writing the improvement is 7%, nationally 2% and in maths 1% the same as nationally. At three levels of progress for the same time period the results in reading show no improvement in Southend, but a 4% improvement nationally, in writing there has been an 8% improvement in Southend, 5% nationally and in maths a 4% improvement, nationally 2%. The two levels of progress average in writing for Southend matches the national average of 90% and at three levels of progress the Southend figure is 1% better than nationally at 33%. In reading, the two levels of progress Southend average is 4% lower than the national figure of 86%, and for three levels of progress it is 6% below the national figure of 34%. In maths the Southend figure for 2 levels of progress is 4% lower than the national average of 84% and the three levels of progress figure is 3% below the national figure of 27%.

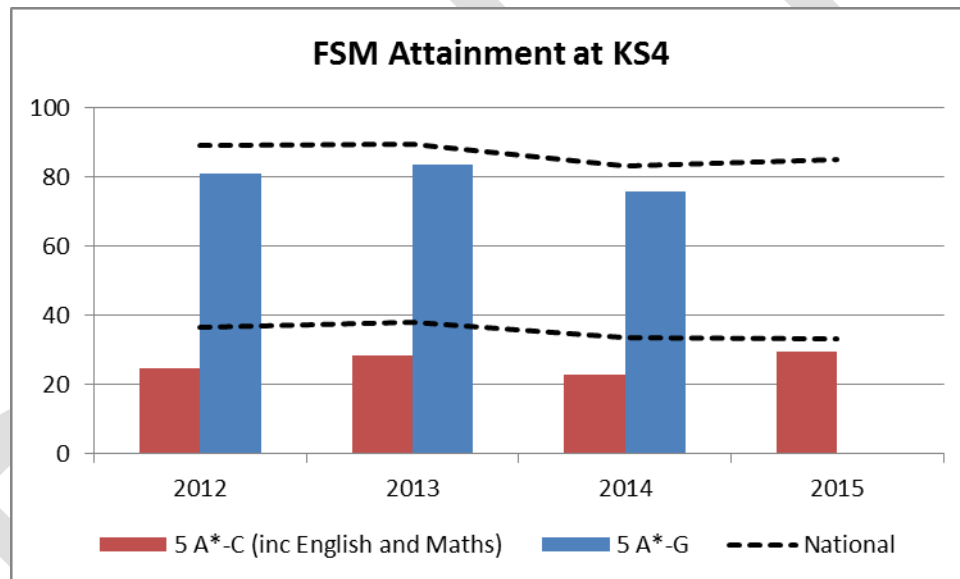
Overall, there is continuing work to do to raise the level of achievement of pupils entitled to FSM in Southend as well as nationally.



## KS4 (see table 18)

Young people eligible for free school meals (FSM) achieve less well than their peers who are not eligible for FSM. However the gap between the Southend results and the national average is narrowing in the key measure of 5 GCSE A\* - C grades with English and maths. In 2013, 28.2% of young people entitled to FSM in Southend achieved this benchmark compared to 38.1% nationally. The gap was 9.9%, with Southend young people underperforming when compared with this group of young people nationally. However, this gap has narrowed to only 4% in 2015, with 29.3% of pupils in Southend, eligible for FSM, achieving 5A\* - C grades with English and maths and 33.3% nationally. Southend results are the highest in 2015 for this measure, whereas the national figure is the lowest since 2013.

The progress data also shows improving outcomes in Southend. The measure of 3 levels of progress in English shows an improvement of 8.7% since 2013 in Southend. Nationally the comparable figure is a fall of 1.4%. The gap between the national average and Southend has narrowed from 15.1% in 2013 to 5% in 2015, but this still shows that nationally that this group of pupils do better than those in Southend. Progress in maths is a more positive picture. Since 2013, in Southend, there has been an 8% increase in the percentage of young people with FSM making three levels of progress in maths. Nationally there has been a fall of 7.5%. In 2015, a higher percentage of young people in Southend (51%) make three levels of progress in maths than the similar group nationally (44%).



## **Gender achievement gap**

### **Early Years (see table 19)**

More girls achieved a “Good Level of Development” than boys, 76% girls compared to 61% boys. The achievement gap between boys and girls narrowed to 15.6% in 2015 from 19.5% in 2014 which is a significant improvement. The data also shows that Southend is at the national average for this measure. Clearly there is work to do to further narrow the gap and eradicate it altogether. In 2015 boys improved their performance by 8.8% which is nearly double that of girls at 4.8%. In this measure boys improved their achievement at a faster rate than the overall national increase, whereas girls improved at a slower rate.

### **Key Stage 1 (see table 20)**

In all subjects the gap in achievement between boys and girls has widened when the results are compared with those in 2014. It is particularly worrying that since 2013 the gap in Southend is the widest it has been in speaking and listening 7% and maths 5%. Compared with the national averages, the gap in 2015 is wider than nationally in speaking and listening, reading and maths. It is the same in writing and science. Since 2013 in Southend the gap has narrowed by 1% in science, remained the same in reading and writing, has widened by 1% in speaking and listening and by 3% in maths. These data are a cause for concern as it is the case that boys do less well at the end of the primary phase of education than girls and it would appear that boys in Southend will have greater difficulty in achieving the expected level of achievement at the end of Key Stage 2 in four years time.

### **Key Stage 2 (see tables 21 & 22)**

In Southend, the gap between the achievement of boys and girls at level 4+ has narrowed since 2013 and in 2015 is the same as or narrower than the national figure in all subjects. It is noteworthy that in Southend boys outperform girls in maths by 3%, whereas nationally boys and girls perform equally. Maybe here is a challenge to raise the achievement of girls. In reading the gap matches the national figure of 4%. In writing and grammar, punctuation and spelling the Southend figure is 1% narrower than that nationally and in the combined reading, writing and maths result Southend's gap in achievement is 2% narrower than that nationally.

2015 data for the expected two levels of progress in writing, indicates that the 3% gap between boys and girls progress in Southend is the same as nationally, in reading it is 1% narrower than the national average but in maths it is 1% wider than that nationally, with more boys making the expected progress than girls.

Overall, the Southend results are encouraging both in the progress made in closing these achievement gaps and the narrowness of the gap in each subject when compared with the national averages.

### **Key Stage 4 (see tables 23 & 24)**

After the gap widened in 2013 and 2014, both nationally and in Southend, between the achievement of boys and girls in the national benchmark of 5A\* - C GCSE with English and maths, in 2015 the gap narrowed both in Southend and nationally. In Southend in 2015 the gap of 6.2% is the lowest it has been since 2013. Except in 2014, the gap is narrower each year in Southend than that nationally. Both boys and girls with FSM in Southend, achieve more highly than these groups nationally and this has been the case since 2013.

The three levels of progress data in English shows a year on year narrowing of the gap between boys and girls since 2013. Since 2013, the gap is narrower in Southend than it is nationally. In 2015, the gap in Southend is 4.5%, with more girls achieving this expected progress, but nationally the gap is 10.6%. The 2015 three levels of progress data in maths again shows that the gap in Southend (2.4%) between boys and girls is less than that nationally (3.6%). A higher percentage of boys and girls eligible for FSM have made three levels of progress in maths than similar young people nationally each year since 2012.

## Educational attainment of Looked After Children

Local authorities have a duty under the Children Act 1989 to safeguard and promote the welfare of a child looked after by them. This includes a particular duty to promote the child's educational achievement, wherever they live or are educated. The authority must therefore give particular attention to the educational implications of any decision about the welfare of those children.

The Virtual School Head is the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of the Local Authority's looked after children, including those placed out-of-authority.

The educational outcomes of Looked after children (LAC) has become the an increasingly important focus in the education field, government has acknowledged the need for a statutory position to monitor the outcomes of LAC as if they were in 'a single' school, ensuring that the Pupil Premium Plus is used by schools to improve the educational outcomes of LAC through the targets stated in their Personal Educational Plans (PEP)

The percentage of looked after children achieving 5 GCSEs at A\* to C grade has decreased for a third year. This is partly a reflection of the examination reforms at Key Stage 4, which has limited the size of some qualifications to the equivalence of one GCSE for reporting purposes. A range of additional interventions and support strategies (additional tuition, mentoring projects, online English and Maths, and aspiration raising activities) are being implemented to improve outcomes for LAC at KS4.

Progress in English has been calculated based on prior data available to the Virtual School. Of the 13 students with prior KS2 fft data, 30.8% made the expected 3 levels of progress. This is an increase of 4.8% on 2014.

Progress in Mathematics has been calculated based on prior data available to the Virtual School. Of the 22 students with prior KS2 fft data, 9.1% made the expected 3 levels of progress. This is a decrease of 20.9% on 2014 (Virtual School Head Teacher Report to DMT September 2015).

The year 6 cohort for the academic year 2014/15 consisted of 8 looked after children who were in care at 31/03/2015 of which; two have been dis-applied from the national tests due to their disabilities.

	<b>L4+ Reading</b>	<b>L4+ Writing</b>	<b>L4+ Grammar, Punctuation &amp; Spelling</b>
<b>2013</b>	53.3%	50%	54.5%
<b>2014</b>	100%	70%	60%
<b>2015</b>	66.7%	50%	33.3%

KS2 attainment for 2015 has shown a decrease compared to 2014, however the progress pupils have made this year demonstrates an increase in most headline measures. (Virtual School Head Teacher Report to DMT September 2015).



For looked after children in Key Stage 1, Southend LAC compare favourably with national LAC for reading, however there are gaps in writing and Maths. Due to the small cohort this amounts to one child not making the expected benchmark. (Virtual School Head Teacher Report to DMT September 2015).

Headline measure	Year	Southend LAC %	Cohort size
KS1 Reading L2+	2014	75%	8
	2015	50%	6
KS1 Writing L2+	2014	50%	8
	2015	16.6%	6
KS1 Maths L2+	2014	62.5%	8
	2015	33.3%	6
KS1 RWM L2+	2014	50%	8
	2015	16.6%	6

## The Virtual School

The aim of the Virtual School is to work with all children and young people looked after by Southend Borough Council as if they were in a single school, liaising with the schools they attend, tracking the progress they make and supporting them to achieve as well as possible and improve educational outcomes. We have increased capacity within the virtual school for LAC which also covers young carers and children electively home educated. In addition to this we also received a Healthy School Award for our Virtual School. Further development of Virtual School is a key area of focus and we propose to rigorously ensure that plans for pupils are aspirational and that a wide range of partners are engaged in improving outcomes for looked after children. Our new data collection process and board of governors will oversee this delivery.

## **First Language achievement gap**

### **EY First Language achievement gap (see table 25)**

More children (71%) whose first language is English achieved a “Good Level of Development” in 2015 than those whom have another language (61%) as their first language. The gap is now 10%, but an improvement in the gap in 2014 which was 15%. There has been an improving trend in Southend for three years which has outperformed the national improvement by 6%. When comparing each group of children over three years, those who have English as their first language have improved results by 25%, whereas those for whom English is not their first language have improved results by 33%.

### **Key Stage 1 (see table 26)**

Since 2013 there has been uncertain progress made in reducing the achievement gap between children who have English as their first language and those who do not. Between 2014 and 2015, the gap has narrowed in speaking and listening by 3%, in reading and maths by 1%. It has remained the same in writing and science. Since 2013 it has widened in writing by 8%, in maths by 5%, in reading by 4%, in science by 2% but narrowed by 1% in speaking and listening. When 2015 Southend results are compared with national averages there are significant differences. The gap is wider in all subjects; speaking and listening 4%, science 5%, reading and maths 6% and writing 7%,

### **KS2 First Language achievement gap (see table 28)**

The gap in level 4+ achievement between those children for whom English is their first language and those children who have other first languages has not narrowed in reading since 2013, it is still 5%, although the overall achievement for both groups has improved. The national gap is 3%. In writing the gap has narrowed since 2013 and in 2015 it is 3%, reduced from 6% in 2013 and 7% in 2014. However, the gap nationally is narrower at 2%. In maths the Southend data shows a widening gap between these two groups of children. In 2015 it is 3%, but in 2013 it was only 2%. Nationally there is no gap between these two groups in maths. The gap in the combined reading, writing and maths result is wider than it was in 2013 when it was 3%; in 2015 it is 5%. Nationally in this measure the gap is only 2%. In 2015 in grammar, punctuation and spelling, children who have another language but English as their first language outperform those children whose first language is English both in Southend and nationally. Nationally this has been the case since 2013, but this is the first time this has happened in Southend.

In Southend, the two levels of progress data shows that more children who have a language other than English as their first language achieve the expected level of progress in all subjects than those who have English as their first language, in the subjects reading, writing and maths. The gap is narrow, being only 1% in reading and writing and 2% in maths. Nationally there is no achievement gap in reading and writing, but a 3% gap in maths.

### **KS4 First Language achievement gap (see tables 29 & 30)**

In Southend, since 2013, the gap is considerably wider than that nationally, between the percentage of young people who achieved 5+ A\* - C with English and maths, who have English as their first language, and those who have another first language. In 2013, when considering Southend and national data, the gap between these two groups was 3.9%. In 2015 the gap is 4.9%. This is a considerable improvement on 2014 when the gap between the Southend and national averages was 10.9%. Until 2015, although a higher percentage of young people in Southend, who have English as their first language, achieved 5A\* - C GCSE grades than nationally, it was not until 2015 that those in Southend, who had another first language, achieved better than this group nationally.

The Southend 2014 and 2015 data for three levels of progress in English shows that a higher percentage of pupils who have English as their first language achieve this measure than those who have another language as their first language. Nationally this is not the case, with a higher percentage of children whose first language is not English achieving three levels of progress. Southend progress data for maths in 2015 shows a different picture which matches the national picture. More young people who do not have English as their first language achieve the

progress benchmark than those who have English as their first language. In 2015, a higher percentage of both groups of young people in Southend achieve this benchmark in maths than nationally. The gap is far narrower than nationally, being 1.1% in Southend, but 6.5% nationally.

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## **Pupil ethnicity achievement gaps**

### **Early Years (see table 32)**

The results of the main ethnic groups of children reported in Southend are white, mixed race, Asian, Black and Chinese. Each group has improved their results year on year since 2013 and between 2014 and 2015 children from Asian and black communities achieved particularly well. Asian children achieving a “Good Level of Development” improved by 11% and black children by 12%. Black children are now the highest achieving group of children by ethnicity reported in Southend and are 6% above the national average for black children. Additionally all the reported groups by ethnicity have achieved results above the national average for their group.

### **Key Stage 1 (see table 33)**

Since 2013 in Southend there has been an improvement in the achievement of most ethnic groups reported in the above table. The exception is the average for mixed race children which has fallen by 4%. Within this overall picture there are variations for different groups but most are only 1% or 2% over this time. Chinese children have improved by 33% in reading, writing and science, but caution should be given to this significance as the actual numbers of this group of children is small. In Southend in 2015 the gap between the highest achieving group in reading, Asian children 92% and the lowest group mixed race 85% is 7%. Nationally in 2015 there is only a 1% gap between the highest and lowest achieving groups of children by ethnicity. In Southend the gap in writing is also 7%, with Chinese children achieving 90% level 2+ but only 83% of mixed race children achieving this level. Nationally the widest gap is 3%. In Southend in maths the gap is 6%, with 95% of Chinese children achieving level 2+ but only 89% of mixed race children achieving this level. Nationally the widest gap is 3%. In science the gap is only 2%, with 92% of white and Asian children achieving level 2+ and 90% of mixed race, black and Chinese children achieving this level. This is the same as the widest gap nationally.

### **Key Stage 2 (see table 34)**

In 2015, in Southend, the achievement gap at level 4+ between those ethnic groups that are significant in number, varies between subjects. In reading and writing the gap is 9%, with 93% of Chinese children achieving level 4+ but only 84% of mixed race children achieve this level. The gap is wider than that nationally which is 3% between the highest and lowest achieving groups of children by ethnicity in reading and 4% in writing. In maths the gap is 11% between these two groups whereas nationally the gap is 9%. In reading, writing and maths combined the gap is 12%, but nationally it is 9%. In grammar, punctuation and spelling the gap is 12% in Southend and nationally between the highest and lowest achieving groups.

### **Key Stage 4 (see tables 35, 36 and 37)**

Southend data in 2015 shows that there is a 19.6% difference in the percentage of young people achieving 5 A\* - C GCSE with English and maths depending on which ethnic group the young person is part. The lowest achieving group is those who are white (62.8%) with the highest achieving ethnic group, Chinese (82.4%). However, a higher percentage of young people in each ethnic group in Southend achieve the benchmark measure than those nationally.

The 2015 three levels of progress data in English and maths also show that a lower percentage of white young people achieve this measure than any other group in Southend in both subjects. This is the same as the national picture. Since 2013 in Southend there has not been a consistent upward trend for all groups. A higher percentage of white, mixed race, Asian and black young people achieve 3 levels of progress in 2015 than they did in 2013, however, for Chinese young people the percentage is lower in 2015 than it was in 2013. When compared with the national averages in 2015 a higher percentage of Southend young people achieve this benchmark than nationally in each ethnic group, except for Chinese and Asian young people in English.

## **Achievement of pupils with Special Educational Needs (SEN)**

### **EY Special Educational Needs (SEN) achievement gap (see table 38)**

In 2015, children who have no identified special educational which require additional or specialised teaching achieve above the national average for this group. 73% compared with 71% nationally. However, only 16% of children with SEN but without a statement in Southend achieved a “Good Level of Development”, whilst nationally this figure is 24%. The improvement between 2014 and 2015 was the same in Southend as nationally at 3%. However, since 2013 the improvement for this group in Southend has been 14% but nationally only 8%. For those with statements of educational need the results for Southend and nationally are the same at 4%. Since 2013 there has been a 4% improvement in Southend, but only a 2% improvement nationally.

### **KS1 Special Educational Needs (SEN) achievement gap (see table 39)**

The achievement of children in Southend with SEN since 2013 has changed little overall in all subjects. For children who have SEN, but without a statement of educational need, there has been a fall in the percentage or no improvement who achieved level 2+ in each subject between 2014 and 2015. Also the achievement of children who have SEN with a statement is lower in each subject than the national average in 2015, which has been the case since 2013. For those children that do not have SEN, the Southend average in 2015 is the same as the national average in speaking and listening, reading and science, but 1% lower in writing and maths. In 2015 in Southend, the gap between those who have SEN, but no statement and those who do not have SEN compared to 2014 data, widened in speaking and listening and maths by 3% and in science by 1%. In reading and writing the gap narrowed by 1%, but only because children without a statement did less well by 1%.

### **KS2 Special Educational Needs (SEN) achievement gap (see tables 40 & 41)**

Although there has been a broad year on year improvement in the outcomes for children with SEN, particularly those with statements of educational need, but also to some extent without statements, the results in 2015 are lower than the national average in every subject at level 4+. For children with SEN, but without a statement, the widest gap in 2015 between the national and the Southend results is in writing, where there is a 11% gap, in grammar, punctuation and spelling it is 9%, in the combined result the gap is 7%, in reading it is 6% and in maths it is 1%. For those that have statements, the gap in reading, writing and maths between the Southend average and the national average is 2% in each, as well as the combined result. However, there is a 7% difference in grammar, punctuation and spelling.

Two levels of progress data in 2015 is similar to the level 4+ data when compared with the national average, although the same percentage of children in Southend and nationally who have SEN without a statement achieve this benchmark in maths. In reading and writing the Southend gap is 2% and 3% respectively. For children with a statement of educational need the percentage achieving the benchmark in writing is the same in Southend as that nationally. However, in reading there is a 12% difference and in maths a 9% difference, between the Southend and national average, with a lower percentage of children achieving this benchmark in Southend than that nationally.

### **KS4 Special Educational Needs (SEN) achievement gap (see tables 42 & 43)**

Young people who have SEN, both with and without statements, do less well in Southend than they do nationally in the key measure of 5+ A\* - C grades with English and maths. This has been the case since 2013. For those who have statements, the national percentage of young people achieving this measure has remained between 8% and 9.5% between 2013 and 2015. In Southend the figure has been between 1.2% and 4.3%. In 2015, the gap between the national and Southend percentage is 4.5%, which is an improvement on the 2014 figure 6.8%.

For those young people who have SEN, but without a statement, the gap between the national and the Southend averages is the lowest since 2013. In 2015 it is 0.4% having been 6.8% in 2013.

In 2015, a lower percentage of young people in Southend with SEN, but no statement of educational need, achieved three levels of progress in either English or maths than those nationally. In 2015, the gap in English between the national and Southend percentages is 5.1% and in maths it is 3.8%. However, for those young people who do have a statement, in 2015 a higher percentage of them achieved 3 levels of progress than nationally in both English and maths. This is the first year that this has been the case in the last three years.

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## Section 3 Behaviour and Attendance

### Behaviour (see tables 45 & 46)

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, 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 45 in the appendix. In primary schools the percentage of children subject to fixed term exclusions is consistently less than that nationally, but in secondary and special schools the trend is more mixed. The last full year reported in 2013 / 14, shows in Southend the lowest percentage of the school population were subject to a fixed term exclusion in primary and secondary schools. Both primary and secondary school data shows the rate to be lower than the national average in the phases of education. The special school figure for Southend is lower than in 2012 / 13, but not the lowest since 2011. The 2013 / 14 percentage is lower than the national average. The overall figure for all pupils over the last 4 years indicates a mixed picture of success in this measure. The provisional 2014 / 15 data has no national comparator at this time, but all school phases have shown an increase in fixed term exclusions from the previous year.

#### Permanent exclusions

##### Successes

The LA for many years, together with maintained 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 2010 /11 and 2013 / 14 in table 46 shows the significance of the much lower permanent exclusion rates in the borough. The overall rate is lower than the national average in 2013 and 2014. 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.

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 2014 / 15, 7 schools were inspected. None of these inspections judged behaviour (and safety) to be inadequate. In one inspections behaviour was judged to require improvement, in 4 schools behaviour was judged to be good and in 2 schools it was outstanding.



## Attendance (see table 47 to 50)

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 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

2014/15 data for primary and secondary demonstrates an improvement in school attendance for autumn and spring term however, historical data suggests that there is a need to sustain this pattern in the summer term. In primary schools the overall absence rate has fallen to 3.8% of half days missed, a fall from 4.0% in 2013 / 14. Persistent absenteeism has fallen significantly from 3.1% in 2012 / 13 to 1.6% in 2014 / 15. In secondary schools, although the figures are higher than in primary schools, a similar pattern of improvement is evident. It is noteworthy that in 2014 / 15 the persistent absenteeism rate in secondary schools has fallen by 1.6% since last year. In special schools overall absence has increased by 4.5% since last year with a significant rise in authorised absence. There has been no change in persistent absenteeism in special schools which remains at 14.5%.

When considering the overall absence rates for 2014 / 15, there is no change in authorised or unauthorised absence since last year, but a 1% lower persistent absenteeism rate.

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 and reduce persistent absence:

- Continued commitment to Every School Day Matters: an innovative street patrol programme launched in 2013
- Persistent Absence project and programmed activities with priority schools
- 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.

### **Areas for further development**

Attendance in Southend primary schools overall has been less good than that nationally since 2013. Unauthorised absence in Southend was higher than that nationally in 2013 / 14. In secondary schools the overall absence rate has been lower than that nationally since 2013 and the overall absence rate in Southend has fallen by 0.8% in this time. Secondary school authorised absence has reduced by 0.5% in Southend since 2012 / 13, whereas nationally the fall was 0.6% in 2013 / 14. In special schools the absence rates show a mixed picture of improvement. Both unauthorised and authorised absence has increased significantly in 2014 / 15 to 13.4% overall from 8.9% in 2013 / 14. The persistent absenteeism rate has remained the same at 14.5%. Early national releases of attendance data for Autumn and Spring terms 2014/15 for primary and secondary schools indicate Southend's overall absence, including persistent absence, is better than national (currently there is no comparative data for the Summer term or special schools).

Overall, when considering all phases of education persistent absenteeism has been higher in Southend schools than that nationally in 2012 / 13 and 2013 / 14. In 2014 / 15 there has been a 1% fall but there is no nationally comparative data at this time to see how this fall compares with the national average. For all Southend schools there has been no change in 2014 / 15 in the unauthorised and authorised absence rates since last year although there has been a 0.9% reduction since 2012 / 13.

## Section 4 OfSTED Inspection outcomes (see tables 51 to 54)

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 2015. 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'.

Southend LA tracks the outcomes of school inspections, inspection by inspection and therefore has up-to-date data about the outcomes of the 5 school inspections that were completed in 2014 / 15. 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. Where a school has 6<sup>th</sup> form or Early years provision a grade is also given for these aspects of a school's work. Grades are given from 1 to 4. 1 is outstanding, 2 is good, 3 requires improvement and 4 is inadequate.

In 2014 / 15, seven schools were inspected of which six were judged to be good or better. One school was judged to be inadequate.

### Successes

It is pleasing to see that the percentage of children in good and outstanding primary schools has increased again and is now 83%. The percentage of secondary students in good or outstanding secondary schools has also increased and is now above the national average. Even if data for those schools that have recently become an academy secondary school is added, this figure does not fall below the national average. Notwithstanding this improvement, 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.
- intensive use of School Support Partner to improve leadership at all levels including middle leadership.

- 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 children attending a good or outstanding school over the last three years and this overall figure is now slightly above the national percentage overall. Individually Primary, Secondary and Special School data show over 80% of Southend student attending good or better schools as judged in their last Ofsted inspection. The data does, however, suggest that the number of outstanding schools has not improved at the same rate as the good schools. 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.

## Section 5 School to School Support: The Southend Challenge

Southend-on-Sea local authority, together with schools in the borough, have worked together on the Southend Challenge strategy and partnership. The Southend Challenge focuses 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. Each cluster of schools shares an LA funded School Support Partner who works with the schools in the cluster to support improvement with both Local Authority and cluster priorities.

These partnerships of schools working together on common issues and challenges enable schools jointly to:

- Undertake Peer Reviews and learn from each other
- Pool resources to facilitate improvement
- Work together to provide support in challenging times, including the changing role of the LA in regard to school improvement
- Raise standards achieved by children and young people

The Local Authority has also developed and continues a strong partnership with the South Essex Teaching School Alliance (SETSA) to further support school improvement work within the borough.

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 other secondary schools in the borough. All schools that are publicly funded, regardless of their governance arrangements and status, are included 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

## Section 6 Future Priorities

This report is a retrospective account of performance and outcomes for the academic year 2014-15. As such it reports upon performance and priorities that have now moved on in the nine months that have passed since the public examinations.

The following broad priorities have emerged as a result of the findings set out in this annual report. Whilst several of these have featured before, there are some areas that will require increasing focus due to their importance or stubbornness in being resolved. As a result of the changes both in legislation nationally, and in leadership within Learning at Southend Borough Council, these will inevitably shift in emphasis over the coming year.

- Further improve the effectiveness and quality of teaching and learning
- Further improve the effectiveness and quality of leadership and governance in all schools
- Raise the achievement of disadvantaged young people in all key stages
- 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
- Improve attendance to be at least as good as the national average and reduce persistent absenteeism
- Reduce exclusions in all phases of schooling
- Increasingly work in an integrated way with partners, including the Early Help programme and with Health to ensure a coordinated and joined up approach
- Improve the performance of disadvantaged groups and other vulnerable groups including children who are looked after
- Develop a strategy which strengthens the recruitment and retention of teachers
- Ensure all schools inspected by OFSTED are judged to be at least good by the end of the academic year 2017/18
- Support the embedding of assessment without levels in primary and progress 8 measures in secondary
- The local authority and partners to act collectively to establish a school-led system of improvement
- Establish an approach 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
- Together with Multi Academy Trusts, develop criteria that ensure high quality education for pupils attending schools within the trust arrangements

The above priorities overall are dealt with in detail in the Children and Young People's Plan.



