

Overall Summary – All Phases

Results show an increase in the Early Years threshold and a narrowing of the gap in the newly formed Cheshire East Local Authority (LA) when compared with those for the former Cheshire LA as a whole. Key Stage 1 (KS1) outcomes are above national and the three year trends show improvement but there is scope to increase the number of pupils achieving Level 3 outcomes. Key Stage 2 (KS2) Level 4+ combined English and mathematics shows a fall but outcomes remain well above national. 8 schools are currently below the 55% floor target for Level 4+ English and Mathematics combined. There has been a slight rise in 2009 for 5+ A*-C GCSE including English and Mathematics. Results are above average but the improvement is in the lowest quartile. The LA is aware that there is much to be done in order to accelerate progress, including through introducing greater ambition in targets. The LA is a targeted authority for persistent absence (PA). The gap in performance between pupils entitled to free school meals (FSM) and their peers, at 38.1pp in 2008 was the widest in the region. The gap has narrowed slightly in 2009 to 36.2pp. The LA is responding positively to this issue through their involvement in the FSM National Strategy Programme. The newly restructured Children and Families Services team is well placed to tackle this and other key priorities. There is clear evidence of accelerated progress in addressing underperformance in targeted schools in all phases.

Early Years Foundation Stage (EYFS)

Overall standards in 2009 and progress made, including trends over last 3 years.

Data indicate that this year's results of 61% show an increase of 1ppt. in the percentage of 5 year olds reaching 78+ with at least 6+ in both Personal, Social & Emotional Development (PSED) and Communication, language & Literacy (CLL) in the newly formed Cheshire East LA when compared with those for the former Cheshire LA as a whole. They are also well above those achieved nationally. Following a focus on moderation, the new LA is confident that this year's results are secure and considers that previous results were based on insecure data and consequently may have been over-inflated. This year's data analysis has been rigorous and has generated comprehensive information on pupils' and schools' performance. The LA is effectively using the data to target work of the pedagogy team, to influence the delivery of quality improvement and intervention programmes. EYFS data has been shared with a wide range of LA officers in addition to School Improvement Partners (SIPs) and Headteachers. SIPs have been issued with a data pack which includes LA and school level data for the EYFS. The data shows that girls are outperforming boys across all scales. This is particularly significant in CLL and the LA has introduced multi-sensory approaches and links to the outdoor environment through the use of EYFS capital grant to support boys' preferred learning styles.

Progress made towards LA 2009 Early Years Outcomes Duty targets, revised ambition for 2010 and ambitions for 2011.

Targets for the newly formed Cheshire East LA have been set for 2009-10 at 64.2% for the threshold and 27.9% for the gap. These represent improvements next year of 3.2ppts. and 3.7ppts. respectively and will be an ongoing area of challenge for the newly formed LA..

Assessment of the performance in priority schools/settings.

In order to continue improving the quality of children's EYFS experiences and achievements, the LA's customised Making a Big Difference (MABD) programme is to run again in 8 schools and be extended by a further three and associated settings. This is based on data analysis of the lowest performing 20% of children. Plans are to be shaped using the school which has evidenced the greatest impact. Using data analysis as a basis, 20 schools have received targeted EYFS support through bespoke packages brokered by SIPs. Of these 20 schools, 75% have shown improvement but there has not yet been sufficient impact on boys' achievements. The LA is involved in a fifth year of the CLLD programme. The CLLD consultant reports a good impact within the targeted schools. The engagement of SIPs in the programme has contributed to its overall impact. The LA reports increases in attainment at the end of KS1 in reading and writing for the three CLLD pilot schools and increases across all levels except writing at L2+ for the seven second year schools. The LA reports that there are no schools where children have not scored 6+ across PSED & CLL scales.

Progress made in closing the gap between the 20% least well performing children and the rest.

The LA reports that there are relatively small numbers of FSM and LA personnel are currently in the process of identifying where these children are. An action plan for improving the attainment of FSM children is currently being developed. An EYFS lead pedagogue is currently seconded for part of the week to the Looked After Children (LAC) team to support & promote achievement of children in care. Additionally EYFS training will continue to be delivered to foster carers. Priority is also being given to supporting the achievement of those Gypsy Roma Traveller children in the lowest performing 20%. The LA intends to target its work more closely on impact through regular pupil data collections, audits, action plans and training evaluations.

Agreed priorities

Continue to raise the achievement of all children and narrow the gap between the lowest performing 20% and the rest by using the MABD programme to improve the achievement of boys; interrogating data at scale point and individual child level, particularly in the bottom 20% of deprivation to increase rates of progress: supporting Headteachers and setting leaders in meeting the challenges of the new white paper through leadership and management training.

