Annual Education Report

2015-2016

ANNUAL EDUCATION REPORT

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REPORT STRUCTURE:

Part 1 Provides an update on the improvements and successes achieved over the last twelve months across Education Services.

1. **Education & Skills Board – Support and Develop the Local Education Offer**
2. **Special Educational Needs and Disabilities Partnership Board**
3. **Vulnerable Schools – Intervention with individual schools where appropriate**
4. **Developing the Local Authority role/offer – Ensure service are fit for purpose**
5. **What have we achieved?**

Part 2 Provides the School Performance data.

1. **Cheshire East Schools and their Pupils**
2. **Overall Summary of Results 2015-16**
3. **Achievement by Phase**
   a. **Early Years**
   b. **Primary Schools**
   c. **Secondary Schools**
   d. **Post 16**
4. **Exclusions**
5. **Attendance**
6. **Educational Outcomes of Vulnerable Groups**
7. **Coasting Schools and Floor Standards**

Part 3 Identifies the priorities and development planning for the Directorate.

Part 4 Appendices

PART 1: Progress Report

1. Education & Skills Board – Support and Develop

There has been considerable energy put into the development of an Education and Skills Board to provide a governance structure to help to drive forward a sector-led approach to development of an education strategy which clearly articulates the priorities, and provides a sustainable framework which will secure improved educational outcomes through utilising and recognising strengths in the local system and commissioning transparently to ensure targeted and effective support.

The overarching purposes of the revised Board include:

> **To champion the culture of a Cheshire East Family of Schools, developing and shaping effective and sustainable ways of working for the benefit of all learners. This will include agreement on appropriate levels of support and challenge to schools in response to achieving agreed educational priorities.**

The Education and Skills Board has three main themes:

1. Improve assessment arrangements and curriculum offer
2. Improve leadership
3. Improve outcomes for those children vulnerable to the poorest outcomes

There are nine priorities which have been identified to contribute to improving outcomes under these three themes. A headteacher from a primary school, secondary school or college principle leads on each on the priorities supported by local authority officers (Appendix 1). These sector leads are currently agreeing the focus of development for the next three years with clear measurable outcomes. They will identify where the current strengths and good practice exist within the sector for each priority. The philosophy is that every school should be a giver and receiver of support. Activity is already taking place alongside the development of the plan.

The initial achievements during the first six months include:

- Improved robust arrangements for primary assessment (Appendix 2).
- An intensive support programme which will be a model used to support schools identified as intensive and targeted plus support (Appendix 3).
- An offer for schools of provision to support young people who start at the school and have no/little English language (Appendix 4).

2.   Special Educational Needs and Disabilities Partnership Board (SEND)

A SEND Partnership Board was established in Spring 2016 to drive the SEND strategy and embed the SEND reforms.   Five key worktreams have been established to deliver sustained change and improvement:

- **Communication and Engagement** - to improve communication and engagement with key stakeholders

- **Assessment and Planning** – to develop integrated assessment and planning pathways for children, young people and young adults between the ages of 0 – 25 with special educational needs and disabilities.

- **Preparation for Adulthood (PfA) & Transitions**- to respond to the Preparing for Adulthood and Transition duties and responsibilities placed upon local authorities and key partners within Children and Families Act 2014, the SEND Code of Practice and the Care Act 2015 to improve outcomes for this group of young people.

- **Joint Commissioning & Resource Allocation** – to focus on the fair and equitable distribution of support and resources for children and young people aged 0-25 with SEND. In addition, the work stream will seek to ensure that local support and provision meets the needs of our local population. This will include work to develop a comprehensive understanding of current and future needs, along with building capacity across universal, targeted and specialist services and provision.

- **Workforce Development and Performance** –to ensure that we have a competent, flexible and professional integrated workforce. This includes improving the recruitment, retention, performance management, training and development and transformation of the workforce.

3.   Vulnerable Schools – Intervention

An internal local authority assessment of school outcomes is undertaken and this results in a school categorisation. These arrangements have been reviewed and a more targeted approach, including input from a wider cross section of staff has been developed.

This has been necessary as data suggests the rate of improvement of overall school outcomes is slower than previously reported improvement rates, and an increased number of good or outstanding schools have data/outcomes which look less secure.

These meetings review the effectiveness of support offered/brokered with schools. They have a focus on intervention by local authority officers but will also utilise sector leads through the Education and Skills Board. Concerns in relation to improvement in outcomes for academies will be reported to the Regional Schools Commissioner where the Local Authority has been unable to influence the school.

4.   Developing the Local Authority role/offer

The White Paper, Educational Excellence Everywhere, outlines that the future education duties of the Local Authority will centre on:

- **Ensuring every child has a school place**: LAs will retain responsibility for ***ensuring there are sufficient school, special school and alternative provision places*** in a fully academised system. Possibly including the coordination of all in year admissions.
- **Ensuring the needs of vulnerable pupils are met**: this includes identifying, assessing and making provision Cared for Children, promoting school attendance and tackling persistent absence, ensuring that alternative provision is available for those pupils excluded from school or otherwise unable to attend a mainstream school, leading on safeguarding and supporting vulnerable children.
- **Acting as champions for all parents and families**: this includes supporting parents to understand arrangements for admissions and SEN and disabilities, commissioning and delivering services and ***championing high standards for pupils locally.***

Local authorities will also continue to use their existing powers to tackle any safety, welfare or extremism concerns that arise in their areas.

In the short-term LAs will continue to have responsibilities relating to the employment of staff in community schools, governance, school organisation and curriculum in maintained schools. These responsibilities will decrease as each school in their area becomes an academy and will cease when every school has done so.

In order to prepare for the White Paper "Education Excellence Everywhere", progress has been made on reshaping the education services provided. There are three main service areas which deliver the local authority education responsibilities as follows:

4.1   Education Participation and Pupil Support Service – Pupil Focus

The teams within this service ensure children a school place, the needs of vulnerable children are met, and act as champions for parents and families. A range of support is provided to defined priority cohorts.

- Cared for children
- Those with medical needs
- Those who are not attending education
- Those who cannot attend mainstream and require alternative provision
- Those electively home-educated
- Children missing education or not on school roll
- Excluded pupils

4.2   Education Outcomes and Infrastructure Service – School Focus

The service champions high standards for all children attending Cheshire East Schools, including ensuring we have sufficient school places and appropriate school buildings. The service manages the overall council trading with schools and delivers a range of brokered services including school meals and school governance. The service leads on all mainstream curriculum and assessment and the development of the sector-led approach leading to every school being either a receiver or giver of support, and the development of intervention provision where this is appropriate.

4.3   Special Education and Disability Service – SEND Focus

Services for children and young people with Special Educational Needs and Disabilities (SEND) sit within the Prevention and Support Service. This includes the Statutory Monitoring and Assessment (changing to SEND Service), Education Psychology, Sensory Inclusion and the Cheshire East Autism Teams.

5.   What have we achieved?

The section summaries the achievements that have been made in reshaping the Councils Education and Skills Services over the last 12 months.

- Restructured the Education and Skills department into participation and pupil support and outcomes and infrastructure.
- Established Education and Skills Board to provide sector-led approach to support and develop the local education offer.
- Established Vulnerable Schools Meeting and supporting processes to ensure we know all our schools and can ensure effective intervention where this is appropriate.
- Co- developed an Intensive support programme will be undertaken by sector leaders to support vulnerable schools where this is deemed the appropriate approach.
- A rigorous and robust review of assessment and moderation arrangements at key stage 1 and 2 with enhanced arrangements in place for 2016/17.
- Developed transparent and collaborative school place planning and school expansion arrangements.
- Increased formal collaboration with local Teaching Schools in light of future re-structuring of regional delivery models within a West Midlands footprint involving Regional School Commissioner, Teaching School Council and Authorities.
- Supported schools with response to proposals to National Fairer Funding consultation
- Establishment of Traded Services Steering Group to oversee the processes by which the Authority Trades with its schools. Increased school meal uptake within the last 12 months – current provision shows a daily delivery of over 15,000 schools meals across Cheshire East Schools.
- Introduced greater rigour to in-year school admission to stop drift and delay.

- Revised Fair Access Protocol implemented with swifter, supported reintegration for permanently excluded children to mainstream settings
- New allocation of pupil premium, based on a needs led model that evidences impact and outcomes
- Root and branch review of support for both Children Missing Education and Elective Home Education cohorts, with revised structures and resources in place
- Renewed, costed bespoke Alternative Provision for primary aged children secured for the coming academic year via The Crescent.
- Reviewed provision offered at Oakfield Lodge to provide intervention provision when a child is excluded from school but to move to a more preventive offer.
- Improved relationships with key stakeholders around SEND through conferences, forums, newsletters, etc including parent/carers, children and young people, governors, headteachers, SENCOs etc. There is also now a named SEND Officer for every school.
- Work has taken place to improve all assessment and planning pathways for SEND, including improving Early Years pathways with settings.
- There is now a better picture of the supply and demand for SEND services. A full sufficiency assessment has taken place and gaps in provision have been mapped. An Application for a new Free School in Crewe has been submitted to the DfE.
- A Joint Commissioning Strategy is in place with Health to better join up services.
- A number of new policies are improving the experiences of SEND children and young people, including a new policy on Transition pathways and expectations and the use of Independent Specialist Providers.
- The Local Authority SEND Team has been restructured to:
  - ➢ Be more child centred
  - ➢ Provide improved support to school
  - ➢ Better monitor the quality of assessments and plans

Part 2: School Performance Overview

The particular challenge in producing this year's report and being able to interpret and analyse the performance data is due to the unprecedented levels of change at a national level which came into effect in the summer 2016. These changes not only apply to national benchmarking criteria (linked to the new judgement of Coasting School) but also changes to national curriculum requirements and assessment methodologies affecting Key Stage 1, 2 and 4. Authorities are always prepared for such changes but this year has seen levels of change which makes the ability to compare year on year performance both unworthy and unproductive. It is fair to say that Cheshire East has seen real impact in 2015-16 with some of these changes especially in relation to Teacher Assessment arrangements at the end of Key Stage 2. This process has had a significant impact on overall primary outcomes and much work has taken place to both evaluate learning from this process but also to rectify any methodologies and interpretation to ensure that increasing validity and confidence is seen across the primary sector.

1.   Cheshire East Schools and their Pupils

In January 2016, there were 51,447 pupils attending Cheshire East's mainstream schools and academies, 327 pupils were attending the borough's five special schools and 31 pupils were educated in the Pupil Referral Unit.

The large majority of pupils live in Cheshire East, 98% of primary and 95% of secondary pupils reside in the borough. 9% of primary pupils are entitled to free school meals, compared to 15% nationally and 7% of secondary pupils compared to 14% nationally.

The vast majority of pupils' ethnic background is reported to be White British (88% of primary pupils and 90% of secondary pupils).

There are just under 100 different first languages recorded for primary and secondary pupils. However, the cohort of pupils who have a first language other than English is only 6% of primary pupils and 4% of secondary pupils. This compares to 20% of primary pupils and 16% of secondary pupils nationally.

a.   Schools Infrastructure (January 2016)

Across the borough of Cheshire East, the following profile of schools currently exists:

1	Free School – Secondary	5	Maintained Secondary
1	Free School – Special	12	Secondary Academy Converter
1	Nursery	3	Secondary Academy Sponsor Led
90	Maintained Primary	3	Maintained Special
29	Primary Academy Converter	1	Special Academy Converter
5	Primary Academy Sponsor Led	1	Studio School
1	Pupil Referral Unit	1	Free School – Alternative Provision

b. **Academies v maintained schools**

Based upon the above school profile, the current position for Cheshire East shows that 43% schools are academies and 57% remain maintained.

There are now 33 known Multi Academy Trust (MAT) operating across Cheshire East. Some of these currently contain single schools but have the ability to grow as further schools convert. Examples of such MATs include Fallibroome Trust, The Adelaide Academy Trust and The Aspire Educational Trust.

NOTE /ANALYSIS:

The rate at which schools are converting to academies has decreased over the last 6 months. This is largely due to the national position where schools now need to convert and join an existing MAT rather than become a stand-alone academy.

Future projections are likely to see the existing MATS in Cheshire East grow to 5+ schools which will increase their levels of influence and see increasing re-structuring of leadership and curriculum opportunities. Currently, there are 33 MATs in Cheshire East – some remain as single school currently.

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2. **Overall Summary of results 2015-16**

N.B .Key Stages 1 and 2 results from 2016 are not directly comparable with 2015 and have been removed

	2014	2015	2016	Additional information		Stat Neighbours 2016 Range, RAG & Rank		National 2016 RAG and rank	
Early Years									
Good Level of Development	62%	68%	71%	3	⬆	69% to 75%	6	69%	42
- 47 primaries improved on their 2015 result - 82 primaries were equal to or above national in 2016 - 2 primaries achieved a 100% pass rate this year (Prestbury 45 pupils and Kettleshulme 3 pupils)									
Key Stage 1									
Phonics Year 1	79%	81%	82%	1	⬆	78% to 84%	=4	81%	=38
Phonics Year 2	93%	92%	93%	1	⬆	91% to 93%	=1	90%	=12
- 65 primaries improved on their 2015 year 1 result - 79 primaries were equal to or above national for their year 1 result in 2016 - 7 primaries achieved a 100% pass rate in year 1 this year (Calveley 11, Gawsworth 30, Kettleshulme 5, Lostock Hall 16, Smallwood 23, St.Gregory's 16 and Wincle 2)									
Reading expected +			75%			72% to 80%	=8	74%	=58
Writing expected +			58%			58% to 71%	=10	65%	=138

	2014	2015	2016	Additional information		Stat Neighbours 2016 Range, RAG & Rank		National 2016 RAG and rank	
Mathematics expected +			71%			70% to 77%	9	73%	= 93
Science expected +			82%			82% to 88%	=10	82%	= 68

- *The number of primaries that were equal to or above the national figures for expected + were Reading 82, Writing 45 and Maths 60 and Science 78*

Key Stage 2 *(2016 revised)*

	2014	2015	2016	Additional information		Stat Neighbours 2016 Range, RAG & Rank		National 2016 RAG and rank	
Reading, Writing & Maths Expected+			52%			51% to 61%	9	53%	= 96
Reading test expected+			71%			65% to 71%	=1	66%	=24
Reading TA expected +			78%			78% to 85%	11	80%	=114
Writing TA expected +			63%			63% to 80%	11	74%	146
GPS test expected+			76%			68% to 77%	=2	73%	=41
Maths test expected+			72%			65% to 76%	=2	70%	=52
Maths TA expected +			77%			76% to 83%	=8	78%	=100

