

Member Report

Provisional Education Results Across All Key Stages 2018

Public

To: Cabinet **Date:** 22 January 2019

From: Corporate Director for Children and Families **Decision type:** Executive

Portfolio: Children **Forward Plan reference:**

Priority: A brighter future for our children

Ward(s): All

1 What is the recommendation?

1.1 It is recommended that Members:

- i. Celebrate the outstanding progress made by the primary sector for most young people
- ii. Note the changing performance measures for secondary education which highlight the lack of adequate progress for many young people from their assessments at the end of primary school;
- iii. Are informed of the results at College Level
- iv. Are aware of the particular challenges for Children in Our Care regarding progress and ensure the Corporate Parenting Board receive regular updates
- v. Note that exclusion rates are rising in the Local Authority and in some schools expediently and support the creation of new alternative education provision
- vi. Endorse the key proposals of the Redcar and Cleveland Strategic Education Board and continue to hold academy and school leaders to account for the impact of their interventions to support improvement.

2 What part of the Corporate Plan does this report deliver, and how?

- 2.1 In developing a "Brighter Future for our Young people" outcomes in secondary, post 16 and Children in Our Care (LAC) for many young people need to improve.
- 2.2 This report offers the factual data now available for results at the end of all key stages and assessment points for pupils in Redcar and Cleveland although some of this data remains provisional till January 2018 and national comparators are not fully known.
- 2.3 This report attempts to highlight the headline, academic outcomes for pupils against all key stages from early years through to Post 16. Although individual schools are not reported on at primary level in this report, they are reported on at secondary level. The report also looks at behaviour and attendance outcomes and trends. The report also offers more detail around the performance of Children in our care (LAC).
- 2.4 In summary, Redcar and Cleveland has performed very well for its primary cohort of children but there are some schools who have underperformed at secondary level. Performance at Post 16 is mostly above North East averages although it is below

national averages in all categories except one. Of significant concern is the high number of exclusions in the Borough of secondary aged pupils.

2.5 Improvement in educational outcomes is vital to the plans for the Local Authority. It is essential that more young people can attend schools which provide them opportunities to succeed and be part of the flourishing future of Redcar and Cleveland. If standards of education fail to meet floor standards then the quality of education provided to young people will not be adequate and could affect future welfare and prosperity. The LA continues to monitor, challenge and support our maintained schools as well as Multi-Academy Trusts and work with key stakeholders such as the Department for Education, the Dioceses, the Regional Schools Commissioner and Ofsted to ensure standards improve. Strategies are being proposed from the School Improvement Team to support the raising of standards across the Borough. A Transitions Strategy led by the Scrutiny Task and Finish Group and an Alternative Provision Strategy are two of the main components.

3 Primary Performance

3.1 Early Years Foundation Stage (EYFS):

The EYFS framework sets the statutory standards for the development, learning and care of children from birth to age 5. These standards apply to all early years providers to ensure that children learn and develop well and are kept healthy and safe. Practitioners must complete the EYFS profile for each child who will be 5 years old on, or before, 31 August 2018.

Practitioners make profile judgements against all 17 early learning goals (ELGs); set out under the seven areas of learning on the basis of cumulative observational evidence recorded over the course of the year.

Pupils are assessed as meeting a good level of development (GLD) if they have met all the ELGs set out in the following areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Maths

EYFS performance data 2018:

		All %	Boys %	Girls %
Meeting a Good Level of Development (GLD)	National	71.5	65	78.4
	North East	71.5	64.7	78.7
	Redcar and Cleveland	71.4	64.1	79
Meeting expected standard across all 17 Early Learning Goals (ELG)	National	70.2	63.2	77.5
	North East	70.1	62.8	77.8
	Redcar and Cleveland	74.1	66.5	82.1

Summary:

The % of 'all' children reaching a GLD is in line with National and North East averages

(+2pp from 2017).

The % of 'all' pupils meeting the expected standard across all 17 ELGs is well above National and North East averages (+4pp from 2017).

3.2 Year 1 phonics screening:

The Phonics Screening Check is meant to show how well a pupil can use the phonics skills they've learned up to the end of Year 1, and to identify pupils who need extra phonics help.