Primary

Overall standards in 2009 and progress/trends over last 3 years at KS1 and KS2.

KS1 reading data shows improvement at L2+ and L3, with L2B+ static. Three year trends in reading indicate L2+, L2B+ and L3 remaining static. All levels remain above national. Provisional attainment data in mathematics shows outcomes remain static at all levels, but above national. Three year trends in mathematics indicate L2, L2B+, and L3 remaining static. Writing results remained static at L2+ and L3, whilst improving by 3pp at L2B+. All outcomes are above national. Three year trends in writing are static at L2+ and L3, but increased at L2B+.

KS2 L4+ combined English and mathematics shows a fall but outcomes remain well above national. At L5+ there has been a 3pp increase. English L4+ showed a reduction in line with national trends, but remained above national, with L5+ outcomes increasing and remaining above national. Three year English trends show a reduction at L4+, with an improvement at L5+. Mathematics at L4+ declined, whilst L5+ increased by 3ppts, both remaining above national. Three year mathematics trends show a reduction at L4+, with an improvement at L5+. L4+ Reading declined and Writing improved, with both well above national.

Two levels of progress data 2008 showed decreased attainment over the last two years. LA self reported 2009 data shows that English attainment increased by 1ppt. to 83ppt. and mathematics increased by 2ppt. to 83ppt.

Progress made towards LA 2009 KS2 pupil performance and attendance targets, revised ambition for 2010 and ambitions for 2011, with reference to RAISEonline estimated trajectories to 2011.

The LA did not achieve the target set in combined English and mathematics at L4+ (5ppts. below). This leaves the LA with 6ppts. to meet the 2010 target of 84% (significantly above Fischer Family Trust D). The schools and the LA set ambitious targets which is good.

Latest LA self reported data indicate that overall attendance which has been a priority has remained static and now stands at 95.3% (provisional autumn & spring 2008/09). Provisional persistent absence figures (2008/09) indicate 1.6%, which has increased from 1.3% the previous year. The LA receives targeted support via National Strategies to work with the 8 primary school where there are 10 or more persistently absent pupils and more than 2.5% persistent absence.

The LA continues to raise awareness of attendance issues via SIPs, with SIPs informed of attendance trends across the county and in identified priority schools, through year six attendance spreadsheets. Primary Headteachers and where appropriate, individual Governing Bodies have been briefed regarding attendance data, particularly where this is a concern. The LA indicate that attendance will continue to be a priority, with support for identified schools being delivered via the Educational Welfare Service and through ongoing developments within the Behaviour & Attendance and Social, Emotional Aspects of Learning (SEAL) programmes

Assessment of the performance in priority schools, including those below floor and 'hard to shift' schools.

One school remains below 55% L4+ English and mathematics combined for the ninth year. The LA and elected Members has given the school three years to effect improvement, indicating if it cannot demonstrate the capacity to sustain continuous improvement it will face closure. The LA has completed a focused review of the school already this term and Schools Causing Concern meetings have also been actioned. The draft ofsted judgement (Dec1/2nd) has identified the school as satisfactory with some good elements. This will enable the LA to target future support to areas identified by this review. The LA are aware of the significant emphasis the DCSF is placing on schools in the long term hard to shift category.

Schools that are below the floor will receive a package of focused support from LA consultants, with the majority accessing the new Single Plan Partnership Programme (formerly ISP), as well as support, where appropriate, from other national Strategy programmes. The LA have identified Crewe as an area to target further support, based on the analysis of schools' performance.

The LA in analysing provisional 2009 data has also identified a number of schools where there are significant differences in English and mathematics outcomes this year. These schools, will be provided with additional targeted support, to reduce the performance gap. One School has recently been removed from their Notice to Improve judgement. Only one school remains within an Ofsted category of Special Measures with the LA Statement currently been prepared.

Mainstreaming and closing the gap of underachieving pupil groups, including FSM, persistent absentees, Children in Care, low attaining, white working class and ethnic minority groups.

LA self reported data 2009, indicates 9.5%.of the KS1 cohort received FSM. The gap between FSM and non FSM narrowed in reading at L3+, mathematics at L2B+ and L3+, but widened significantly in writing at L2B+. Girls' attainment continues to be higher than boys in all areas of English. In mathematics, girls' attainment is slightly higher than boys at L2b+ whilst at L3+ boys' attainment is higher, the gap widening this year.