- *The number of primaries that were equal to or above the national figures for expected + were Reading 89, Writing 49,GPS 85 and Maths 79*

	2014	2015	2016	Additional information		Stat Neighbours 2016 Range, RAG & Rank		National 2016 RAG and rank	
Reading average progress			0.1	CE interval -0.1 to 0.3		-1.6 to 0.7	=3	0	=70
Writing average progress			-3.3	CE interval -3.5 to -3.1		-3.3 to 0.8	11	0	**148 Sig -**
Maths average progress			-0.3	CE interval -0.5 to -0.1		-2.1 to 0.4	3	0	**=95 Sig -**

- *Our schools (with 11 or more pupils) have average progress that goes*
- *For reading from -7.1 to 8.1, for writing from -15.8 to 3.4, for maths from -5.8 to 5.7 – See later for explanation.*
- *For reading we have 21 schools significantly above national and 16 significantly below*
- *For writing we have 4 schools significantly above national and 58 significantly below*
- *For maths we have 11 schools significantly above national and 21 significantly below*
- *There are 13 primaries that are below the floor standard*

	2014	2015	2016	Additional information		Stat Neighbours 2016 Range, RAG & Rank		National 2016 RAG and rank	
Key Stage 4									
5+A*-C inc Eng & Maths	61.5%	63.3%	61.9%	-1.4	↓	62.5% to 57.0%	3	57.7%	32
Expected Progress English	74.3%	73.4%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Expected Progress Maths	67.1%	70.8%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Attainment 8	n/a	51.1	51.7	0.6	↑	52.2 to 49.3	4	50.1	33

Progress 8	n/a	n/a	-0.15	n/a	n/a	0.10 to -0.16	10	-0.03	118
A* to C in English & maths GCSEs	n/a	n/a	67.5%	n/a	n/a	67.5% to 63.0%	=1	63.3%	30
English Baccalaureate	27.9%	27.4%	26.6%	-0.8	⬇	30.1% to 19.8%	6	24.8%	50

In 2016, a school or college will be below the secondary floor standard if its Progress 8 score is below -0.5, unless the confidence interval suggests that the school's underlying performance may not be below average.
A Progress 8 score of -0.5 indicates that the average achievement of a school's pupils is half a grade worse per subject than other pupils with the same prior attainment.
Using the new floor standard there are 3 schools (Sir William Stanier, Knutsford Academy The Studio and Malbank).
The Studio is included because the progress 8 score calculation uses the pupils' prior attainment data

Post 16

Average Points per pupil	784.3	778.1	105.3	Change in system		n/a	n/a	n/a	n/a
% Entries A*-A grade	24.8%	24.3%	24.4%	0.1	⬆	27.3% to 17%	5	22.8%	=36
% Entries A*-E grade	99.2%	99.1%	98.9%	-0.2	⬇	99.5% to 98.7%	=8	98.8%	=55

Primary Attendance (Autumn & Spring)

Attendance	96.7%	96.3%	96.4%	0.1	⬆	96.5% to 95.9%	=3	96.1%	12
Persistent Absence (2016 threshold 10%)	1.8%	2.2%	7.3%	Change in threshold		6.5% to 9.1%	4	8.8%	=16

Secondary Attendance (Autumn & Spring)

Attendance	95.3%	95.0%	95.2%	0.2	⬆	95.4% to 94.8%	=5	95.0%	=48
Persistent Absence (2016 threshold 10%)	5.1%	5.6%	12.0%	Change in threshold		10.6% to 13.4%	=6	12.3%	=64

Primary Exclusions (2016 provisional)

Fixed Term	249	188	289	101	⬆	n/a	n/a	n/a	n/a
Permanent	1	3	5	2	⬆	n/a	n/a	n/a	n/a

Secondary Exclusions (2016 provisional)

Fixed Term	1,559	1,671	1,499	-172	⬇	n/a	n/a	n/a	n/a
Permanent	21	20	38	18	⬆	n/a	n/a	n/a	n/a

3. Achievement by Phase

a. Early Years

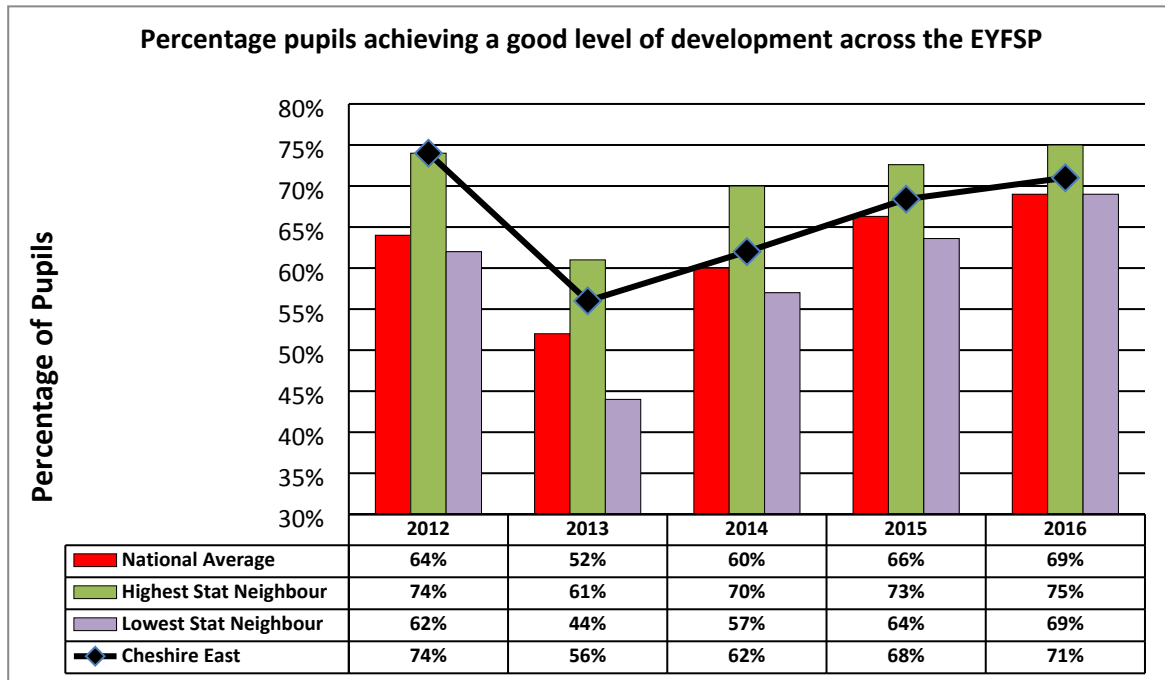At the end of the reception year children aged 4 – 5 are assessed as Emerging, Expected or Exceeding the 17 Early Learning Goals (ELGs) of the Early Foundation Stage Profile (EYFSP) giving a point scale from 1 to 3. Children are considered to have achieved a **good level of development** if they achieve at least the expected level in eight of the ELGs in the three prime areas of learning including literacy and mathematics.

Table 1 – Early Years Foundation Profile Outcomes 2015/16

Percentage of pupils achieving the expected level in each early learning goal and area of learning.

	Cheshire East	National	Highest Stat Neighbour	Lowest Stat Neighbour	
Communication and Language (at least expected in ALL Aspects of CLL)	**83**	**82**	**88**	**82**	
Listening and Attention	87	86	92	86	
Understanding	88	86	92	85	
Speaking	87	85	91	84	
Physical Development (at least expected in ALL Aspects of PD)	**88**	**88**	**92**	**86**	
Moving and Handling	89	90	94	88	
Health and Self-care	92	92	95	90	
Personal, Social and Emotional Development (at least expected in ALL Aspects of PSED)	**86**	**85**	**90**	**85**	
Self-confidence and Self-awareness	90	89	93	88	
Managing Feelings and Behaviour	89	88	92	87	
Making Relationships	90	90	94	89	**Good Level of Development**
Literacy (at least expected in ALL Aspects of Lit)	**73**	**72**	**77**	**73**	
Reading	77	77	83	77	
Writing	74	73	78	73	
Mathematics (at least expected in ALL Aspects of Mat)	**79**	**77**	**84**	**78**	
Numbers	80	79	85	79	
Shapes, Space and Measurement	84	82	89	82	
Understanding the World (at least expected in ALL Aspects of UTW)	**85**	**83**	**92**	**82**	
People and Communities	88	86	93	86	
The World	88	86	93	85	
Technology	92	92	96	88	
Expressive Arts and Design World (at least expected in ALL Aspects of EAD)	**87**	**86**	**93**	**82**	
Exploring and using Media and Materials	89	89	94	85	
Being Imaginative	89	88	94	85	

Early Year Performance over time

Percentage pupils achieving a good level of development across the EYFSP

	2012	2013	2014	2015	2016
National Average	64%	52%	60%	66%	69%
Highest Stat Neighbour	74%	61%	70%	73%	75%
Lowest Stat Neighbour	62%	44%	57%	64%	69%
Cheshire East	74%	56%	62%	68%	71%

NOTE /ANALYSIS :

The percentage of pupils achieving a good level of development has increased by 3 percentage points in line with the national level of improvement.

The Early Years profile shows that Cheshire East outcomes remain above national figures but below the highest performing statistical neighbours.
Out of the 17 separate measures, Cheshire East is above national in 12 and in line with 4 others. Only moving and handling is below national.
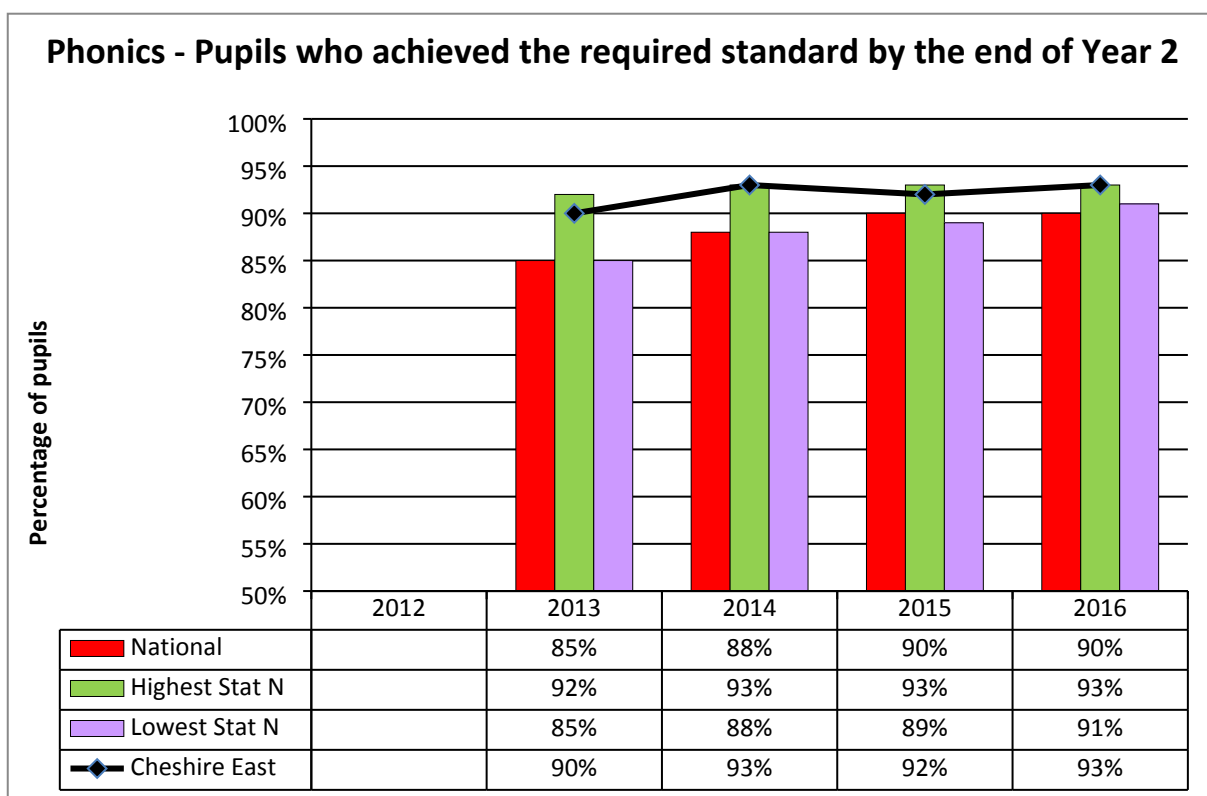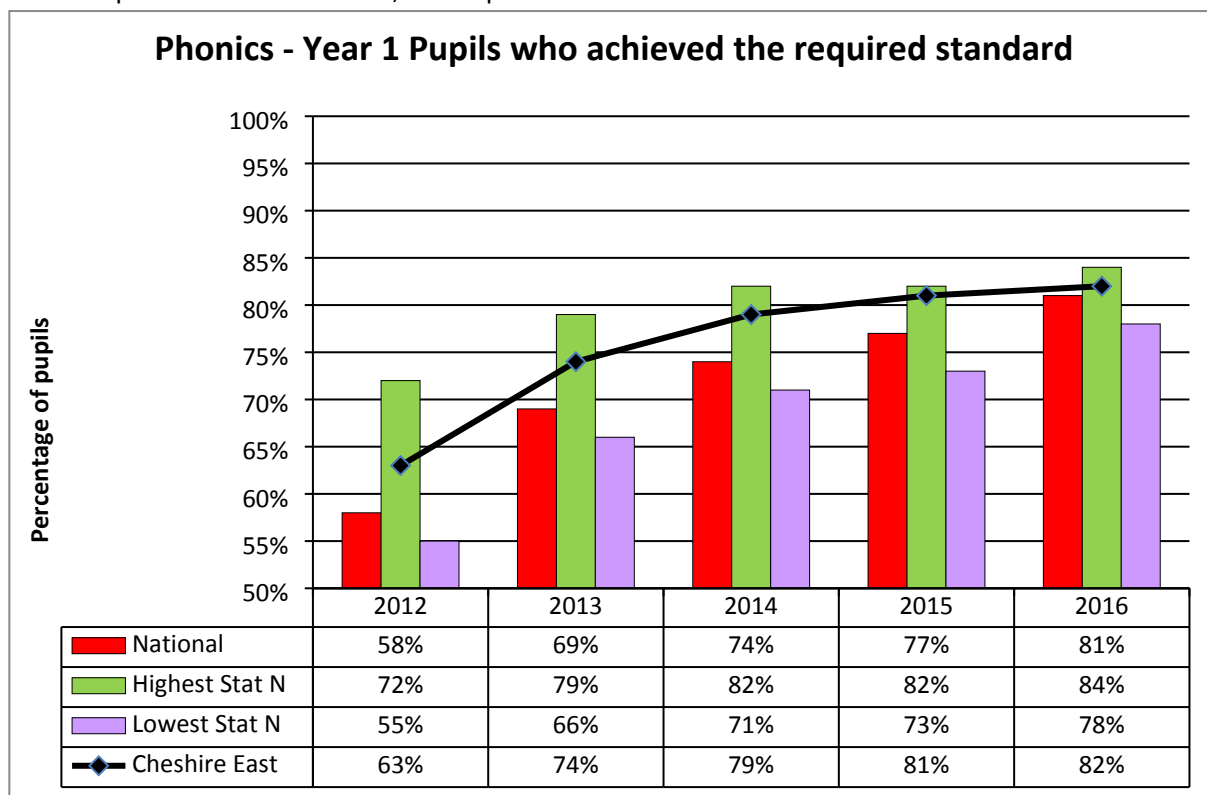Against our statistical neighbours, the areas for improvement relate to Reading, Writing and Number where our performance is comparable with the lowest statistical neighbours.
Nationally, Cheshire East ranks 44th equal compared to all local authorities in England for percentage of pupils achieving a good level of development. This compared to a ranking of 47th equal last year.

b.   Primary Schools

Phonics

The phonics screening check was introduced in 2012. Pupils who did not achieve the required standard or did not take the phonics check in Year 1, are required to take it at the end of Year 2.