The checks consist of **40 words and pseudo-words** that a pupil will be asked to read one-on-one with a teacher. Pseudo words are a collection of letters that will follow phonics rules a pupil has been taught, but don't mean anything – a pupil will need to read these with the correct sounds to show that they understand the phonics rules behind them.

Year 1 performance data 2018:

		All %	Boys %	Girls %
Year 1 pupils meeting the expected standard of phonics decoding	National	82	79	86
	North East	83	80	87
	Redcar and Cleveland	82	76	88

Summary:

All pupils meeting the expected standard in phonics decoding is in line with National average.

3.3 Key Stage 1 - Year 2 teacher assessment:

In 2018 writing is assessed through teacher assessment and teachers had to administer the English reading and maths tests to help make a secure judgement for their final assessments at the end of KS1. In 2018 the KS1 English grammar, punctuation and spelling test remained optional.

Year 2 performance data 2018:

		English Reading			English Writing			Maths		
		All %	Boys %	Girls %	All %	Boys %	Girls %	All %	Boys %	Girls %
England (all schools)	Expected standard	75	71	80	70	63	77	76	75	77
	Working at greater depth in standard	26	22	29	16	12	20	22	24	20
North-East	Expected standard	77	72	81	72	66	79	77	75	79
	Working at greater depth in standard	26	22	30	17	13	22	23	24	21
Redcar and Cleveland	Expected standard	77	73	81	74	69	80	78	76	80
	Working at greater depth in standard	22	21	23	15	11	18	19	22	16

Summary:

The percentage of pupils achieving the 'expected standard' in:

- English reading is above the National average and in line with North East average.
- English writing is above the National average and North East average.
- Maths is above the National and North East average.

The percentage of pupils working at greater depth in the standard:

- English reading is well below the National and North East average.
- English writing is below the National and North East average.
- Maths is well below the National and North East average.

3.4

Key stage 2 – Year 6:

In 2018, pupils in year 6 sat the reformed national curriculum statutory assessment tests (SATs) for the third consecutive year. The tests are carried out for English reading; maths and grammar, punctuation and spelling and are more rigorous and demanding of pupils than previous testing regimes. English writing remains a teacher assessed subject.

A key measure at the end of key stage 2 is a pupil's scaled score in reading and maths. This is calculated from a pupil's raw score (the number of questions they get right). A scaled score of 100 represents the expected standard on the reading and maths test.

The headline measures include attainment and progress measures. These are:

- the percentage of pupils achieving the 'expected standard' in English reading, English writing and maths
- The pupils' average scaled score in English reading and maths
- The percentage of pupils who achieve at a higher standard in the combined measure across all three subjects.
- The percentage of pupils achieving the 'expected' standard in the combined measure across all three subjects.

Year 6 performance data 2018:

			All %	Boys %	Girls %
English reading; English Writing; maths combined	England (state funded schools)	Expected standard	64	60	68
		Higher standard	10	8	11
	England (all schools)	Expected standard	64	60	68
		Higher standard	10	8	12
	North-East	Expected standard	67	63	72
		Higher standard	10	8	12
	Redcar and Cleveland	Expected standard	71	67	75
		Higher standard	10	9	11

		English Reading			English Writing			Maths		
		All %	Boys %	Girls %	All %	Boys %	Girls %	All %	Boys %	Girls %
England	Expected	75	71	79	78	72	84	75	75	76

(state funded schools)	d standard									
	Higher standard	28	24	32	20	15	25	24	25	21
	Scaled score	105	104	106				104	105	104
England (all schools)	Expected standard	75	71	79	78	72	84	76	75	76
	Higher standard	28	24	32	20	15	25	24	25	22
	Scaled Score	105	104	106				104	105	104
North-East	Expected standard	77	74	81	81	75	87	78	77	80
	Higher standard	28	24	33	22	16	28	24	25	22
	Scaled score	105	105	106				105	105	105
Redcar and Cleveland	Expected standard	79	75	83	84	77	89	83	82	84
	Higher standard	26	23	30	21	16	27	26	30	22
	Scaled score	105	105	106				106	106	105
	Progress measure	+1.3	+1.1	+1.5	+1.8	+1.2	+2.5	+2.2	+2.9	+1.4

Headline measures summary:

The percentage of 'All' pupils achieving the 'expected standard' in:

- English reading is well above the National average and above North East average.
- English writing is well above the National and North East average. Maths is well above the National and North East average.