## Appendix - Data Tables & Charts

### Section 1 - Achievement and Progress

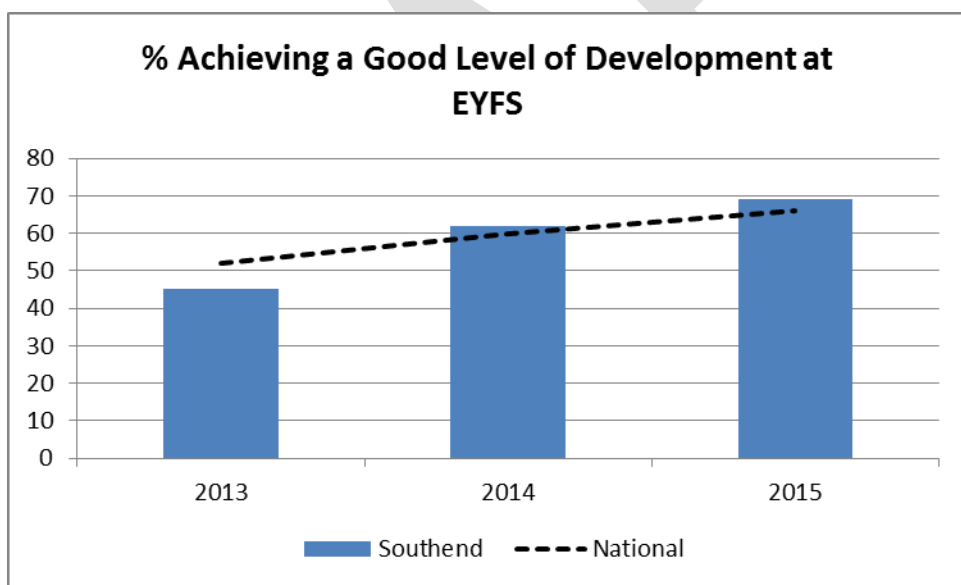
#### Early Years (EYFS)

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 1** EYFS Good level of development (GLD)

	2013	2014	2015
Southend	45	62	69
National	52	60	66

Notes Data prior to 2013 is not comparable due to changes made to the EYFSP  
Source SFR36/2015 Main Tables - Table 1  
Data Final



## Key Stage 1

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

	2012		2013		2014		2015	
	Southend	National	Southend	National	Southend	National	Southend	National
Speaking/Listening	90	88	90	89	92	89	91	90
Reading	87	87	88	89	90	90	90	90
Writing	84	83	84	85	86	86	87	88
Maths	89	91	90	91	91	92	92	93
Science	90	89	90	90	92	91	92	91

Notes

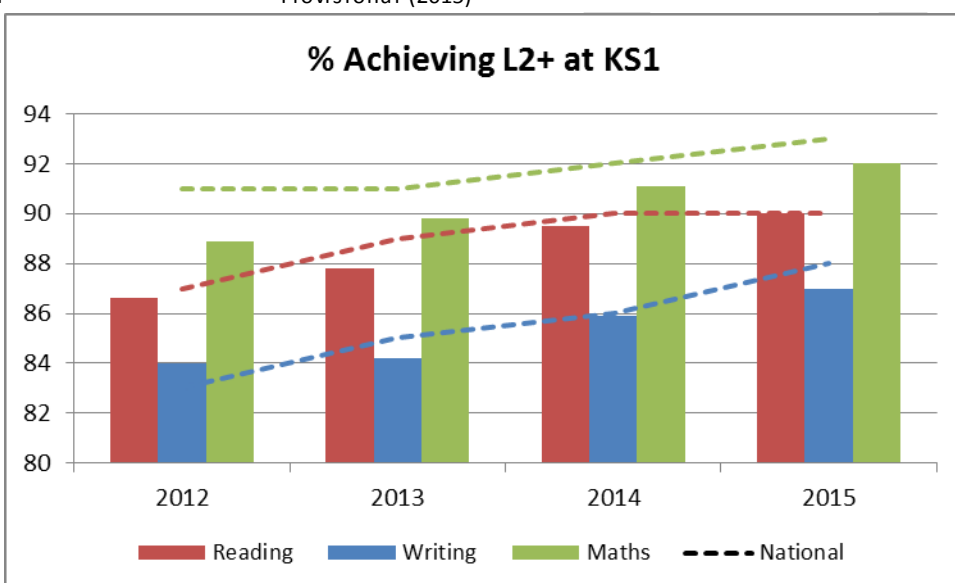
Level 2 is the expected level of achievement for pupils at the end of key stage 1.

Source

DFE SFR 32/2015 - Table 17

Data

Provisional (2015)



**Table 3** Percentage of children achieving level 2b+ (not a national measure of attainment)

	2012		2013		2014		2015	
	Southend	National	Southend	National	Southend	National	Southend	National
Speaking/Listening	...	...	...	...	...	...	...	...
Reading	76	76	78	79	81	81	82	82
Writing	64	64	67	67	71	70	72	72
Maths	75	76	76	78	79	80	82	82
Science	...	...	...	...	...	...	...	...

Notes

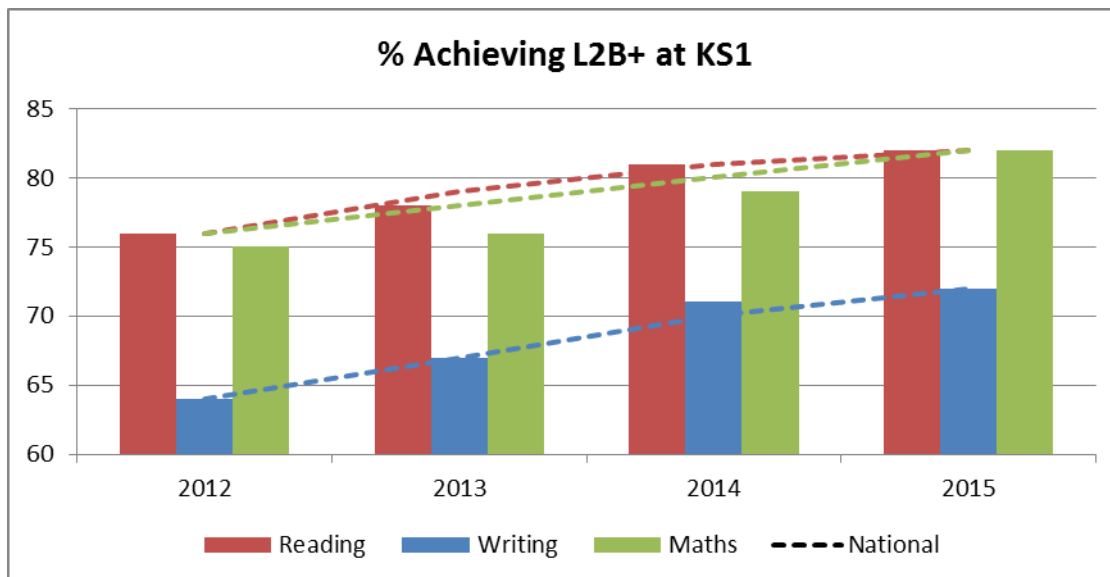
Level 2B is not reported for Speaking & Listening/Science

Source

DFE SFR 32/2015 - Table 18

Data

Provisional (2015)



## Key Stage 2

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

	2012		2013		2014		2015	
	Southend	National	Southend	National	Southend	National	Southend	National
% L4+ Grammar, Punctuation & Spelling	...	...	72	74	78	76	81	81
% L4+ Reading	84	87	84	86	89	89	89	90
% L4+ Writing	79	81	82	84	87	85	87	87
% L4+ Maths	82	84	83	85	86	86	86	87
% >4 Reading, Writing & Maths combined	71	75	74	75	80	78	80	80
% L5+ Grammar, Punctuation & Spelling	...	...	49	48	55	52	58	56
% L5+ Reading	47	48	45	45	50	49	48	49
% L5+ Writing	28	28	31	30	36	33	37	36
% L5+ Maths	37	39	40	41	43	42	43	42
% >L5 Reading, Writing & Maths combined	20	20	22	21	25	24	25	24

Notes

Grammar, punctuation & spelling tests were introduced in 2013

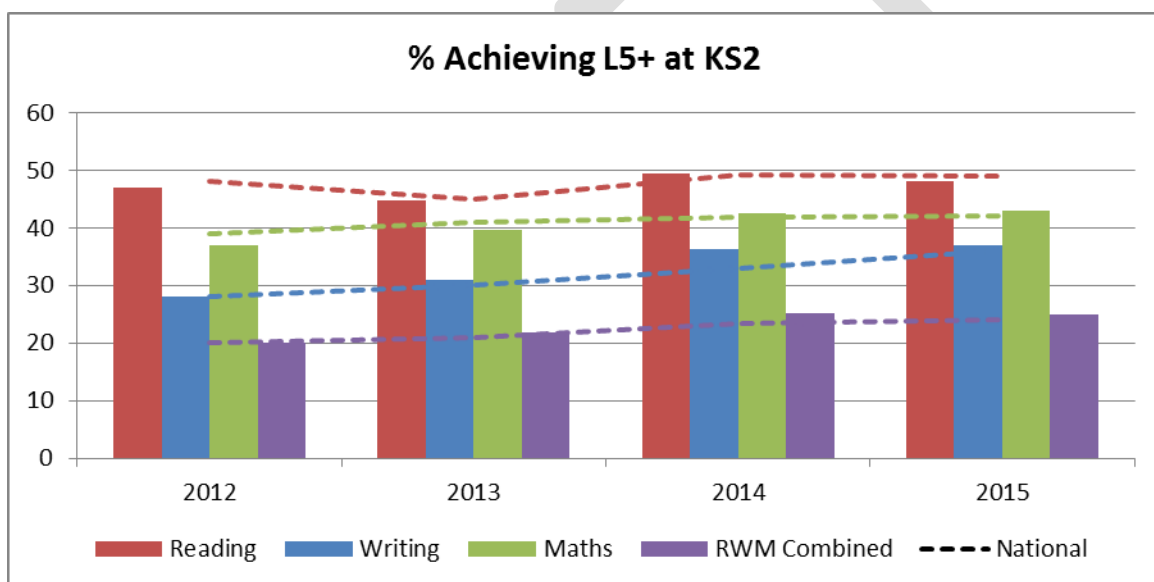
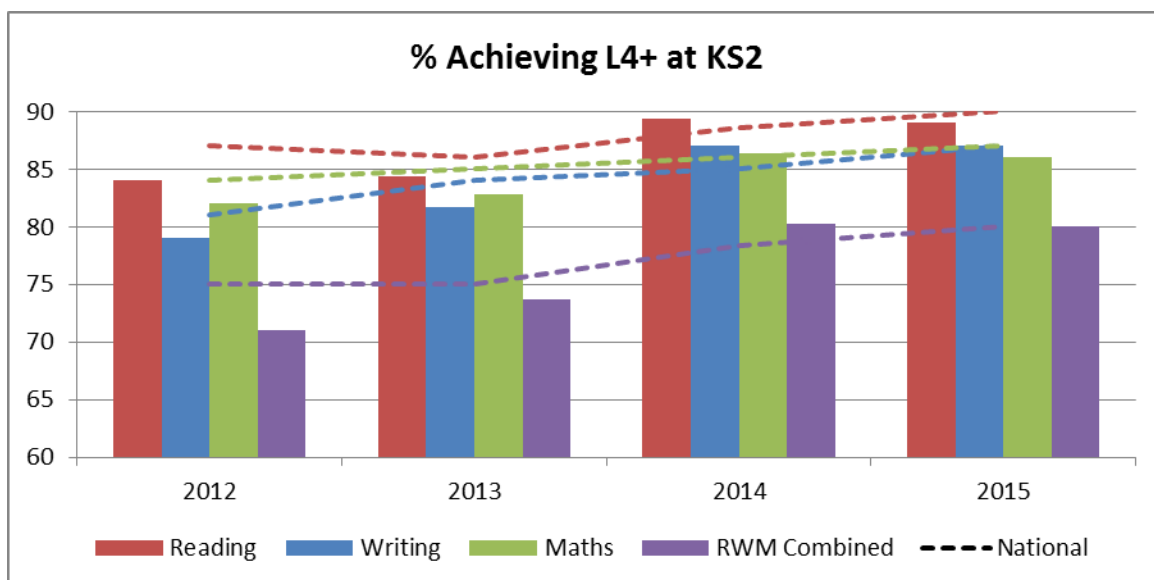
National is for state-funded schools only

Source

SFR 47/2015 Tables 12-16

Data

Revised (2015)



**Table 5** Progress made by children at the end of Key Stage 2

	2012		2013		2014		2015	
	Southend	National	Southend	National	Southend	National	Southend	National
% Two levels of progress Reading	87	90	86	88	89	91	89	91
% Two levels of progress Writing	88	90	90	92	95	93	94	94
% Two levels of progress Maths	85	87	85	88	88	90	88	90
% Three levels of progress Reading	29	33	27	30	29	35	29	33
% Three levels of progress Writing	27	28	28	30	33	33	35	36
% Three levels of progress Maths	23	27	28	31	31	35	34	34

Notes

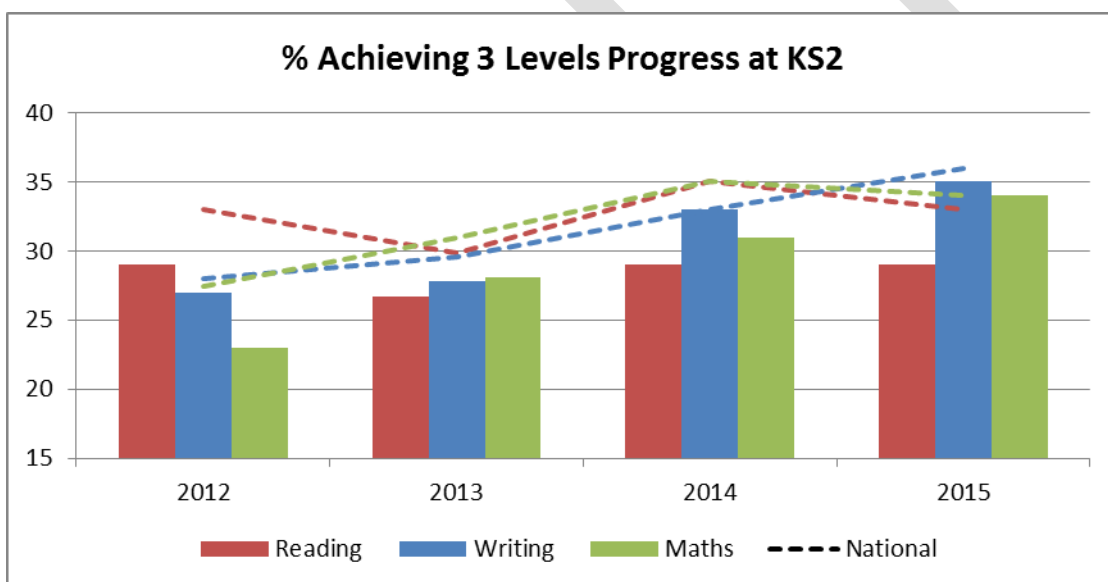
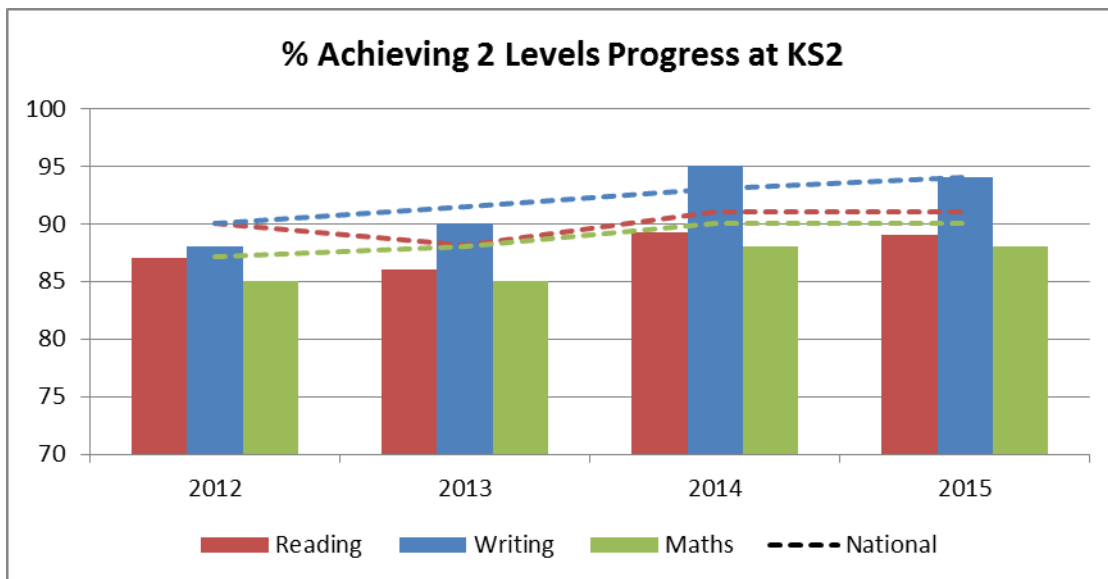
Source

Data

National is for state-funded schools only

SFR 47/2015 Tables 19-21. Three levels progress data from FFT Aspire

Revised (2015)



## Key Stage 4

**Table 6** Percentage of young people who achieve GCSEs and the progress made in English and mathematics

Key Stage 4	2012		2013		2014		2015	
	Southend	National	Southend	National	Southend	National	Southend	National
5 A*-C (Including English and Maths)	61.8	58.8	61.9	60.6	62.2	56.6	64.7	57.1
5 A*-G	94.4	95.7	93.2	95.8	91.9	93.4	94.4	94.2
3 Levels progress English	68.5	68.0	67.6	67.6	73.2	71.6	75.0	71.1
3 Levels progress Maths	70.4	68.7	71.9	71.9	69.9	65.5	73.7	66.9

Notes

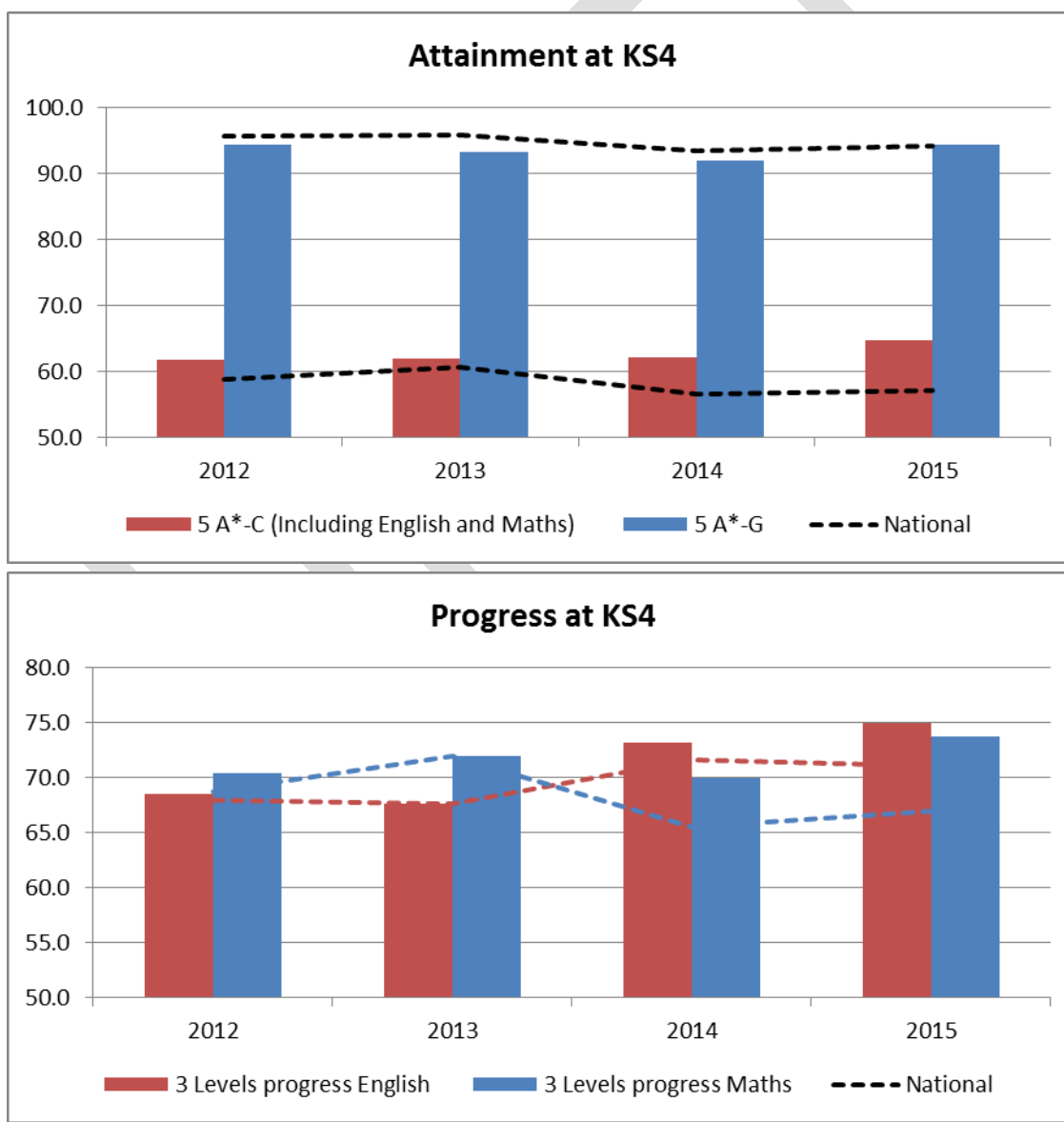
National figure is state-funded schools only and includes pupils recently arrived from overseas

Source

SFR01/2016 Table LA1/LA5, Table 1c/3a

Data

Revised



## 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.

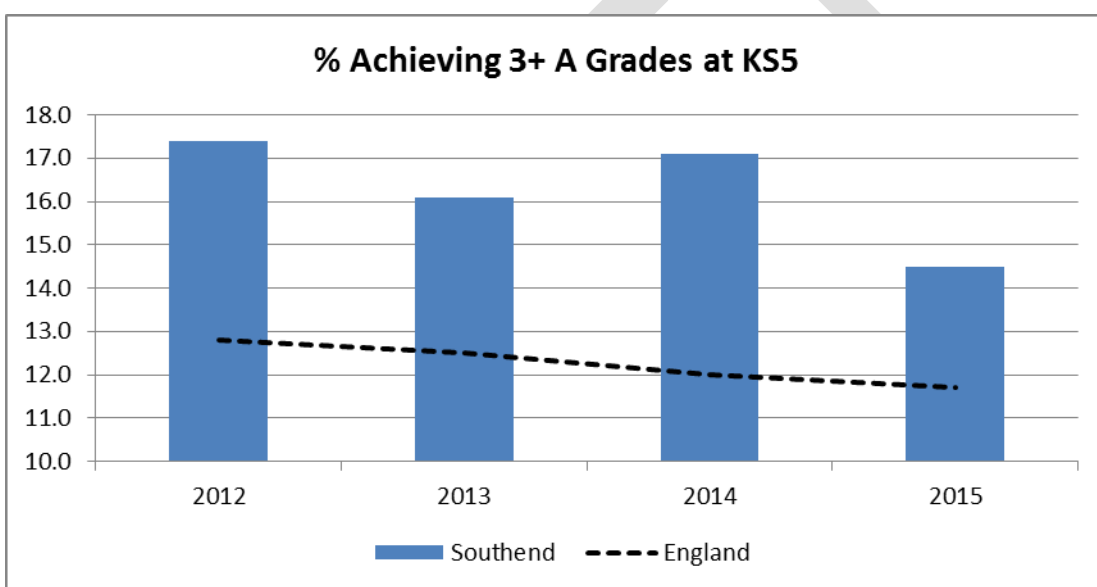
**Table 7** Percentage of young people gaining 3+ A grades at GCE/Applied GCE A level and double awards

	2012	2013	2014	2015
<b>Southend</b>	17.4	16.1	17.1	14.5
<b>England</b>	12.8	12.5	12.0	11.7

Notes England figures include all schools and state-funded colleges

Source SFR\_38\_2015 Table 12a

Data Revised



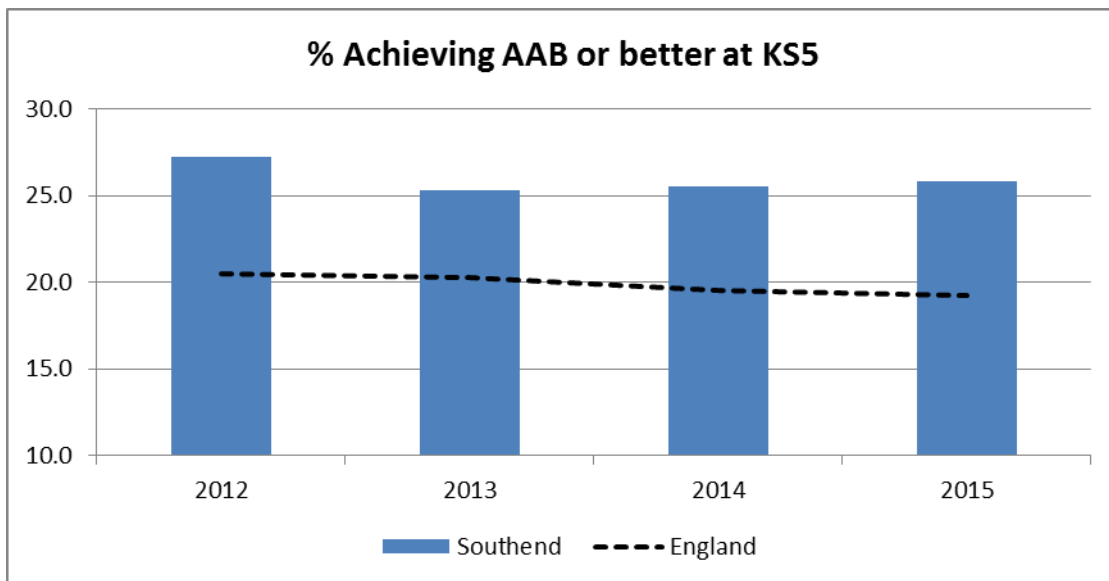
**Table 8** Percentage of young people achieving grades AAB or better at GCE A Level, applied GCE A level and double award A level

	2012	2013	2014	2015
<b>Southend</b>	27.2	25.3	25.5	25.8
<b>England</b>	20.5	20.3	19.5	19.2

Notes England figures include all schools and state-funded colleges

Source SFR\_38\_2015 Table 12a

Data Revised



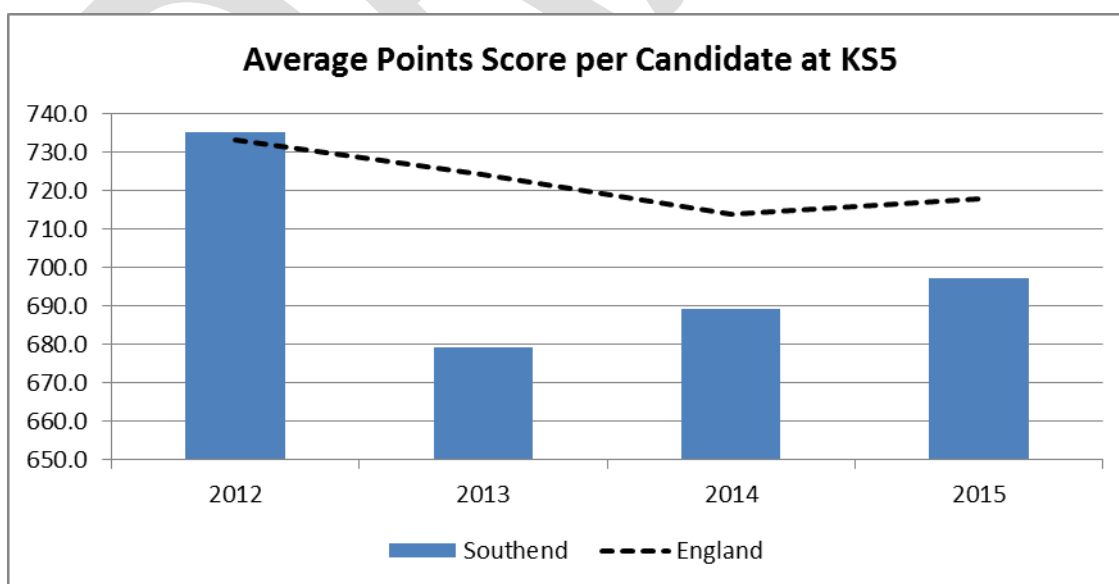
**Table 9** GCE/A/AS level – average points score per candidate

