

Southend-on-Sea Borough Council

In depth scrutiny project

Final Report and Recommendations

2013/14

Southend Primary Schools' Falling Grammar School Entry Figures

April 2014

Foreword

I was delighted to be appointed as Chair of this in depth scrutiny project looking into Southend primary schools' falling grammar school entry figures. The team had the 'whole child' in mind throughout the project.

Our remit was to raise the profile of this important agenda and to seek to understand the reasons for the falling number of local primary aged children gaining entry into the four grammar schools located in Southend. Understanding this will help us in our ambition of ensuring every child at the age of eleven has the opportunity to access a grammar school place if that is both a preference and an appropriate choice of secondary education. Southend has a diverse range of educational provision and understanding and addressing the reasons for the decline will enable our children to take full advantage of the opportunities available.

As one witness said in the course of the project, we have a:-

“rich mix of schools in Southend(we) want the right school for each child, then it's a real choice”.

Southend has twelve secondary schools and the majority are good or outstanding. Our Southend Challenge is to secure a good or outstanding school place for every child so that not only will our children have choice in terms of type of education, they will also have a guarantee of a good education.

The four grammar schools serve an area wider than Southend so it is reasonable to expect the pupils to be drawn from this wider area. However, it is of concern to this Council that we are seeing fewer of our own Southend resident pupils taking advantage of this opportunity and I therefore view this project as playing an important role in turning the tide.

The project team recognises the contribution by other secondary heads in the town to raise the achievement of all young people, including those young people who are new to the town and are at different stages of progress.

There is also a real sea change in the way grammar schools reach out and support other schools and there is far more activity than in previous years. Different views were voiced in the project, however the project team welcomed the interchange and dialogue as well as the support and collegiality demonstrated by the secondary and primary school sectors.

My thanks go to all those who have been involved with the project, those who were able to attend meetings – particularly the witnesses called to share their experience, expertise and insight into the complex issues. My Vice-Chair, Councillor Mark Flewitt, was unable to attend meetings but has been fully supportive throughout.

Councillor Alex Kaye
Chair, Project Team

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1. Objectives and Recommendations

Our Objectives

The People Scrutiny Committee undertook an in-depth study into Southend primary schools' falling grammar school entry figures.

The objectives of the project were to seek to understand the reasons for the falling number of local primary aged children gaining entry into the four grammar schools located in Southend. Additionally, to consider how best to ensure that all children achieve the best possible outcome at the end of primary school education (Key Stage 2 (KS2)) and where appropriate the best possible chance to access a grammar school place.

Our Seven Point Pledge

The following recommendations relate to the agreed project plan and the proposed outcomes of the project.

Cabinet is recommended to agree the following conclusions. It should be noted that approval of any recommendations with budget implications will require consideration as part of future years' budget processes prior to implementation.

1. To ensure every child has access to a good school, we will continue to challenge and intervene in schools where pupil progress, teaching and quality and leadership and governance capability are below the standard we expect.
2. To ensure that every child has access to the most appropriate secondary education and to maximise the uptake of grammar school places by local primary aged children, we will expect the leadership (including Governors) of every Southend primary school to support and encourage children who are on track to achieve (or have the potential to achieve) Level 5 at the completion of KS2 to enter for the 11 + examination.
3. To improve communication, information sharing and monitoring of impact with the Consortium of Selective Schools in Essex (CSSE), we will invite Southend Consortium members to an annual meeting to monitor and review grammar school applications and admissions from Southend primary schools, the impact of any changes made, specifically including writing and verbal reasoning and to ensure the Council is consulted on any future changes proposed, for example consideration of the venue.
4. **To improve communication and information sharing with parents and carers we will produce a *Secondary School Options and Frequently Asked Questions* feature in *Outlook* at the appropriate time. We will augment this with a communiqué on *Secondary School Options and Frequently Asked Questions* to be sent to every Year 5 primary school child in the Borough at the same time.**

5. To ensure Pupil Premium funding is used to narrow the achievement gap and support vulnerable children and families, we will challenge schools on the use of the funding, ensuring Primary School Governing Bodies include the progress of eligible children on each term's agenda.
6. To increase the level of challenge to Primary Governing Bodies we will expect them to monitor and review the trends and patterns in Secondary School applications and destinations with the aim of ensuring high quality transition for every child.
7. To improve communication between schools we will provide an annually updated directory of support and outreach services provided by the four grammar schools.