'All' pupils' average scaled score in:

- English reading is in line with National and North East averages. Maths is above National and North East averages.
- The percentage of 'all' pupils achieving the 'expected' standard in the combined measure across all three subjects is above National and North East averages.
- The percentage of 'all' pupils achieving at a higher standard in the combined measure (across all three subjects) is in line with National and North East averages.

4 Secondary Performance

4.1 In 2018, students sat reformed GCSEs in English language, English literature and mathematics for the second time and reformed GCSEs in a range of subjects for the first time.

The 2018 headline accountability measures which will appear in the performance tables for secondary schools are:

- progress across 8 qualifications (Progress 8)
- percentage of pupils entering the English Baccalaureate (EBacc entry)
- percentage of students staying in education or going into employment after key stage 4 (pupil destinations)
- percentage of pupils achieving a grade 5 or above in English and maths (Attainment in English and maths)
- attainment across the same 8 qualifications (Attainment 8)
- English Baccalaureate Average Point Score (EBacc APS)

Definition of the headline measures:

Progress 8 compares pupils' key stage 4 results to those of other pupils Nationally with similar prior attainment.

EBacc refers to a combination of subjects that the government thinks are important for young people to study at GCSE. It includes: English language and literature (only the highest score of one English will count), maths, the sciences, geography or history and a language.

Pupil destination measure shows the percentage of pupils continuing to a sustained education, employment or training destination in the year after completing key stage 4 study (after year 11). The data, to be published in October 2018 is for pupils who finished year 11 in 2016, which is the most recent data available. To be counted in a sustained destination, pupils had to have a recorded activity throughout the first two terms of the 2016/17 academic year (or any 6 months in the year for apprenticeships)

English and maths measure is the percentage of pupils achieving a grade 5 or above in English and maths. A grade 5 or above in English or maths is recognised as a 'strong pass' for the purposes of school accountability only. (In all subjects, a grade 4 or above is recognised as a 'standard pass'. A 'standard pass' is a credible achievement for a young person that should be valued as a passport to future study and employment)

Attainment 8 measures the achievement of a pupil across 8 qualifications.

Progress measure 'bandings' – In the school and college performance tables, the Progress 8 scores are grouped into 5 'bandings' Banding categories in 2018 are:

- Banding 1: Well above average; about 14% of schools/colleges in England
- Banding 2: Above average; about 19% of schools/colleges in England
- Banding 3: Average about; 37% of schools/colleges in England
- Banding 4: Below average; about 17% of schools/colleges in England
- Banding 5: Well below average; about 14% of schools/colleges in England

Year 11 performance data 2018:

4.2

School name	Type of school	Number of pupils at the end of Key Stage 4	Progress 8 Score and Band Description	Attainment 8 score	Grade 5 or above in English and maths GCSE	EBacc. Average Point Score	Entering EBacc	Staying in Education or employment (2016 leavers)
Outwood Academy Bydales	Outwood Academy	122	Band 1 0.76	59.1	77%	4.98	19%	94% (143 of 152)
Sacred Heart Secondary Voluntary Academy	Nicholas Postgate Catholic Academy Trust	143	Band 2 -0.01	52.2	54%	4.44	31%	95% (130 of 137)
Nunthorpe Academy	Nunthorpe Academy Trust	267	Band 3 -0.08	48.0	48%	3.91	16%	94% (254 of 271)
Outwood Academy Redcar	Outwood Academy	97	Band 3 -0.15	45.5	48%	3.55	9%	88% (126 of 143)