	2012	2013	2014	2015
<b>Southend</b>	735.3	679.1	689.1	697.1
<b>England</b>	733.0	724.3	714.0	717.8

Notes England figures include all schools and state-funded colleges

Source SFR\_38\_2015 Table 12a

Data Revised



**Table 10** GCE/A/AS level – average points score per entry

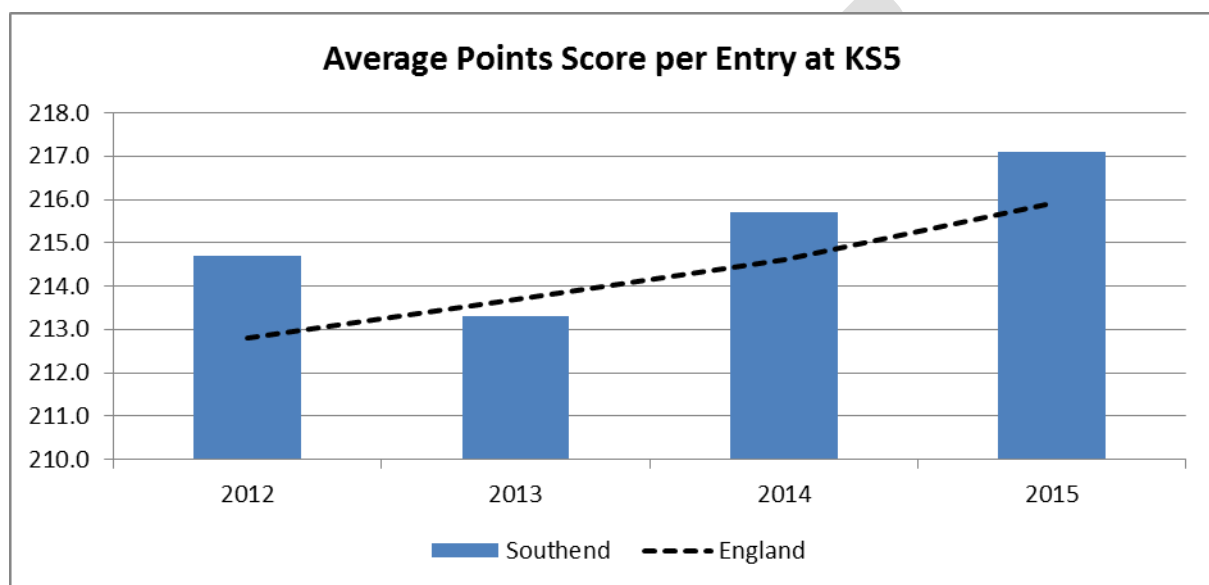


	2012	2013	2014	2015
<b>Southend</b>	214.7	213.3	215.7	217.1
<b>England</b>	212.8	213.7	214.6	215.9

Notes England figures include all schools and state-funded colleges

Source SFR\_38\_2015 Table 12a

Data Revised



**Table 11** Apprenticeship Programme Starts for 16 – 19 year olds

Level	Intermediate Level Apprenticeship	Advance and Higher Level Apprenticeship	All Apprenticeships
10/11	330	60	390
11/12	260	80	340
12/13	200	80	280
13/14 prov	160*	50*	210*

\* - 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 -

### Free school meal achievement & gap

#### Early Years

**Table 12** EYFS - free school meal attainment

	2013			2014			2015		
	FSM	Non-FSM	Gap	FSM	Non-FSM	Gap	FSM	Non-FSM	Gap
<b>Southend</b>	26	50	-24	43	66	-24	56	71	-15
<b>National</b>	36	55	-19	45	64	-19	51	69	-18

Notes

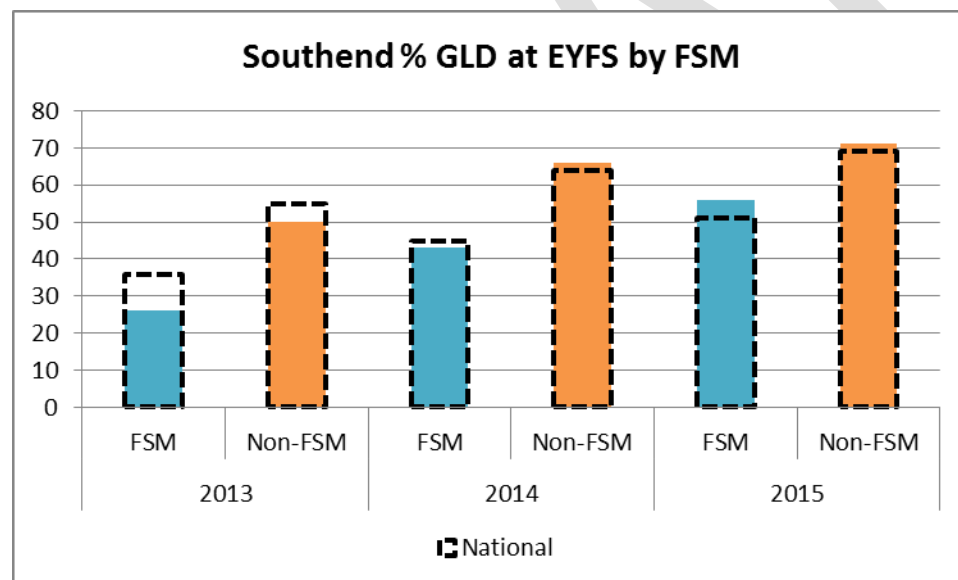
Data prior to 2013 is not comparable due to changes made to the EYFSP

Source

SFR36/2015 Additional Tables - Table 6

Data

Final



#### Key Stage 1

Table 13

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

	% Achieving L2 or above							
	2012		2013		2014		2015	
	Southend	National	Southend	National	Southend	National	Southend	National
Speaking/Listening	83	79	80	80	85	81	80	82
Reading	76	76	75	79	79	80	74	82
Writing	72	70	70	73	73	75	70	77
Maths	79	82	78	84	81	85	79	86
Science	84	80	78	81	83	82	81	83

Notes

Level 2 is the expected level of achievement for pupils at the end of key stage 1.

Source

DFE SFR 32/2015 - Table 23

Data

Provisional (2015)

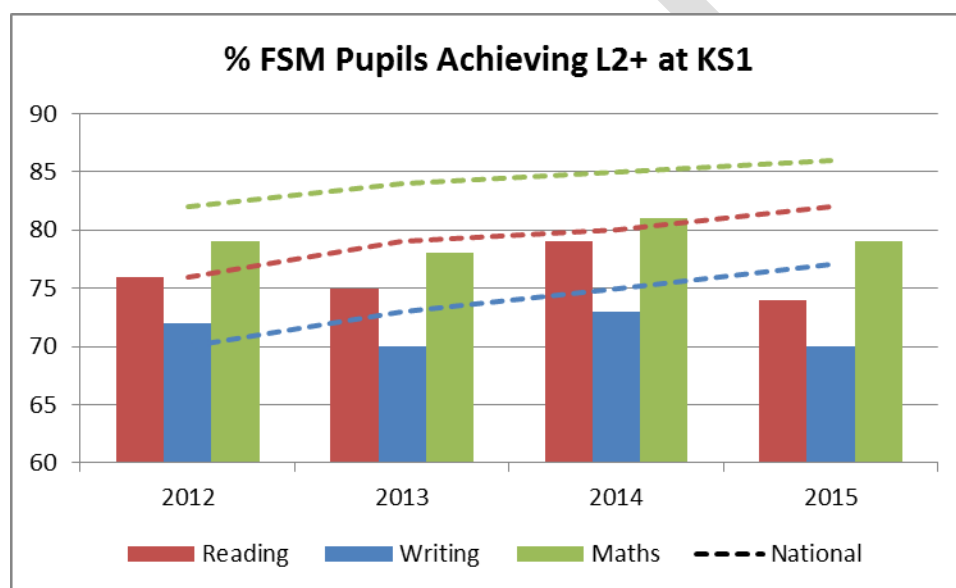


Table 14

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

		% Achieving L2 or above											
		2012			2013			2014			2015		
		FSM	Non-FSM	Gap	FSM	Non-FSM	Gap	FSM	Non-FSM	Gap	FSM	Non-FSM	Gap
Southend	speaking/Listening	83	92	-9	80	93	-13	85	93	-8	80	93	-13
National		79	91	-12	80	91	-11	81	92	-11	82	92	-10
Southend	Reading	76	90	-14	75	91	-16	79	92	-13	74	93	-19
National		76	90	-14	79	91	-12	80	92	-12	82	92	-10
Southend	Writing	72	89	-17	70	88	-18	73	89	-16	70	90	-20
National		70	87	-17	73	88	-15	75	89	-14	77	90	-13
Southend	Maths	79	92	-13	78	93	-15	81	93	-12	79	94	-15
National		82	93	-11	84	93	-9	85	94	-9	86	94	-8
Southend	Science	84	92	-8	78	93	-15	83	94	-11	81	94	-13
National		80	92	-12	81	93	-12	82	93	-11	83	93	-10

Notes

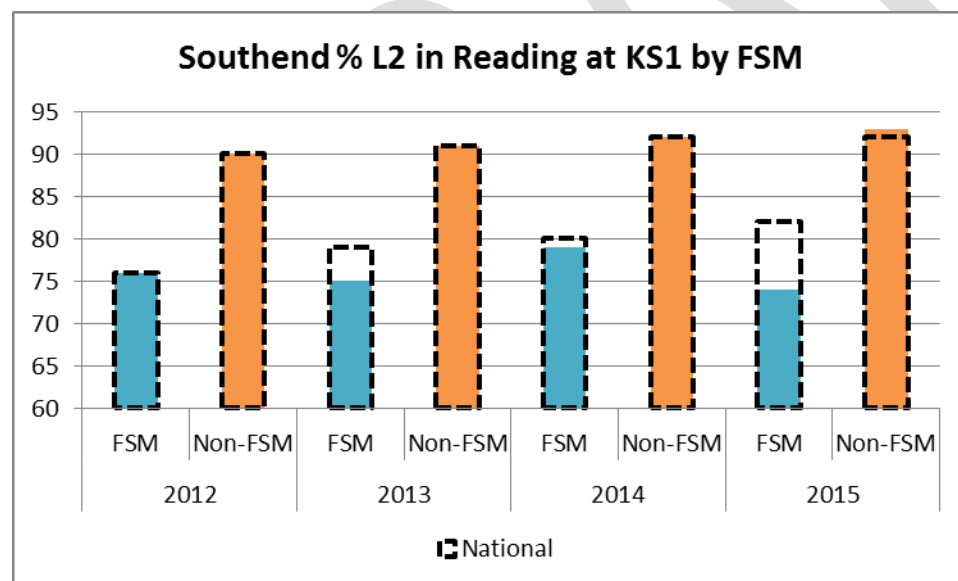
Level 2 is the expected level of achievement for pupils at the end of key stage 1.

Source

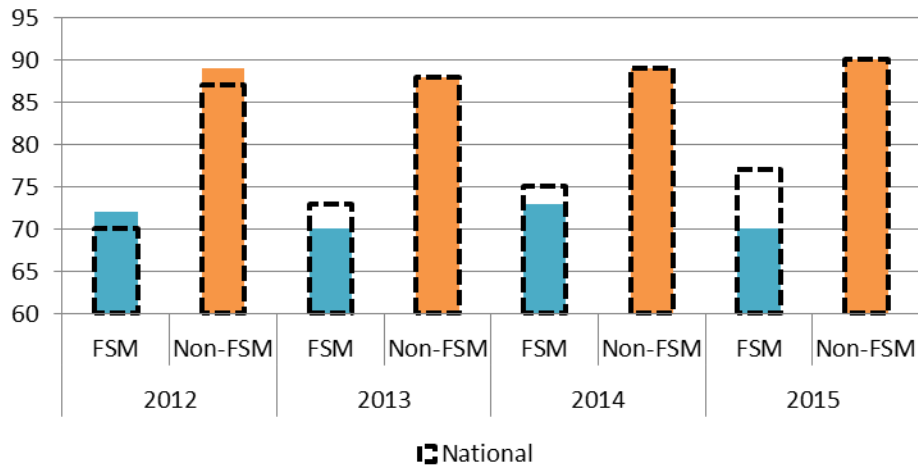
DFE SFR 32/2015 - Table 23

Data

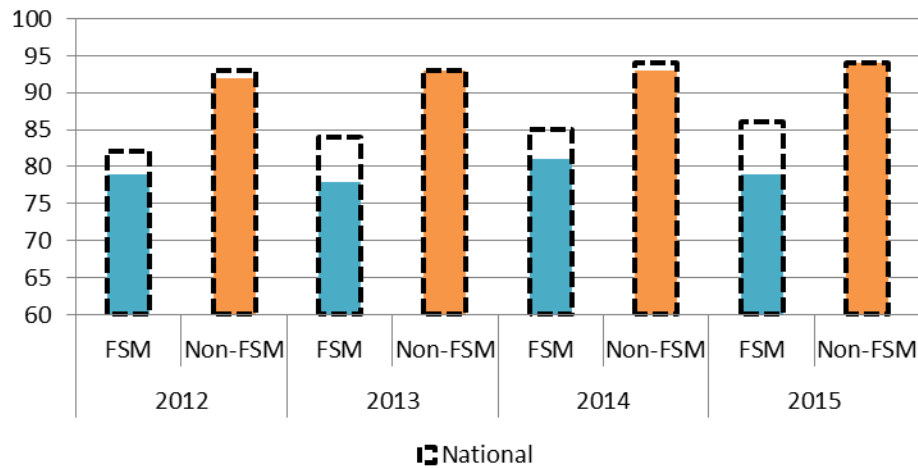
Provisional (2015)



**Southend % L2 in Writing at KS1 by FSM**



**Southend % L2 in Maths at KS1 by FSM**



## Key Stage 2

**Table 15** Key Stage 2 - percentage of children eligible for Free School Meals achieving national standards

	2012		2013		2014		2015	
	Southend	National	Southend	National	Southend	National	Southend	National
% L4+ Reading	71	77	72	75	77	79	77	80
% L4+ Writing	66	68	66	71	72	73	73	76
% L4+ Maths	69	73	71	74	74	75	73	77
% >4 Reading, Writing &	53	59	56	60	63	64	61	66
% L5+ Reading	29	31	24	27	32	32	27	30
% L5+ Writing	11	14	12	16	17	18	18	19
% L5+ Maths	21	23	20	25	21	25	21	25
% >5 Reading, Writing &	7	8	6	9	9	11	7	10

Notes

Level 4 is the expected level of achievement for pupils at the end of key stage 2.

Source

SFR 47/2015 Table 25, L5 data from FFT Aspire

Data

Revised (2015)

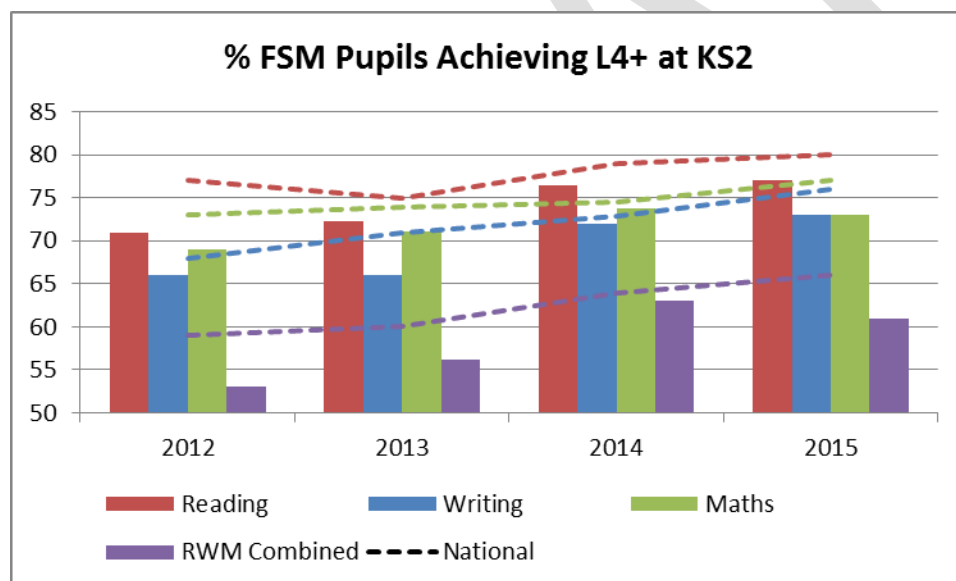


Table 16

**Key Stage 2 - percentage of children eligible for Free School Meals / Non Free School meal achieving national standards and the gap**

		% Achieving L4 or above											
		2012			2013			2014			2015		
		FSM	Non-FSM	Gap	FSM	Non-FSM	Gap	FSM	Non-FSM	Gap	FSM	Non-FSM	Gap
Southend	Reading	71	87	-16	72	87	-15	77	92	-16	77	91	-14
National		77	89	-12	75	89	-14	79	91	-12	80	91	-11
Southend	Writing	66	83	-17	66	86	-20	72	90	-18	73	90	-17
National		68	85	-17	71	87	-16	73	88	-15	76	90	-14
Southend	Maths	69	85	-16	71	86	-15	74	89	-15	73	89	-16
National		73	87	-14	74	88	-14	75	89	-15	77	89	-12
Southend	Reading, writing & maths combined	53	78	-25	56	79	-23	63	82	-19	61	83	-22
National		59	76	-17	60	78	-18	64	84	-20	66	83	-17

Notes

Level 4 is the expected level of achievement for pupils at the end of key stage 2.

Source

DFE SFR 32/2015 - Table 23

Data

Provisional (2015)

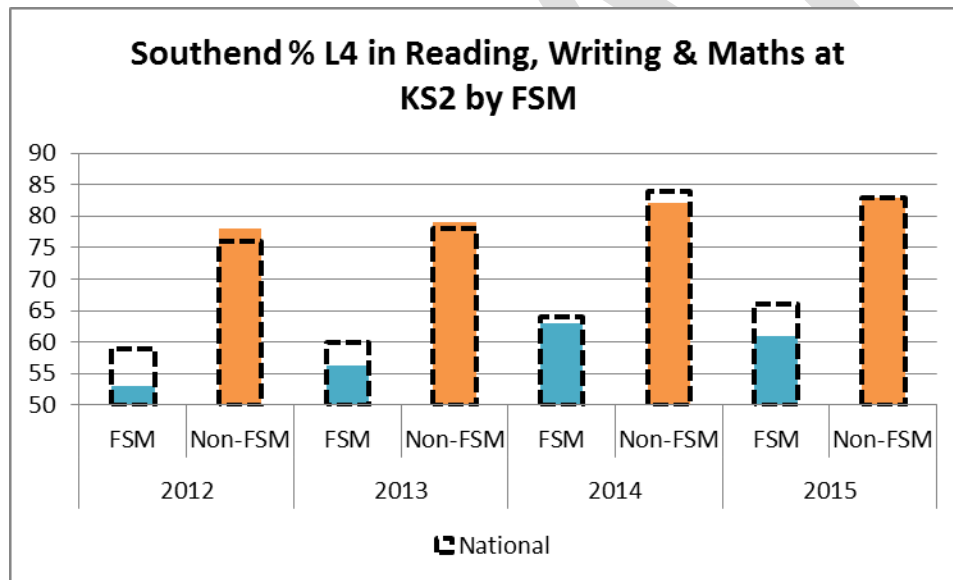


Table 17

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

	2012		2013		2014		2015	
	Southend	National	Southend	National	Southend	National	Southend	National
% Two levels of progress Reading	81	85	77	83	84	86	82	86
% Two levels of progress Writing	81	86	83	88	90	89	90	90
% Two levels of progress Maths	78	81	79	83	80	84	80	84
% Three levels of progress Reading	33	35	28	30	28	36	28	34
% Three levels of progress Writing	20	26	25	27	24	30	33	32
% Three levels of progress Maths	19	22	20	25	20	27	24	27

Notes

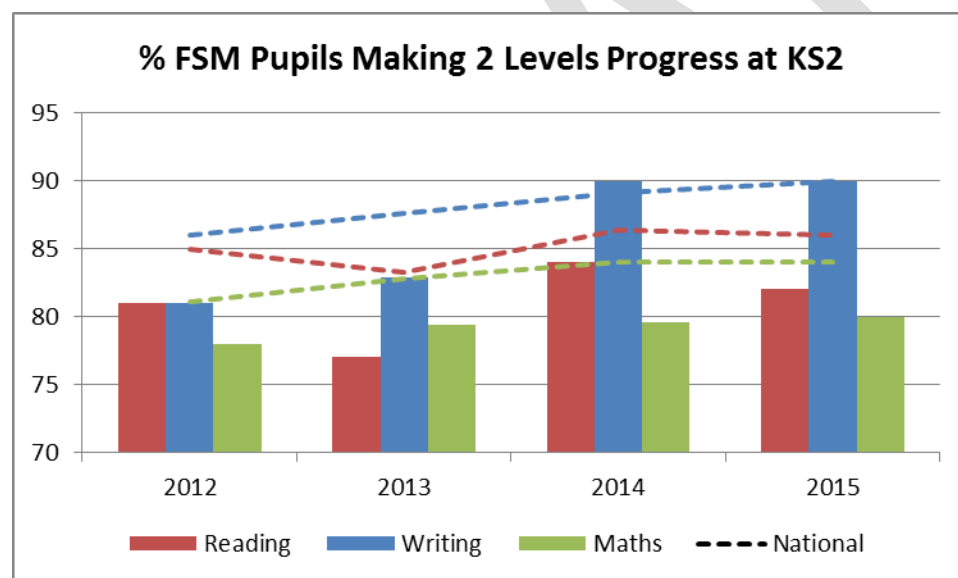
Level 4 is the expected level of achievement for pupils at the end of key stage 2.

Source

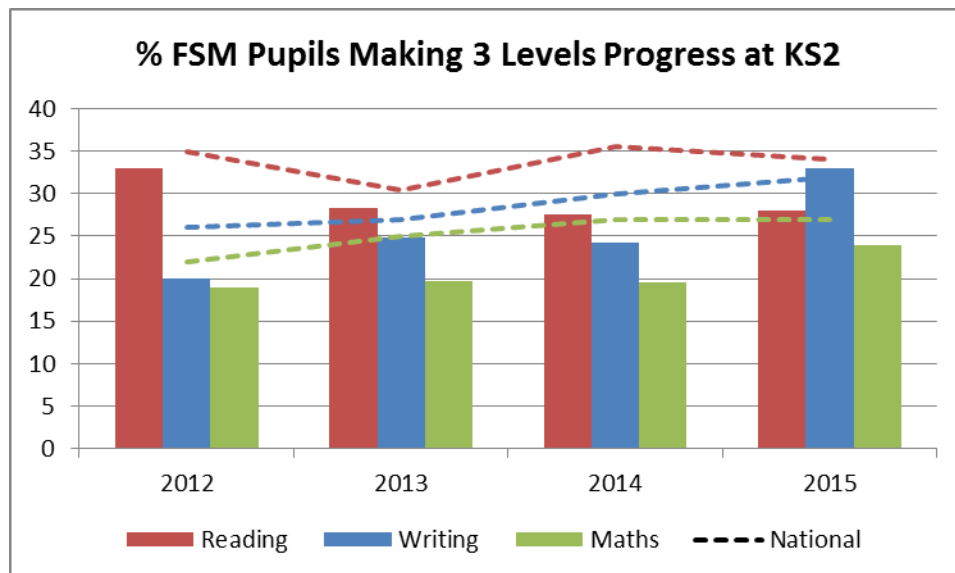
FFT Aspire

Data

Provisional (2015)







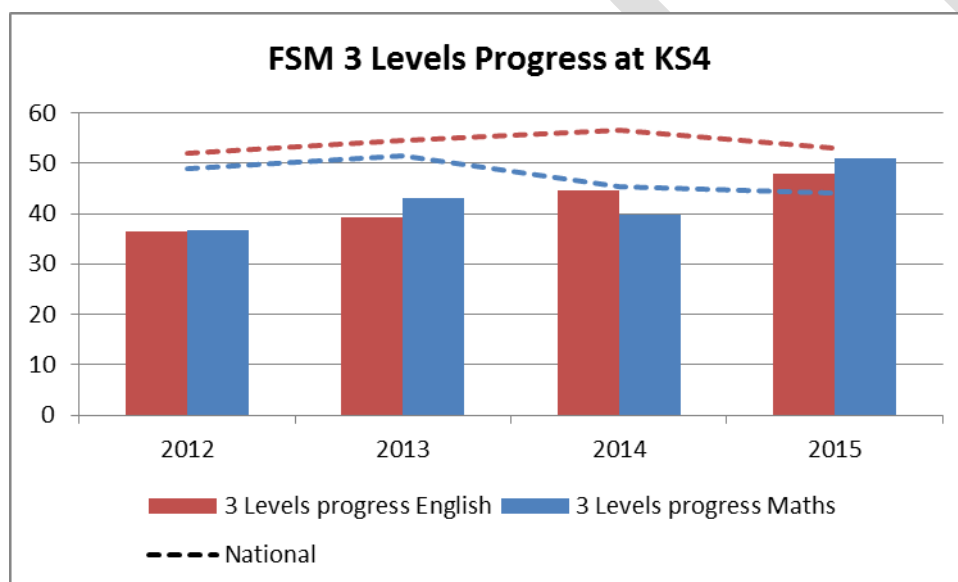
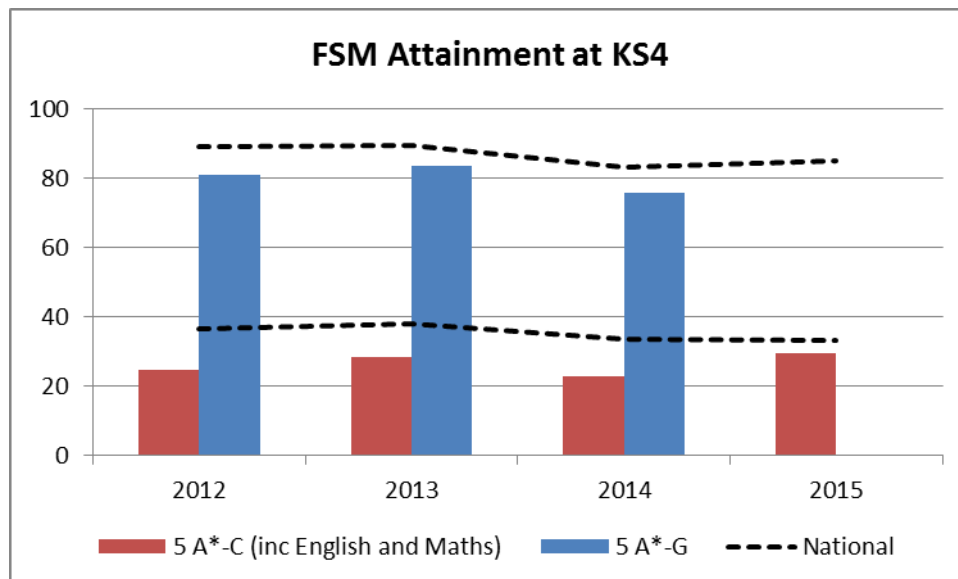
## Key Stage 4