2. Process

The work of the scrutiny project was undertaken by the dedicated cross party project team, comprising:

- ❖ Councillor Alex Kaye (Chairman)
- ❖ Councillor Mark Flewitt (Vice Chairman)
- ❖ Councillors Mary Betson, Sally Carr, Dr Maria Counce, Anne Chalk, Mike Grimwade, Roger Hadley and Anne Jones.
- ❖ Officer / partner support was provided by Jane Theadom, Head of Learning and Fiona Abbott, Scrutiny project coordinator. Technical Support was provided by Darren McAughtrie, Jenni Naish and Tom Dowler.

The project team decided that the most effective way to gather current, qualitative evidence was by witness evidence from key people. Three witness sessions took place between November and January 2014.

[Attendance at session on 28th November 2013:](#)

- Graham Reeder, Chair of Governors, Richmond Primary
- Angela Hutchinson, Head Teacher, Bournemouth Park Primary School
- Michael Dedman, Chair of Governors, Bournemouth Park Primary School
- Ashley Eastwood, Head Teacher, Federation of Greenways Schools
- Richard Matthew, Chair of Governors, Federation of Greenways Schools
- Kerry Bradford Hughes, Chair of Governors, St Helen's Catholic Primary School
- Elizabeth Mouchel, Head Teacher, St Helen's Catholic Primary School
- Tim Barrett, Head Teacher, Temple Sutton Primary School
- Adam Smith, Vice Chair of Governors, Temple Sutton Primary School
- Viv Stevens, Head Teacher, Hinguar Community Primary School
- Maurice Sweeting, Vice Chair of Governors, Hinguar Community Primary School

The following sent apologies:

- Rupert Snow, Head Teacher, Hamstel Junior School
- Jim Johnson, Head Teacher and Janice Price, Chair of Governors, Edwards Hall Primary School
- Dawn Dack, Head Teacher, Richmond Avenue Primary School.

[Attendance at session on 2nd December 2013:](#)

Primary schools

- Richard Spence, Head Teacher, Chalkwell Hall Junior School
- Cheryl Woolf, Head Teacher, West Leigh Junior School
- Jason Aiken, Vice Chair of Governors, West Leigh Junior School
- Terry Cornelius, Head Teacher, Bournes Green Junior School
- Brian Sandford, Chair of Governors, Bournes Green Junior School
- Lynn Morris, Head Teacher, Earls Hall Junior School

- Jon Stanton, Chair of Governors, Earls Hall Junior School
- Debbie Priest, Head Teacher, Milton Hall Primary School & Nursery
- Niki Lamont, Chair of Governors, Milton Hall Primary School & Nursery and also attending as the Chair of the Governors Association

CSSE

- Dr Robin Bevan, Head Teacher, Southend High School for Boys
- Alison Clewlow, Head Teacher, Southend High School for Girls
- Dr Paul Hayman, Head Teacher, Westcliff High School for Girls
- Michael Skelly, Head Master, Westcliff High School for Boys

Also invited

- Carmel Allen, Deputy Head Teacher, St Bernard's, attending for Pat Barron, Head Teacher
- Megan Sylvester, Youth Mayor and observer on People Scrutiny Cttee

The following sent apologies:

- Tony Moltino, Chair of Governors, Chalkwell Hall Junior School
- Pat Barron, Head Teacher, St Bernard's

Attendance at witness session on 14th January 2014:

- Darren Woollard, Head Teacher, Blenheim Primary School
- Rupert Snow, Head Teacher, Hamstel Junior School
- Ron Wright, Chair of Governors, Hamstel Junior School
- Lee Pinchback, Head Teacher, Fairways Primary School
- Paul Philp, Chair of Governors, Fairways Primary School
- Frances Neil, Head Teacher, St Mary's, Prittlewell, CofE Primary School
- Celia Tyler, Chair of Governors, St Mary's, Prittlewell, CofE Primary School
- Jim Johnson, Head Teacher, Edwards Hall Primary School
- Janice Price, Chair of Governors, Edwards Hall Primary School

The following sent apologies - Donald Macnab-Star, Chair of Governors, Blenheim Primary School.