Huntcliff School	Maintained Foundation School	106	Band 4 -0.28	46.0	44%	4.03	45%	93% (99 of 107)
Laurence Jackson School	Maintained Foundation School	226	Band 4 -0.38	44.9	44%	4.02	31%	95% (242 of 255)
Rye Hills Academy	Nunthorpe Academy Trust	161	Band 4 -0.62	42.9	40%	3.78	35%	No Published Data
Freebrough Academy	Teesside Learning Trust	120	Band 5 -0.94	37.8	27%	2.79	23%	88% (117 of 133)
St Peters College Catholic Voluntary Academy	Nicholas Postgate Catholic Academy Trust	105	Band 5 -1.15	34.0	8%	2.78	24%	94% (76 of 81)
Hillsview Academy	Academies Enterprise Trust	139	Band 5 -1.57	28.1	12%	2.09	0%	87% (150 of 172)
Redcar and Cleveland		1,519	National Rank 147 Band D Trend Down -0.45	43.4	41%	3.62	22.6%	92% (1,485 of 1,620)
England State Funded		523,757	-0.02	46.4	43%	4.03	38%	94% (507,855 of 541,120)
England All Schools		585,377	-	44.3	40%	3.83	35%	-

Headline measures summary:

- 40% of schools are significantly below the national average for Progress 8 measures.
- The % entering EBacc within the authority is down in 6 of the schools, has stayed the same in one and is up in 3.
- English and maths at Grade 5; schools are in line with national tables. Overall attainment is still below National averages whilst improving in 2017 has dropped back 1% in 2018.
- The combined result for attainment 8 is 3% below the national.
- Outwood Academy Bydales is well above average (Band 1), in England for Progress 8. Three LA schools are average (Band 3), two below average (Band 4) and four well below average (Band 5).

4.3

Progress Gap for Key Groups within Secondary

Within each school there are important groups where performance is measured to see that intervention strategies used by schools are having impact. In 2018 across Redcar and Cleveland schools there are lower performing groups including:

- Students with Education Health Care Plans
- Students with Free School Meals (Pupil Premium/Disadvantaged)
- Boys
- Children in our care (LAC)

Data to measure the gap between 'disadvantaged students' and 'other students' will be confirmed nationally in January 2019. Early indications however, show a significant progress gap for all key groups.

4.4 Government Floor Secondary Standards 2018

The Government sets floor standards using the important measure of Progress 8. Since 2016, a school is below the floor standard if its Progress 8 score is below -0.5 and the upper band of the 95% confidence interval is below zero.

The coasting definition for 2018 is based on three years of data, using the same performance measures that underpin the floor standards. In line with regulations, in 2018 a secondary school will fall within the coasting definition if, based on revised data for all of 2016, 2017 and 2018 the school's Progress 8 score was below -0.25.

Provisional 2018 indicates that four schools, Rye Hills Academy, Freebrough Academy, St Peter's Catholic Collage Voluntary Academy and Hillsview Academy will likely be below the floor standard. Coasting Schools 2018 are St Peter's Catholic Collage Voluntary Academy and Hillsview Academy. Point to note: although Rye Hills Academy falls into the coasting category it is excluded on the grounds that it has not completed its three year academy convertor period. National figures have still to be confirmed by the Department of Education after their checking exercises.

School	2018		2017		2016	
	Progress 8	Banding	Progress 8	Banding	Progress 8	Banding
Freebrough Academy	-0.94	5	-0.13	3	-0.15	3
Hillsview Academy	-1.57	5	-0.85	5	-0.92	5
Huntcliff School	-0.28	4	-0.54	5	-0.13	3
Laurence Jackson School	-0.38	4	-0.63	5	-0.22	4
Nunthorpe Academy	-0.08	3	-0.27	4	-0.19	4
Outwood Academy Bydales	0.76	1	0.65	1	0.27	2
Outwood Academy Redcar	-0.15	3	0.22	3	-0.22	4
Rye Hills Academy	-0.62	5	-0.28	4	-0.36	4
Sacred Heart Academy	-0.01	3	-0.38	4	-0.18	3
St Peters College Academy	-1.15	5	-0.33	4	-0.54	5

4.5 North East Provisional Comparisons for Secondary

Figures from the Statistical First Release published in October 2018 give comparative data for the North East region. This data concentrates of the three high level measures of English and maths; the English Baccauaeate set of subjects and Progress 8. The English Baccauaeate are those subjects determined by the DfE as the core academic subjects in secondary school.