**Table 18** Key Stage 4 - percentage of young people eligible for free school meals achieving national standards

Key Stage 4	2012		2013		2014		2015	
	Southend	National	Southend	National	Southend	National	Southend	National
5 A*-C (inc English and Maths)	24.5	36.5	28.2	38.1	23.0	33.7	29.3	33.3
5 A*-G	80.9	89.1	83.5	89.6	75.7	83.3	84.3	84.9
3 Levels progress English	36.4	52.1	39.3	54.4	44.5	56.6	48.0	53.0
3 Levels progress Maths	36.8	49.0	43.0	51.5	39.7	45.4	51.0	44.0

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

Source SFR01/2016 Table LA8 (Attainment), FFT Aspire (Progress)  
Data Provisional (Progress), Revised (Attainment)



## Gender achievement & gap

### Early Years

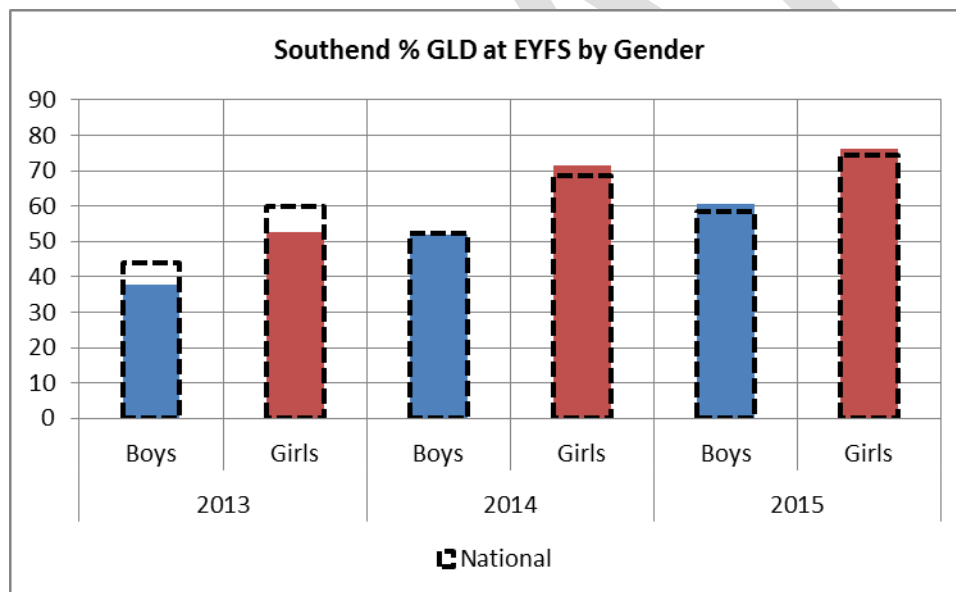
**Table 19** EYFS – Gender GAP of pupils who achieve a Good Level of Development

	2012 – 2015 EYFS GLD by Gender %								
	2013			2014			2015		
	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap
<b>Southend</b>	37.8	52.5	-14.7	51.9	71.5	-19.5	60.7	76.3	-15.6
<b>National</b>	43.9	59.9	-16	52.4	68.7	-16.3	58.6	74.3	-15.6

**Notes** Attainment gaps are calculated from unrounded percentages.  
Data prior to 2013 is not comparable due to changes made to the EYFSP

**Source** SFR36/2015 - Table 1

**Data** Final



## Key Stage 1

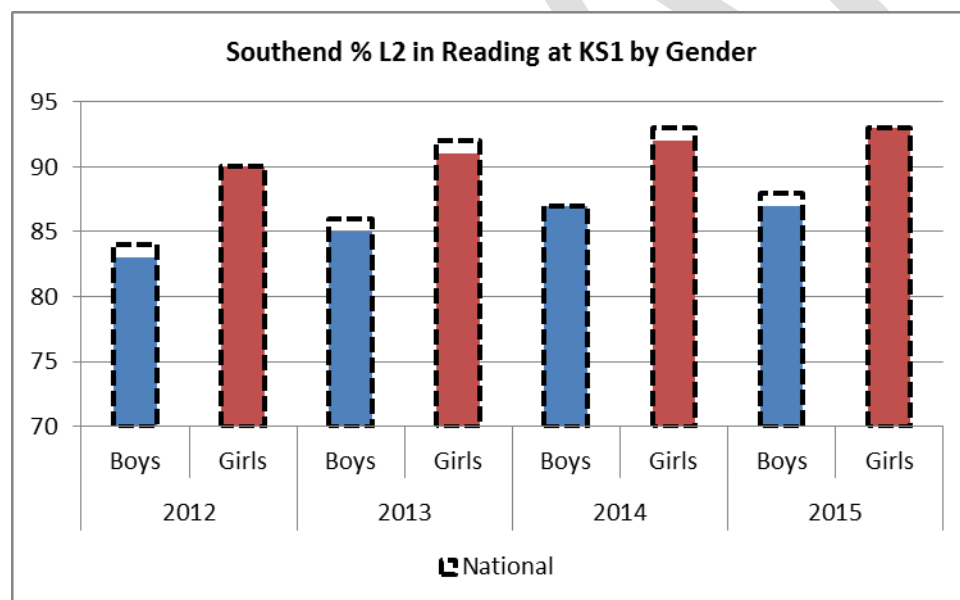
**Table 20** Key Stage 1 – Gender GAP of pupils who achieve level 2+

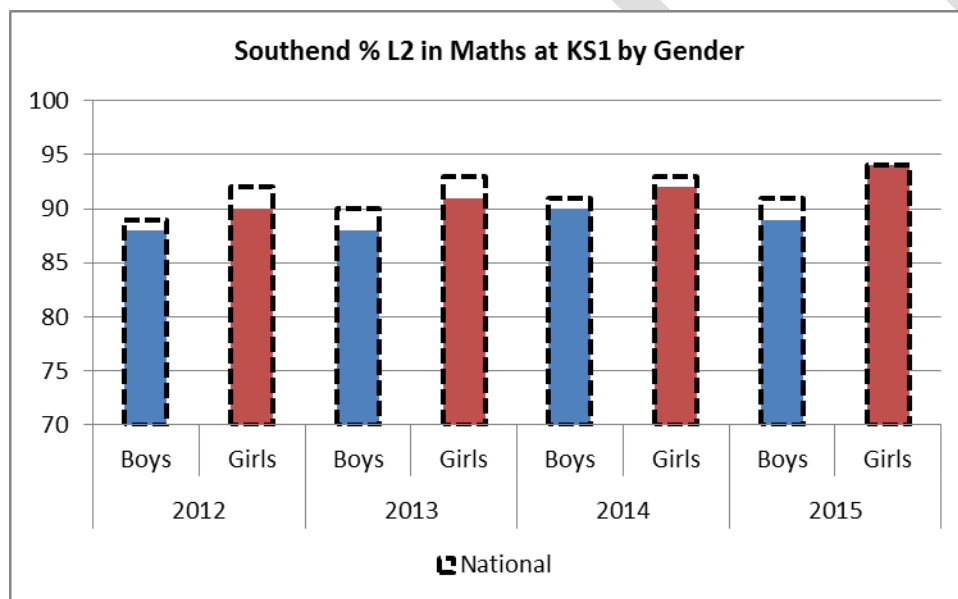
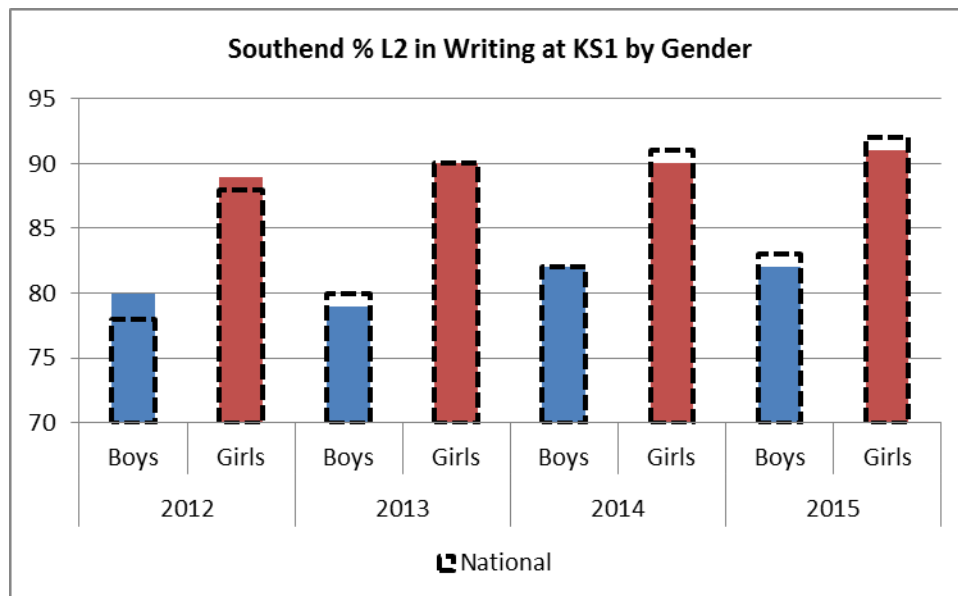
		% Achieving L2 or above by Gender											
		2012			2013			2014			2015		
		Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap
Southend	Speaking & Listening	87	93	-6	87	93	-6	89	94	-5	87	94	-7
National		85	91	-6	86	92	-6	87	92	-5	87	93	-6
Southend	Reading	83	90	-7	85	91	-6	87	92	-5	87	93	-6
National		84	90	-6	86	92	-6	87	93	-6	88	93	-5
Southend	Writing	80	89	-9	79	90	-11	82	90	-8	82	91	-9
National		78	88	-10	80	90	-10	82	91	-9	83	92	-9
Southend	Maths	88	90	-2	88	91	-3	90	92	-2	89	94	-5
National		89	92	-3	90	93	-3	91	93	-2	91	94	-3
Southend	Science	88	93	-5	88	93	-5	91	93	-2	90	94	-4
National		88	91	-3	88	92	-4	89	92	-3	89	93	-4

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

Source DFE SFR 32/2015 - Table 17

Data Provisional (2015)





## Key Stage 2

**Table 21** Key Stage 2 – Gender Gap of pupils achieving national standards

		% Achieving L4 or above by Gender											
		2012			2013			2014			2015		
		Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap
Southend	Reading	82	86	-4	80	89	-9	87	92	-5	87	91	-4
National	Reading	84	90	-6	84	89	-5	87	91	-4	88	92	-4
Southend	Writing	73	86	-13	73	90	-17	84	91	-7	84	91	-7
National	Writing	76	87	-11	79	89	-10	81	90	-9	83	91	-8
Southend	Maths	82	81	1	81	85	-4	86	87	-1	88	85	3
National	Maths	84	84	0	85	85	0	86	86	0	87	87	0
Southend	Reading, writing & maths	67	75	-8	68	80	-12	78	83	-5	78	81	-3
National	Reading, writing & maths	71	79	-8	72	79	-7	76	82	-6	78	83	-5
Southend	Grammar, punctuation & spelling	-	-	-	65	79	-14	74	82	-8	78	85	-7
National	Grammar, punctuation & spelling	-	-	-	69	79	-10	72	82	-10	77	85	-8

Notes Level 4 is the expected level of achievement for pupils at the end of key stage 2.

Source DFE SFR47/2015 - Tables 12-16

Data Revised (2015)

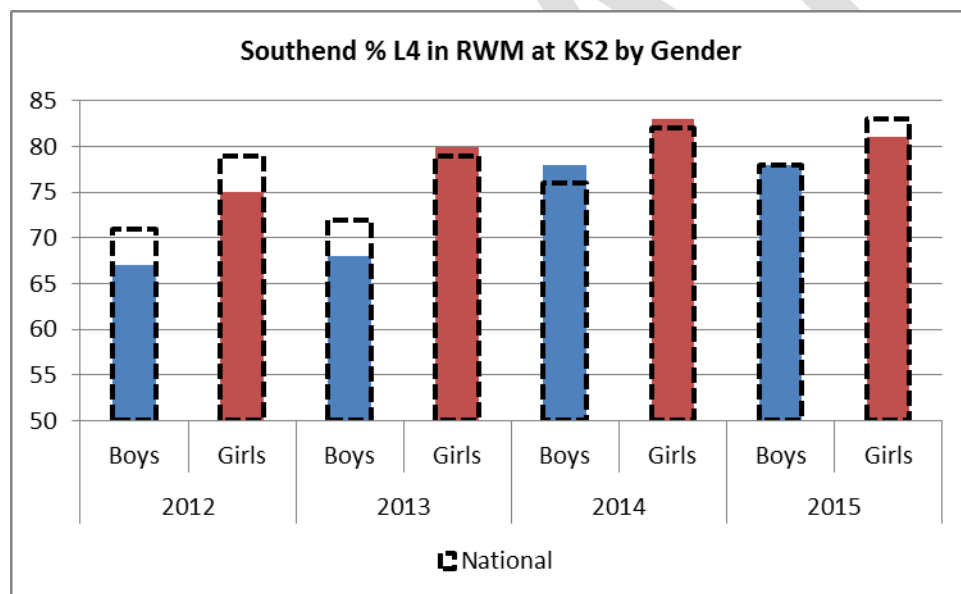


Table 22

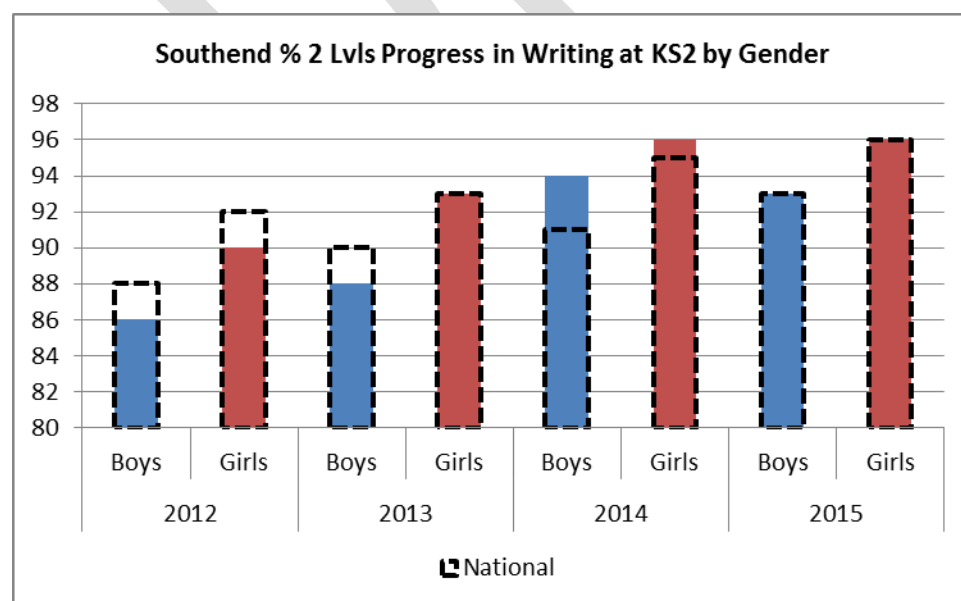
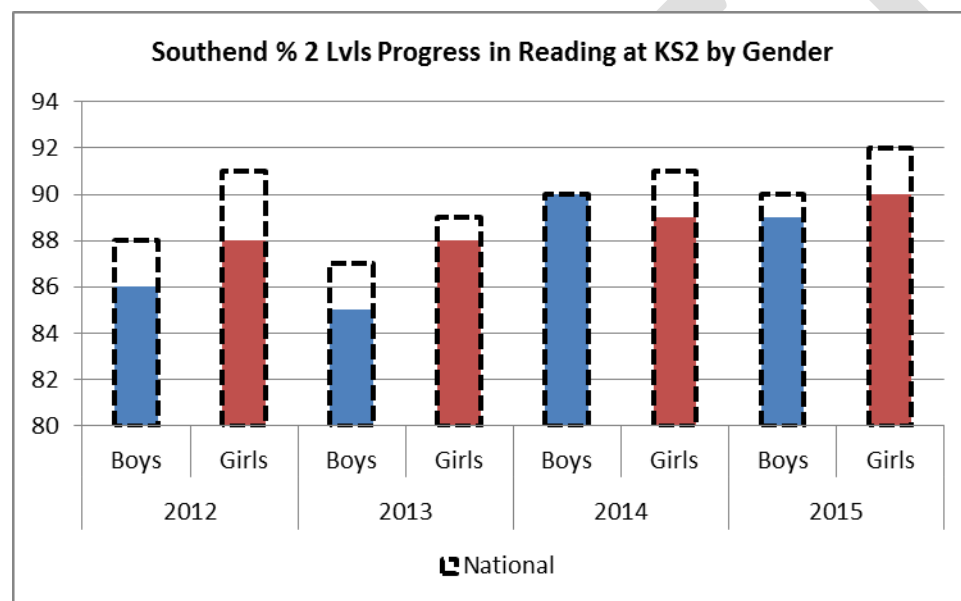
## Key Stage 2 – Gender progress gap of pupils achieving national standards

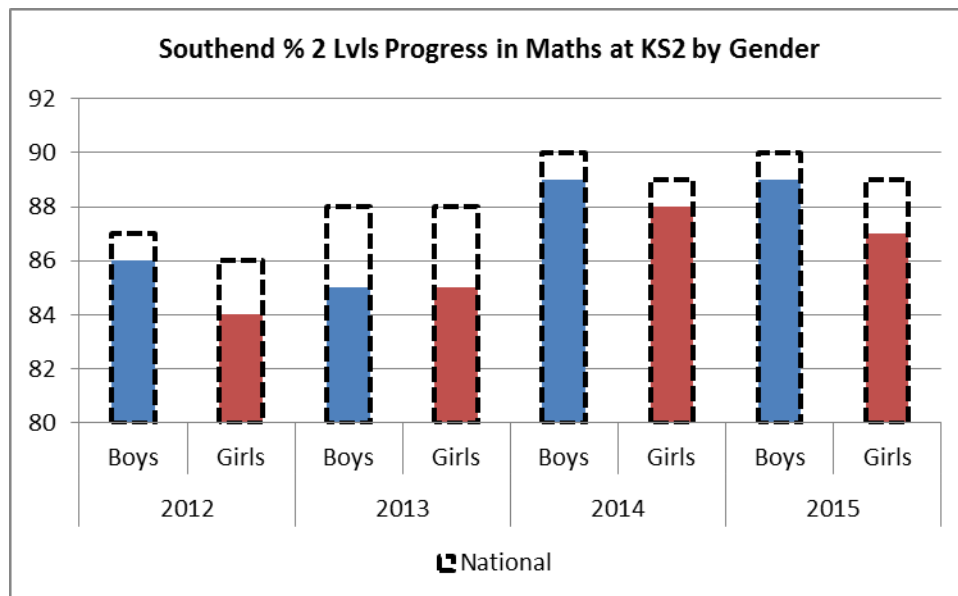
		% Achieving 2 Levels Progress by Gender											
		2012			2013			2014			2015		
		Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap
Southend	Reading	86	88	-2	85	88	-3	90	89	1	89	90	-1
National	Reading	88	91	-3	87	89	-2	90	91	-1	90	92	-2
Southend	Writing	86	90	-4	88	93	-5	94	96	-2	93	96	-3
National	Writing	88	92	-4	90	93	-3	91	95	-4	93	96	-3
Southend	Maths	86	84	2	85	85	0	89	88	1	89	87	2
National	Maths	87	86	1	88	88	0	90	89	1	90	89	1

Notes Level 4 is the expected level of achievement for pupils at the end of key stage 2.

Source DfE Performance Tables (2015) & FFT Aspire historic

Data Revised (2015)







## Key Stage 4

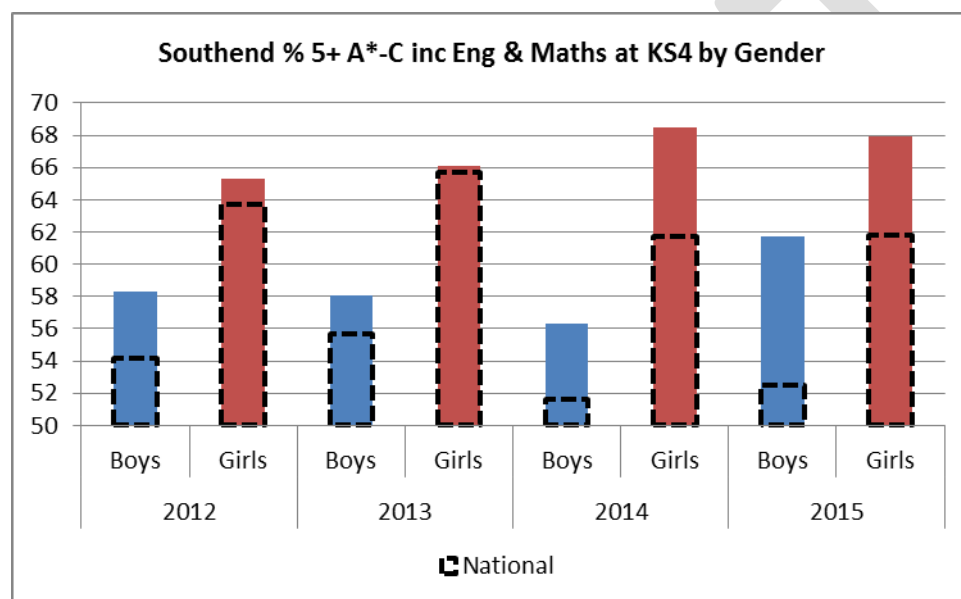
**Table 23** Key Stage 4 – Gender gap of pupils achieving national standards

% Achieving 5+ A*-C inc E&M by Gender												
	2012			2013			2014			2015		
	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap
Southend	58.3	65.3	-7	58.1	66.1	-8	56.3	68.5	-12.2	61.7	67.9	-6.2
National	54.2	63.7	-9.5	55.7	65.7	-10	51.6	61.7	-10.1	52.5	61.8	-9.3

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

Source SFR01\_2016 Table LA1/Table3a

Data Revised



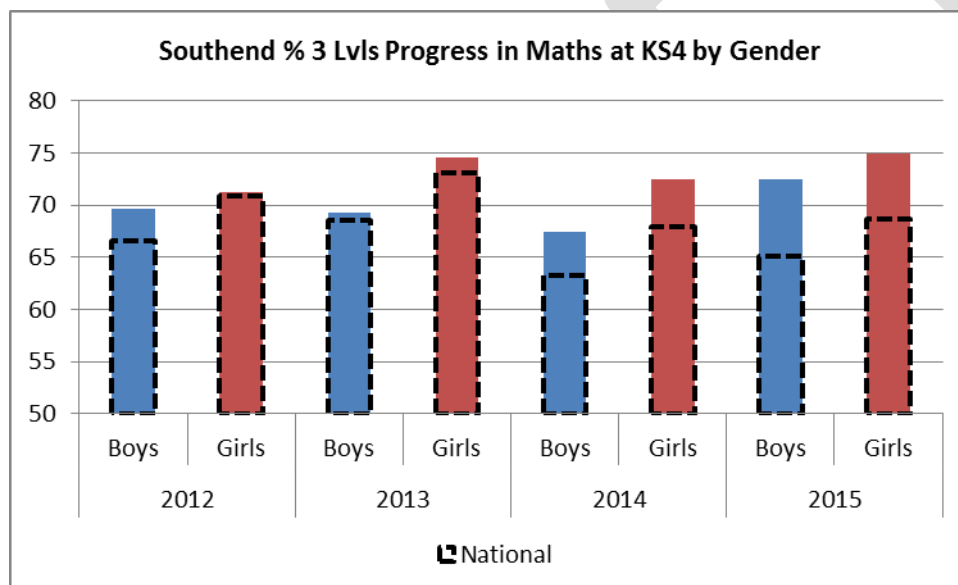
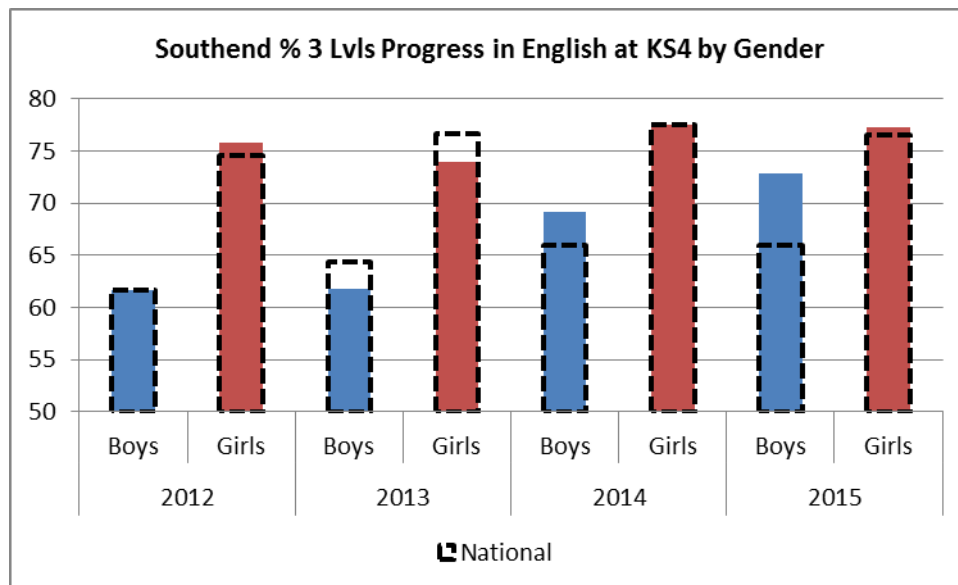
**Table 24** Key Stage 4 – Gender gap of pupils achieving national standards

% Achieving 3 Levels progress by Gender												
		2012			2013			2014			2015	
		Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls
Southend	English	61.6	75.8	-14.2	61.8	73.9	-12.1	69.1	77.5	-8.4	72.8	77.3
National	English	61.7	74.6	-12.9	64.3	76.7	-12.4	65.9	77.5	-11.6	65.9	76.5
Southend	Maths	69.7	71.2	-1.5	69.3	74.6	-5.3	67.4	72.5	-5.1	72.5	74.9
National	Maths	66.6	70.9	-4.3	68.5	73.1	-4.6	63.2	67.9	-4.7	65.1	68.7

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

Source NCER Nova (NPD), DFE Performance Tables (2015)