Phonics - Year 1 Pupils who achieved the required standard

	2012	2013	2014	2015	2016
National	58%	69%	74%	77%	81%
Highest Stat N	72%	79%	82%	82%	84%
Lowest Stat N	55%	66%	71%	73%	78%
Cheshire East	63%	74%	79%	81%	82%

Phonics - Pupils who achieved the required standard by the end of Year 2

	2012	2013	2014	2015	2016
National		85%	88%	90%	90%
Highest Stat N		92%	93%	93%	93%
Lowest Stat N		85%	88%	89%	91%
Cheshire East		90%	93%	92%	93%

Key Stage 1 (KS1)

The new national curriculum has been taught in all local authority maintained primary schools, and some academies, in England since September 2014. Those pupils who are at the end of Key Stage 1 (completion of Year 2 – aged 6-7) in May 2016 were the first to be assessed against the new national curriculum.

From 2016, KS1 national curriculum test outcomes will no longer be reported using levels. Scaled scores will be used instead. A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil scores in a test, based on the number of questions they answered correctly. Tests are developed each year to the same specification, but because the questions must be different, the difficulty of tests may vary slightly each year. This means we need to convert the raw scores pupils get in the tests into a scaled score, to ensure we can make accurate comparisons of pupil performance over time.

A scaled score of 100 will always represent the expected standard on the test. Pupils scoring 100 or more will have met the expected standard on the test.

Pupils will take tests in the following curriculum areas:

* English reading Papers 1 & 2
* English grammar, punctuation and spelling Papers 1 & 2
* mathematics Paper 1: arithmetic & Paper 2: reasoning

Following the removal of teacher assessment levels, revised teacher assessment frameworks have been provided to support teachers in making robust and accurate judgements for pupils at the end of KS1 as from 2016.

Based upon these significant changes to assessment arrangements as from 2016, the ability to compare outcomes over time is not statistical viable. Results for 2016 are therefore shown as a single year of data.

Key Stage 1 2016 Expected Standard or higher

	Read	Write	Maths
National	74%	65%	73%
Highest Stat N	80%	71%	77%
Lowest Stat N	72%	58%	70%
Cheshire East	75%	58%	71%

Percentage of pupils

NOTE /ANALYSIS :

In 2016, Cheshire East performance for reading at expected standard or higher was above national by 1ppt. Compared to our statistical neighbours, Cheshire East was ranked 8th for this indicator.

For writing (teacher assessment only) Cheshire East performed well below national and was 10th compared to our statistical neighbours. This performance was due to the interpretation and application of new assessment frameworks which have significantly influenced results for many Authorities.

Cheshire East performance in mathematics was below national by 2 ppts and was ranked 9th against statistical neighbours.

Key Stage 2

The new national curriculum has been taught in all local authority (LA) maintained primary schools, and some academies, in England since September 2014. Those pupils who are at the end of KS2 in May 2016 will be the first to be assessed against the new national curriculum.

From 2016, KS2 national curriculum test outcomes will no longer be reported using levels. Scaled scores will be used instead. Each pupil will now receive their test results as a score between 120 and 80 – with 100 being the expected standard.

There will only be 1 set of tests for each subject with the mental mathematics test being replaced with an arithmetic test. The KS2 tests consist of:

- English reading
- English grammar, punctuation and spelling   Paper 1 & 2
- Mathematics Paper 1: arithmetic, Paper 2: reasoning, Paper 3: reasoning

Assessments are made based upon three standards :

- **Working Towards the standard (WT)**
- **Expected standard (EXP)**
- **Working at greater depth (GD)**

- **Teacher assessment of writing** is composed of the following elements: (KS1 and KS2 use equivalent processes)
- Teaching, followed by pupils response to teaching – in the form of various forms of writing
- Marking and subsequent feedback with consequential learning
- Independent writing and further consolidation of learning.
- The assessment process consists of the teacher finding and recording evidence of where pupils are deemed to have met one or more of a series of statements within the draft framework

Interpreting progress scores

Progress scores will be centred around 0, with most schools within the range of -5 to +5.
• A **score of 0** means pupils in this school on average do about **as well** at KS2 as those with similar prior attainment nationally.
• A **positive score** means pupils in this school on average do **better** at KS2 as those with similar prior attainment nationally.
• A **negative score** means pupils in this school on average do **worse** at KS2 as those with similar prior attainment nationally.
A negative score does not mean that pupils did not make any progress, rather it means they made less progress than other pupils nationally with similar starting points.
For example, if a school has a maths score of -4 this would mean that on average pupils in this school achieved 4 scaled scores less than other pupils nationally with similar starting points

Based upon these significant changes to assessment arrangements as from 2016, the ability to compare outcomes over time is not statistical viable. Results for 2016 are therefore shown as a single year of data.

Key Stage 2 2016 Expected Standard or higher

	Rd,Wr & Ma	Read	Write	GPS	Maths
National	53%	66%	74%	73%	70%
Highest Stat N	61%	71%	80%	77%	76%
Lowest Stat N	51%	65%	63%	68%	65%
Cheshire East	52%	71%	63%	76%	72%

Percentage of pupils (y-axis)
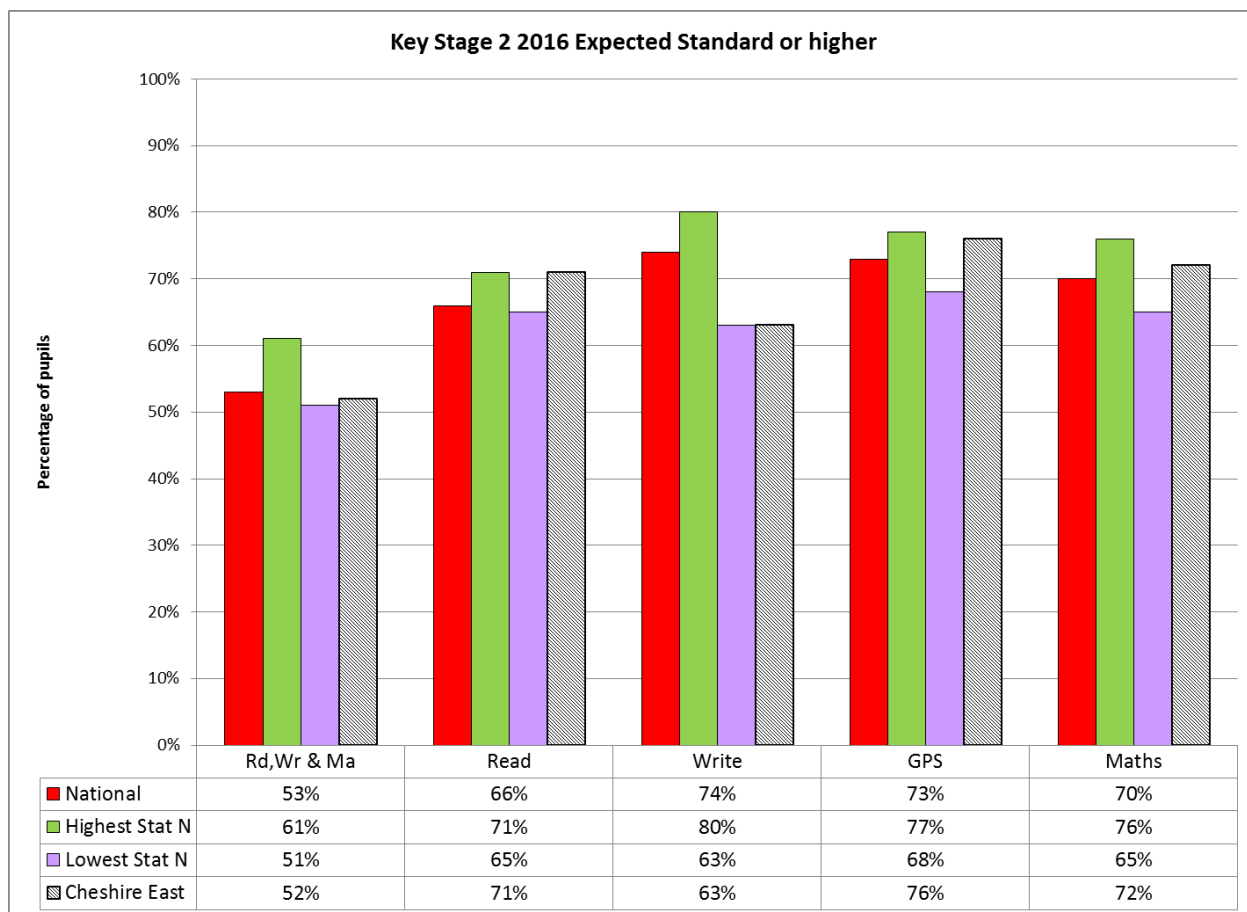
NOTE /ANALYSIS :

For the new assessment framework in 2016 (which now refers to the 'expected standard or above'), Cheshire East achieved above national in mathematics (2 ppts), Reading (5 ppts) and Grammar, Punctuation and Spelling (GPS) (3ppts).

Compared to statistical neighbours, our KS2 test rankings were positive – 2nd in mathematics, 2nd in GPS and 1st in reading.

For writing (teacher assessment only) Cheshire East performed well below national and was 11th compared to our statistical neighbours. This performance was due to the interpretation and application of new assessment frameworks which have significantly influenced results for many Authorities.

The impact of low writing outcomes has had a real impact on the combined reading, writing and maths measure which places Cheshire East 1ppt below national.

In relation to average progress, Cheshire East was ranked 3rd with statistical neighbours in reading and mathematics.

c.   Secondary Schools

Key Stage 4

Significant reforms to the Key Stage 4 accountability framework come into effect for performance measures based on 2016 exam results. In 2016, the headline measures of secondary school performance will be:

Progress across 8 subjects (which is referred to as Progress 8)
Attainment across 8 subjects (which is referred to as Attainment 8)
The percentage of pupils achieving a C grade or better in both GCSE or iGCSE English and maths
The English Baccalaureate

Different qualifications and subjects can count towards up to three of the eight slots in the Progress 8 and Attainment 8 headline measures. The other five slots are reserved for English, maths and other EBacc qualifications.

The progress 8 score nationally is 0 allowing schools and Authorities to compare against this norm.

In 2016, a school or college will be below the secondary floor standard if its Progress 8 score is below -0.5, unless the confidence interval suggests that the school's underlying performance may not be below average.
A Progress 8 score of -0.5 indicates that the average achievement of a school's pupils is half a grade worse per subject than other pupils with the same prior attainment.

Based upon these significant changes to assessment arrangements as from 2016, the ability to compare outcomes over time is not statistical viable. Results for 2016 are therefore shown as a single year of data for the new indicators although there are some indicators where trend data can be shown.

5+ A-C including English and maths at GCSE

	2012	2013	2014	2015	2016
National	58.8%	60.6%	56.6%	57.1%	57.7%
Highest Stat N	65.8%	67.1%	61.5%	63.3%	62.5%
Lowest Stat N	57.2%	57.7%	55.9%	56.3%	57.0%
Cheshire East	61.9%	62.4%	61.5%	63.3%	61.9%