These show that Redcar and Cleveland Schools performed in line with the North East

average for attainment in GCSE English and Maths. However, the performance of the North East is below National . 40.5% of Redcar and Cleveland students achieve a strong pass at GCSE in English and maths (9-5) compared to 43.2% nationally.

22.6% of students in Redcar and Cleveland were entered for the English Baccalaureate set of subjects down 2.9% from 2017. This is below both the regional figure (34.5%) and the national figure (38.5%).

There is a significant challenge in improving the Average Progress 8 figure where the LA is in the bottom two regionally.

Region/ Local Authority	Number of pupils at the end of key stage 4	English and maths GCSEs		English Baccalaureate		Progress 8
		Percentage of pupils who achieved a 9-5 pass	Percentage of pupils who achieved a 9-4 pass	Percentage of pupils entered for all components	Average Point Score per pupil	Average Progress 8 score
Total (state-funded sector)¹	521,377	43.2	64.2	38.5	4.04	-0.02
England¹	585,377	39.9	59.1	35.1	3.83	-0.08
North East	24,853	40.5	62.0	34.3	3.81	-0.23
County Durham	4,614	38.8	61.4	33.8	3.79	-0.23
Darlington	1,097	44.6	65.3	44.6	3.95	-0.25
Gateshead	1,885	42.5	64.3	38.4	3.95	-0.25
Hartlepool	1,016	37.4	60.3	26.9	3.54	-0.48
Middlesbrough	1,337	36.9	59.2	22.4	3.41	-0.24
Newcastle upon Tyne	2,450	39.8	60.2	40.9	3.84	-0.16
North Tyneside	1,879	40.3	64.4	37.3	4.04	-0.20
Northumberland	3,057	43.3	63.5	29.7	3.91	-0.09
Redcar and Cleveland	1,519	40.5	61.1	22.6	3.62	-0.45
South Tyneside	1,462	38.9	61.8	26.1	3.71	-0.25
Stockton-on-Tees	1,929	47.6	66.8	38.9	4.00	-0.08
Sunderland	2,608	36.2	57.1	41.9	3.73	-0.36

5 Post 16 Performance

5.1 The North East has the smallest number of A Level students in state-funded institutions (4.2 % of all state-funded students). This is primarily driven by population size rather than participation in level 3 study.

Post 16 has seen a change this year through the joining of Redcar and Cleveland College with Stockton Riverside College. The College group is called Stockton Riverside College Group and Redcar and Cleveland College is now a subsidiary of the group.

Performance measures at Post 16 are provisional and should not be directly compared across qualification types due to differences in entry patterns and grading structures between qualification types.

The Government headline measures at Post 16 are: Attainment; Progress; English and Maths, Retention; and Destinations.

Results are reported separately for six cohorts of students depending on the types of qualifications taken: A level, Academic, Applied General, Tech Level, Level 2 Vocational and Technical Certificates.

Post 16 performance data 2018:

2018	Level 3 students	A level students				Academic student	Tech Level students	Applied General students	TechBacc
		Percentage of students achieving at least 2 A levels	Percentage of students achieving at least 2 substantial level 3 academic qualifications	Percentage of students achieving grades AAB or better at A level	Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects				
Region	Percentage of students achieving at least 2 substantial level 3	Percentage of students achieving at least 2 A levels	Percentage of students achieving at least 2 substantial level 3 academic qualifications	Percentage of students achieving grades AAB or better at A level	Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects	Percentage of students achieving at least 2 substantial level 3 academic qualification	Average grade of students achieving	Average grade of students achieving	Number of students achieving TechBacc
England	80.3	77.2	77.2	20.6	15.9	77.2	Merit +	Merit +	153
North East	73.6	69.6	69.2	16.2	12.5	69.2	Merit +	Merit +	5
Redcar & Cleveland	72.9	75.6	75.2	13.6	9.8	75.2	Merit	Dist-	0

Definition of the headline measures in Table:

Level 3 students covers students at the end of advanced level study who were entered for at least one academic qualification equal in size to at least half (0.5) an A level or an extended project (size 0.3), or applied general or tech level qualification during their 16-18 study.