Data Revised



## Language achievement & gap

### Early Years

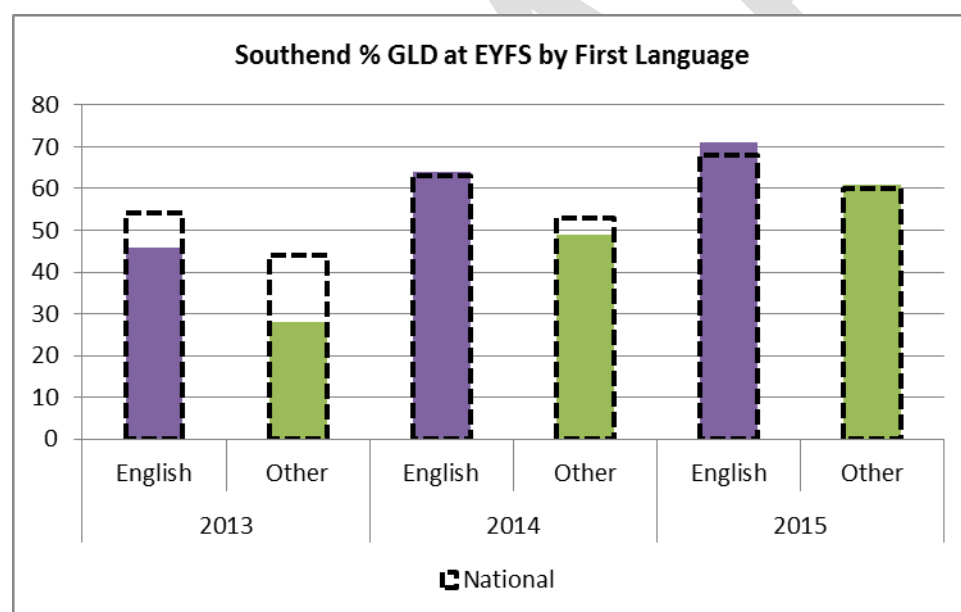
**Table 25** EYFS – Achievement gap by language of pupils achieving national standards

	2012 – 2015 EYFS GLD by First Language %								
	2013			2014			2015		
	English	Other	Gap	English	Other	Gap	English	Other	Gap
<b>Southend</b>	46	28	-18	64	49	-15	71	61	-10
<b>National</b>	54	44	-10	63	53	-10	68	60	-8

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

Source SFR36/2015 Additional Tables - Table 5

Data Final



## Key Stage 1

**Table 26** Key Stage 1 – Achievement gap by language of pupils achieving national standards

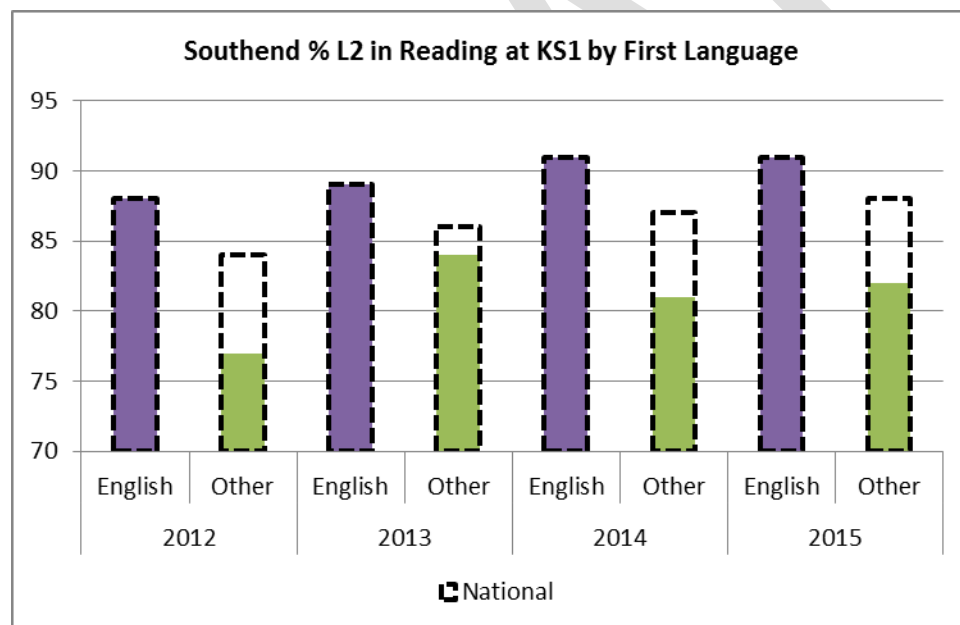
		2012-2015 % Achieving L2 or above by First Language											
		2012			2013			2014			2015		
		English	Other	Gap	English	Other	Gap	English	Other	Gap	English	Other	Gap
Southend	Speaking & Listening	92	78	-14	92	81	-11	93	80	-13	92	82	-10
National	Speaking & Listening	90	81	-9	91	83	-8	91	81	-10	91	85	-6
Southend	Reading	88	77	-11	89	84	-5	91	81	-10	91	82	-9
National	Reading	88	84	-4	89	86	-3	91	87	-4	91	88	-3
Southend	Writing	86	77	-9	85	83	-2	87	77	-10	88	78	-10
National	Writing	84	80	-4	86	82	-4	87	83	-4	88	85	-3
Southend	Maths	90	82	-8	90	87	-3	92	83	-9	93	85	-8
National	Maths	91	88	-3	92	89	-3	93	90	-3	93	91	-2
Southend	Science	92	80	-12	91	83	-8	93	83	-10	93	83	-10
National	Science	91	84	-7	91	85	-6	92	86	-6	92	87	-5

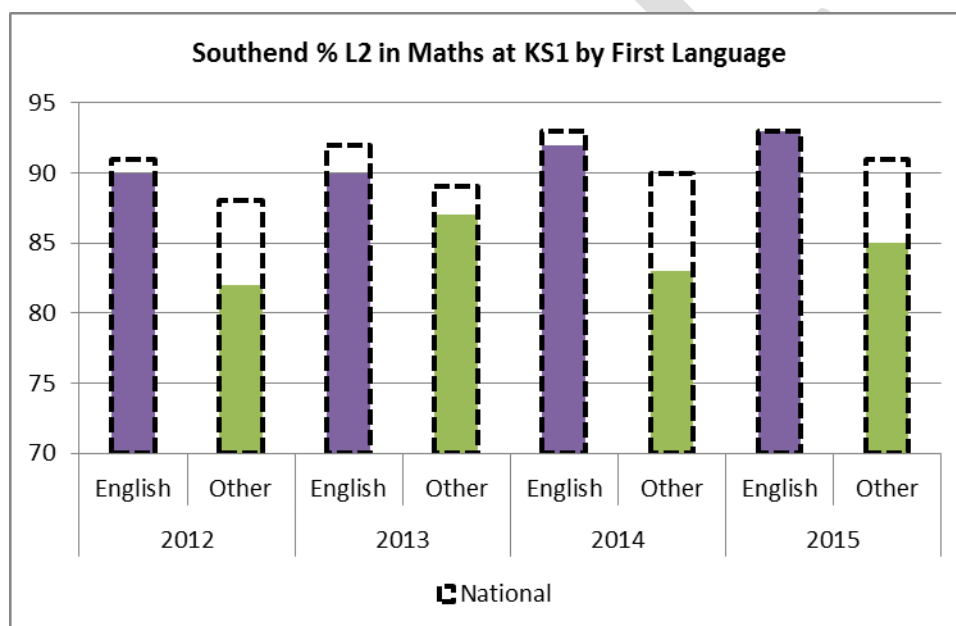
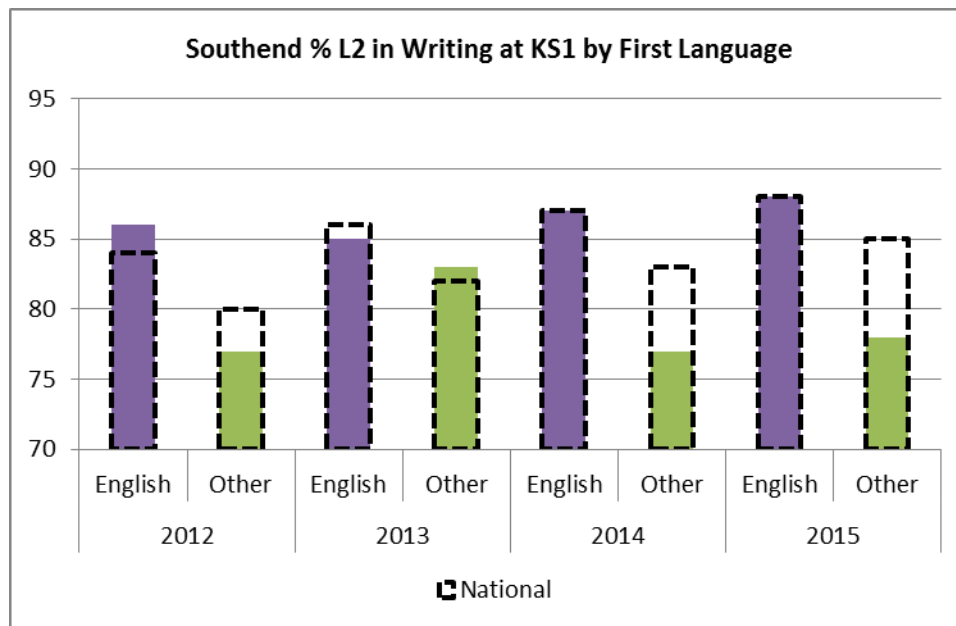
Notes Level 2 is the expected level of achievement for pupils at the end of key stage 1.

Speaking & Listening from FFT Aspire

Source DFE SFR 32/2015 - Table 22

Data Provisional (2015)





## Key Stage 2

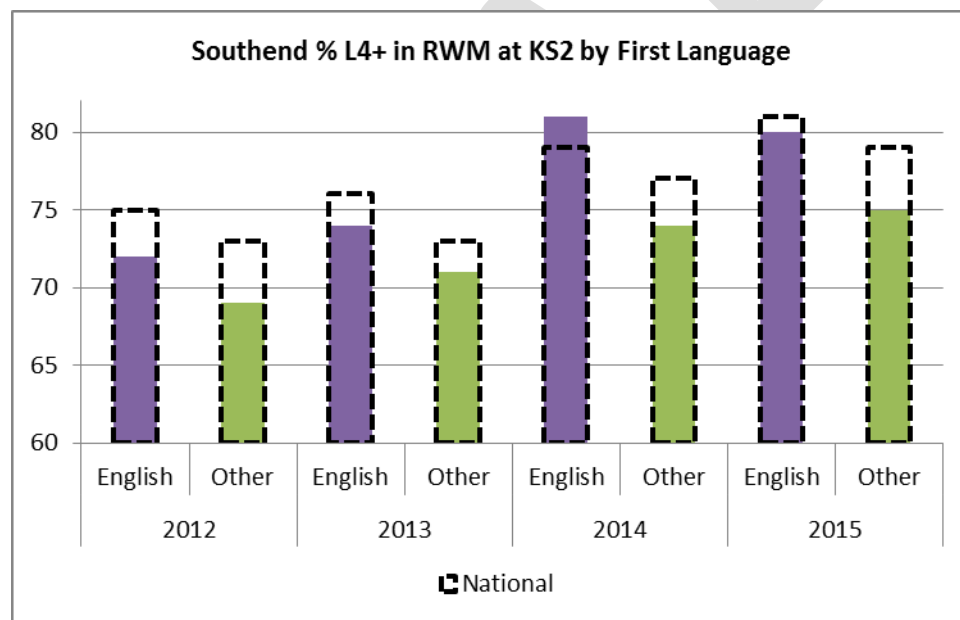
**Table 27** Key Stage 2 – Achievement gap by language of pupils achieving national standards

		% Achieving L4 or above by First Language											
		2012			2013			2014			2015		
		English	Other	Gap	English	Other	Gap	English	Other	Gap	English	Other	Gap
Southend	Reading	85	80	-5	85	80	-5	90	85	-5	89	84	-5
National	Reading	88	84	-4	87	83	-4	90	87	-3	90	87	-3
Southend	Writing	80	75	-5	82	76	-6	88	81	-7	88	85	-3
National	Writing	82	80	-2	84	82	-2	86	84	-2	88	86	-2
Southend	Maths	82	80	-2	83	81	-2	87	84	-3	87	84	-3
National	Maths	85	83	-2	85	85	0	86	86	0	87	87	0
Southend	Reading, writing & maths	72	69	-3	74	71	-3	81	74	-7	80	75	-5
National	Reading, writing & maths	75	73	-2	76	73	-3	79	77	-2	81	79	-2
Southend	Grammar, punctuation & spelling	-	-	-	72	71	-1	78	75	-3	81	82	1
National	Grammar, punctuation & spelling	-	-	-	74	76	2	76	79	3	80	83	3

Notes Grammar, punctuation & spelling tests were introduced in 2013

Source SFR 47/2015 Table 24

Data Revised (2015)



## Key Stage 2

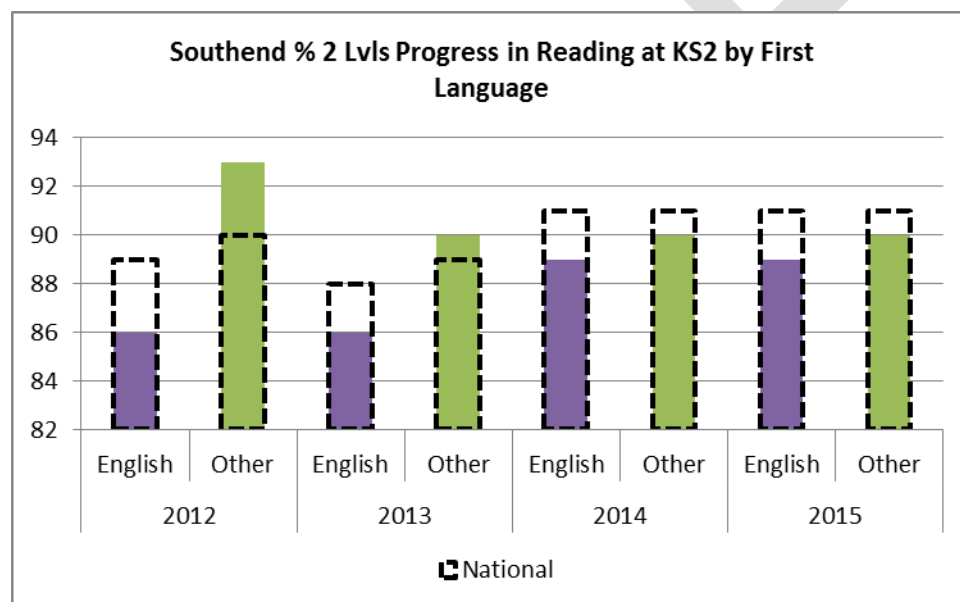
**Table 28** Key Stage 2 – Progress gap by language of pupils achieving national standards

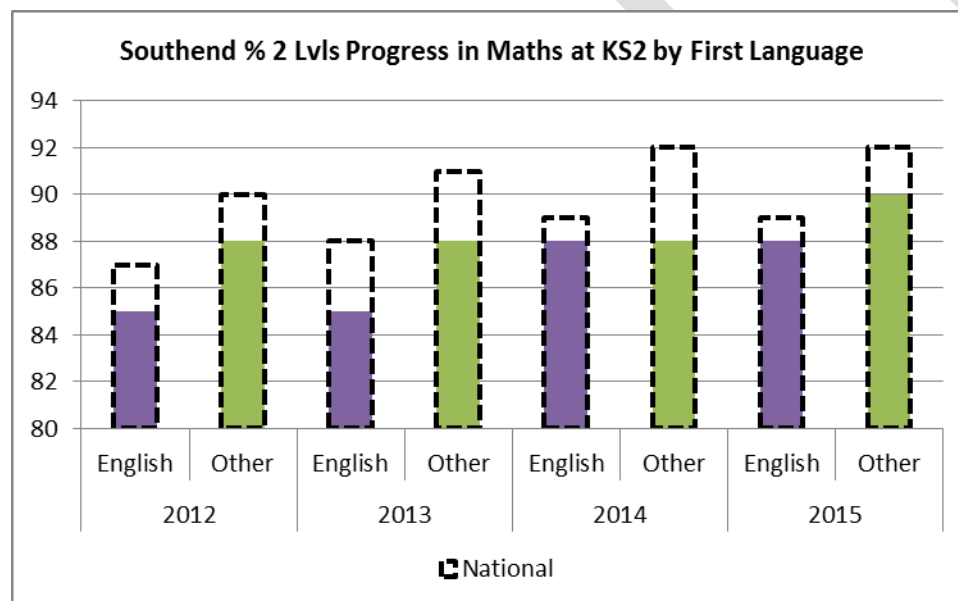
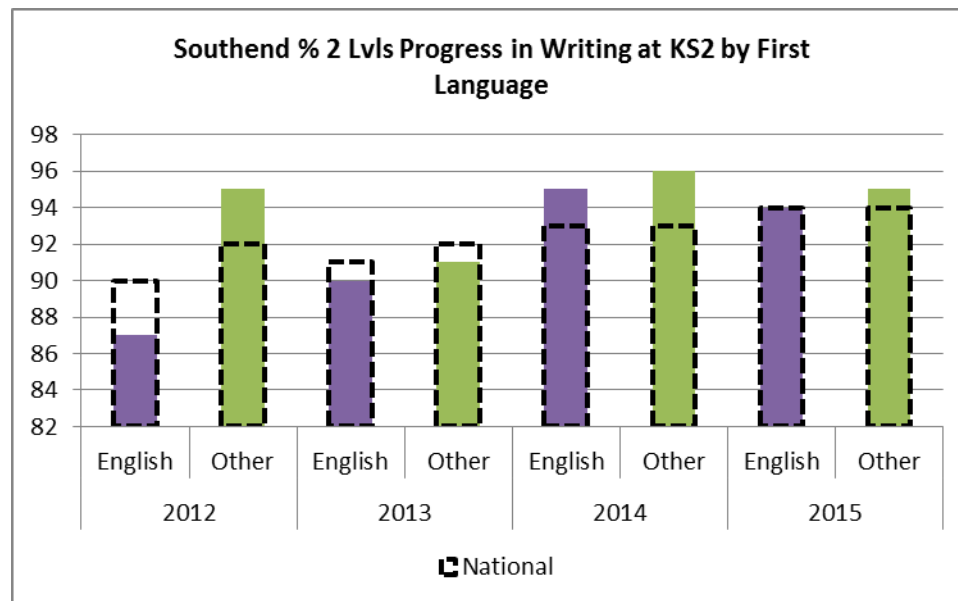
		% Achieving 2 Levels Progress by First Language											
		2012			2013			2014			2015		
		English	Other	Gap	English	Other	Gap	English	Other	Gap	English	Other	Gap
Southend	Reading	86	93	7	86	90	4	89	90	1	89	90	1
National	Reading	89	90	1	88	89	1	91	91	0	91	91	0
Southend	Writing	87	95	8	90	91	1	95	96	1	94	95	1
National	Writing	90	92	2	91	92	1	93	93	0	94	94	0
Southend	Maths	85	88	3	85	88	3	88	88	0	88	90	2
National	Maths	87	90	3	88	91	3	89	92	3	89	92	3

Notes Level 4 is the expected level of achievement for pupils at the end of key stage 2.

Source DfE Performance Tables (English from FFT Aspire using provisional dataset)

Data Revised (2015)







## Key Stage 4

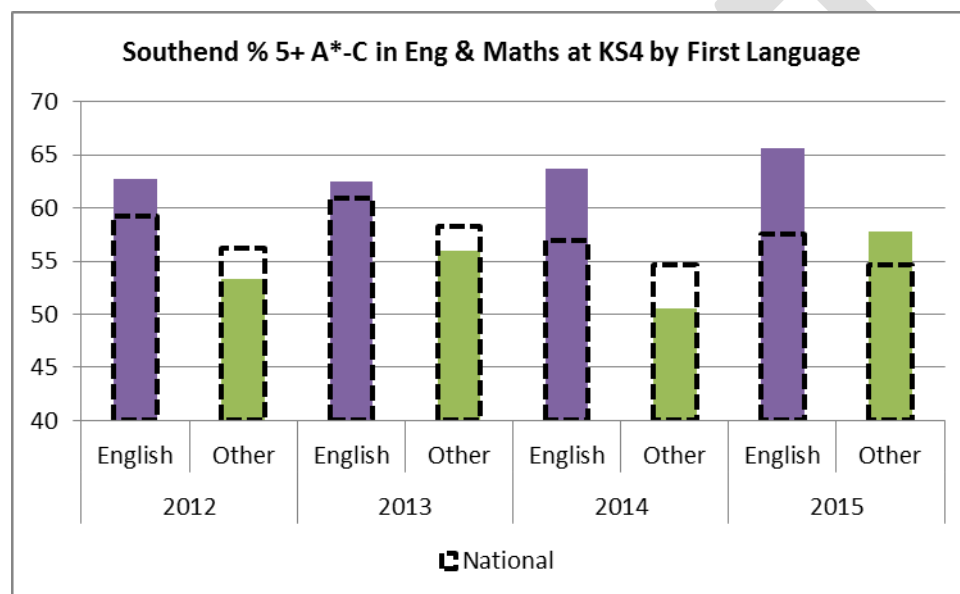
**Table 29** Key Stage 4 – Achievement gap by language of pupils achieving national standards

% Achieving 5+ A*-C inc E&M by First Language												
	2012			2013			2014			2015		
	English	Other	Gap	English	Other	Gap	English	Other	Gap	English	Other	Gap
Southend	62.7	53.3	-9.4	62.5	56	-6.5	63.7	50.6	-13.1	65.6	57.8	-7.8
National	59.2	56.2	-3	60.9	58.3	-2.6	56.9	54.7	-2.2	57.5	54.6	-2.9

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

Source SFR01\_2016 Table LA7/Table CH1

Data Revised



**Table 30** Key Stage 4 – Progress gap by language of pupils achieving national standards

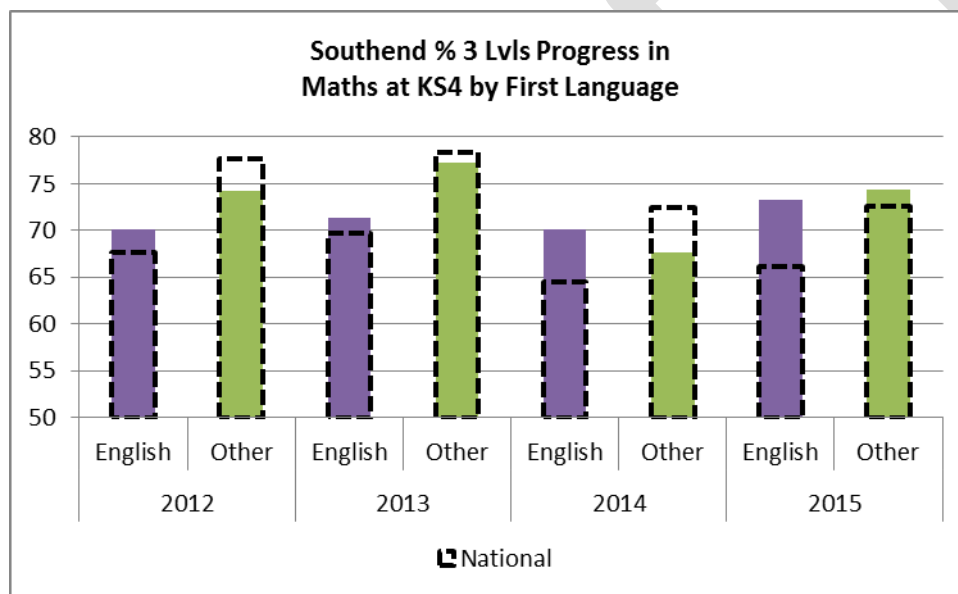
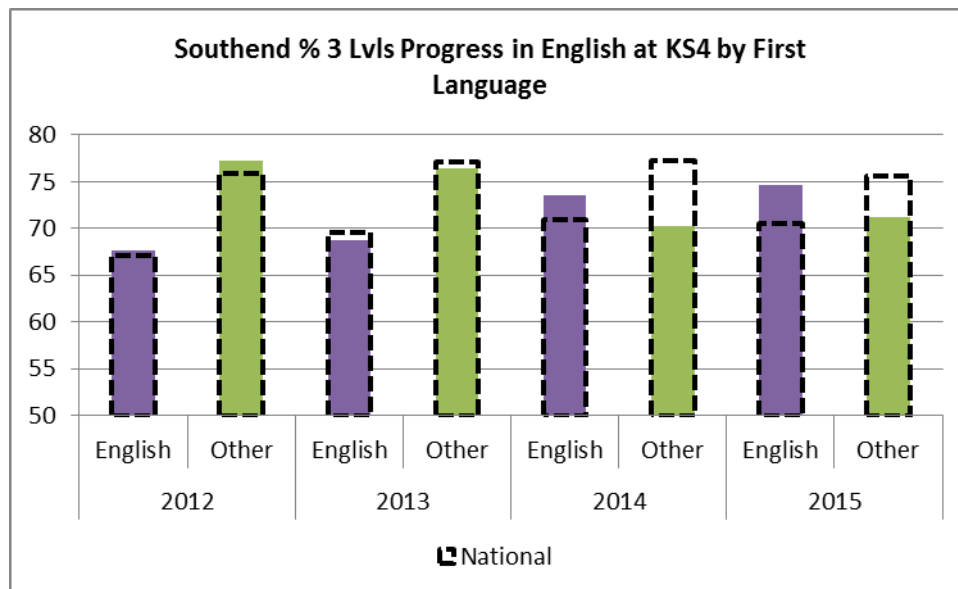
		% Achieving 3 Levels progress by First Language											
		2012			2013			2014			2015		
		English	Other	Gap	English	Other	Gap	English	Other	Gap	English	Other	Gap
Southend	English	67.7	77.3	9.6	68.8	76.4	7.6	73.6	70.2	-3.4	74.6	71.2	-3.4
National		67.1	75.8	8.7	69.5	77.1	7.6	70.9	77.2	6.3	70.5	75.6	5.1
Southend	Maths	70.1	74.2	4.1	71.4	77.2	5.8	70.1	67.7	-2.4	73.3	74.4	1.1
National		67.6	77.7	10.1	69.7	78.4	8.7	64.5	72.5	8	66.1	72.6	6.5

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

Care should be taken when making any comparisons between the 2015 provisional data and the final data from previous years

Source NCER Nova (NPD)

Data Provisional (2015)



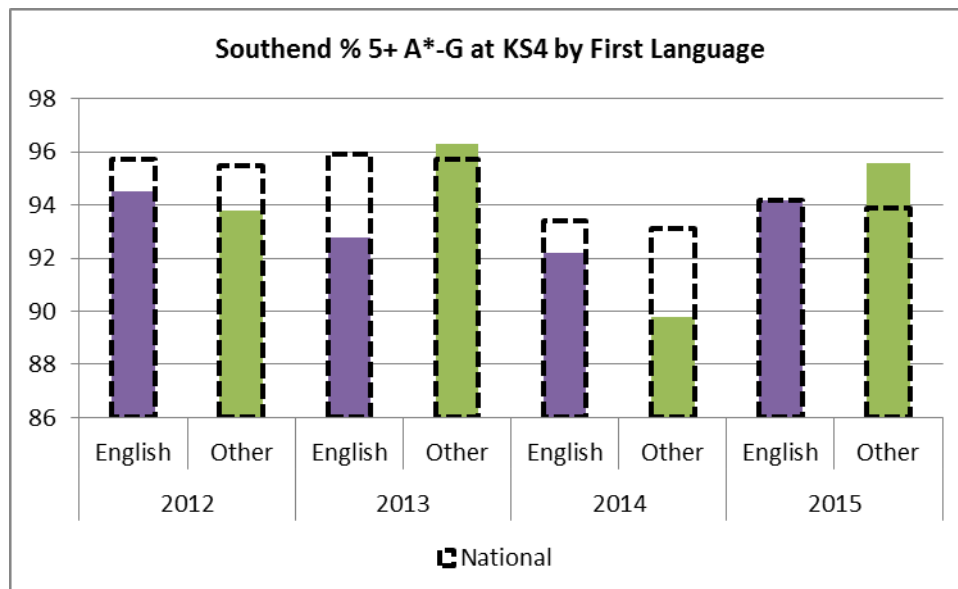
**Table 31** Key Stage 4 – Achievement gap by language of pupils achieving national standards