As part of the project some members of the project team visited the Youth Council meeting on 8th January 2014 to hear their thoughts on their experiences. Members also took the opportunity to undertake visits to some secondary schools in the borough:

- Councillor Kaye – visit to Southend High School for Girls in late December 2013
- Councillors Hadley and Grimwade – visit to Southend High School for Boys on 10th January 2014
- Councillors Kaye and Betson – visit to St Bernards School on 21st January 2014

Members reported back on their findings to the project team meetings.

The Project Team met on four occasions¹ and considered a wealth of evidence, including:

- ✚ The role of the local authority in the 'accountability landscape';
- ✚ Information on key stage levels;
- ✚ Analysis of data sets – grammar by primary schools entry 2009 – 2013; numbers of pupils taking 11+ 2010 – 2013;
- ✚ The approach taken by some other local authorities;
- ✚ Information / thoughts from an interested Councillor;
- ✚ Information on primary schools invited to witness sessions;
- ✚ A report on domestic violence and impact on children and correlated to attendance and attainment;
- ✚ Analysis of data at end of KS1 level (end Year 2) and conversion to level 5 (at end of primary school, Year 6);
- ✚ Analysis of data on how Southend schools compare at end of KS2 with our comparator / statistical neighbours;
- ✚ Information on the percentage of pupils achieving level 5+ in KS2 subjects for the period 2010 – 2013, for 4 Essex schools, Southend and the national figure;
- ✚ A report from the Sutton Trust 'Access To Grammar Schools For Disadvantaged Pupils' - <http://www.suttontrust.com/our-work/research/item/access-to-grammar-schools-for-disadvantaged-pupils/> and
- ✚ A contribution from a member of the public on his experiences.

This information provided the context to each of the witness sessions but also stimulated questions to be asked of the witnesses. The agreed project plan and a full list of the questions posed to the witnesses can be found in the appendices.

¹ The notes taken at the project team meetings and witness sessions are available separately.

3. Context

Context

Southend is a vibrant seaside town situated 40 miles to the east of central London. Southend has many advantages as a place to live and work: relatively low crime rates; excellent leisure and cultural opportunities; a major centre for employment and shopping; many high performing schools; a growing centre of excellence for Further Education; a 3 star NHS Foundation Trust and excellent transport links to London.

General population

Southend has a population of 175,284 (ONS mid-year population estimate September 2012) of which 41,583 are aged 0-19, with 11,641 being aged 0-4. Since 2004-2005 the rate of births in Southend rose sharply, this has recently stabilised and ONS population estimates predict a slower rate of births by 2016.

Geography & Environment

29.9% of Lower Super Output Areas (LSOA) in Southend are classified as falling within the 30% most deprived areas in the country, using ONS population figures this equates to just over 50,000 residents. Southend also has 8.4% of LSOAs, (just over 14,000 residents) that fall within the 10% most deprived in the country. (Source: Communities and Local Government - 2010 Indices Multiple Deprivation).

Westborough is the most densely populated ward in Southend with an estimated 10,993 people living within 92 hectares - 119.5 people per hectare. This compares to just under 40 people per hectare for Southend as a whole. (Source: ONS - Neighbourhood Statistics).

Schools²

In January 2013, a total of 27,928 children attended schools within the secondary, primary and special schools sectors in Southend.

There are 53 schools in Southend comprising 12 secondary schools, 35 primary schools and 5 special schools one of which is federated with the Pupil Referral Unit. 65% of schools in the borough are currently good and outstanding – the aspiration for Primary Schools is 75.5%, for Secondary Schools – 82.7% and for Special Schools – 94.7%.