Achieving the English Baccalaureate

	2012	2013	2014	2015	2016
National	16.2%	22.9%	24.3%	24.4%	24.8%
Highest Stat N	25.7%	32.1%	29.8%	31.0%	30.1%
Lowest Stat N	12.2%	19.3%	20.7%	20.9%	19.8%
Cheshire East	18.9%	24.9%	27.9%	27.4%	26.6%
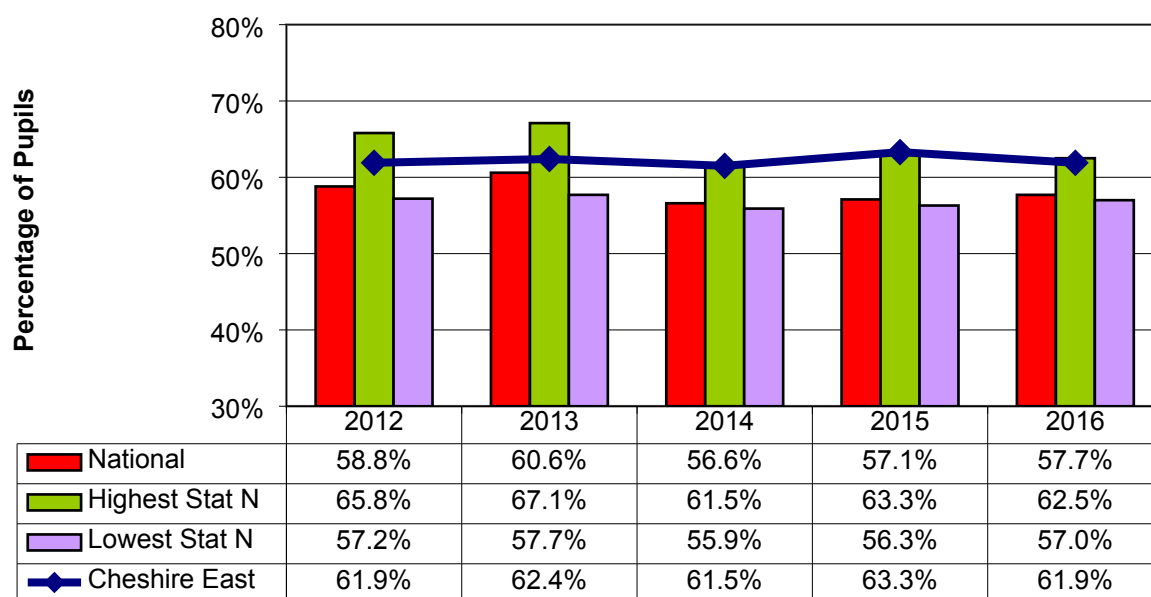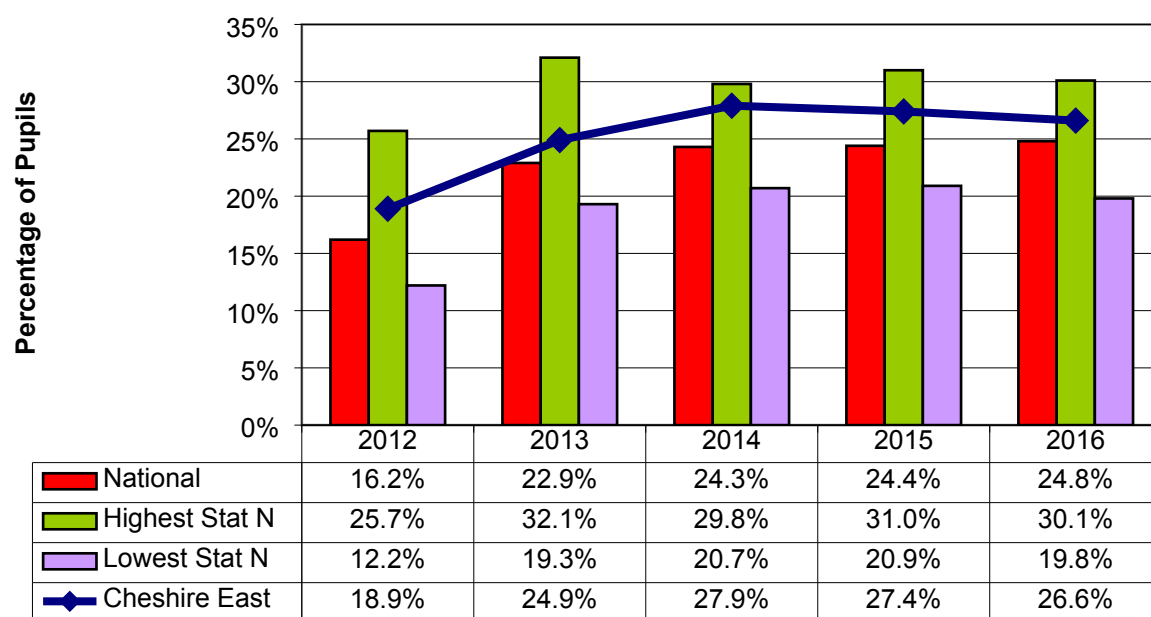
Achieiving A* to C in English and mathematics GCSEs

	2012	2013	2014	2015	2016
National		61.3%	58.9%	59.2%	63.3%
Highest Stat N					67.5%
Lowest Stat N					63.0%
Cheshire East		62.9%	62.9%	64.8%	67.5%

Attainment 8

	2012	2013	2014	2015	2016
National				48.6	50.1
Highest Stat N				50.3	52.2
Lowest Stat N				48.4	49.3
Cheshire East				51.1	51.7

Progress 8

	2012	2013	2014	2015	2016
■ National					-0.03
■ Highest Stat N					0.10
■ Lowest Stat N					-0.16
◆ Cheshire East					-0.15
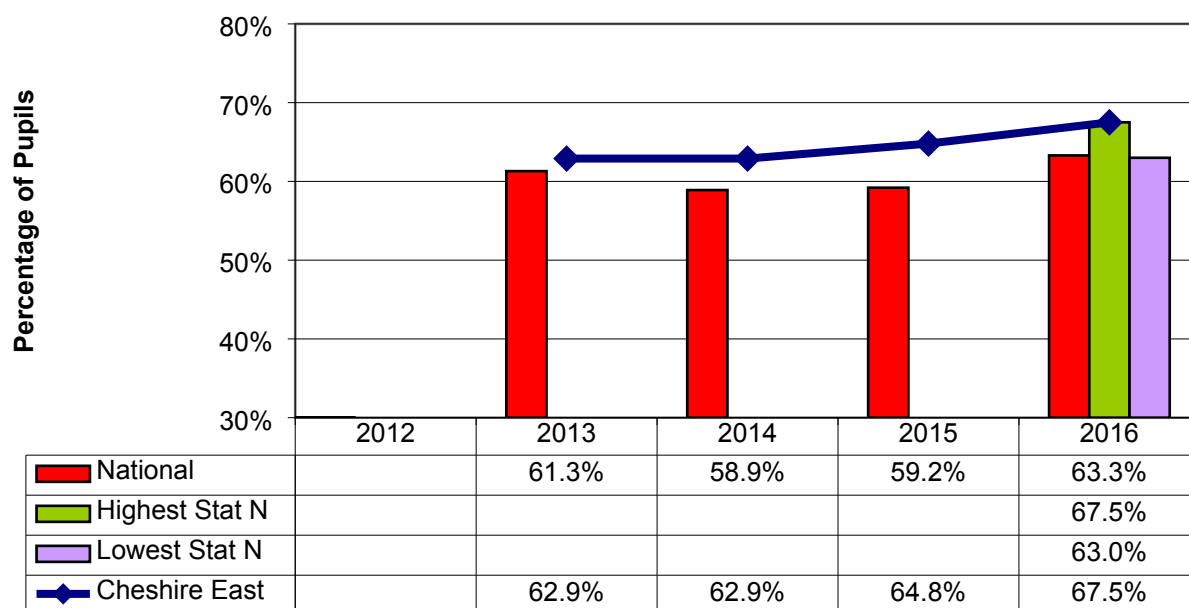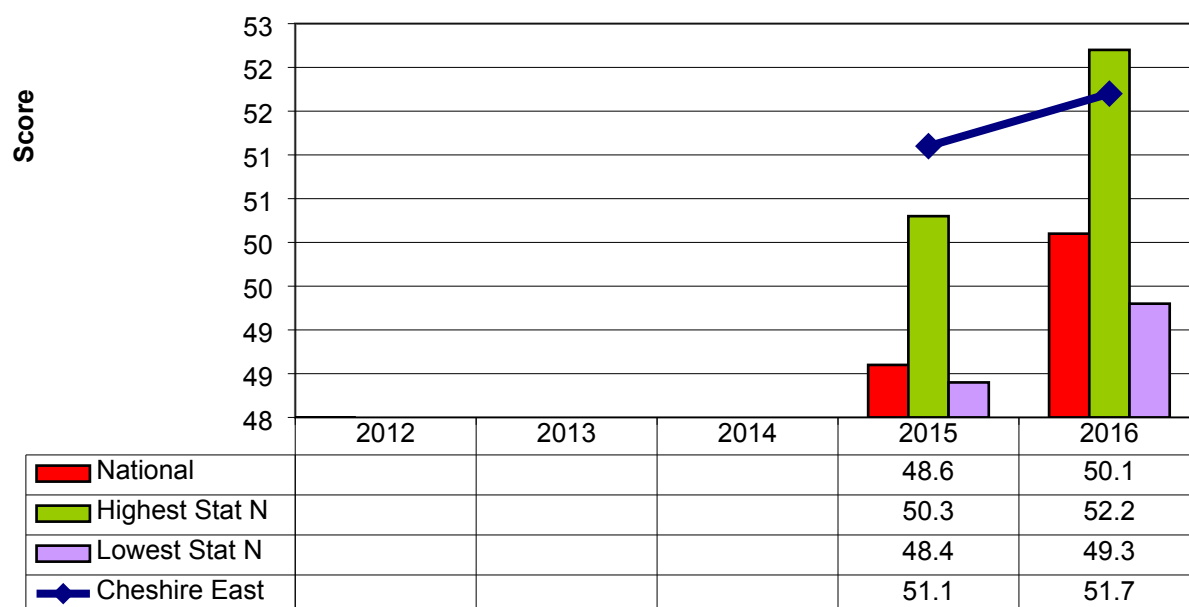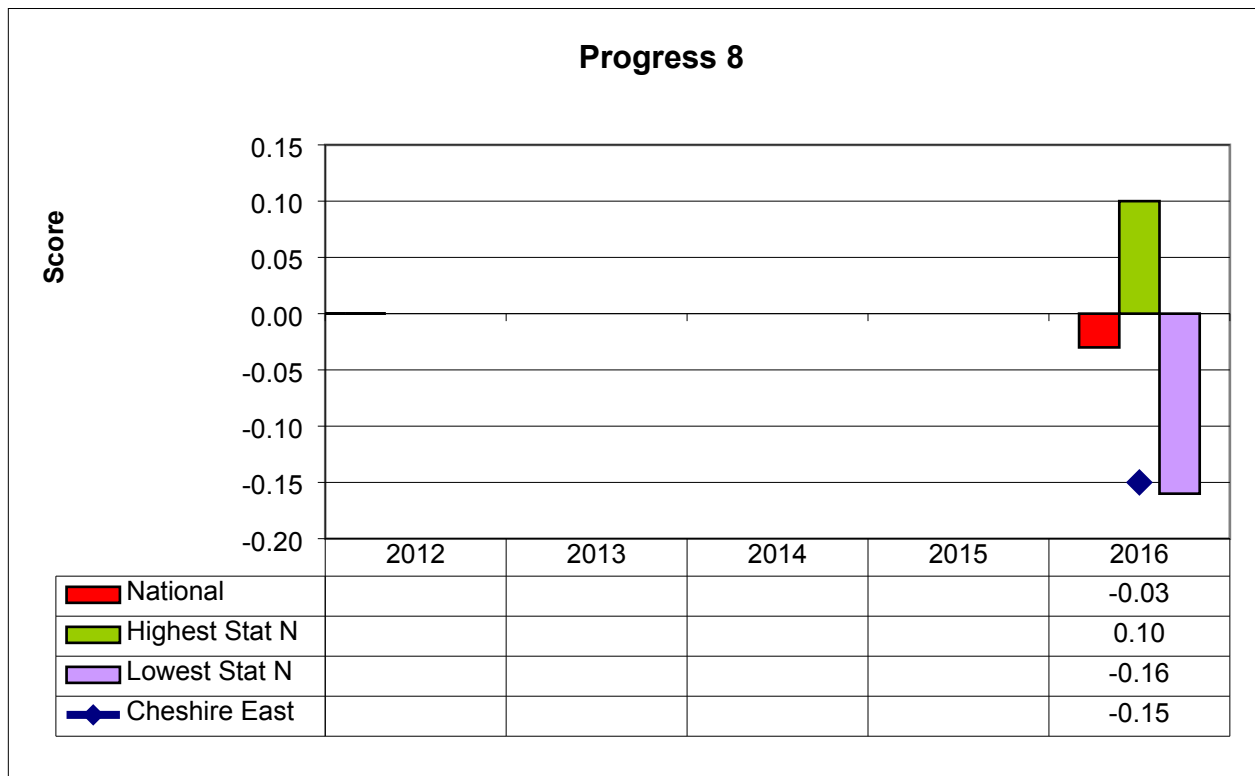
TO NOTE /ANALYSIS :

- In 2016, 61.9% of pupils achieved 5+ A*-C grades including English and mathematics GCSE which is above the national average. Cheshire East is ranked 3rd when compared to statistical neighbours.
- Cheshire East is again higher than the national average for pupils achieving the English Baccalaureate, Cheshire East is ranked 6th when compared to statistical neighbours.
- For the new measure of 5+ A+-C grades in English and mathematics, Cheshire East was ranked 1st against statistical neighbours (67.5%) and 4.2 ppts above national.
- For the other new measures, Cheshire East performed well for Attainment 8 (ranked 4th against statistical neighbours) although did not perform well for Progress 8 (ranked 10th against statistical neighbours)

d.   Post 16

Information provided refers to the percentage of GCE A level entries that achieve grades A* to A, and A* to E. The graphs and tables below show Cheshire East's achievement for these indicators between 2011 and 2015, with comparisons to national and statistical neighbour averages.

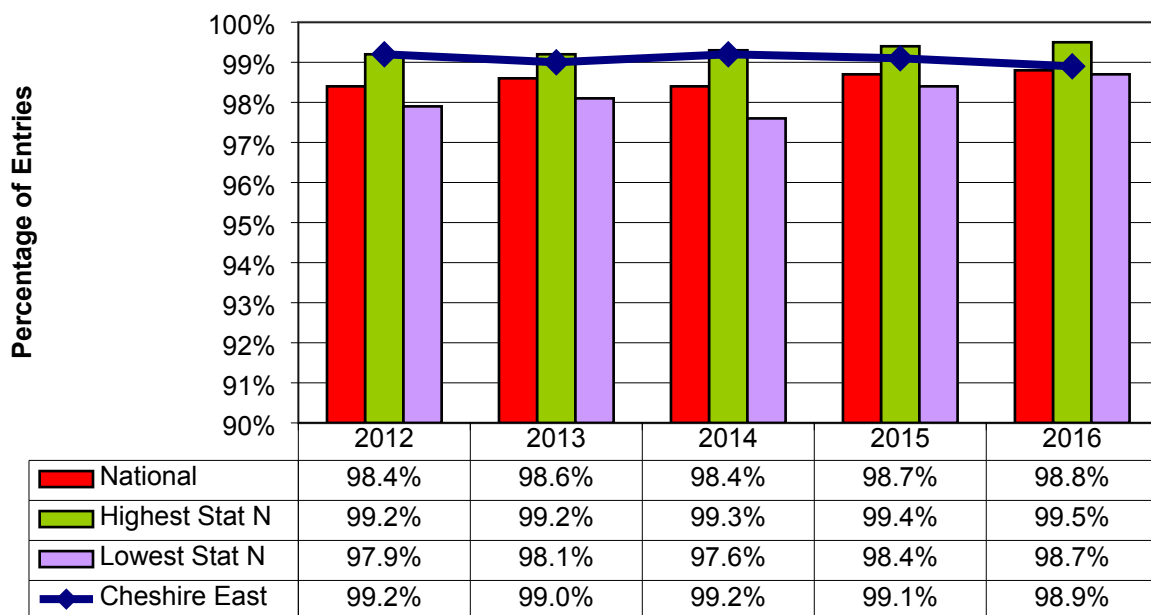## Percentage of A level entries gaining A* to A grades