	% Achieving 5+ A*-G by First Language											
	2012			2013			2014			2015		
	English	Other	Gap	English	Other	Gap	English	Other	Gap	English	Other	Gap
Southend	94.5	93.8	0.7	92.8	96.3	-3.5	92.2	89.8	2.4	94.2	95.6	-1.4
National	95.7	95.5	0.2	95.9	95.7	0.2	93.4	93.1	0.3	94.2	93.9	0.3

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

Source SFR01\_2016 Table LA7/Table CH1

Data Revised



## Ethnicity achievement & gap

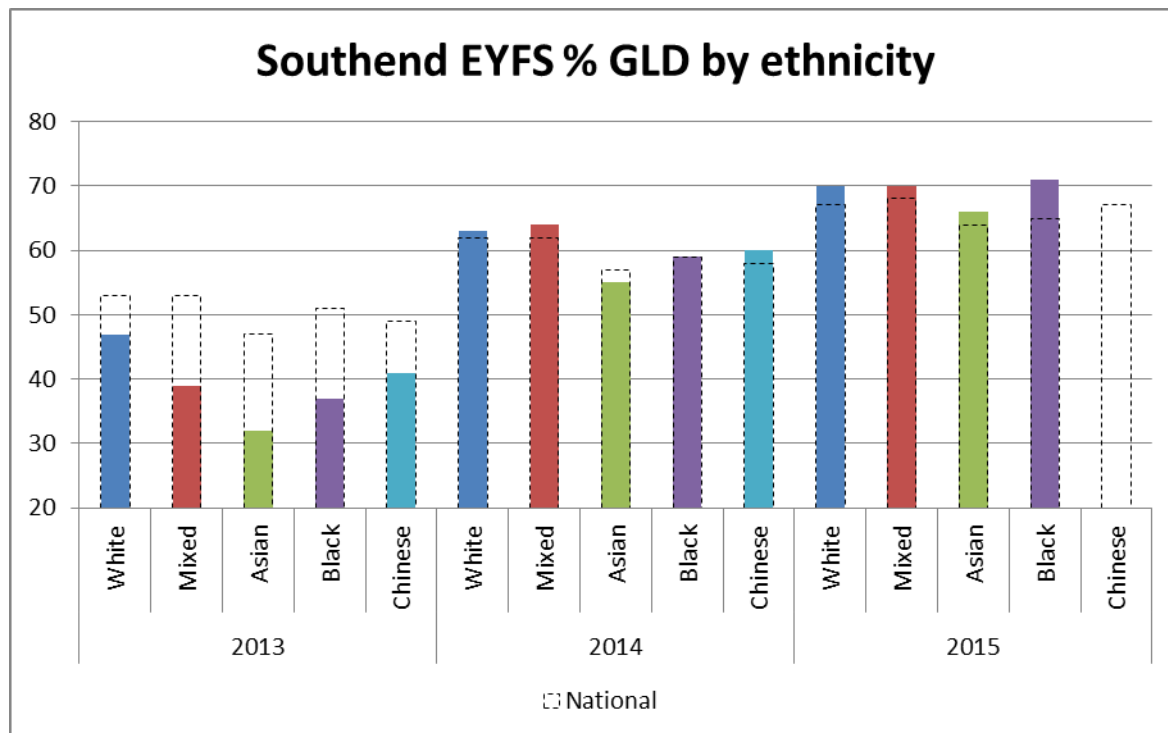
**Table 32** Early Years Foundation Stage – Achievement by ethnicity of pupils achieving national standards

	2012 – 2015 EYFS GLD by Ethnicity %														
	2013					2014					2015				
	White	Mixed	Asian	Black	Chinese	White	Mixed	Asian	Black	Chinese	White	Mixed	Asian	Black	Chinese
Southend	47	39	32	37	41	63	64	55	59	60	70	70	66	71	x
National	53	53	47	51	49	62	62	57	59	58	67	68	64	65	67

Notes x = Figures not shown in order to protect confidentiality.  
 Data prior to 2013 is not comparable due to changes made to the EYFSP

Source SFR36/2015 Additional Tables - Table 4

Data Final



**Table 33** Key Stage 1 – Achievement by ethnicity of pupils achieving national standards

		2012-2015 % Achieving L2 or above by Ethnicity																			
		2012					2013					2014					2015				
		White	Mixed	Asian	Black	Chinese	White	Mixed	Asian	Black	Chinese	White	Mixed	Asian	Black	Chinese	White	Mixed	Asian	Black	Chinese
	Speaking & Listening	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Southend	Reading	87	82	87	89	83	88	89	92	92	57	90	84	88	91	80	90	85	92	91	90
National		87	88	88	87	90	89	90	90	89	90	90	91	91	90	92	91	91	91	91	92
Southend	Writing	85	82	86	87	92	84	87	90	90	57	87	80	85	85	70	87	83	89	86	90
National		83	84	84	82	87	85	86	86	85	88	86	87	88	87	89	88	88	89	88	91
Southend	Maths	90	87	91	76	92	90	92	93	90	86	92	85	88	88	90	92	89	93	90	95
National		91	91	90	88	96	92	92	91	90	95	92	92	92	91	96	93	93	93	92	96
Southend	Science	91	90	90	82	83	91	92	88	88	57	93	89	87	90	80	92	90	92	90	90
National		90	90	86	86	90	91	91	88	88	91	91	91	89	88	91	92	92	90	90	91

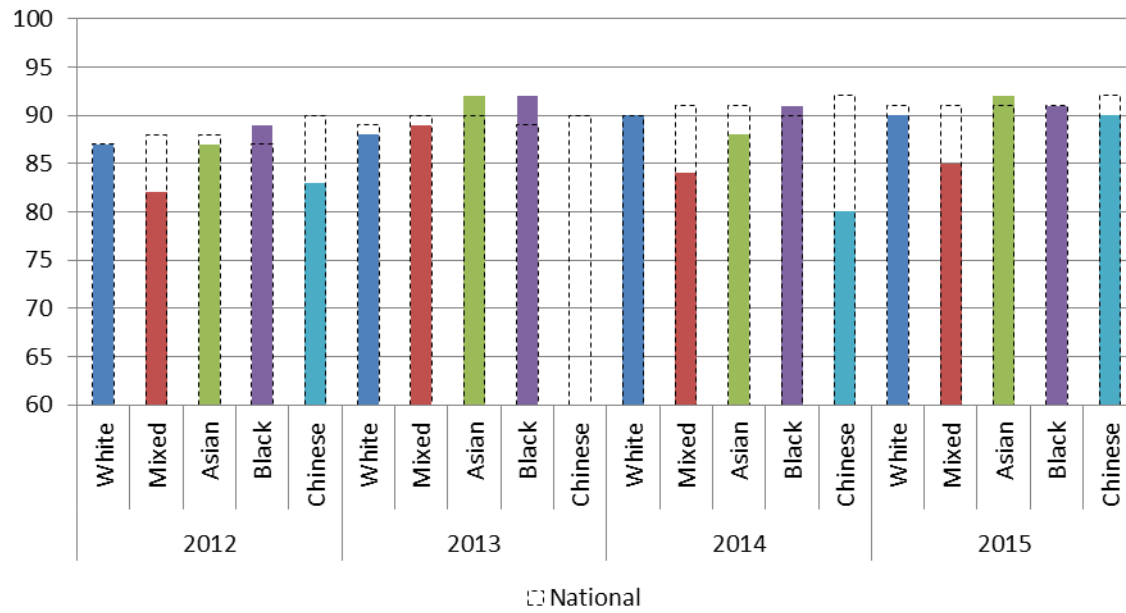
Notes Level 2 is the expected level of achievement for pupils at the end of key stage 1.

Results not reported for Speaking & Listening

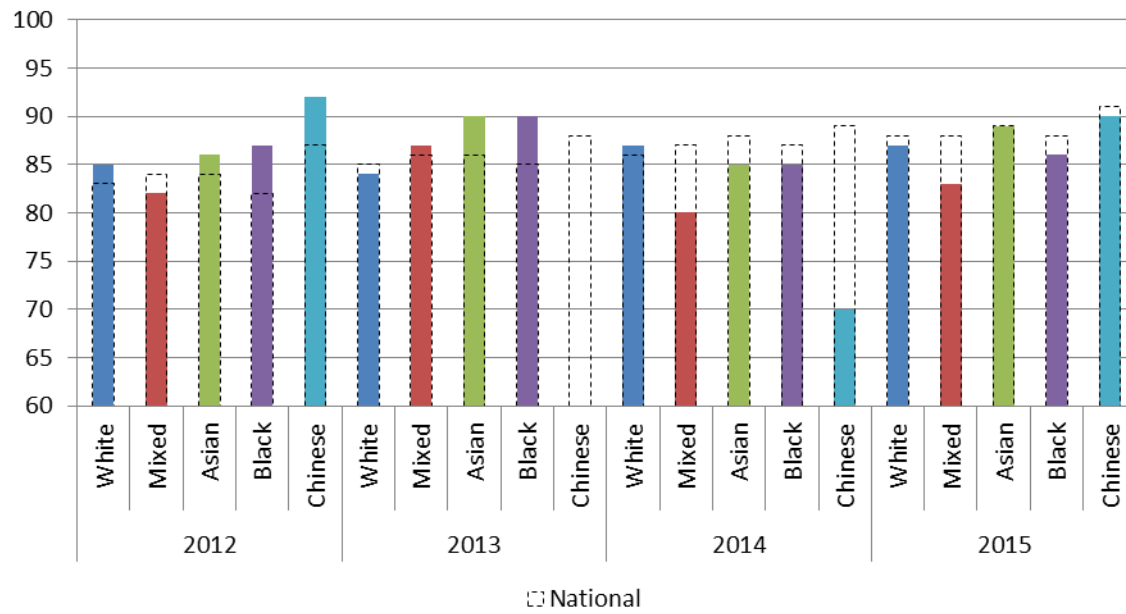
Source DFE SFR 32/2015 - Table 21

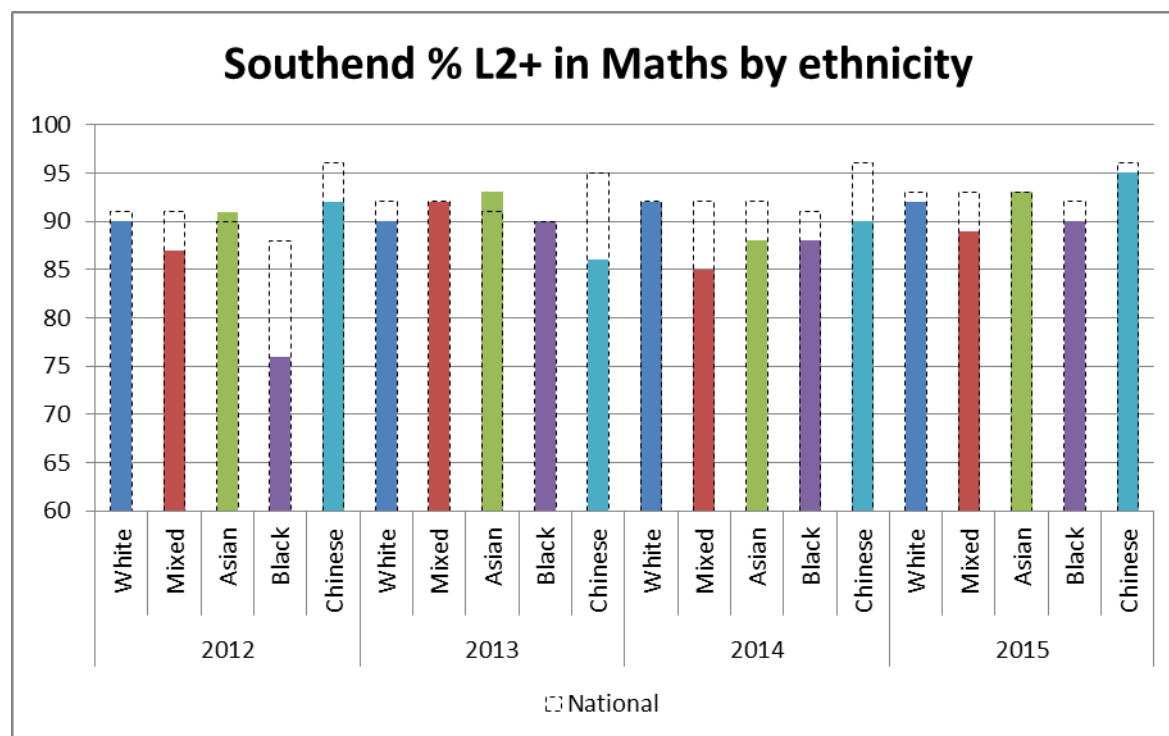
Data Provisional (2015)

### Southend % L2+ in Reading by ethnicity



### Southend % L2+ in Writing by ethnicity





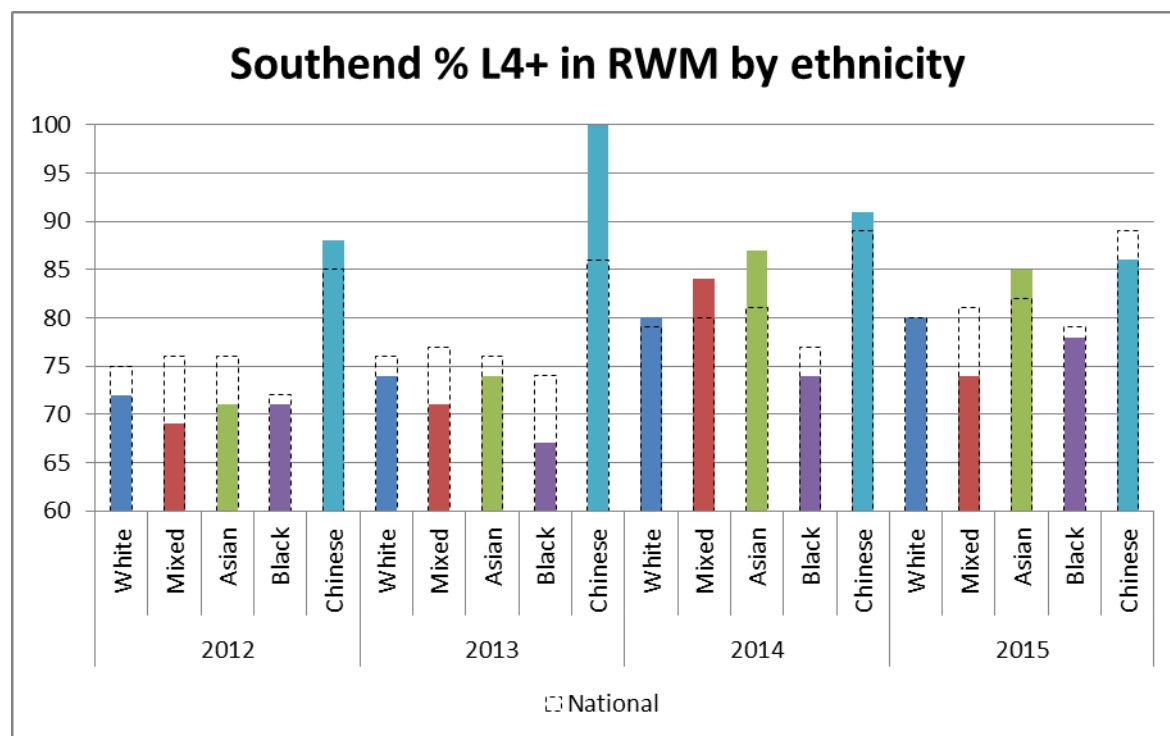
**Table 34** Key Stage 2 – Achievement by ethnicity of pupils achieving national standards

		% Achieving L4 or above by Ethnicity																			
		2012					2013					2014					2015				
		White	Mixed	Asian	Black	Chinese	White	Mixed	Asian	Black	Chinese	White	Mixed	Asian	Black	Chinese	White	Mixed	Asian	Black	Chinese
Southend	Reading	84	84	81	84	94	84	83	87	75	100	90	91	93	83	91	89	84	89	87	93
National		87	88	86	85	91	86	87	85	85	92	89	90	89	88	94	90	91	89	89	92
Southend	Writing	80	78	73	84	88	82	78	81	75	100	87	91	93	79	91	87	84	88	88	93
National		81	83	83	81	88	84	85	85	83	90	85	87	87	85	91	87	89	89	87	93
Southend	Maths	82	80	85	82	100	83	84	82	78	100	87	86	93	79	91	87	82	88	87	93
National		85	84	85	81	95	85	85	85	83	95	86	86	87	84	95	87	87	89	85	96
Southend	Reading, writing & maths	72	69	71	71	88	74	71	74	67	100	80	84	87	74	91	80	74	85	78	86
National		75	76	76	72	85	76	77	76	74	86	79	80	81	77	89	80	81	82	79	89
Southend	Grammar, punctuation & spelling	-	-	-	-	-	71	73	77	64	83	77	82	89	77	91	81	81	86	87	93
National		-	-	-	-	-	73	76	80	76	88	76	79	83	78	89	79	82	87	83	91

Notes Grammar, punctuation & spelling tests were introduced in 2013

Source SFR 47/2015 Table 23

Data Revised (2015)



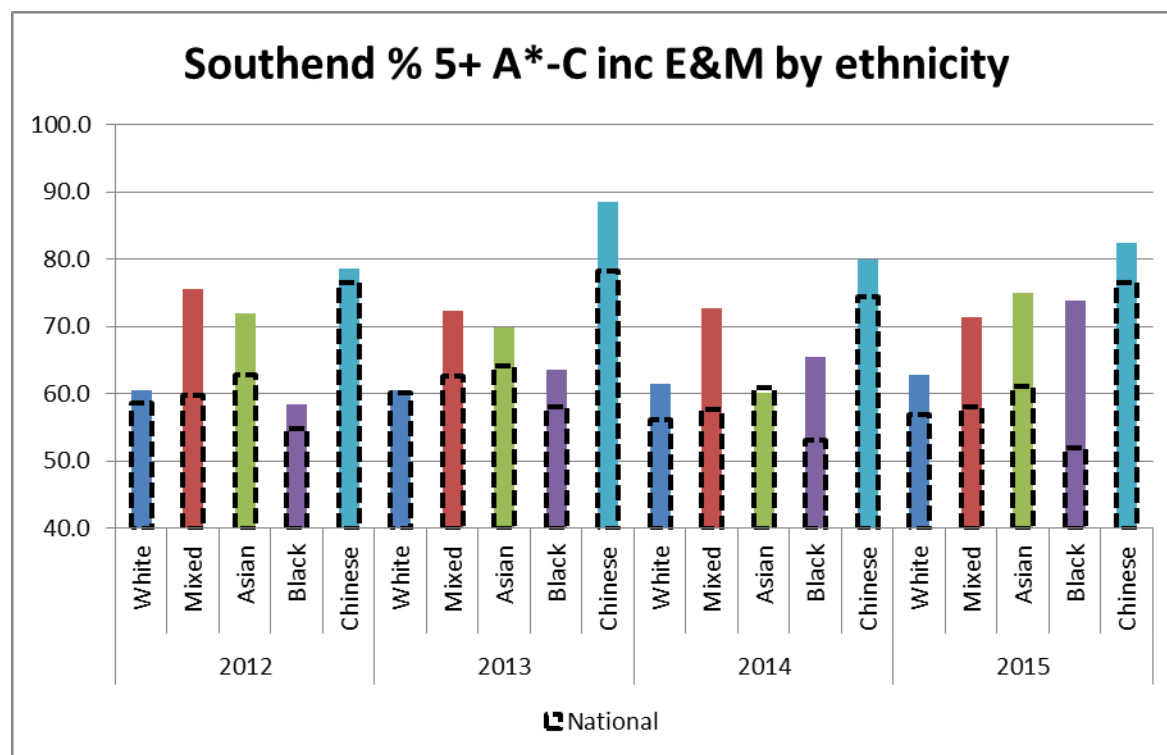
**Table 35** Key Stage 4 – Achievement by ethnicity of pupils achieving national standards

% Achieving 5 A*-C including English & Maths by Ethnicity																				
	2012					2013					2014					2015				
	White	Mixed	Asian	Black	Chinese	White	Mixed	Asian	Black	Chinese	White	Mixed	Asian	Black	Chinese	White	Mixed	Asian	Black	Chinese
Southend	60.6	75.6	72.0	58.5	78.6	60.5	72.3	69.8	63.6	88.5	61.5	72.7	60.2	65.4	80.0	62.8	71.3	75.0	73.8	82.4
National	58.6	59.8	62.7	54.7	76.5	60.2	62.6	64.2	58.1	78.2	56.2	57.7	60.8	53.1	74.4	56.8	58.1	61.1	52.0	76.6

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

Source SFR01\_2016 Table LA6/Table CH1

Data Revised



**Table 36** Key Stage 4 –Progress by ethnicity of pupils achieving national standards

		% Achieving 3 Levels of progress by Ethnicity																			
		2012					2013					2014					2015				
		White	Mixed	Asian	Black	Chinese	White	Mixed	Asian	Black	Chinese	White	Mixed	Asian	Black	Chinese	White	Mixed	Asian	Black	Chinese
Southend	English	67.0	69.1	88.2	82.5	85.2	65.7	76.8	76.3	80.2	100.0	72.7	73.7	71.4	87.1	85.0	73.4	78.4	76.7	81.3	82.4
National	English	66.7	69.6	76.7	73.9	85.2	69.1	72.9	77.4	76.2	88.5	70.5	73.4	78.1	75.5	86.2	70.2	72.9	76.8	73.1	85.5
Southend	Maths	68.9	79.0	85.7	78.6	88.5	70.0	78.0	86.6	83.1	96.2	68.8	72.4	77.0	75.0	94.7	71.4	76.5	86.4	86.6	94.1
National	Maths	67.3	68.0	79.0	72.5	94.0	69.4	70.9	79.7	74.2	94.8	64.2	65.5	74.3	68.4	91.9	65.9	66.0	74.4	67.1	93.2

Notes National figure is state-funded schools only

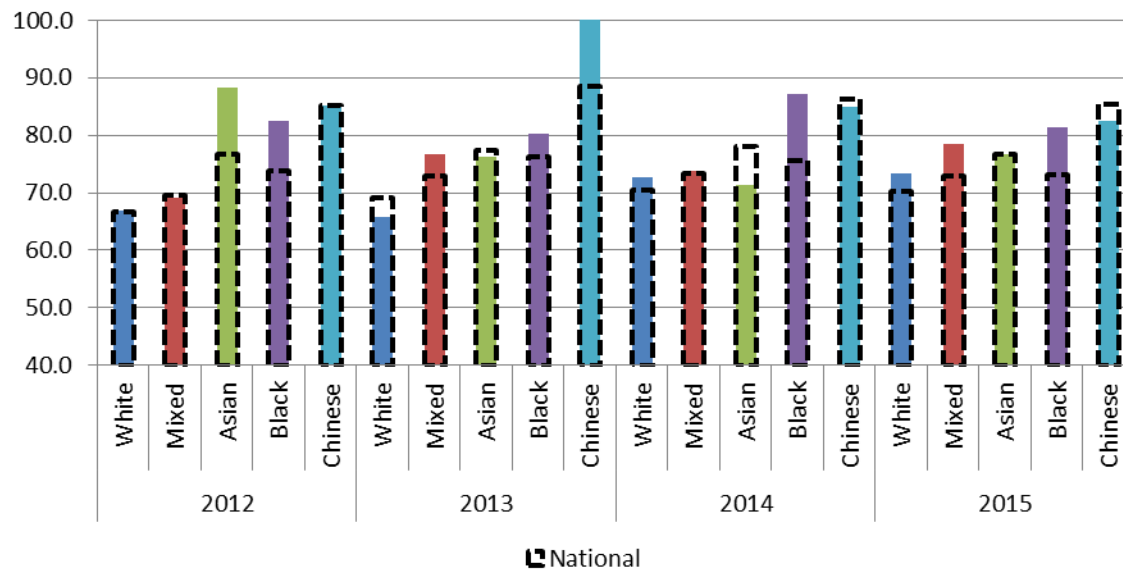
Care should be taken when making any comparisons between the 2015 provisional data and the final data from previous years

Source NCER Nova (NPD)

Data Provisional (2015)



## Southend 3 levels progress in English by ethnicity



## Southend 3 levels progress maths by ethnicity

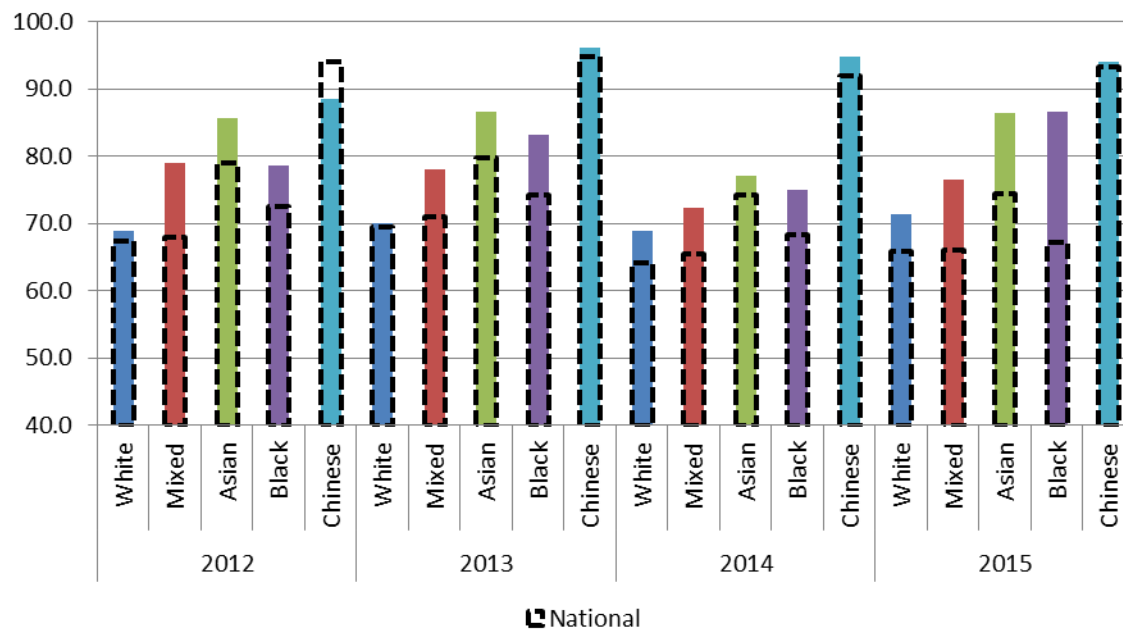


Table 37

## Key Stage 4 –Achievement by ethnicity of pupils achieving national standards

	% Achieving 5 A*-G																			
	2012					2013					2014					2015				
	White	Mixed	Asian	Black	Chinese	White	Mixed	Asian	Black	Chinese	White	Mixed	Asian	Black	Chinese	White	Mixed	Asian	Black	Chinese
Southend	93.9	96.3	98.8	98.5	96.4	92.7	94.0	96.5	98.0	100.0	91.5	91.9	94.4	98.8	90.0	93.8	96.3	96.4	100.0	94.1
National	95.5	95.0	97.0	96.0	97.6	95.7	95.9	97.2	96.4	97.5	93.1	93.4	95.2	94.1	96.1	94.0	94.1	95.9	94.9	97.6