A level students covers students at the end of advanced level study who were entered for at least one A/AS level, applied single A/AS level, applied double A/AS level or combined A/AS level during 16-18 study.

Academic students covers students at the end of advanced level study who were entered for at least one academic qualification at least half (0.5) the size of an A level (180 Guided Learning Hours) or an Extended Project Qualification (size 0.3) during 16-18 study.

Tech level students covers students at the end of advanced level study who were entered for at least one tech level qualification during 16-18 study

Applied General students covers students at the end of advanced level study who were entered for at least one applied general qualification during 16-18 study.

TechBacc is awarded to students taking advanced programmes of study who achieve a Tech Level, level 3 maths and Extended Project Qualification.

Headline measures summary:

- Percentage of Level 3 students achieving at least 2 substantial level 3 exams is below both North East and National.
- Percentage of students achieving at least 2 A levels is above North East but below National.
- Percentage of students achieving 3 A*-A grades or better at A level is below both North East and National.
- Percentage of students achieving grades AAB or better at A level is below both north East and National.
- Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects is below both North East and National.
- Percentage figures are not yet available for Tech Level or Applied General qualifications.

6 Children in our care (LAC) performance

Nationally Published Performance Tables for children in our care (LAC)

These outcomes are all for children who had experienced care for a minimum of 12 months prior to the assessment. Due to the small size of the cohorts, 5 children for early years and foundation stage, 9 children for key stage 1, and 11 children at key stage 2, the results are not statistically significant. Many of these children have additional needs.

KS4 GCSE outcomes

School name	Number of pupils at the end of Key Stage 4 (in care for minimum of 12 months)	Progress 8 score	Attainment 8 score	Grade 5 or above in English and maths GCSE	EBacc. Average Point Score	Entering EBacc	Staying in Education or employment (2016 leavers)
R&C Virtual School	17	-1.43	17.2	17.6%	1.18	5.9%	82.4% (3 out of 17)
North East region	220	-1.10	25.1	10.8%	1.92	11.3%	No data
National	2760	-0.93	24.7	9.9%	1.96	11.9%	No data

7 Background to Exclusions and Attendance

Fixed Term and permanent exclusions have been on an upward trend in Redcar & Cleveland Schools over the last three years. In 2017-2018 63 secondary students were excluded and 2 pupils from primary schools. Those schools who have exclusions are listed below.

Nationally Published Exclusion and Attendance Tables

Redcar & Cleveland Provisional Exclusion Data 2017 -18			
Excluding School	Fixed Term Exclusion	Days Lost	Permanent Exclusion
Archway	3	5.5	
Badger Hill Primary School	1	1	
Caedmon Primary School	38	24	
Chaloner Primary School	10	31	
Coatham Church Of England VC Primary	3	4.5	
Dormanstown Primary Academy	12	9.5	
Errington Primary School	2	6	
Freebrough Academy	173	404.5	4
Grangetown Primary School	11	16.5	
Green Gates	3	5.5	
Handale Primary School	4	5	
Highcliffe Primary School	8	10	
Hillsview Academy	985	1111.5	13
Hummersea Primary School	4	6	1
Huntcliff School	104	165.5	
Lakes Primary School	5	9.5	
Laurence Jackson School	306	820	6
New Marske Primary School	5	17.5	
Newcomen Primary School	16	56.5	1
Nunthorpe Academy	178	395	6
Ormesby Primary School	5	10	
Outwood Academy Bydales	143	205	2
Outwood Academy Redcar	966	1230.5	7
Pathways School	98	89.5	
Rye Hills Academy	482	952.5	8
Sacred Heart RC Secondary Voluntary Academy	217	416	4
Saint Gabriel's Roman Catholic VA Primary	14	21	
Saltburn Primary School	12	13.5	
Skelton Primary School	8	6	
St Margaret Clitherow's RC Primary School	4	5	
St Peter's Church Of England VC Primary	1	3	
St. Peter's Catholic Voluntary Academy	591	1219	13
Teesville Primary School	3	11	
Whale Hill Primary School	1	1	
Whitecliffe Primary School	12	37.5	
Wilton Primary School	3	6	
Total	4,431	7,331	65

During the first half term of the 2018/19 academic year permanent exclusions totalled 17 and there were 1,079 fixed term exclusions leading to 1,547 days lost from education in the borough.