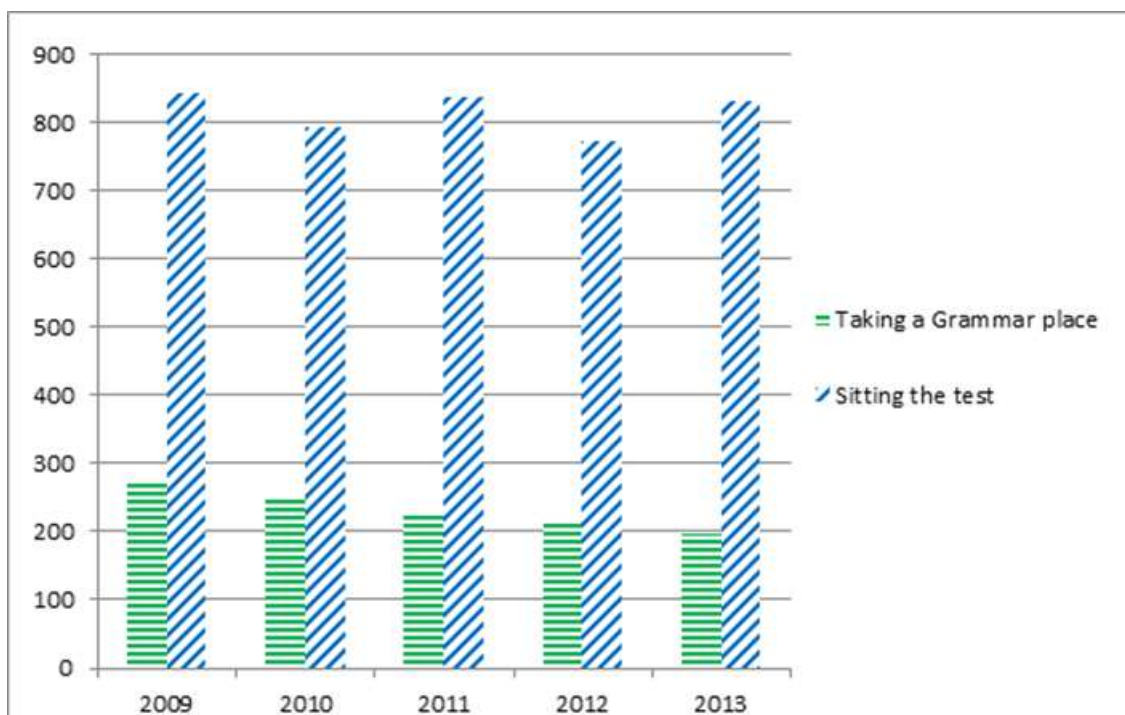
Of the 12 secondary schools, (average size 1000, from 600 to 1600 pupils), all have different types of governance. Four are grammar schools (two boys, two girls, all with around 1000 pupils). Of non-grammar schools, two are faith (Catholic) based (one, boys, one girls), the remainder are mixed sex.

² There are over 100 different languages spoken within Southend schools. The top six non-English languages spoken in Southend schools are: Bengali, Polish, Urdu, Czech, Shona and Chinese. (Source: Southend 2011 Annual School Census).

Four of the non-grammar schools have grammar streams, including the two faith schools. Entrance to the grammar schools is by passing the 11+, which is administered by the Consortium of Selective Schools in Essex. Approximately 44% of children attending Southend Primary Schools take the 11+ exam, of which between 25% and 30% pass and take up places at the Grammar School. The proportion of 11+ candidates from individual Southend Primary Schools varies from 1 in 10 children on a school roll to almost every child on that roll. The proportion of pupils securing places in the Grammar Schools from individual Southend Primary Schools varies from 40% of the roll down to 0%.

Whilst the figures do vary year-on-year, as an indication the average intake of Southend resident pupils between 2009-12, for each grammar school are:

- Southend Boys, 59.6%
- Southend Girls, 47.0%
- Westcliff Boys, 23.9%
- Westcliff Girls, 29.2%



Note – pupils sit the test in the autumn term of Year 6, for a place in the following calendar year

Between 2009 and 2012 there has been a significant increase in the proportion of children attaining Level 5 or above in English and Maths, from 20.3% in 2009 to 37.2% in 2012, (nationally the figure was 27.0% in 2012).

Over the last few years the proportion of pupils from Southend Primary Schools applying for the Grammar Schools has remained fairly constant. Despite no change in entry requirements there has been a steady decline in the success of applicants living in the town, which is why the local authority is taking an in depth look at the reasons for this change.