Notes

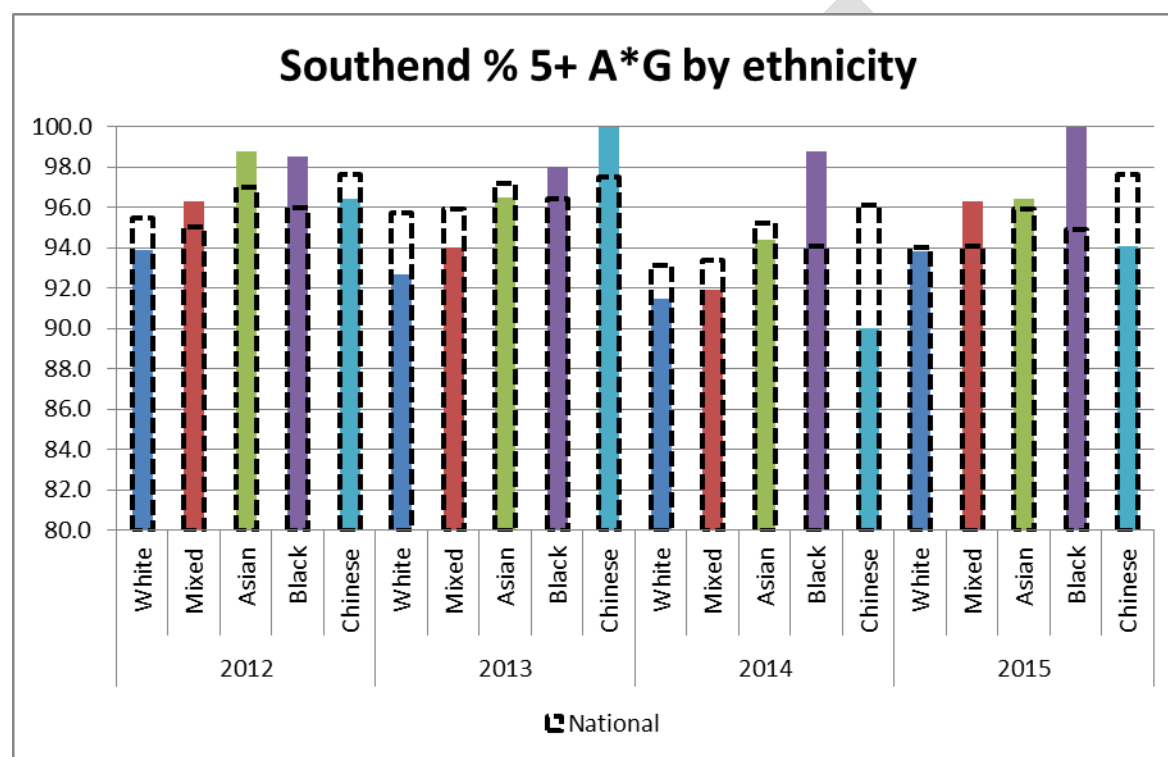
National figure is for state-funded schools only and includes pupils recently arrived from overseas

Source

SFR01\_2016 Table LA6/Table CH1

Data

Revised



## SEN achievement & gap

**Table 38** Early Years Foundation Stage –Achievement by special educational need of pupils achieving national standards

	2012 – 2015 EYFS GLD by SEN Provision %								
	2013			2014			2015		
	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	49	2	0	66	13	2	73	16	4
National	56	16	2	66	21	3	71	24	4

Notes Southend figures for 'SEN with a statement' were suppressed - calculated using Keypas  
Data prior to 2013 is not comparable due to changes made to the EYFSP

Source SFR36/2015 Additional Tables - Table 7

Data Final

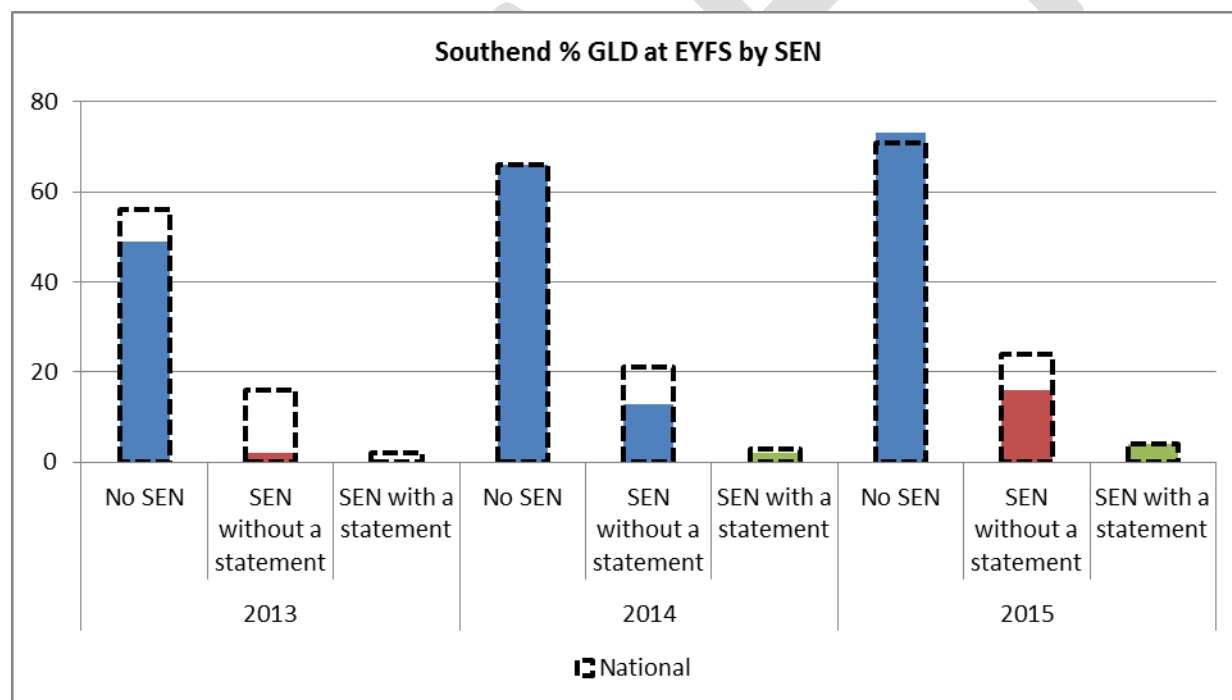


Table 39

## Key Stage 1 –Achievement by special educational need of pupils achieving national standards

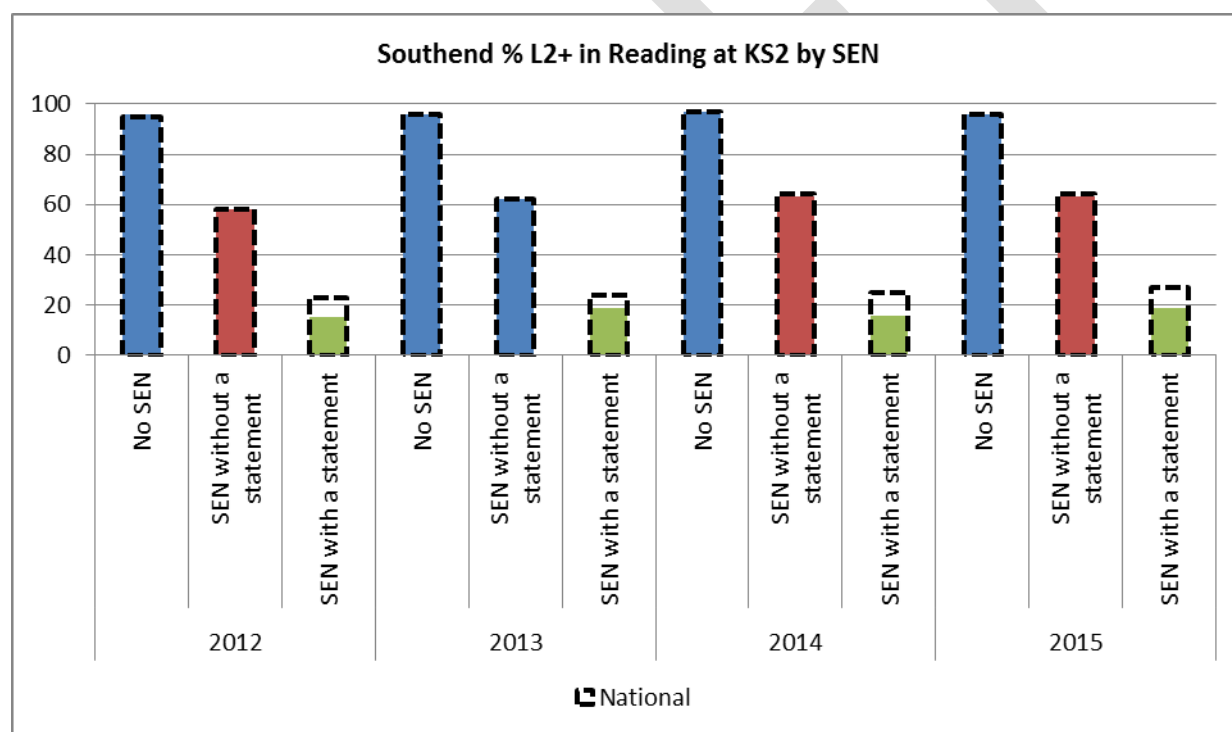
		% Achieving L2 or above by SEN Provision											
		2012			2013			2014			2015		
		No SEN	SEN without a statement	SEN with a statement	No SEN	SEN without a statement	SEN with a statement	No SEN	SEN without a statement	SEN with a statement	No SEN	SEN without a statement	SEN with a statement
Southend	Speaking & Listening	97	71	17	97	73	17	97	77	18	96	73	19
National		95	64	20	96	66	21	96	66	21	96	65	22
Southend	Reading	96	58	15	96	62	19	97	63	16	96	63	19
National		95	58	23	96	62	24	97	64	25	96	64	27
Southend	Writing	94	54	17	94	51	15	95	52	13	94	52	8
National		93	49	17	94	52	18	94	54	19	95	55	21
Southend	Maths	97	66	13	97	70	23	97	72	18	97	69	17
National		97	70	26	97	71	27	98	73	28	98	73	29
Southend	Science	98	72	15	97	72	15	97	77	18	96	75	22
National		96	68	24	96	69	24	97	69	25	96	69	25

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

Speaking & Listening from FFT Aspire

Source DFE SFR 32/2015 - Table 24

Data Provisional (2015)



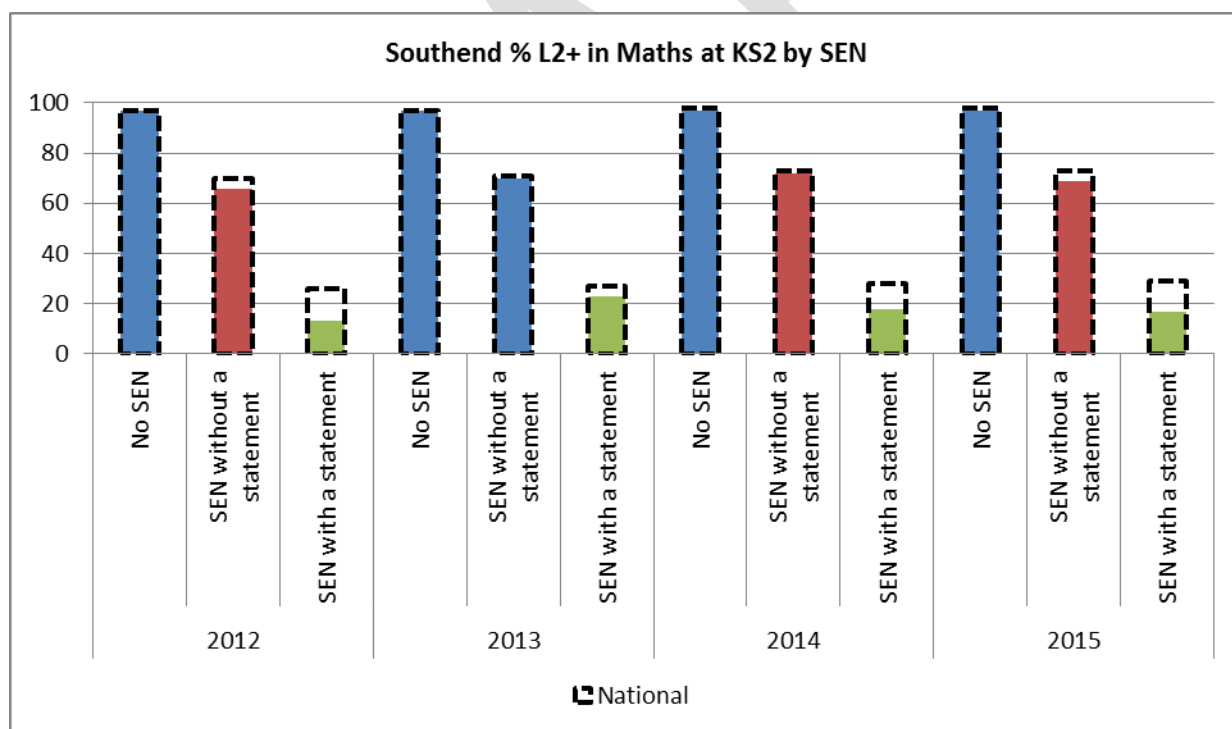
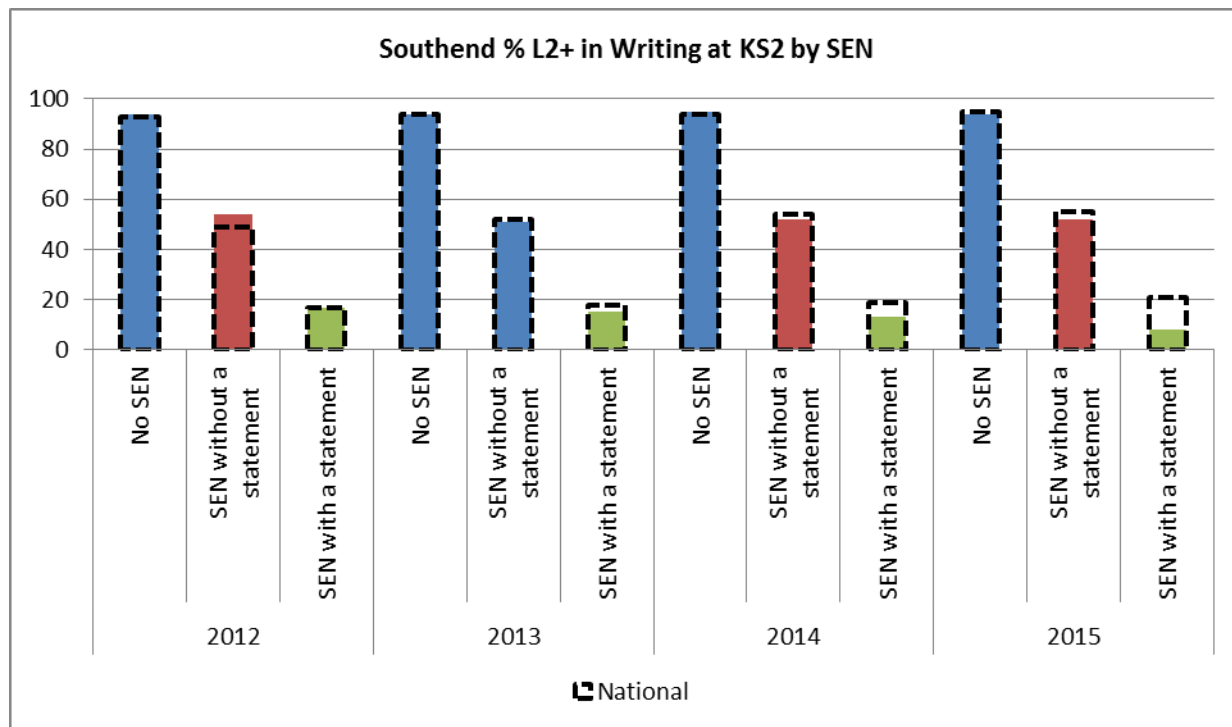


Table 40

## Key Stage 2 –Achievement by special educational need of pupils achieving national standards

		% Achieving L4 or above by Special Education Needs											
		2012			2013			2014			2015		
		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	No SEN	SEN without a statement	SEN with a statement
Southend	Reading	94	57	19	95	57	24	97	67	23	95	63	28
National		96	65	26	94	63	27	96	69	29	96	69	30
Southend	Writing	93	41	9	94	46	14	96	55	16	96	47	19
National		94	48	17	95	51	18	95	55	19	96	58	21
Southend	Maths	92	55	15	93	56	21	96	52	20	93	63	24
National		94	60	23	94	61	25	94	63	25	94	64	26
Southend	Reading, writing & maths	86	28	4	88	32	11	92	35	11	89	36	14
National		88	36	13	88	38	14	90	42	15	90	43	16
Southend	Grammar, punctuation & spelling	-	-	-	86	26	16	89	32	13	91	36	13
National		-	-	-	86	35	17	88	39	18	90	45	20

Notes Grammar, punctuation & spelling tests were introduced in 2013

Source SFR 47/2015 Table 27

Data Revised (2015)

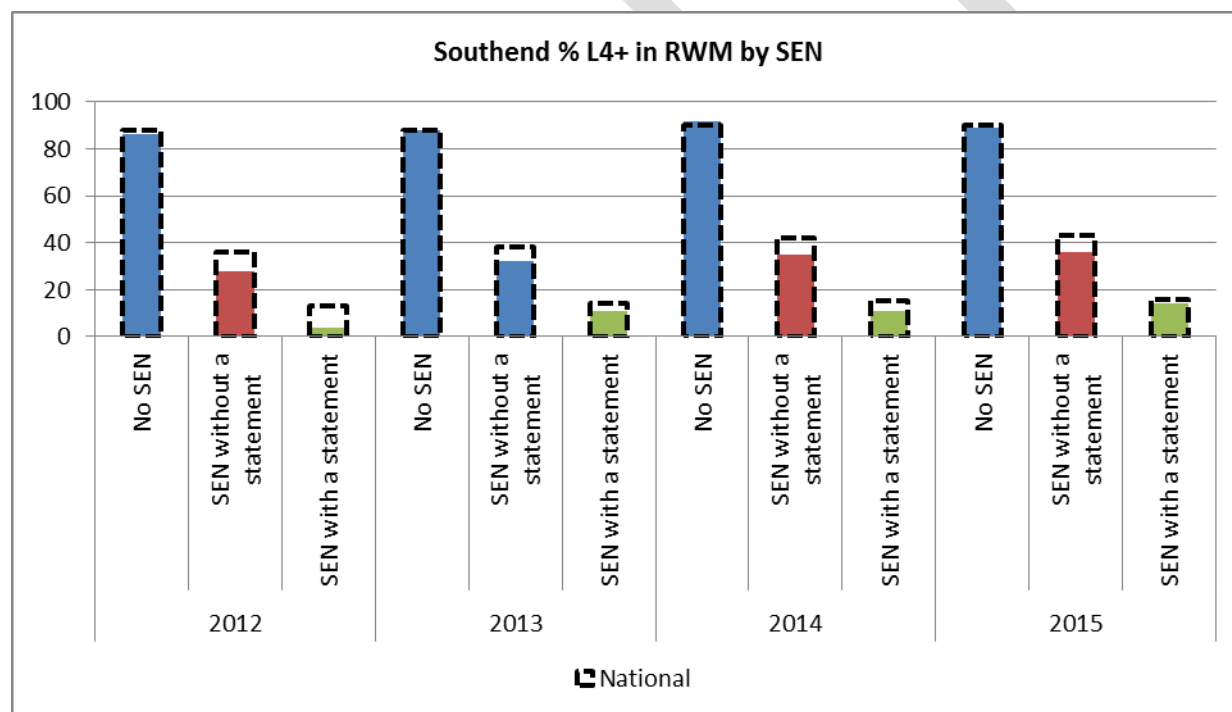


Table 41

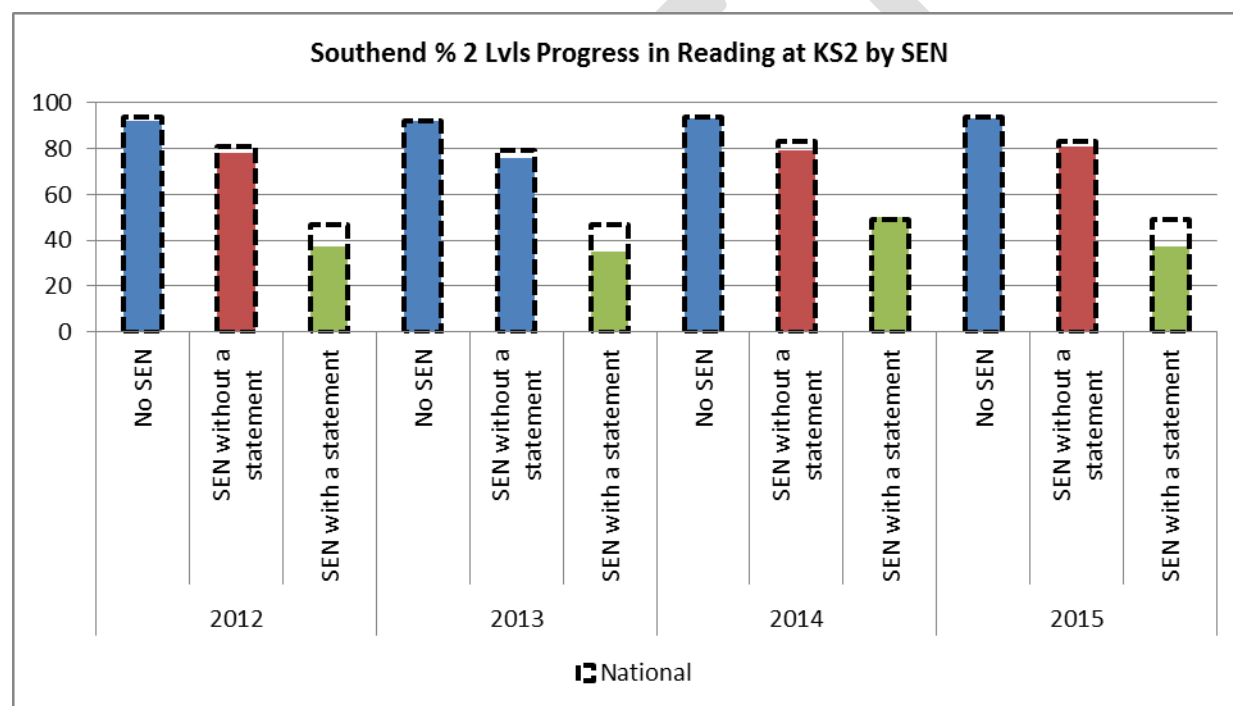
## Key Stage 2 –Progress by special educational need of pupils achieving national standards

		% Achieving 2 Levels Progress by Special Educational Needs											
		2012			2013			2014			2015		
		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	No SEN	SEN without a statement	SEN with a statement
Southend	Reading	92	78	37	92	76	35	93	79	50	93	81	37
National		94	81	47	92	79	47	94	83	49	94	83	49
Southend	Writing	93	77	41	95	85	37	98	87	66	98	85	54
National		94	82	50	95	84	51	96	87	52	97	88	54
Southend	Maths	91	73	35	90	74	43	94	68	53	92	79	38
National		92	75	45	93	77	47	94	79	48	93	79	47

Notes Grammar, punctuation & spelling tests were introduced in 2013

Source FFT Aspire

Data Provisional (2015)



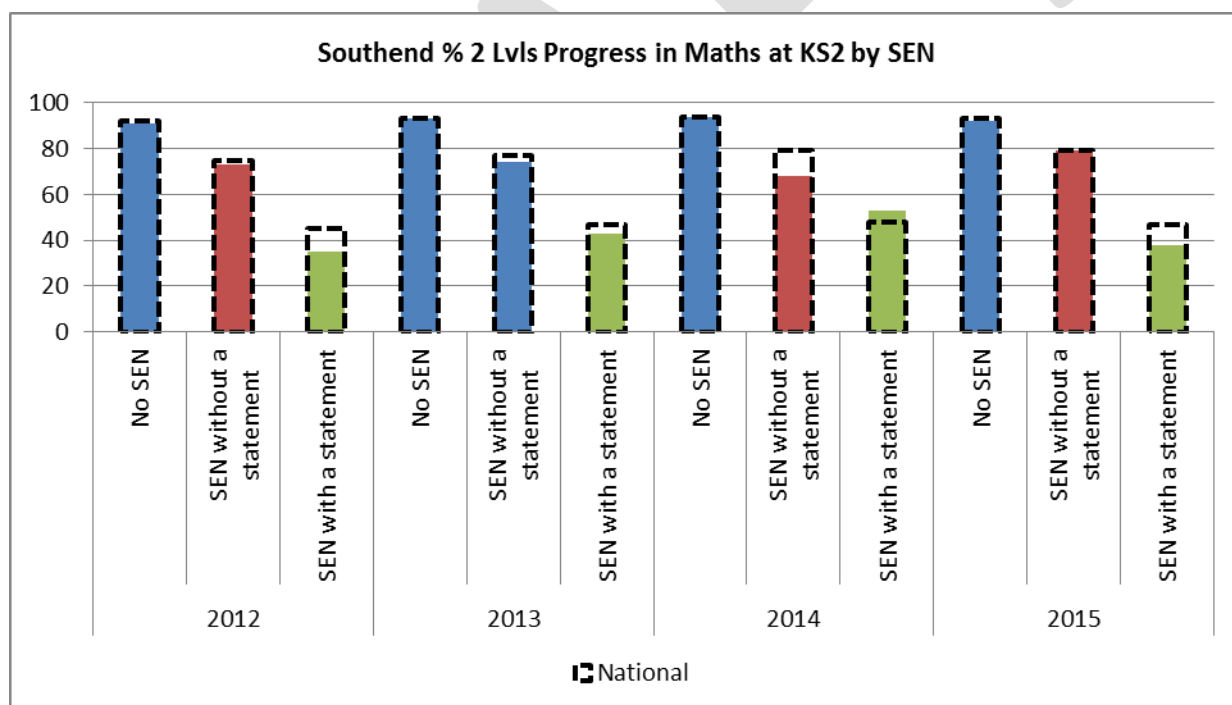
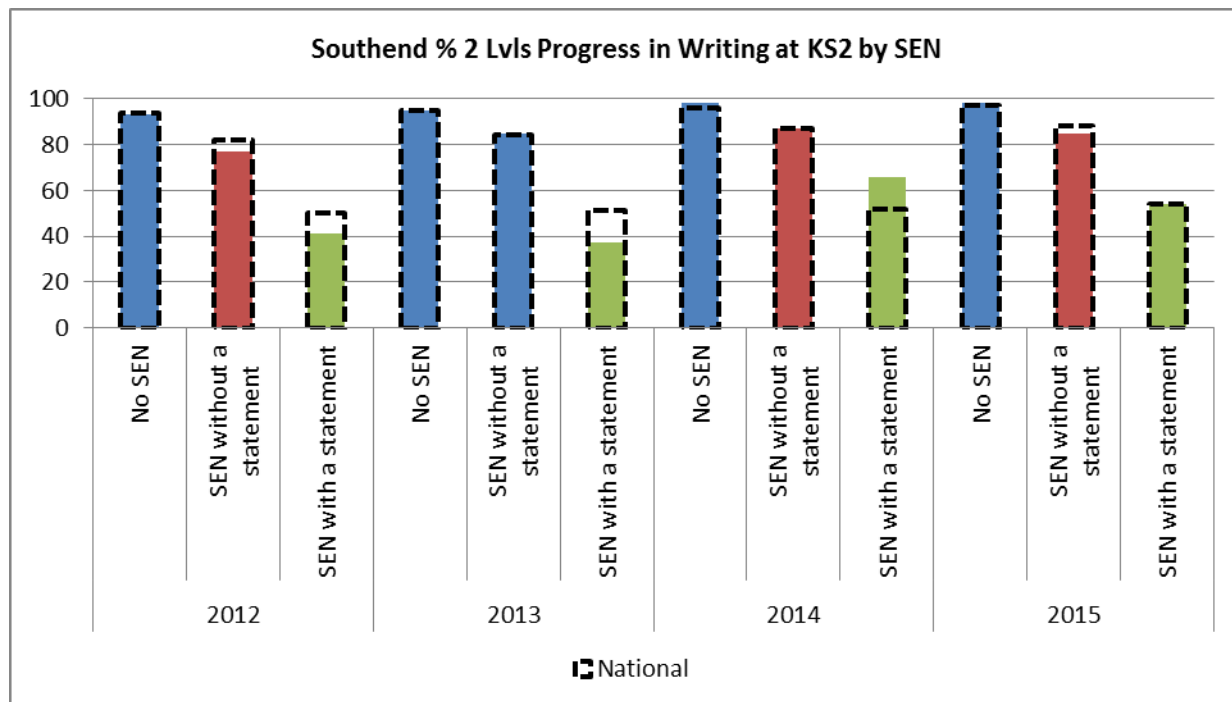