	2012	2013	2014	2015	2016
National	22.8%	22.8%	22.8%	22.9%	22.8%
Highest Stat N	27.6%	29.0%	27.3%	27.2%	27.3%
Lowest Stat N	19.1%	16.7%	17.2%	17.2%	17.0%
Cheshire East	23.0%	23.4%	24.8%	24.3%	24.4%
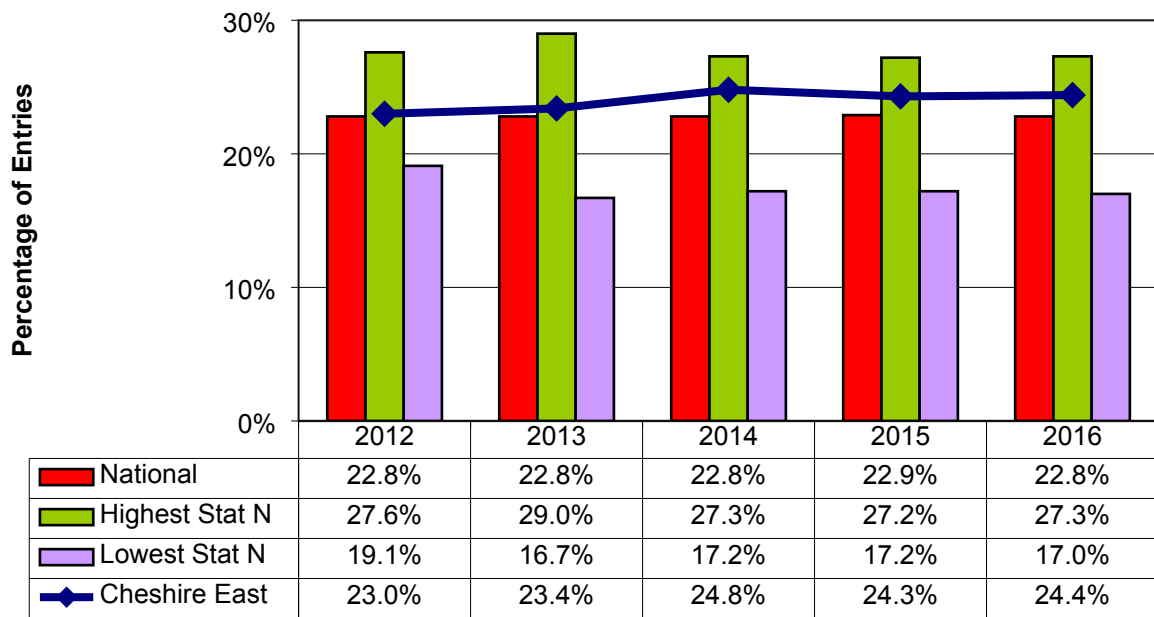
Percentage of A level entries gaining A* to E grades

	2012	2013	2014	2015	2016
National	98.4%	98.6%	98.4%	98.7%	98.8%
Highest Stat N	99.2%	99.2%	99.3%	99.4%	99.5%
Lowest Stat N	97.9%	98.1%	97.6%	98.4%	98.7%
Cheshire East	99.2%	99.0%	99.2%	99.1%	98.9%

TO NOTE /ANALYSIS:

- In 2016, Cheshire East is ranked 5th when compared to statistical neighbours for the percentage of A level entries achieving A* to A grades and 8th for A level entries achieving grades A* to E.

- In 2016, Cheshire East is ranked 36th nationally for the percentage of A level entries achieving A* to A grades and 55th for the percentage of A level entries achieving A* to E grades.
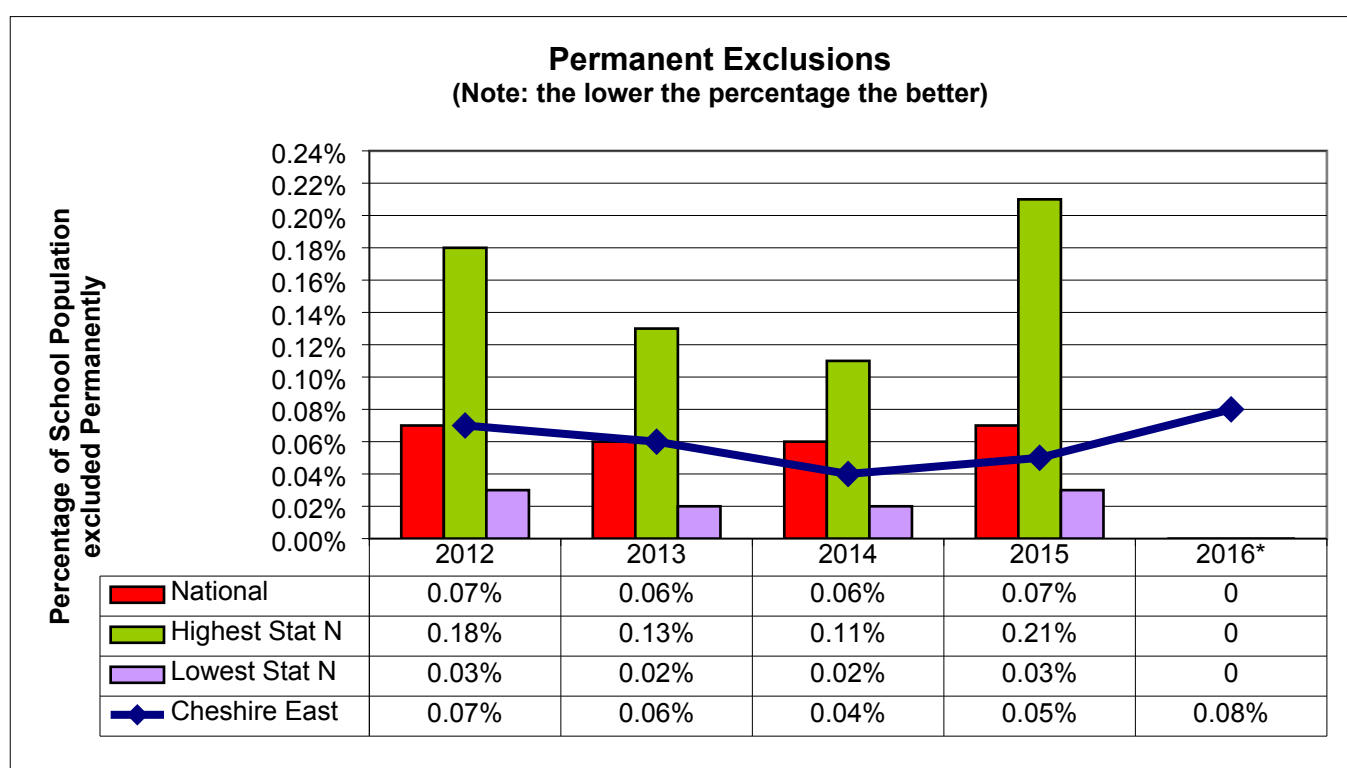
4.   Exclusions

There are two types of exclusions; permanent and fixed term. A pupil will only be permanently excluded for a serious one off offence or persistent disruptive behaviour. Fixed term exclusions are for a specified time and must not add up to more than 45 school days in a school year.

Number of Permanent Exclusions					
	2012	2013	2014	2015	2016*
Primary	5	6	1	3	5
Secondary	35	22	21	20	38
Special	0	2	0	0	0
Total	40	30	22	23	43

Number of Fixed Term Exclusions					
	2012	2013	2014	2015	2016*
Primary	242	247	249	188	289
Secondary	2097	1682	1559	1671	1499
Special	35	65	57	26	46
Total	2374	1994	1865	1885	1834

*Please note that the 2016 data is provisional.

Permanent Exclusions
(Note: the lower the percentage the better)

	2012	2013	2014	2015	2016*
National	0.07%	0.06%	0.06%	0.07%	0
Highest Stat N	0.18%	0.13%	0.11%	0.21%	0
Lowest Stat N	0.03%	0.02%	0.02%	0.03%	0
Cheshire East	0.07%	0.06%	0.04%	0.05%	0.08%

Fixed Term Exclusions
(Note: the lower the percentage the better)

Percentage of School Population excluded for a Fixed term

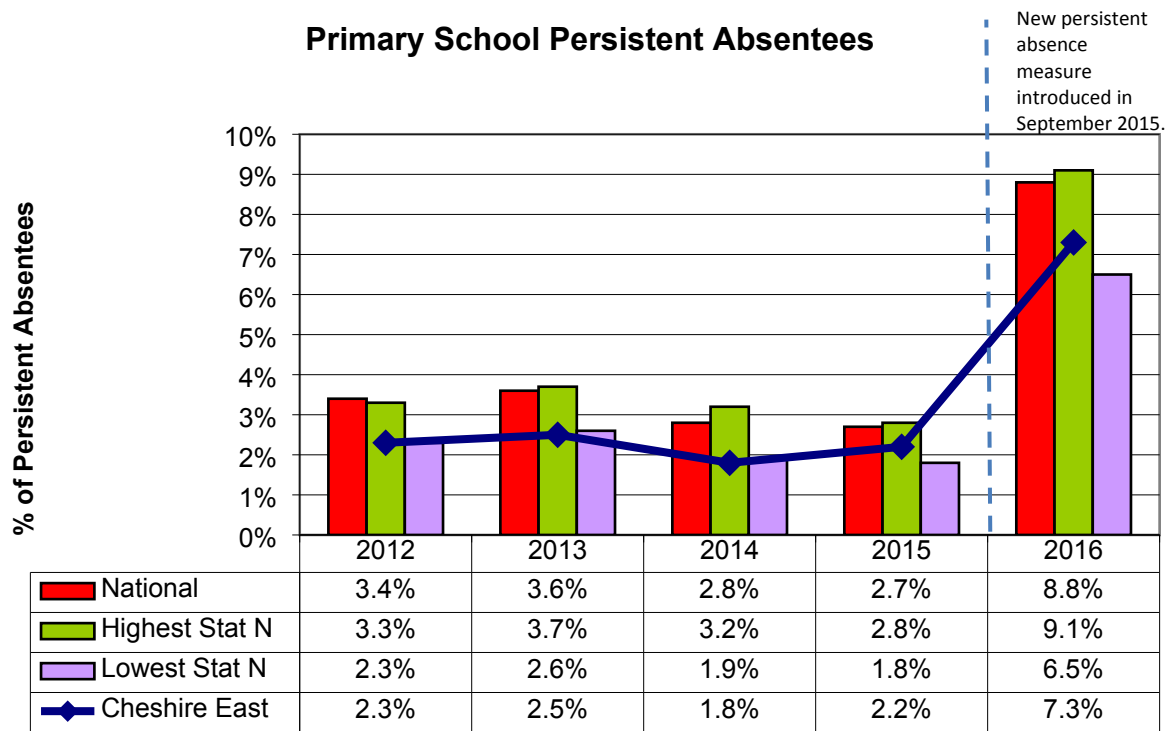|	2012	2013	2014	2015	2016*
National	4.1%	3.5%	3.5%	3.9%	0
Highest Stat N	5.2%	5.0%	5.0%	5.7%	0
Lowest Stat N	3.4%	2.5%	3.0%	3.2%	0
Cheshire East	4.7%	3.6%	3.7%	3.7%	3.5%

- **TO NOTE/ANALYSIS**

- The provisional data for 2016 shows an increase in the number of permanent exclusions from 23 to 43, with the number in secondary schools being 38 and 5 in primary schools.
- The rate of permanent exclusions has risen from 0.05% to 0.08% of the school population or in other words is equivalent to 8 pupils in every 10,000.
- Fixed term exclusions reduced from 3.7% to 3.5% of the school population

5. **Attendance**

The focus in recent years has been on pupils who are persistently absent from school. From 2015/16 a Persistent Absentee (PA) is defined as a pupil having an attendance of 90% or less.

Cheshire East Education Welfare Service (EWS) set a challenging threshold to ensure as few children as possible have poor attendance. EWS support is targeted to those schools sitting at or under the national average to drive through the improvements. Academies buy back this service.

Primary School Persistent Absentees

New persistent absence measure introduced in September 2015.

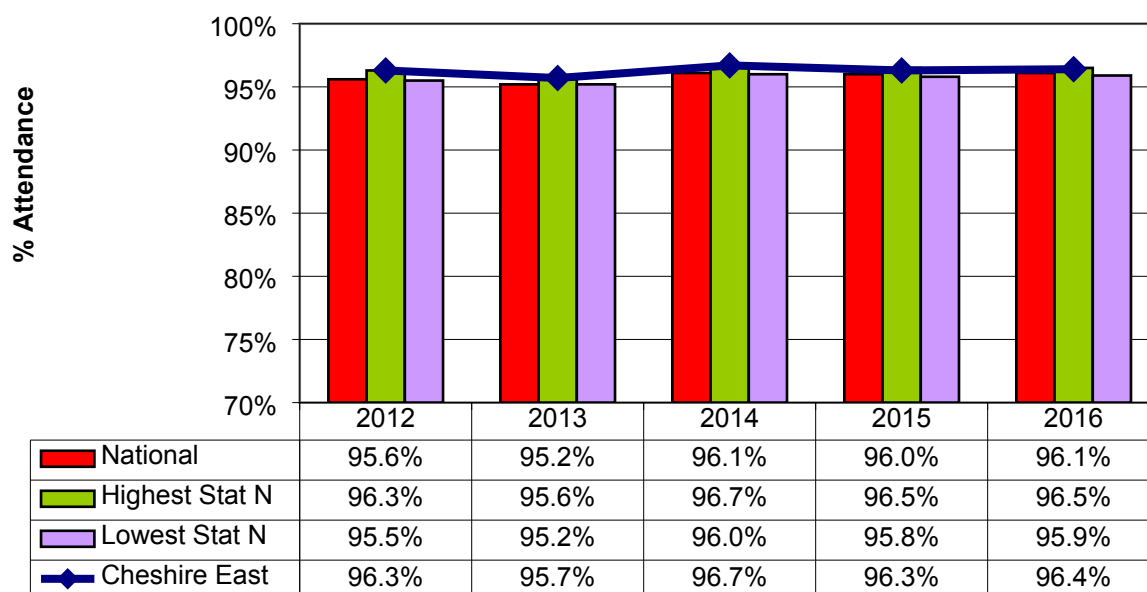|	2012	2013	2014	2015	2016
National	3.4%	3.6%	2.8%	2.7%	8.8%
Highest Stat N	3.3%	3.7%	3.2%	2.8%	9.1%
Lowest Stat N	2.3%	2.6%	1.9%	1.8%	6.5%
Cheshire East	2.3%	2.5%	1.8%	2.2%	7.3%