The Local Authority continues to support parents in choosing the most appropriate secondary school for their children whether it be a grammar school or our non-selective schools. We continue to seek to serve the best interests of children and parents in Southend. Ensuring that there is a good school place for every child is central to our Southend Challenge Strategy.

In Southend there is a key issue concerning the attainment gap between all children and those who are eligible for Free School Meals. We are on track to secure improvement through our Strategy '*The Southend Challenge*', one of the strands being the securing of higher achievement for our most vulnerable pupils in order for them to have the opportunity to access a grammar school place.

In November 2013, the project team learned that the CSSE would be making changes to the selection test for the 2015 entry. The decision has been taken in "order to bring the papers more in line with the expectations of Level 5, KS2, National Curriculum, for both English and Mathematics and to better reflect the educational experience of primary school pupils".

Just prior to completing this report, the project team was advised of the very encouraging headline results of the secondary school admissions for 2014, which indicates there has been a significant increase in the numbers of Southend pupils securing a selective grammar school place.

4. Findings

The responses from witnesses were wide ranging and reflected different perspectives, however there were a number of recurring themes explored by witnesses and felt to be of particular significance.

- ✚ There should be no barriers to aspiration and ambition. There needs to be good transition (preparation) for all primary aged pupils moving to secondary school. A useful way is also for all Head Teachers to agree to organising information evenings and open to year 4, 5, 6 pupils.
- ✚ The CSSE made changes in response to comments in part from Primary Heads, making the tests more relevant and aligned to the primary curriculum. However the changes apply to all pupils (not only those in Southend). It will be interesting to see what the CSSE is learning from the younger aged candidates taking the test at the beginning of Year 6. Head Teachers appreciated the commitment of the CSSE to bring the test more into line with expected standards at Level 5 and the removal of verbal reasoning as a standalone test, they had concerns as to the impact those changes would have.
- ✚ Whilst parental choice may mean that not every 'Level 5 child' will sit the selection test, this decision need to be an informed one and primary Head Teachers play a large part in this.
- ✚ Whilst Primary Head Teachers were clear that secondary school choice is a matter for parents, some Head Teachers are more proactive in providing information and encouraging parents with their choice.
- ✚ A tighter record should be kept at primary level on the numbers entering the selection test and the outcome, especially as it is known that numbers reaching the higher Levels 5 and Level 6 is increasing.
- ✚ Head Teachers and Governors are committed to ensuring that every child reaches their full potential.
- ✚ Head Teachers and Governors engage and provide opportunities for children and parents to understand the choices which are available at the appropriate time.
- ✚ Head Teachers and Governors see a key part of their role as making sure that children are not only academically prepared, but socially and emotionally prepared as well.
- ✚ Primary Head Teachers know and understand the challenge of raising the achievement of children eligible for free school meals. However, the approach to narrowing this gap differs between schools. Learning about what works best is incumbent on all primary Head Teachers.

- ✚ Some children expressed the view that they were not as well prepared as they might have been to answer and respond to questions in the 11+ selection test at the appropriate level. They believed they should have begun their preparation for transition to secondary education much earlier in their primary school career.
- ✚ Primary Head Teachers had particularly strong views about the timing and the management of the 11+ examination including:
 - Location of the test
 - Accessibility of test
 - Timing - in school year - of test. However the project team and the witnesses did recognise that this is a national process (Statutory Admissions Code), out of the control of local decision making.
- ✚ Secondary Head Teachers expressed the view that the location of the tests is a matter common to all candidates and is a matter of logistical expediency with over 4000 candidates across the county.
- ✚ Head Teachers are very clear that, as the non-grammar schools are improving, they have a duty to make parents aware of these positive choices and to acknowledge that for some families, grammar schools were not considered the choice for them.
- ✚ Head Teachers understand the role of Governors in the key transition for children between primary and secondary education.

Southend's inclusive practice:

There were some excellent innovative examples of good practice mentioned during the course of the review.

- ✚ Innovative use of the Pupil Premium to provide support to junior school children in accessing additional support.
- ✚ Secondary Head Teachers linking to local primary schools and the development of programmes for Gifted and Talented pupils.
- ✚ The offer of 11+ familiarisation classes to all primary school pupils by the grammar schools.
- ✚ Primary Head Teachers use a number of ways of ensuring that children and families where there are particular challenges (English as second language, carers etc), that they worked with parents to overcome barriers, for example accompanying parents on secondary school visits.