Table 42

## Key Stage 4 –Achievement by special educational need of pupils achieving national standards

	% Achieving 5+ A*-C inc E&M by Special Educational Needs											
	2012			2013			2014			2015		
	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	No SEN	SEN without a statement	SEN with a statement
Southend	72.8	18.9	4.7	73.1	19.6	3.6	69.9	21.5	1.2	71.8	23.1	4.3
National	69.3	25.3	8.4	70.4	26.4	9.5	65.4	23.4	8	64.2	23.5	8.8

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

Source SFR01\_2016 Table LA10/Table CH1

Data Revised

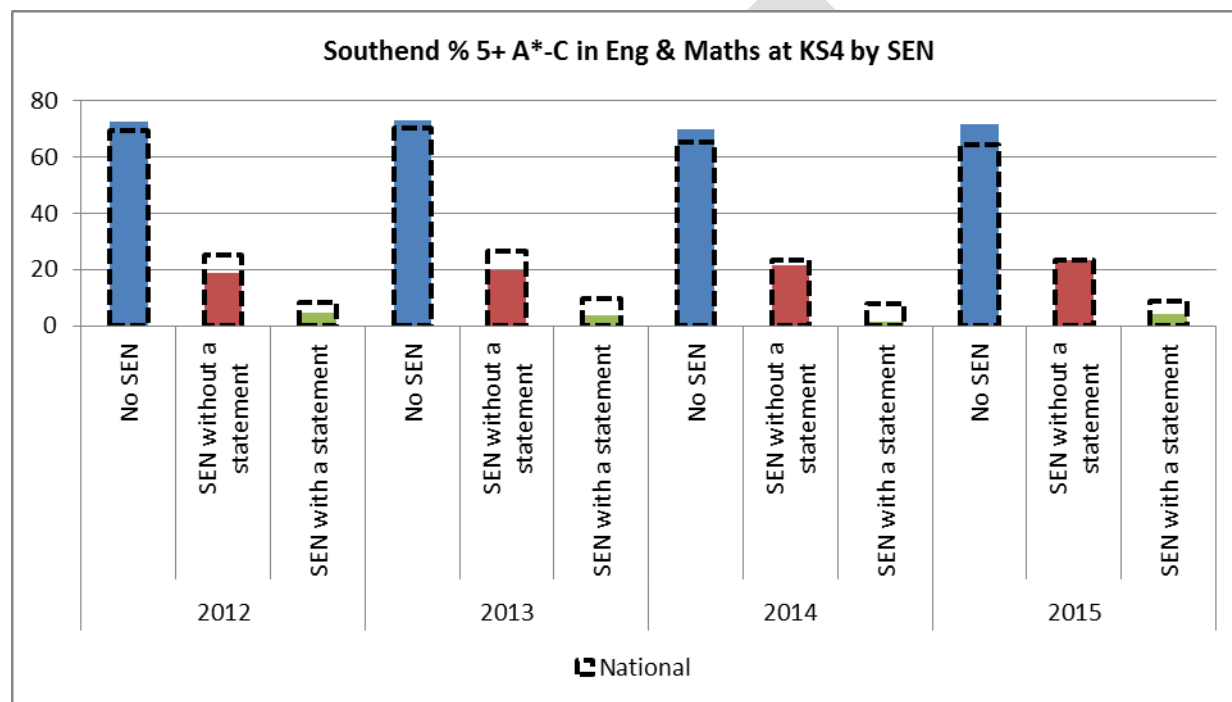


Table 43

## Key Stage 4 –Progress by special educational need of pupils achieving national standards

		% Achieving 3 Levels progress by Special Educational Needs											
		2012			2013			2014			2015		
		No SEN	SEN without statement	SEN with statement	No SEN	SEN without statement	SEN with statement	No SEN	SEN without statement	SEN with statement	No SEN	SEN without statement	SEN with statement
Southend	English	76.2	41.4	18.3	76.2	38.4	13.8	78.5	51.4	16.3	78.5	49.7	38.9
National	English	74.7	48.2	25	76.8	50.1	26.2	77.1	54	28.1	75.4	54.8	29.6
Southend	Maths	79.1	38	20.3	81.2	41.8	8.3	75.9	40	15.7	79.2	38.8	25.3
National	Maths	76.7	43.9	21.6	78.4	45.6	21.7	72.6	40.6	19.2	72.6	42.6	21.3

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

Care should be taken when making any comparisons between the 2015 provisional data and the final data from previous years

Source NCER Nova (NPD)

Data Provisional (2015)

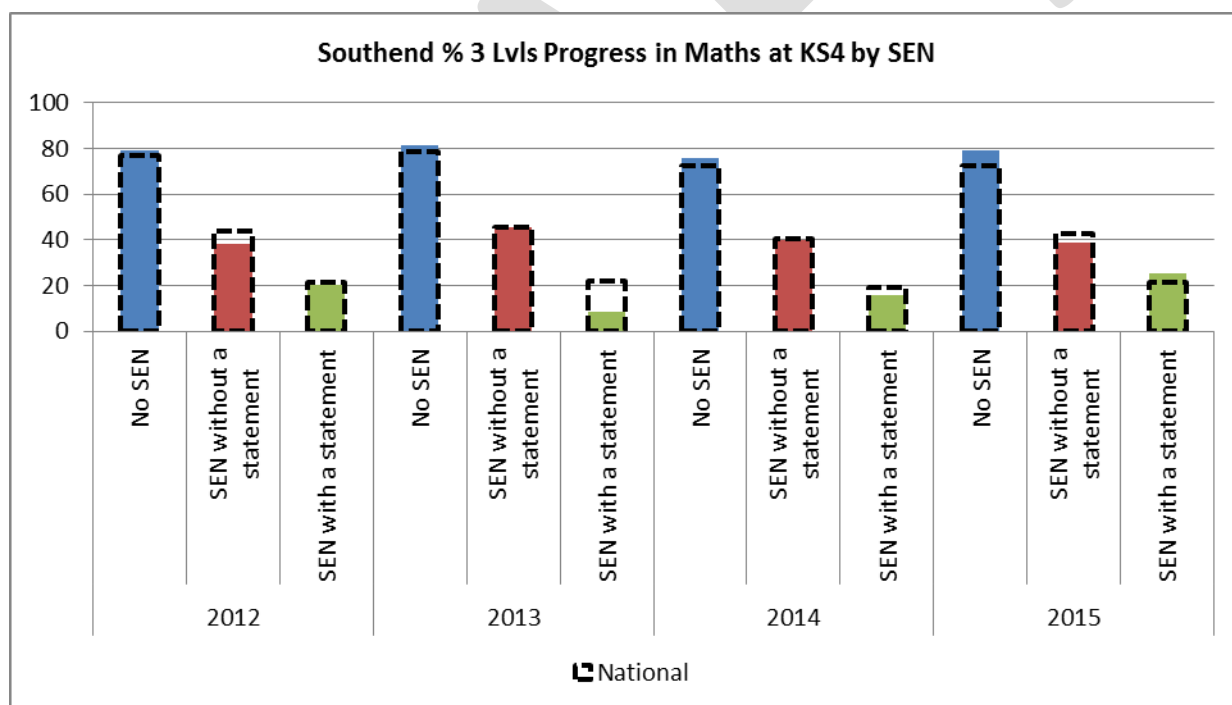
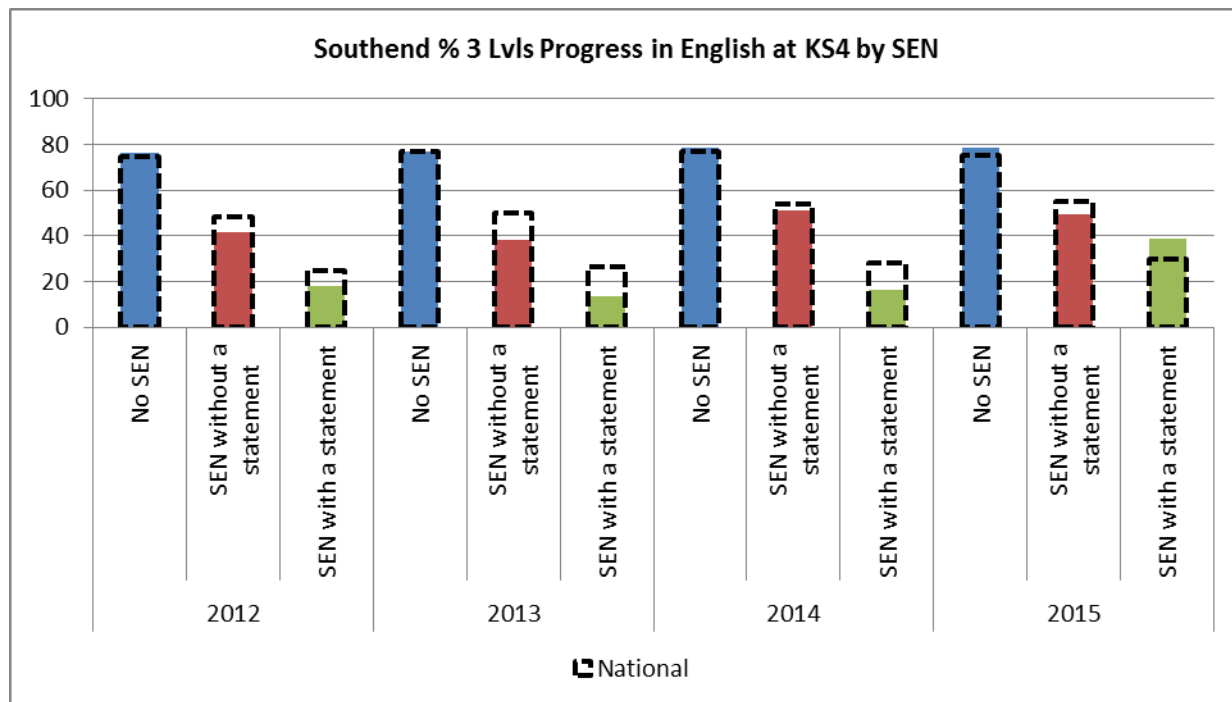


Table 44

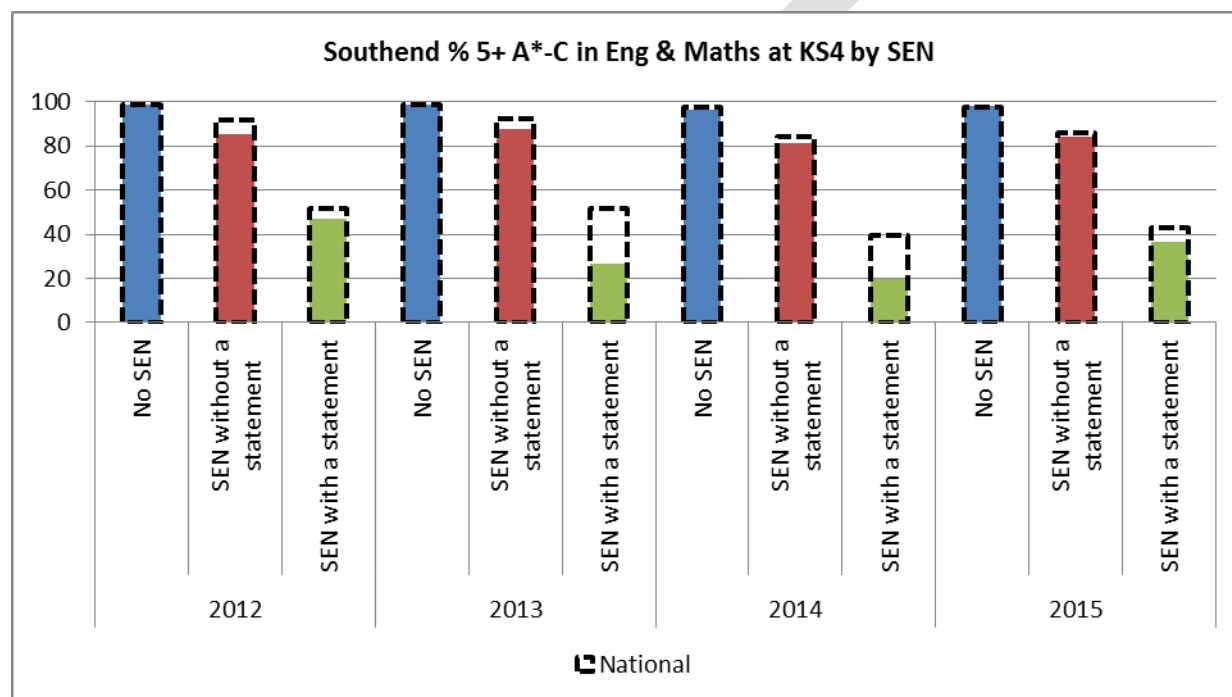
## Key Stage 4 –Achievement by special educational need of pupils achieving national standards

	% Achieving 5+ A*-G by Special Educational Needs											
	2012			2013			2014			2015		
	No SEN	SEN without statement	SEN with statement	No SEN	SEN without statement	SEN with statement	No SEN	SEN without statement	SEN with statement	No SEN	SEN without statement	SEN with statement
<b>Southend</b>	98.5	85.2	47.1	98.2	87.9	26.4	96.5	81.2	19.8	98.3	84.1	36.6
<b>National</b>	98.7	91.8	51.4	98.7	92.3	51.7	97.6	84.5	39.6	97.7	86.2	42.7

Notes National figure is state-funded schools only

Source SFR01\_2016 Table LA10

Data Revised



## Section 3 - Behaviour and Attendance

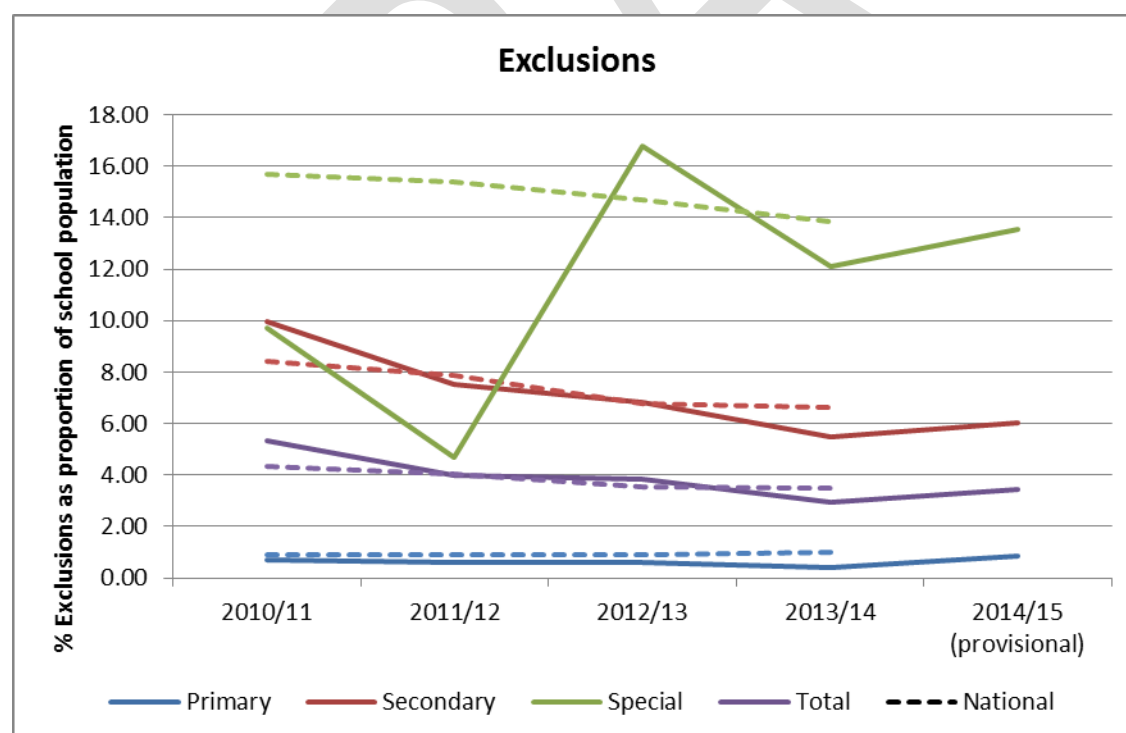
**Table 45** Fixed term exclusions

	2010/11		2011/12		2012/13		2013/14		2014/15 (provisional)	
	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	No. of fixed period exclusions	% of the school population
<b>Primary</b>										
Southend	97	0.72	84	0.61	86	0.61	55	0.38	125	0.83
England	37,790	0.91	37,790	0.90	37,870	0.88	45,010	1.02	n/a	n/a
<b>Secondary</b>										
Southend	1301	9.96	985	7.50	905	6.81	723	5.49	779	6.04
England	271,980	8.40	252,210	7.85	215,560	6.75	210,580	6.62	n/a	n/a
<b>Special</b>										
Southend	44	9.69	21	4.66	81	16.80	60	12.12	79	13.55
England	14,340	15.66	14,370	15.39	14,100	14.68	13,890	13.86	n/a	n/a
<b>Total</b>										
Southend	1440	5.34	1090	3.98	1070	3.85	840	2.96	980	3.44
England	324,110	4.34	304,370	4.04	267,520	3.52	269,480	3.50	n/a	n/a

Notes 2014/15 figures are provisional. x - less than 5, or a percentage based on less than 5.

Source SFR27/2015 - Table 20, Capita One internal reports (2014/15)

Data Provisional/internal (2014/15)



**Table 46**      **Permanent exclusions**

	2010/11		2011/12		2012/13		2013/14		2014/15 (provisional)	
	No. of permanent exclusions	% of the school population	No. of permanent exclusions	% of the school population	No. of permanent exclusions	% of the school population	No. of permanent exclusions	% of the school population	No. of permanent exclusions	% of the school population
<b>Primary</b>										
Southend	x	x	x	x	0	0.00	0	0.00	0	0.00
England	610	0.01	690	0.02	670	0.02	870	0.02	n/a	n/a
<b>Secondary</b>										
Southend	x	x	6	0.05	x	x	6	0.05	7	0.05
England	4,370	0.13	4,390	0.14	3,900	0.12	4,000	0.13	n/a	n/a
<b>Special</b>										
Southend	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
England	110	0.12	80	0.09	60	0.07	70	0.07	n/a	n/a
<b>Total</b>										
Southend	x	x	10	0.09	x	x	10	0.02	7	0.02
England	5,080	0.07	5,170	0.07	4,630	0.06	4,950	0.06	n/a	n/a

Notes      2014/15 figures are provisional. x - less than 5, or a percentage based on less than 5.

Source      SFR27/2015 - Table 19, Capita One internal reports (2014/15)

Data      Provisional/internal (2014/15)

DRAFT

## Attendance

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

**Table 47** 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	
2012/13				
Southend	3.9	0.9	4.8	3.1
England	3.9	0.9	4.7	2.7
2013/14				
Southend	3.1	0.9	4.0	2.1
England	3.0	0.8	3.9	1.9
2014/15 (provisional)				
Southend	3.0	0.9	3.8	1.6
England	n/a	n/a	n/a	n/a

Notes

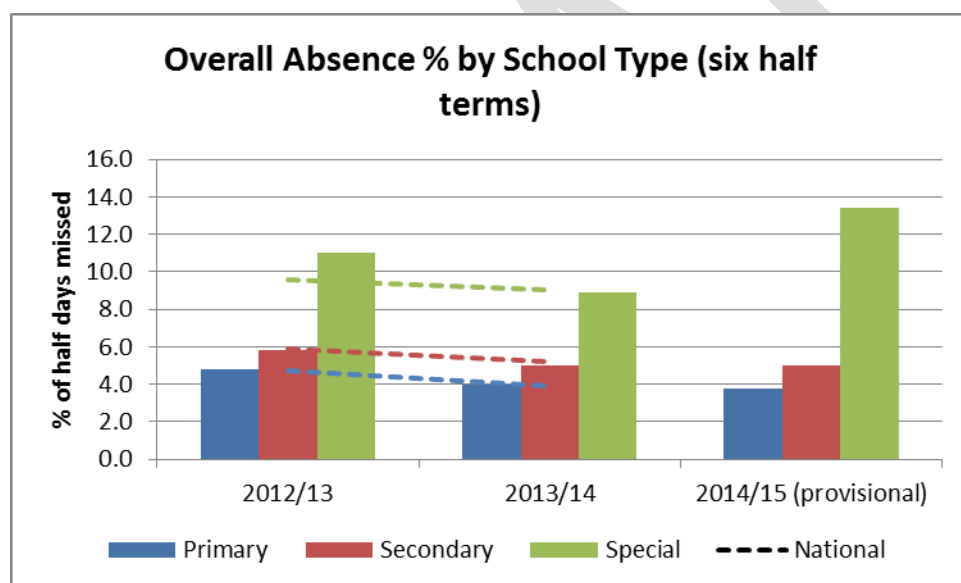
Data based on six half terms (6 term indicator introduced in 2012/13). Persistent Absence is based on 15%+ absence

Source

SFR10/2015 - Table 11.2, Capita One internal reports (2014/15)

Data

Provisional (2015)



**Table 48**      **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	
2012/13				
Southend	4.2	1.6	5.8	7.2
England	4.5	1.4	5.9	6.5
2013/14				
Southend	3.7	1.4	5.0	5.3
England	3.9	1.3	5.2	5.3
2014/15 (provisional)				
Southend	3.7	1.3	5.0	3.7
England	n/a	n/a	n/a	n/a

Notes

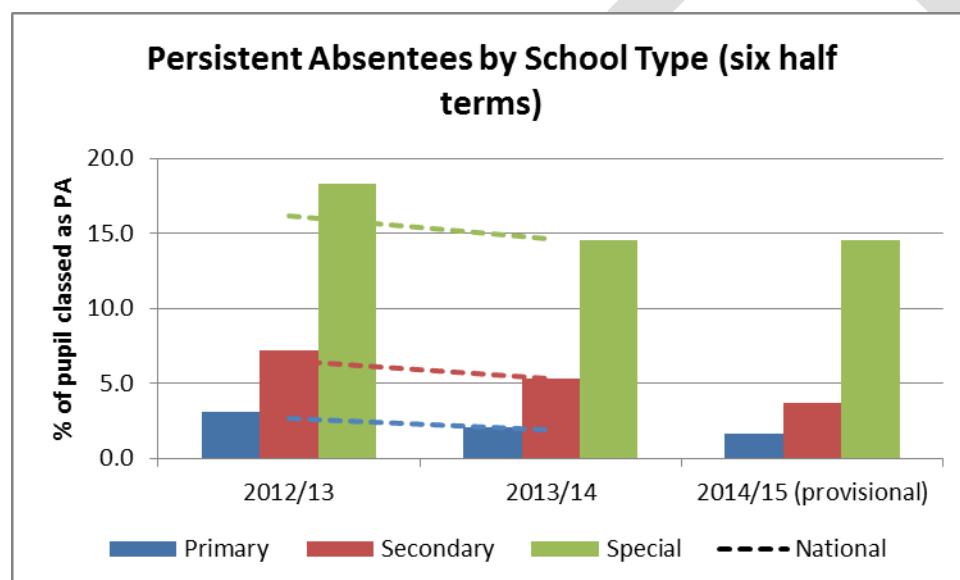
Data based on six half terms (6 term indicator introduced in 2012/13). Persistent Absence is based on 15%+ absence

Source

SFR10/2015 - Table 11.2, Capita One internal reports (2014/15)

Data

Provisional (2015)



**Table 49** 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	
2012/13				
Southend	6.9	4.1	11.0	18.3
England	7.7	1.9	9.6	16.2
2013/14				
Southend	6.9	2.0	8.9	14.5
England	7.1	1.9	9.0	14.6
2014/15 (provisional)				
Southend	10.1	3.3	13.4	14.5
England	n/a	n/a	n/a	n/a

Notes

Data based on six half terms (6 term indicator introduced in 2012/13). Persistent Absence is based on 15%+ absence

Source

SFR10/2015 - Table 11.2, Capita One internal reports (2014/15)

Data

Provisional (2015)

**Table 50** 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	
2012/13				
Southend	4.1	1.3	5.4	5.4
England	4.2	1.1	5.3	4.6
2013/14				
Southend	3.4	1.1	4.5	3.8
England	3.5	1.1	4.5	3.6
2014/15 (provisional)				
Southend	3.4	1.1	4.5	2.8
England	n/a	n/a	n/a	n/a

Notes

Data based on six half terms (6 term indicator introduced in 2012/13). Persistent Absence is based on 15%+ absence

Source

SFR10/2015 - Table 11.2, Capita One internal reports (2014/15)

Data

Provisional (2015)



## Section 4 - OfSTED Inspection outcomes

**Table 51** School inspection outcomes 2014/15 (Southend data)

	Overall	Achievement	Quality of Teaching	Behaviour & Safety	Leadership & Management
<b>Primary Schools (5 inspections)</b>					
Outstanding	0	1	0	1	1
Good	4	3	4	3	3
Requires Improvement	0	0	0	1	1
Inadequate	1	1	1	0	0
<b>Secondary Schools (2 inspections)</b>					
Outstanding	1	1	1	1	1
Good	1	1	1	1	1
Requires Improvement	0	0	0	0	0
Inadequate	0	0	0	0	0
<b>Special School (0 inspections)</b>					
Outstanding	0	0	0	0	0
Good	0	0	0	0	0
Requires Improvement	0	0	0	0	0
Inadequate	0	0	0	0	0
<b>Overall</b>					
Outstanding	1	2	1	2	2
Good	5	4	5	4	4
Requires Improvement	0	0	0	1	1
Inadequate	1	1	1	0	0

Source: LA learning and improvement team

**Table 52** Percentage of all Schools nationally as at August 2015 in each OfSTED category based on last inspection outcome compared with Southend

	Outstanding	Good	Requires Improvement	Inadequate
National – all schools	20	64	15	2
Southend – all schools	17	63	13	6

**Table 53** Percentage of all section 5 inspection outcomes in Southend schools and schools Nationally by phase as at August 2015

	Outstanding		Good		Requires Improvement		Inadequate	
	Southend	National	Southend	National	Southend	National	Southend	National
Primary / Nursery	11	17	71	67	14	14	3	1
Secondary	36	21	45	53	0	21	18	5
Special / PRU	20	37	60	54	20*	7	0	2
Southend – all schools	17	20	63	64	13	155	6	2

All data is based on OfSTED figures which will not include schools that have recently become an academy and therefore have not been inspected

\* Seabrook College North Road and Burr Hill have been counted as one special school

**Table 54**      **Comparison between Southend and national figures for children attending good and outstanding schools**

	End of Academic year 2013		End of Academic year 2014		End of Academic year 2015	
	Southend	National	Southend	National	Southend	National
Primary / Nursery	60	72	73.2	81	83	84
Secondary	69		68.9	74.5	84	77
Special / PRU					86	93
Southend – all schools					83	81

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