Secondary School Persistent Absentees

	2012	2013	2014	2015	2016
National	6.8%	6.5%	5.8%	5.5%	12.3%
Highest Stat N	7.3%	7.1%	6.4%	6.6%	13.4%
Lowest Stat N	5.5%	5.2%	4.9%	4.8%	10.6%
Cheshire East	6.4%	6.0%	5.1%	5.6%	12.0%
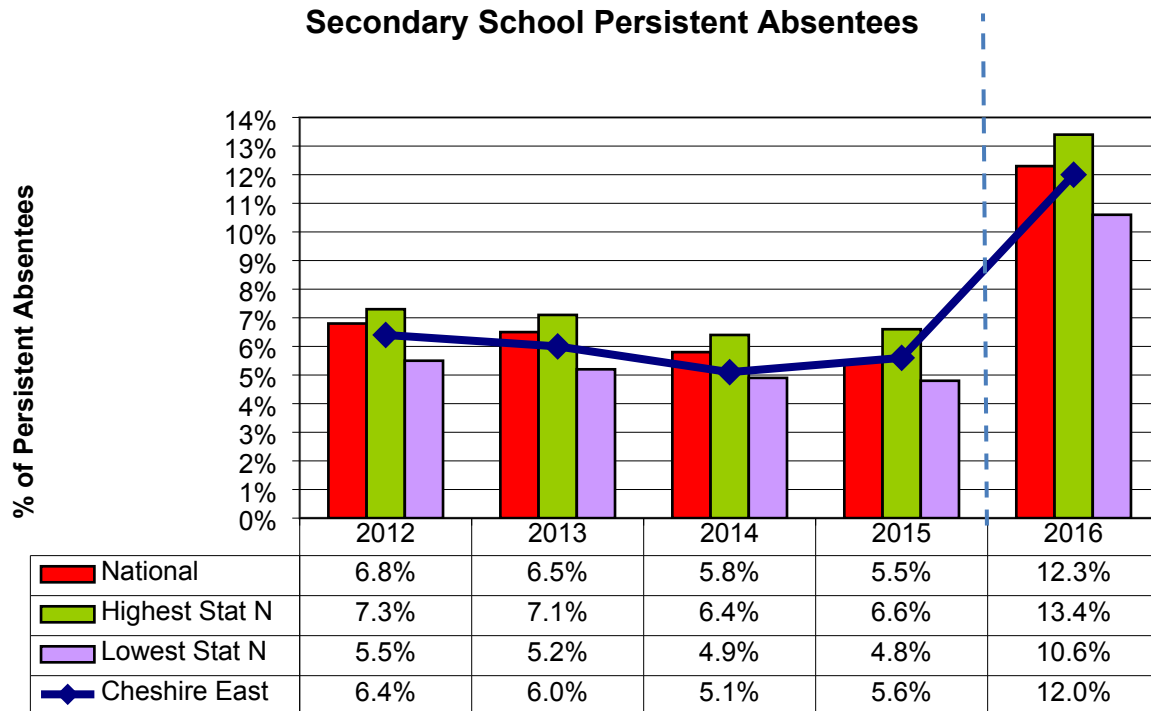
TO NOTE/ANALYSIS:

- In 2016 the percentage of persistent absentees in Primary schools was 7.3%, which is 1.5ppts better than the national figure of 8.8%. Cheshire East is ranked 4th when compared to its statistical neighbours.

- In 2016 the percentage of persistent absentees in Cheshire East Secondary schools was 12.0%, this is just below the national figure of 12.3%. Cheshire East is ranked 6th when compared to its statistical neighbours.

Primary School Attendance

	2012	2013	2014	2015	2016
National	95.6%	95.2%	96.1%	96.0%	96.1%
Highest Stat N	96.3%	95.6%	96.7%	96.5%	96.5%
Lowest Stat N	95.5%	95.2%	96.0%	95.8%	95.9%
Cheshire East	96.3%	95.7%	96.7%	96.3%	96.4%

Secondary School Attendance

	2012	2013	2014	2015	2016
National	94.3%	94.2%	94.9%	94.8%	95.0%
Highest Stat N	95.0%	94.6%	95.3%	95.2%	95.2%
Lowest Stat N	94.3%	94.0%	94.8%	94.5%	94.8%
Cheshire East	94.6%	94.5%	95.3%	95.0%	95.2%
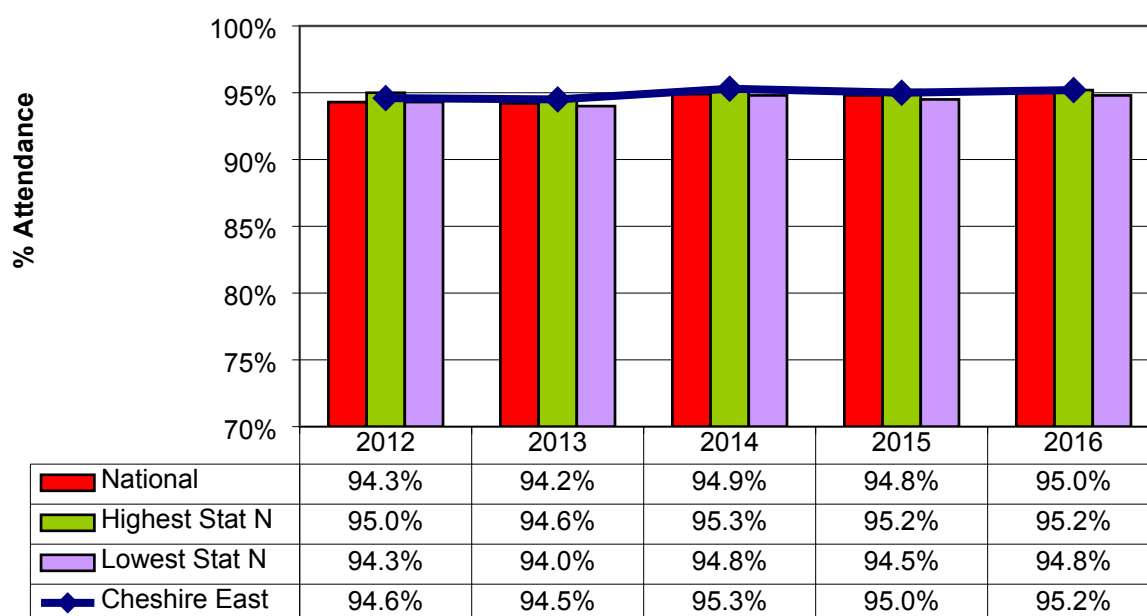
TO NOTE/ANALYSIS:

- Attendance in Cheshire East Primary schools improved by 0.1% in 2016 compared to the previous year and is still better than the national average. Cheshire East is ranked 3rd when compared to its statistical neighbours.

- Attendance in Secondary schools improved by 0.2% in 2016 compared to the previous year and is still better than the national average. Cheshire East is ranked 5th when compared to its statistical neighbours.

6.   **Educational Outcomes of Vulnerable Groups**

This section of the report focuses on the key vulnerable groups where the local authority has group sizes which are significantly big enough to warrant analysis. These include :

- Gender
- Free School Meals or Disadvantaged
- Special Educational Needs & Disabilities (SEND)
- English as an Additional Language (EAL)
- Cared for Children

	2014	2015	2016	Change (pp)		National 2015 & gap		National 2016 & gap	
Gender									
Key Stage 1									
Phonics Year 1 Boys	76%	78%	79%	1	🟩	73%	🟩	77%	🟩
Phonics Year 1 Girls	83%	85%	87%	2	🟩	81%	🟩	84%	🟩
Gender gap (pp)	7	7	8	1	🟥	8	🟩	7	🟥
Reading Level 2+ or EXS+ Boys	92%	90%	70%		⬜	88%		70%	🟧
Reading Level 2+ or EXS+ Girls	94%	94%	80%		⬜	93%		78%	🟩
Gender gap (pp)	2	4	10	6	🟥	5	🟩	8	🟥
Writing Level 2+ or EXS+ Boys	89%	86%	50%		⬜	83%		59%	🟥
Writing Level 2+ or EXS+ Girls	93%	92%	66%		⬜	92%	🟧	73%	🟥
Gender gap (pp)	4	6	16	10	🟥	9	🟩	14	🟥
Mathematics Level 2+ or EXS+ Boys	95%	94%	71%		⬜	91%		72%	🟥
Mathematics Level 2+ or EXS+ Girls	96%	95%	71%		⬜	94%		74%	🟥
Gender gap (pp)	1	1	0	-1	🟩	3	🟩	2	🟩
Key Stage 2									
Reading Level 4+ or EXS+ Boys		90%	66%		⬜	87%	🟩	62%	🟩
Reading Level 4+ or EXS+ Girls		94%	76%		⬜	91%	🟩	70%	🟩
Gender gap (pp)		4	10	6	🟥	4	🟧	8	🟥
Writing Level 4+ or EXS+ Boys		83%	55%		⬜	83%	🟧	68%	🟥
Writing Level 4+ or EXS+ Girls		91%	72%		⬜	91%	🟧	81%	🟥
Gender gap (pp)		8	17	10	🟥	8	🟧	13	🟥
GPS Level 4+ or EXS+ Boys		80%	69%		⬜	76%	🟩	68%	🟩
GPS Level 4+ or EXS+ Girls		87%	82%		⬜	84%	🟩	78%	🟩
Gender gap (pp)		7	13	6	🟥	8	🟩	10	🟥
Mathematics Level 4+ or EXS+ Boys		89%	72%		⬜	87%	🟩	70%	🟩
Mathematics Level 4+ or EXS+ Girls		89%	73%		⬜	87%	🟩	70%	🟩
Gender gap (pp)		0	1	2	🟥	0	🟩	0	🟥
Read, Write & Maths L4+ or EXS+ Boys	81%	79%	46%		⬜	77%	🟩	50%	🟥

	2014	2015	2016	Change (pp)		National 2015 & gap		National 2016 & gap	
Read, Write & Maths L4+ or EXS+ Girls	88%	85%	59%			83%		57%	
Gender gap (pp)	7	6	13	8		6		7	
Key Stage 4									
5+A*-C inc English & Maths Boys	56%	60%	55%	-5		53%		52%	
5+A*-C inc English & Maths Girls	67%	67%	68%	1		62%		62%	
Gender gap (pp)	11	7	13	6		9		10	
Attainment 8 Boys			49%					48%	
Attainment 8 Girls			54%					52%	
Gender gap (pp)			5					4	
Progress 8 Boys			-0.28					-0.16	
Progress 8 Girls			-0.02					0.11	
Gender gap (pp)			0.26					0.27	

TO NOTE/ANALYSIS:

Gender gaps continue to present issues in Cheshire East.

At Key Stage 1 and 2, there has been a considerable increase in gaps between boys and girls in reading and writing.

At Key Stage 4, the gaps have again increased (almost doubled) for 5+ A*-C including English and mathematics

	2014	2015	2016	Change (pp)		National 2015 & gap		National 2016 & gap	
Free School Meals or Disadvantaged									
Key Stage 1 – Free School Meals (2016 cohort sizes Phonics 298, KS1 338)									
Phonics year 1 FSM	66%	66%	65%	-1		65%		69%	
Phonics year 1 Not FSM			84%					83%	
FSM Gap (pp)			19					14	
Reading Level 2+ or EXS+ FSM	81%	81%	54%			82%		60%	
Reading Level 2+ or EXS+ Not FSM			77%					77%	
FSM Gap (pp)			23					17	
Writing Level 2+ or EXS+ FSM	78%	76%	38%			77%		50%	
Writing Level 2+ or EXS+ Not FSM			60%					68%	
FSM Gap (pp)			22					18	
Mathematics Level 2+ or EXS+ FSM	87%	87%	53%			86%		58%	
Mathematics Level 2+ or EXS+ Not FSM			73%					75%	
FSM Gap (pp)			20					17	

	2014	2015	2016	Change (pp)		National 2015 & gap		National 2016 & gap	
Key Stage 2 – Disadvantaged (2016 cohort size 821)									
Reading Level 4+ or EXS+ Disadvantaged		86%	55%			83%		53%	
Reading Level 4+ or EXS+ Not Disadv			75%					73%	
Disadvantaged gap (pp)			20					20	
Writing Level 4+ or EXS+ Disadvantaged		74%	44%			79%		64%	
Writing Level 4+ or EXS+ Not Disadv			68%					79%	
Disadvantaged gap (pp)			24					15	
GPS Level 4+ or EXS+ Disadvantaged		72%	60%			71%		61%	
GPS Level 4+ or EXS+ Not Disadv			80%					79%	
Disadvantaged gap (pp)			20					18	
Maths Level 4+ or EXS+ Disadvantaged		79%	53%			80%		58%	
Maths Level 4+ or EXS+ Not Disadv			77%					76%	
Disadvantaged gap (pp)			24					18	
Read, Write & Maths L4+ or EXS+ Disadv	69%	67%	32%			70%		39%	
Read, Write & Maths L4+ or EXS+ Not Disadv			58%					61%	
Disadvantaged gap (pp)			26					22	
Key Stage 4 – Disadvantaged (2016 cohort size 659)									
5+A*-C inc Eng & Maths Disadv	34%	35%	33%	-2		37%		37%	
5+A*-C inc Eng & Maths Not Disadv			67%					65%	
Disadvantaged gap (pp)			34					28	
Attainment 8 Disadv			40%					41%	
Attainment 8 Not Disadv			54%					53%	
Disadvantaged gap (pp)			14					12	
Progress 8 Disadv			-0.74					-0.38	
Progress 8 Not Disadv			-0.03					0.11	
Disadvantaged gap (pp)			0.71					0.49	

TO NOTE/ANALYSIS:

In all Key stages, the performance of disadvantage pupils is below national which continues to raise concerns for Cheshire East. Gaps between disadvantaged and non will always tend to be high due to the high performance of non and the relatively low numbers of disadvantaged learners.

As an example, at Key Stage 4, disadvantage learners perform below national by 4 ppts in 5+A*-C inc English and mathematics.