- ✚ Head Teachers voiced their pride in Southend's education system and were positive of both grammar schools and comprehensive schools and the faith schools.
- ✚ **Head Teachers acknowledged the challenge of making parents aware of choices and gave assurances that when they receive information, this is circulated / made available to parents.**

Some other issues raised – which are connected with further strengthening schools and the education system:

- Recruitment and retention of talented / experienced teachers.
- Housing for young teachers being affordable.
- Southend's unique selling point including its location and significant opportunities the town has to offer.
- Managing reputation of Southend as 'end of line' where London Weighting does not apply.
- Recognition that there is a complex transition process in Southend.

5. Appendices

5.1 Project Plan

TOPIC: PEOPLE SCRUTINY COMMITTEE - SOUTHEND PRIMARY SCHOOLS' FALLING GRAMMAR SCHOOL ENTRY FIGURES	
FRAMEWORK FOR SCRUTINY / SCOPE OF PROJECT: To establish the evidence base to provide Councillors with appropriate recommendations, to see what more can be done to improve access to grammar schools.	
Method: gathered through project team meetings and witness sessions (using appreciative inquiry).	Target date: May 2014
MEMBERSHIP: Councillor Kaye (Chairman), Councillor Flewitt (Vice Chairman), Councillors Betson, Carr, Dr Counce, Chalk, Grimwade, Hadley and A P Jones. Officer / partner support –Jane Theadom and Fiona Abbott, project coordinator. Technical Support – Darren McAughtrie	
SOURCES OF EVIDENCE The evidence base will be: (a) Trends and patterns (b) Review messages and key recommendations from relevant Reports to Cabinet (c) Information from comparable / similar LA's (Bournemouth, Torquay) (d) Stakeholders meetings	
POTENTIAL WITNESSES: (a) Primary School Head Teachers in the Borough, from across spectrum; (b) Primary School Chair of Governors in the Borough, from across spectrum; (c) Consortium of Selective Schools in Essex (CSSE). Questions to cover - establish patterns of grammar school entries at school; actions taken to progress it; what help need from the LA to maximise uptake. <u>Secondary Head Teachers</u> in the Borough from across the spectrum will be invited to submit written statements: Questions to cover – their position, how working with primary schools to maximise uptake; impact; how manage parental choice for academic education.	
<i>Scrutiny process to add value and is supportive of challenges already set to be</i>	

delivered have limited resources which need to be focused on providing the front line service and the priority outcomes for the Council.

RECOMMENDATIONS:

To make appropriate recommendations to the Council.

5.2 Questions Asked of Witnesses

Questions for Primary Head Teachers / Chair of Governors – 28th November and 2nd December 2013 sessions

Who sits the test

1. How and when do you know if a child is right for the 11 plus test? What criteria do you use to judge whether the test is right for the child
2. Does your school allow all children the opportunity to take the test?
3. Do you provide any additional support to help children prepare for the 11+ test?
4. Is this support provided to all children or just those that you feel are suitable?
5. What support do you provide to parents to assist at home?
6. Do Southend located grammar schools provide any support to your school with regards to helping pupils prepare for the 11 plus test? Is this provided to all children or just those that you feel are suitable?
7. Do you feel that sometimes parents push children to take the 11 plus test that you feel are not suitable / working at the right level to take the test? Why do you feel parents do this?
8. Do you feel that sometimes parents do not put suitable children forward for the test? Why do you feel parents do this?

Parental knowledge on secondary school options

9. What information do you provide to parents about their secondary school options, including grammar schools, and when do you provide this? i.e. information about tests, venues etc.
10. Do you think enough is done to publicise the choices available for secondary education?
11. Are you aware through discussions with parents about their views of the secondary school options for the pupils in Southend? What in general are their views?

Pupil progress

12. What are the key barriers which inhibit primary school pupils from achieving the above average levels of attainment required to gain a grammar school place?
13. We know that achievement at secondary school can be limited by the level at which a pupil leaves year 6 and enters year 7. What is your school doing to improve the attainment overall for all pupils in preparation for secondary education regardless of whether it is selective or non-selective?
14. How do you keep track of children's progress throughout primary school?