8 Council School Improvement Strategies

- 8.1 The council has been left, over successive years of funding cuts, with a very small school improvement function. From September 2018, the team that remains is a few advisers, one for secondary education, one for primary education and a teacher for early years managed by an Assistant Director. There is also a Virtual Headteacher with a small team to champion the educational outcomes for children in our care. As a result, the function of school improvement had fallen largely to sector led forums facilitated by the Local Authority. For secondary schools this is the Education Improvement Partnership. The Education Improvement Partnership has identified the following priorities for 2018/2019.

Redcar and Cleveland Secondary Education Improvement: Partnership Key Priorities 2018/2019

The Redcar and Cleveland Education Improvement Partnership, representing all secondary educational leaders in schools, colleges and Academies has been working together to analyse the performance and ensuring that their priorities are making the difference. The LA is part of this partnership and supports it in identifying, monitoring and assessing the impact of strategies to support the improvement in key priority areas. The key priorities 2018 -2019 agreed by leaders are:

Priority One - Improving outcomes for disadvantaged students

- Reducing absence
- Reducing persistent absence
- Increasing progress
- Improving attainment

Priority Two– Ensuring outcomes for key groups improve

- Special Educational Needs and Disability
- High achieving students
- Improving outcomes for boys

Priority Three – Improving behaviour

- A focus upon managing behaviour
- Reducing exclusions

8.2 **Strategic Education Board**

There is also a Strategic Education Board which is a relatively new board which oversees the strategies in education and is a cross phase partnership involving key partners. This is an opportunity for the Local Authority to bring strategies to the table and gain collective agreement with Headteachers to drive forward improvement strategies.

In the Autumn term 2018, the following new strategies have been agreed through this board:

- An Alternative Provision Strategy

This strategy will improve the range of high quality provision available to schools to enable opportunities for young people to engage with meaningful learning outside of school to help prevent exclusions

- A Transition Strategy

This strategy is working with the leadership of a Task and Finish Scrutiny Committee to ensure there is appropriate, planned transition arrangements for pupils between settings which enable them to be nurtured and their academic

progress accelerated.

- Pupil mobility strategy

This looks at the rates of pupil movement in the system, which can be very challenging for schools to manage, and proposes strategies to help address the issues of in-year transfers, elective home education and fair access referrals.

Pupil Placement Panel

8.3 To reduce the number of exclusions a new Pupil Placement Panel has been convened to focus on:

- agreeing joint and collaborative action on shared priorities to improve behaviour and attendance in schools and academies. This action will include the identification and allocation of resources for those shared priorities.
- ensuring that unplaced children follow the Fair Access Protocol, and are placed quickly. It is understood that all admissions authorities (namely schools and academies) must participate in the Fair Access Protocol.
- working closely regarding the admission arrangements for young people into to the pupil referral unit where necessary.
- facilitating multi-agency solutions to educational support and provision for young people.

The new panel will meet every fortnight and will examine the provision for any student at risk of exclusion, all Managed Moves and admissions to Archway. It will have a wide representation from school leaders, the Local Authority inclusion and admission services, Early Help and the Pupil Referral Unit.

Exclusions from school will be mapped each week and the Head of Education will ensure suitable and timely challenge and intervention. The focus of the local authority Inclusion Team has been revised to ensure that interventions are triggered in response to incidents of fixed term exclusions. An escalation process for interventions for pupils who are pending permanent exclusion has been developed.

Activity will commence to secure more alternative provision, and more alternative curriculum opportunities for learners at risk of exclusion. This will be in conjunction with Redcar and Cleveland colleges, existing providers and commercial providers. The capital build projects for Archways and Pathways will help secure more places to support students presenting challenge.