	2014	2015	2016	Change (pp)		National 2015 & gap		National 2016 & gap	
SEND (Support, Statement & EHCP)									
Key Stage 1 (2016 cohort sizes Phonics 351, KS1 467)									
Phonics Year 1 SEND	39%	43%	40%	-3	🟥	39%	🟩	42%	🟥
Phonics Year 1 Not SEND			87%					86%	🟩
SEND gap (pp)			47					44	🟥
Reading Level 2+ or EXS+ SEND	59%	60%	28%			59%	🟩	30%	🟥
Reading Level 2+ or EXS+ Not SEND			81%					82%	🟥
SEND gap (pp)			53					52	🟥
Writing Level 2+ or EXS+ SEND	47%	46%	14%			51%	🟥	20%	🟥
Writing Level 2+ or EXS+ Not SEND			64%					74%	🟥
SEND gap (pp)			50					54	🟩
Mathematics Level 2+ or EXS+ SEND	68%	71%	25%			67%	🟩	30%	🟥
Mathematics Level 2+ or EXS+ Not SEND			77%					80%	🟥
SEND gap (pp)			52					50	🟥
Key Stage 2 (2016 cohort size 502)									
Reading Level 4+ or EXS+ SEND		66%	31%			63%	🟩	29%	🟩
Reading Level 4+ or EXS+ Not SEND			77%					74%	🟩
SEND gap (pp)			46					45	🟥
Writing Level 4+ or EXS+ SEND		47%	14%			52%	🟥	29%	🟥
Writing Level 4+ or EXS+ Not SEND			70%					84%	🟥
SEND gap (pp)			56					55	🟥
GPS Level 4+ or EXS+ SEND		42%	28%			41%	🟩	29%	🟥
GPS Level 4+ or EXS+ Not SEND			83%					83%	🟧
SEND gap (pp)			55					54	🟥
Maths Level 4+ or EXS+ SEND		57%	30%			58%	🟥	32%	🟥
Maths Level 4+ or EXS+ Not SEND			79%					78%	🟩
SEND gap (pp)			49					46	🟥
Read, Write & Maths L4+ or EXS+ SEND	41%	37%	9%			39%	🟥	14%	🟥
Read, Write & Maths L4+ or EXS+ Not SEND			59%					62%	🟥
SEND gap (pp)			50					48	🟥
Key Stage 4 (2016 cohort size 214)									
5+A*-C inc English & Maths SEND	22%	22%	16%		🟥	20%	🟩	19%	🟥
5+A*-C inc English & Maths Not SEND			64%					63%	🟩
SEND gap (pp)			48					44	🟥
Attainment 8 SEND			29%					31%	🟥
Attainment 8 Not SEND			53%					53%	🟧
SEND gap (pp)			24					22	🟥
Progress 8 SEND			-0.85					-0.55	🟥
Progress 8 Not SEND			-0.11					0.06	🟥

TO NOTE/ANALYSIS:

With the exception of reading at the end of Key Stage 2, the outcomes for our SEND learners are not good enough. The majority of key national indicators show Cheshire East performing below national rates for SEND.

	2014	2015	2016	Change (pp)		National 2015 & gap		National 2016 & gap	
EAL									
Key Stage 1 (2016 cohort sizes Phonics 299, KS1 258)									
Phonics Year 1 EAL	76%	73%	78%	5	🟩	76%	🟥	80%	🟥
Phonics Year 1 Not EAL			83%					81%	🟩
EAL gap (pp)			5					1	🟥
Reading Level 2+ or EXS+ EAL	81%	79%	59%			88%	🟥	70%	🟥
Reading Level 2+ or EXS+ Not EAL			76%					75%	🟩
EAL gap (pp)			17					5	🟥
Writing Level 2+ or EXS+ EAL	77%	78%	40%			85%	🟥	64%	🟥
Writing Level 2+ or EXS+ Not EAL			59%					66%	🟥
EAL gap (pp)			19					2	🟥
Mathematics Level 2+ or EXS+ EAL	90%	90%	62%			91%	🟥	72%	🟥
Mathematics Level 2+ or EXS+ Not EAL			72%					73%	🟥
EAL gap (pp)			10					1	🟥
Key Stage 2 (2016 cohort size 178)									
Reading Level 4+ or EXS+ EAL		81%	58%			87%	🟥	61%	🟥
Reading Level 4+ or EXS+ Not EAL			71%					68%	🟩
EAL gap (pp)			13					7	🟥
Writing Level 4+ or EXS+ EAL		75%	49%			86%	🟥	75%	🟥
Writing Level 4+ or EXS+ Not EAL			64%					74%	🟥
EAL gap (pp)			15					-1	🟥
GPS Level 4+ or EXS+ EAL		77%	72%			83%	🟥	75%	🟥
GPS Level 4+ or EXS+ Not EAL			76%					72%	🟩
EAL gap (pp)			4					-3	🟥
Maths Level 4+ or EXS+ EAL		82%	72%			87%	🟥	74%	🟥
Maths Level 4+ or EXS+ Not EAL			72%					69%	🟩
EAL gap (pp)			0					5	🟩
Read, Write & Maths L4+ or EXS+ EAL	77%	67%	39%			79%	🟥	52%	🟥
Read, Write & Maths L4+ or EXS+ Not EAL			53%					54%	🟥
EAL gap (pp)			14					2	🟥
Key Stage 4 (2016 cohort size 157)									
5+A*-C inc English & Maths EAL	49%	54%	52%	-2	🟥	57%	🟥	54%	🟥
5+A*-C inc English & Maths Not EAL			62%					57%	🟩
EAL gap (pp)			10					3	🟥
Attainment 8 EAL			50%					50%	🟧
Attainment 8 Not EAL			52%					50%	🟩
EAL gap (pp)			2					0	🟥
Progress 8 EAL			0.44					0.40	🟩
Progress 8 Not EAL			-0.17					-0.09	🟥
EAL gap (pp)			0.61					0.49	🟥

TO NOTE/ANALYSIS:

Even accounting for relatively low numbers, the outcomes for our EAL learners are again not good enough. The majority of key national indicators show Cheshire East performing below national rates for EAL.

	2014	2015	2016	Change (pp)	National 2015 & gap		National 2016 & gap	
Cared for Children (continuous 12+ months)								
Key Stage 1 (2016 cohort size 9)								
Reading Level 2+ or EXS+ Cared for	67%	50%	56%		71%	🟥	n/a	
Reading Level 2+ or EXS+ All			75%				74%	
Cared for Gap (pp)			19					
Writing Level 2+ or EXS+ Cared for	50%	50%	56%		63%	🟥	n/a	
Writing Level 2+ or EXS+ All			58%				65%	
Cared for Gap (pp)			2					
Mathematics Level 2+ or EXS+ Cared for	58%	66%	56%		73%	🟥	n/a	
Mathematics Level 2+ or EXS+ All			71%				73%	
Cared for Gap (pp)			15					
Key Stage 2 (2016 cohort size 23)								
Reading Level 4+ or EXS+ Cared for	75%	65%	43%		71%	🟥	n/a	
Reading Level 4+ or EXS+ All			71%				66%	
Cared for Gap (pp)			28					
Writing Level 4+ or EXS+ Cared for	65%	53%	35%		61%	🟥	n/a	
Writing Level 4+ or EXS+ All			63%				74%	
Cared for Gap (pp)			28					
GPS Level 4+ or EXS+ Cared for	70%	59%	35%		54%	🟩	n/a	
GPS Level 4+ or EXS+ All			76%				73%	
Cared for Gap (pp)			41					
Maths Level 4+ or EXS+ Cared for	75%	65%	35%		64%	🟩	n/a	
Maths Level 4+ or EXS+ All			72%				70%	
Cared for Gap (pp)			37					
Read, Write & Maths L4+ or EXS+ Cared for	55%	47%	22%		52%	🟥	n/a	
Read, Write & Maths L4+ or EXS+ All			52%				53%	
Cared for Gap (pp)			30					
Key Stage 4 (2016 cohort size 21)								
5+A*-C inc English & Maths Cared for	15%	25%	10%	-15 🟥	14%	🟩	n/a	
5+A*-C inc English & Maths All			61%					
Cared for Gap (pp)			51					

TO NOTE/ANALYSIS:

It is not possible at this point to compare 2016 data for Cheshire East with national comparisons

7.   Coasting Schools and Floor Standards

New regulations will apply for the first time in 2016. At this point a school will be coasting if it has fallen under the coasting criteria for all of the three years 2014, 2015 and 2016.

a.   Primary schools

Coasting definition:

Attainment and progress are important at primary school. Children should be challenged to fulfil their potential, as well as leaving primary school having achieved the standard they need to access secondary education. That is why we have set the aspiration that 85% of pupils should achieve the new higher expected standard come 2016. We propose a school will fall below the coasting standard in 2016 where fewer than 85% of pupils achieve the expected standard across reading, writing and mathematics and pupils do not make sufficient progress

The accountability measure for 2014 and 2015 combines the percentage of pupils attaining level 4 and those making levels of expected progress.

Cheshire East Schools judged at Coasting are :
Astbury St Marys CE
Underwood West

Floor standard:

A primary school is below the floor standard in 2014 and 2015 if fewer than 65% of pupils achieve level 4 or above in reading, writing and mathematics and below the median percentage of pupils make expected progress in reading, writing and maths. 2016 sees curriculum and assessment changes for primary schools and we have therefore already announced that we will be holding schools to account for the percentage of pupils achieving a new higher expected standard at the end of primary and against a new, value-added measure of progress.

A school will fall below our floor standard in 2016 where fewer than 65% of pupils achieve the expected standard and pupils do not make sufficient progress.

There are 13 Cheshire East primaries that are below the floor standard. These are :
Astbury St Mary's CE
Elworth CE
High Legh
Hungerford
Mablins Lane
Sandbach
St Alban's Catholic
St Gregory's Catholic
St John the Evangelist CE
St Mary's Catholic (Crewe)
The Marlborough
Underwood West
Wistaston Church Lane

b.   Secondary schools:

Coasting definition:

For 2014 and 2015 the draft regulations propose that a school will fall within the coasting criteria if fewer than 60% of a school's pupils achieve 5 A*-C including English and maths and the school has a below median score for the percentage of pupils making expected progress.

A school will be defined as coasting, and become eligible for intervention, if it falls below the standard in 2016, and has already failed to meet the coasting standards specified above in 2014 and 2015. In 2016, we will be moving to the Progress 8 measure, a measure of pupils' progress from the end of primary school to 8 qualifications at the end of secondary school compared to other pupils with the same starting point.

Floor standard:

The school performance measures published in performance tables are used to identify schools that are failing to meet minimum performance expectations or 'floor standards'.
In 2016, a school or college will be below the secondary floor standard if its Progress 8 score is below -0.5, unless the confidence interval suggests that the school's underlying performance may not be below average.

A Progress 8 score of -0.5 indicates that the average achievement of a school's pupils is half a grade worse per subject than other pupils with the same prior attainment.

There are 3 schools currently at the floor standard :
Sir William Stanier
Knutsford Academy Studio School
Malbank

PART 3: Education Department Priorities

In addition to the Education & Skills Board three year planning process, the service has identified priorities moving forward which contribute the Directorate objective to work with the family of Cheshire East schools to **ensure high standards in all schools**, with sufficient school places and effective support for those children not in school, ensuring that every child fulfils their educational potential. The priorities fall into the following four areas.

- Develop a sustainable sector led approach to education and skills in collaboration with the sector to improve outcomes.
    - The focus areas are identified, planned, monitored and evaluated through the Education and Skills Board (Appendix 1)
- Develop a robust school organisation and capital strategy to deliver the school places required as a consequence of both housing developments and demographic growth.
- Develop a stronger focus on support for the children and young people most vulnerable to the poorest outcomes.
- Ensure Children and Young People have the skills to secure employment and contribute to their local communities.

For further detail see the plan below.

Local Area Inspection of SEN

From May 2016, Ofsted and the Care Quality Commission (CQC) adopted a new inspection framework for the inspection of local areas' effectiveness in identifying and meeting the needs of children and young people with SEND.
The inspections focus on services delivered and commissioned in a local area for children and young people with SEND and their families by the local authority, health services, early years settings, schools and further education providers. The inspections will include both early help services and more targeted or specialist services, covering the full range of SEND needs and not just children and young people with the most complex needs and an Education, Health and Care Plan (EHCP). The inspections will also consider how well these services work in partnership to meet the needs of children and young people and their families.
Each local area will be inspected at least once during a five year period. The new inspections have been introduced to evaluate the effectiveness of local areas in fulfilling their new duties under the SEND reforms, including how effectively the local area:

- identifies of children and young people who have SEND
- assesses and meets the needs of children and young people who have SEND
- improves outcomes for children and young people who have SEND

Work has taken place to ensure that Cheshire East is ready in the event of an inspection, including the preparation of a self-evaluation report.

PRIORITY 2 of the Children and Families Plan	

To work with the family of Cheshire East schools to review our approach to **ensuring high standards in all schools**, with sufficient school places and effective support for those children not in school, ensuring that every child fulfils their educational potential

Priority 1 Education and 14 – 19 Skills	Priority 2 Education and 14-19 Skills	Priority 3 Education and 14-19 Skills	Priority 4 Education and 14 – 19 Skills	Priority 5 Education and 14 – 19 Skills
Develop a sustainable sector led approach to education and skills in collaboration with the sector.	Develop a robust school organisation and capital strategy to deliver the school places required as a consequence of both housing developments and demographic growth	Develop a stronger focus on support for the children and young people most vulnerable to the poorest outcomes.	Ensure Children and Young People have the skills to secure employment and contribute to their local communities	Ensure that the department embraces change and champions the most vulnerable

Education and 14 – 19 Skills Team Plan 2016-17

PRIORITY 1 – Develop a sustainable sector led approach to education and skills in collaboration with the sector.		
Activity	**Responsible Officer**	**Date due for completion**
Develop a sustainable sector led approach to education and skills in collaboration with the sector which defines the relationship between schools and the local authority	**Jacky Forster**	**July 2017**
School Improvement Strategy developed collaboratively with schools and partners which identifies agreed priority improvement area and leads to excellence in all our schools. This will include a strategy for	**Mark Bayley**	**Jan 2017**

narrowing the gaps in educational outcomes between different cohorts of young people.		
Structures in place to govern the commissioning and brokerage of school improvement interventions utilising sector led partners.	**Mark Bayley**	**September 2016**
To develop a more commercial approach to the traded services arrangements with schools	**Mark Bayley**	**March 2017**

PRIORITY 2 – Develop a robust school organisation and capital strategy to deliver the school places required as a consequence of both housing developments and demographic growth		
Activity	**Responsible Officer**	**Date due for completion**
To establish effective policies and procedures for managing school place planning and capital projects with transparency of priority planning areas and funding	**Mark Bayley**	**September 2016**

PRIORITY 3 – Develop a stronger focus on support for the children and young people most vulnerable to the poorest outcomes.		
Activity	**Responsible Officer**	**Date due for completion**
Review of arrangements to identify Children Missing Education and integrate them back into an appropriate education.	**Gemma Hambrook**	**January 2017**
Review the operational arrangements within the Virtual School for Cared for Children to ensure our cared for children achieve great educational outcomes.	**Gemma Hambrook**	**January 2017**
Review arrangements to ensure robust and effective arrangements in place to support children who are not in full time mainstream education.	**Gemma Hambrook**	**January 2017**
Review admissions arrangements to ensure there is no drift in admissions of vulnerable children and that all children have a school place and attendance is effectively monitored and managed by schools.	**Gemma Hambrook**	**March 2017**
To ensure that young people are consulted and participate effectively in the development of services designed to support them.	**Gemma Hambrook**	**March 2017**

PRIORITY 4 – Ensure Children and Young People have the skills to secure employment and contribute to their local communities		
Activity	**Responsible Officer**	**Date due for completion**

Support the delivery of FE and HE ensuring local outcomes and provision further improve and meet local need.	**Jacky Forster (with the Skills and Growth company)**	**September 2017**
Further develop links between schools and employers inspiring and motivating young people to develop skills required by local employers with effective information, advice and guidance and promotion of apprenticeships.	**Jacky Forster (with the Skills and Growth Company)**	**September 2017**
PRIORITY 5 – Ensure that the department embraces change and champions the most vulnerable		
Ensure that staff are well equipped and supported to provide effective services to children and families, utilising the outcomes from the Staff Survey.	**Jacky Forster**	**March 2016**
Develop a culture where the department champions the needs of children, parents and communities	**Jacky Forster**	**July 2017**

3 YEAR STRATEGIC SCHOOL IMPROVEMENT PLAN – 2016 – 1

The following priorities will form the basis of this strategic plan and will be monitored through the work of the Board, its members and priority leads.