The future selection test

15. Changes to selection test:
 - (a) what are the implications of change?
 - (b) Do you welcome the changes?
 - (c) Do you have concerns?

Questions for CSSE at session on 2nd December 2013

1. What are/were there weaknesses in the last 11+ answers in 2013? Was there a common theme?
2. Are the weaknesses orientated in any way as "specifically male or specifically female"?
3. Was there a common strength theme in the 11+ answers in 2013?
4. Are the strengths orientated in any way as "specifically male or specifically female"?
5. Would a change in the moderation of the answers result in any significant difference in result outcomes of the number of Southend students failing the 11+?
6. Were there significant fail rates for specific schools, if so, what advice is given to them?
7. In your view, does every candidate understand that they are sitting an 11+ selection test?
8. Do CSSE schools actively encourage 'taster days' for primary pupils in order to raise their aspirations and ensure they have guidance in choosing the most appropriate school for their secondary education?

Changes to 11+ selection tests - Autumn 2014 (for admission September 2015)

9. Changes have been introduced to the 11+ test, how will the new exam be a 'better fit'?
10. How is the CSSE intending to convey the changes to schools, parents and the wider community?
11. What impact do you expect the changes to have on Southend numbers?
12. How will the new test take account of the age range of the pupils, given that some will be 10 years old?
13. How will the new test be marked (criteria and how the pass mark set) and how closely will the marking scheme be aligned to the National Curriculum marking i.e. how will handwriting, which should be 'joined and legible', be judged as part of the creative writing task?

Questions for 14th January 2014, which pulled together the threads of the first 2 witness sessions

The standards achieved by pupils towards the end of their primary education, (in years 5 and 6)

1. As a community of schools, what are you doing to ensure that pupils reach a good standard by the time they are in Year 5?

2. What do you do if pupils who show signs of capability, are not making the progress they should?

The inclusion of every child in our aspiration and ambition

3. What does your school do to ensure that the needs of young carers are met?
4. What gaps exist/have existed in the past in your school and what have you/are you doing to address them?

The role of the entire school team, head and teachers in KS2 and governors in making transition happen as smoothly and successfully as possible

5. When do you meet parents to discuss the options for secondary education? How are parents made aware of the options available? (Is it solely down to parental choice?)
6. What are the roles and responsibilities of the school team, head and governors in raising standards and attention to the choices available for secondary education?
7. What feedback do you receive from secondary schools on your former pupils? (How do you assess how successful your school has been in helping them on their educational journey?)
8. In your opinion, why do you think the numbers passing the 11+ in Southend has dropped, given that the numbers taking the exam have remained constant?
9. Is there an issue in attracting teachers for our Southend schools?

The communication strategy for parents and carers about secondary provision and opportunities

10. Last year we provided a wrap for the Yellow Advertiser in addition to the information booklet sent out to each family of a Year 5 pupil – is there anything else we can do to improve communication?
11. What else could schools do to further improve the experience of choosing a secondary school for every child, parent and carer?

5.3 Terms and acronyms

- 11+ = name given to the examination which pupils need to pass to determine whether child is able to enter a selective school.
- CSSE = The Consortium of Selective Schools in Essex, which administers the 11+ test in Essex³ In total, there are 10 Consortium members.⁴
- The national curriculum is organised into blocks of years called 'key stages' (KS). At the end of each key stage, a child's teacher will formally assess their performance to measure your child's progress. National Curriculum attainment levels are numbered between 1 and 8. Source <https://www.gov.uk/national-curriculum/overview>
- LA = Local Authority.
- LEA = Local Education Authority.

³ But now excludes Chelmsford High School for Girls

⁴ Schools are - King Edward VI Grammar School, Colchester County High School for Girls, Colchester Royal Grammar School, [Southend High School for Girls](#), [Southend High School for Boys](#), [Westcliff High School for Girls](#), [Westcliff High School for Boys](#), St. Bernards High School for Girls, St. Thomas More High School, Cecil Jones College and Shoeburyness High School

6. Contact Details

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