Virtual School for Children in Our Care

8.4 The Virtual School is currently addressing several key areas to meet the challenges of supporting children in our care in schools in and out of borough:

- supporting the development of an alternative provision strategy in partnership with schools and/or commissioned by the local authority and to include development of strategies to meet yearly increase in number of children in our care issued with an Education Health & Care Plan who need to access out of area provision.
- Development of accountability measures to scrutinise Pupil Premium spend on improving outcomes for children in our care.
- Development of data management systems to monitor progress and attainment

of children in our care.

- Develop strategy around widening the performance indicators measures of successful outcomes for children in our care and work strategically with key partners to ensure all children in our care up to 18yrs are supported to fulfil their potential.
- Continue to develop inclusion strategies to reduce rate of fixed term exclusions issued to children in our care.

Tees Valley Combined Authority

8.5

An Education and Innovation Strategy exists within the Combined Authority which aims to support school improvement. This has yet to be fully realised or the funding released.

Opportunity North East

8.6

In October 2018 'Opportunity North East' has named Redcar and Cleveland as a focus area along with 3 others: Middlesbrough, Hartlepool and Northumberland. The focus areas are to enhance social mobility through: Local Enterprise Partnerships, Teacher Training, Recruitment and Retention Strategy, Teacher Development Premium, Good Behaviour Management. Officers are working with the Department for Education to identify local strategies and local schools which may benefit.

The role of the council in education moving forward

8.7

There are very few schools in Redcar and Cleveland which are council maintained schools, the majority are now academies under a variety of academy multi-academy trusts. The role of the Local Authority remains, however, to champion the needs of vulnerable learners and to support school improvement. This is done by working in partnership with sector leaders, the Department for Education, the Regional School Commissioner, Ofsted and the Dioceses.

Capacity in Redcar and Cleveland is very limited; resources are not currently sufficient to enable more school improvement activity to take place and the services have lost the ability to trade to draw in income. The effectiveness of the service is therefore questionable and this in turn provides challenge for the Council with regards to its overall Educational responsibilities.

Who has been consulted and engaged?

9

9.1

The Assistant Director Education and Inclusion works closely with the leaders of Education in partnership meetings to analyse performance and develop key strategies across all schools. The Strategic Education Board offers a formal forum for cross party consultation with key partners. The Intelligence Hub offers intensive support in having the correct comparative data to inform decisions.

10

What are the risks and resource implications?

Type of Risk/ Implication	Applicable?	Details
Health and Safety	No	
Social Value:	Yes/No	In developing great places to live and working with schools we need students to be well placed to take maximum advantage of the opportunities afforded to them through the development of new and existing job opportunities. Improving outcomes of all our young people is crucial to add social value to our future

		development as a borough.
Legal	No	
Financial	Yes/No	Underperforming schools and colleges may need emergency support to make more rapid improvements in the short term. The LA will support Schools access the DFE Emergency School Improvement Fund for this. There may also be funding this year from the Opportunity North East initiative.
Human Resources	Yes/No	There is a need to have capacity with the School Effectiveness and Education Teams to continue to challenge education leaders to effect positive change.
Equality and Diversity	Yes/No	In supporting young people schools, academies and colleges should work to remove or minimise the disadvantages suffered by people due to their protected characteristics. In making maximum use of funding for SEND and for Pupil Premium school leaders should ensure appropriate support is available for young people which enables them to progress on their journey through education.
Carbon Footprint	No	
Other (please specify)	Yes	There is a risk that should standards not improve schools may be forced to become academies or change their sponsors. There are few sponsors available and transitions add strain to communities when policies change. There is an added risk that parental preference may place undue pressure upon more successful schools and colleges.

10.1 Equality analyses for Cabinet decisions are published alongside the reports in the 'Cabinet and committee papers section' of our website at <https://www.redcar-cleveland.gov.uk/Democracy/DecisionMaking/MeetingCabinet/Pages/cabinet-and-committee-papers.aspx> and should be read in conjunction with the recommendations in the report.

11 Appendices and further information

None.

12 Background papers

No background papers other than published works were used in writing this report.

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