In KS2, girls' attainment remains higher than boys in English. In mathematics boys' attainment is higher, particularly at L5+. In terms of FSM, 8.7% of the KS2 cohort received FSM in 2008/9. The gap between FSM and non FSM narrowed slightly at L4+ in English and mathematics combined, IN English at L5+ and in mathematics at L4+. It increased by 6ppt. for 2 levels of progress in English.

The numbers of pupils in ethnic groups are small in Cheshire East. The only group with more than 30 pupils are White British, White other background. LA self reported analysis shows that no specific group is significantly underperforming.

Provisional KS1 L2+ results for Children in Care indicate that 58% achieved reading, 50% writing, and 83% mathematics. Results for the potential OC2 groups are 64% reading, 55% writing and 91% mathematics. KS2 L4+ provisional results indicating that 17% achieved English, 50% reading and 25% mathematics, with the potential OC2 group achieving 18% English, 55% reading and 27% mathematics. Results were broadly in line with predictions.

Based on 2008 data the attainment of pupils with SEN has increased faster than nationally and the SEN/non-SEN gap has reduced. In 2009 this gap has increased by 3pp to 56pp. However the percentage of pupils with SEN has dropped by 2.1pp to 14.7pp.

Agreed priorities

Reduce the number of schools below the floor target, improve two levels of progress in English and Mathematics and increase the percentage of pupils achieving L4+ in reading at the end of KS 2

Secondary

Overall standards in 2009 and progress/trends over last 3 years at KS3 and KS4.

There has been a very slight rise from 56.6% in 2008 to 57.2% in 2009 in the proportion of pupils gaining 5 or more higher grade GCSEs including English and mathematics. The 2009 results are above average but the improvement is in the lowest quartile. There have also been gains on the 5+A*-C indicator, which rose from 69% in 2008 to 72% in 2009. There is an upward three year trend. The early indications are that performance in mathematics rose 2ppts. and in English by 0.5ppts

Progress made towards LA 2009 and KS4 targets, revised ambitions for 2010 and ambitions for 2011, with reference to RAISEonline estimated trajectories to 2011.

Cheshire East is a new LA; there are no LA targets, including for persistent absence, against which to evaluate performance. The LA has compared its performance with FFT estimates. At 56.4%, results were below the FFTB estimate and the gap between actual results and FFT estimates has widened slightly. This data clearly indicates there is some underachievement in identified schools and the new LA is determined to tackle this. The LA is now 9.0 ppts. adrift of its target of 66% for 2010. The LA is aware that there is much to be done in order to accelerate progress, including through introducing greater ambition in targets.

Assessment of the performance of priority schools, specifically National Challenge, persistent absence and behaviour.

In 2008, there was one school below the floor target. In 2009, there are no schools below the floor target. Results at the two schools receiving support from the National Challenge improved with strong improvement seen in one school. The performance of one further school dropped considerably to around 31% and the school is also now part of the National Challenge.

The LA has confirmed its request for a further school to be included in the Gaining Ground programme. Other identified schools will be part of a LA school improvement strategy programme which will be monitored by the NS Regional Team.

There are no schools in OfSTED categories although the LA considers two schools to be at risk of going into a category and is providing enhanced support to these schools.

The LA is a targeted authority for persistent absence with 6 schools being targeted for support from LA teams.

Mainstreaming and closing the gap of underachieving pupil groups, including FSM, persistent absentees, Children in Care, low attaining, white working class and ethnic minority groups.

Historic data shows that at the end of Key Stage 4, the gap in performance between pupils entitled to free school meals and their peers, at 39% in 2008, is the widest in the region and there is no trend of continuous improvement. The gap has narrowed to 36.2pp in 2009. The data suggests that the gap is narrowing for girls but widening for boys. The LA's analysis of teacher assessment information at the end of Key Stage 3 in 2009 suggests that the gap between the performance of those entitled to free school meals and their peers is narrower than in 2008. The implementation of the 1:1 Tuition programme across all schools will have a focus on FSM pupils as well as a separate programme targeting Cared for Children.

2008 data suggests that the gap between pupils with special educational needs and their peers is greater than the national average but this must be placed in the context of above average performance by the LA overall. It has narrowed this year by 4pp to 40.1pp. The LA's analysis of teacher assessment at the end of Key Stage 3 in 2009 indicates that those on School Action do less well than those on School Action Plus in English and mathematics combined, English at L5+ and science at L6+.

Agreed priorities

Improving 5+A*-C inc. E & M to ensure that LA Performance is within the FFTB-D range following 2010 KS4 results and improve rates of progress made by individuals, groups of pupils and schools.

Improve the use of data and tracking systems.

Improve the attainment of pupils eligible for FSM.