CURRICULUM & LEARNING					LEADERSHIP	VULNERABLE GROUPS		
MATHS	ENGLISH & EAL	CURRICULUM & ASSESSMENT	STEM	EARLY YEARS	LEADERSHIP	BOYS AtL & PERFORMANCE	NtG / Disadvantaged	EMOTIONAL HEALTH & WELLBEING
Primary & Secondary	Primary & Secondary	Primary & Secondary	Primary & Secondary	Early Years	Primary & Secondary	Secondary	Primary & Secondary	All Phases
Leads : D. OLIVER & M. CASSERLEY	Leads : E. BRETT & L GOHR	Leads : D. WAUGH & I.COULSON	Leads : DHESI & C. LEECH	Leads : C. SHARPLES	Leads : R. HEDGE T. WALKLATE	Leads : S. BURNS &	Leads : ASPIRER & R. MIDDLEBROOK	Leads : K.SIMPSON &

DATA ANALYSIS :

for each priority area ; data set of current trends- best practice, underperformance, cause & effect.

CROSS CUTTING THEMES – More Able leaners High/Medium/Low achievers, , Underperforming/Coasting Schools, Leadership

AUDITING PROCESS :

For each priority area : what is working well, barriers to further improvements, - themes may include : T&L, Leadership, CPD & Networking, sharing best practice

PRIORITY ACTION PLANNING(INCLUDING EXPECTED OUTCOMES & TARGETS) :

For each priority area : production of short, medium and longer term action plan – includes resources needed to deliver outcomes and success criteria

Feedback on agreed activities between Local Authority, ECAPH and Moderation Team up to February 2017

Following the initial meeting of Headteacher and ECAPH representative in November 2017:

The ECAPH/LA Assessment Steering Group agreed to:

1.   **Work locally to improve cluster moderation:**
- In November 2016; 21 lead teachers were trained to assist with moderation processes within ECAPH clusters.
- These teachers have now met with their associated clusters and aspects of local moderation are now complete:
  Next Steps: - feedback from the group is required to determine how this group is maintained and up-skilled. –

2.   **Provide detailed training for teachers on the use of the interim framework**
a.   233 teachers from 89% of schools have attended training and occupied 98% of the places offered.
b.   35 schools not attending, some are members of St Bart's, some organised their own training. Feedback from training has been evaluated and is overwhelmingly positive.

3. **Work across the NW to ensure the other LA moderators are working consistently with one another**
a. Four LAs - Liverpool, Halton, Wirral and CE   formed a planning group supported by the NW ADCS group this group planned a series of meetings to meet and agree moderation principles across strategic leads and across moderators themselves.
b. 21 of the 22 NW LA attended a meeting in Halton last month and agreed that there were aspects of the framework and aspects of the LA to DFE training that had been interpreted differently by LAs
c. All moderators, and senior leads were due to meet early February to conduce co challenge and agreement trials, however the DFE placed an embargo on the use of all training materials until all teacher moderators have been trained and moderated at DfE level. This has delayed much of the planned moderator training. And forced it into a very narrow window - thanks to schools or cooperation on this highly inconvenient issue. It now appears that all moderators will be trained and hopefully certified by the end of this month.

4.   **Ensure the quality control of moderators:**
a.   All moderators are required to take and pass a DfE test to ensure quality control. Moderators not passing the test will not be permitted to moderate.
b.   Next Steps: Develop a shadow moderation team. This may or may not be possible this year – will depend on the ability of schools to release teachers to attend moderation sessions.

5. **Learning points to emphasis**
- Teachers are clearly reporting an improved confidence to assess – therefore - your advice should be to assess with confidence.   If unsure, refer to your local lead/ECAPH rep/J&J
- *BOTH* Senior Leaders AND teachers MUST be very clear on the guidance within the draft frameworks, discussion has shown much greater familiarity with the assessment criteria than with the initial descriptions - which provide some vital overall contextual information - Appendix 2

- There are still a number of misconceptions:

What will happen next?

- 23rd March Meeting between 21 LA - objective to share and equilibrate moderation across LAs
- Preparation of the draft list of schools for Moderation in KS1, Moderation in KS2, SAT checks, and Phonics Checks, against the criteria in the appendix
- Commencement of Friday emails detailing updates and immediate guidance
    - Schools selected for moderation will get a briefing. This will be 24th May 2017 year 2 teachers in the morning and year 6 teachers in the afternoon. This ties in with STA's rule that schools should be informed about external moderations visits on or after 19th May.

PROMOTING SECTOR LED SCHOOL REVIEWS

The work of the Education & Skills Board is to proactively promote effective strategies which lead to further school improvement of all schools through structured monitoring and reviews. This paper sets out the purposes and functions of a sector led review mechanism which can be applied both to address potential areas of underperformance as well as promoting thematic reviews which may focus on an agreed topic or theme for the wider benefit of all schools.

INTENSIVE REVIEW PROGRAMME IRP)

Rationale/Purpose

This programme is targeted at schools where there is school performance data which identifies key areas for improvement.

The programme is based upon reviewing and challenging existing strategic school development planning and the quality of a school's ability to accurately self-review.

The programme will evaluate the quality and effectiveness of identified support and interventions in order to bring about improvements in learner outcomes – these may include internal/external resources.

The principles upon which this review process will operate will be through assessing through evidence three key aspects of what makes an effective school – leadership, teaching and school organisation. The resulting report and action plan will provide a framework to accelerate improvements in those areas of greatest need.

Evaluating effective School Improvement

The programme is centred on examining a School's ability to meet THREE key elements of what makes an effective school. These have been adapted from the work as identified within the recent Teaching Schools Council Report as led by Dame Reena Keeble. These elements are:

- **EFFECTIVE SCHOOLS HAVE STRONG LEADERSHIP AT ALL LEVELS OF THE SCHOOL.**

   Themes to be explored include:
   a. Effective and consistent vision for the school at all layers of leadership
   b. Senior leaders are committed to the focused upon T&L and pupil progress.
   c. Effective leaders have solutions to those barriers which impact on the rates at which pupil's make progress.
   d. Effective leadership has robust planning and review processes which bring about rapid change in areas of greatest need.

- **EFFECTIVE SCHOOLS PRIORITISE TEACHING TO PROMOTE LEARNING OPPORTUNITIES FOR EVERY CHILD.**

   Themes to be explored include:
   a. The strategic planning for effective T&L is purposeful and owned by the whole school.
   b. The curriculum is fit for purpose and leads to effective learning opportunities
   c. The schools know what 'outstanding provision' looks and feels like and models it.
   d. Effective schools know what is expected from ongoing monitoring –e.g. learning walks and scrutiny of work – i.e. strengths and areas for development.

- **EFFECTIVE SCHOOLS MAKE CLEAR CHOICES ABOUT HOW THEY ORGANISE, STRUCTURE AND PRIORITISE, BASED ON EVIDENCE.**

Themes to be explored include:
   a. Effective schools focus on learning not systems and processes
   b. Interventions are targeted, planned and lead to accelerated progress.
   c. Effective schools have a strong climate for learning throughout all areas
   d. What has been the impact of key change processes within the school over last 12 months – why have these changes been made and what impact have they had?

Process

The programme will be based around a series of 'challenge conversations' at differing layers of the school in order to test out the depth, understanding and ownership of the school improvement planning which is taking place in school.

The programme will utilise existing system leaders across the sector to provide specialist expertise in undertaking these reviews.

The Programme will be based around an agreed dataset of information as provided by the school in advance and will be targeted to the areas of greatest need.

It is NOT an attempt to review every aspect of school improvement. The process recognises that every school will have areas of best practice and success and the outcomes are intended to assist in the fast tracking of identified areas of improvement.

The programme will be strongly linked to the potential opportunities for targeted support through local and regional school to school support resources as well as future funded support through RSA school improvement opportunities.

The overall effectiveness and impact of this programme will be reported / monitored through to the Education & Skills Board. Reports will be available to this strategic group.

Structure of the programme
The programme will be based upon a 3 day process in total with the option for further reviews based upon levels of need.

The structures of the three days would include:
   a. Half day analysis of agreed performance data/school documentation linked to school development planning.
   b. One full day in School following bespoke programme.
   c. Half day generation of report/action plan using generic template
   d. Half/Full day monitoring visit within 3-6 months to review progress of agreed actions.

Two experienced and skilled sector leaders will undertake each review and will jointly produce and feedback on the findings from the visit through a reporting template and action plan.

At the end of the full day in school, verbal headlines will be given to the leadership of the school prior to finalising a full report to be sent to the school within 2 weeks of the visit.

Follow up visits to be agreed as part of agreed action plan.

There is a commitment on the school to provide an agreed pre-visit data set one week ahead of the in-school day. A preliminary visit/ conversation may be agreed to assist in clarifying key areas of focus.

Support for Vulnerable Pupils   Appendix 4

There have been a number of developments since September 2016 that have focus on improving outcomes for the most vulnerable pupils within Cheshire East. The developments have in most cases included service and procedural redesign alongside reallocation of resources to reach more effective outcomes for children and families.

Children Missing from Education

There are a number of young people who at any given time are not on the role of a school, missing from education. The local authority has undertaken a review of systems in place to identify and locate these young people and return them as swiftly as possible to full time education. New processes in place have seen the creation of a dedicated CME team, revised policy and protocol. Initial evidence has shown faster and more efficient outcomes and strengthened links with health and police to locate vulnerable children more quickly.

Elective Home Education

Cheshire East has a high number of children who are Electively Home Educated, revised structures have facilitated the creation of a bespoke EHE team and has ensured that all EHE families can now be offered annual visits, increased capacity to liaise closely with schools and families where EHE is being considered and supported the revision of EHE guidance documents for school professionals. Whilst numbers continue to rise, following the national trend, effective case work and liaison with schools is seeing the return to school for more young people who have been electively home educated. In addition to this new links have been developed with the SEND team to effectively support children with an EHCP who are educated at home.

Fair Access Protocol

In September 2016, a new Fair Access Protocol was implemented across four secondary clusters. This new process has led to a clearer mechanism for ensuring that challenging pupils are placed fairly across schools and academies. Through the fair access process the local authority have worked closely with schools and the LA PRU (Oakfield Lodge) to ensure that children who have been permanently excluded are returned to school and swiftly as possible. Pupils are now returned to school with a support package that meets their reintegration needs, this has been well received by schools and has significantly increased the number of children leaving Oakfield Lodge. Through the development of an outreach package of support at Oakfield lodge, pupils can be provided with ongoing support from specialist staff and alternative provision where appropriate. The outreach and support packages available from April 2016 will also include access to early intervention support for pupils at risk of exclusion.

Alternative Provision for Primary Age Children

The Local Authority have worked with Hungerford Primary Academy to ensure that there continues to be an offer of alternative provision support and outreach expertise for primary schools who have pupils who are at risk of permanent exclusions or with complex, unidentified needs. This provision will provide

support for up to 10 children at a time on short term placements at the crescent. The Crescent is also utilised as the centre of support and expertise for primary aged pupils who are permanently excluded. Reintegration to school following a permanent exclusion is very successful from this provision.

English as an Additional Language (EAL) support

The work of the Education and Skills Board has identified EAL as a priority area. Working closely with the strand lead and partners a support mechanism for pupils who arrive with little or no language at KS4 has been identified and planned in conjunction with South Cheshire College.
A bespoke package of intensive support for ab initio learners is planned to provide up to four weeks of intensive ESOL provision to support learners to be ready to access mainstream learning environments more successfully. It is proposed that a pilot scheme will operate in the Crewe area in the Summer Term, with robust analysis of the impact and outcomes of the provision. In addition to this adult ESOL qualifications and courses are being offered by South Cheshire College to support parents of new arrivals to develop their language skills and support engagement with local schools.

Support for Cared for Children

The Virtual School have undertaken a significant developmental training programme with schools this year around attachment of cared for children. Specialist training delivered across the authority has paved the way for school based action research projects in this area. The aim of this training and development is to increase school professionals understanding of attachment difficulties and support schools to develop strategies and levels of understanding that will enable students to be better supported in their settings.

In addition to this, Personal Education Plans (PEP's) are now completed termly and use of the pupil premium for cared for children is robustly managed and scrutinised to ensure that outcomes for children are directly impacted by the use of this funding. From April 2017, a new needs led mechanism for pupil premium allocation will ensure that children are provided with the appropriate levels of support based on their current situation and that all monies are directed appropriately. In addition to this, additional educational psychology support will be available to support cared for children who may need assessments for EHCP's, those new into care and those whose circumstances change quickly.

Cheshire East's Statistical Neighbours   **Appendix 5**

Each local authority has a set of statistical neighbours, authorities who are deemed similar in characteristics for comparative purposes. It was developed to enable comparisons of the performance of similar local authorities. Statistical neighbours are identified by finding, for each authority, the other authorities with the most similar values for a given set of variables.

These variables include:

- economic – income, wealth, employment;
- mobility;
- parental education;
- ethnic minorities;
- population – density, change, rural or urban;
- size.

Cheshire East's neighbours are listed below ranked in order of their "closeness" (1 = closest).

Name	Ranking
Cheshire West and Chester	1
Warwickshire	2
Central Bedfordshire	3
Warrington	4
Hampshire	5
North Yorkshire	6
East Riding of Yorkshire	7
Solihull	8
North Somerset	9
West Berkshire	10