

Annual Education Report

2011/2012

February 2013

Children, Families & Adults Directorate Plan 2012-13 : Objective 3 :

'Raise standards, increase self confidence and narrow the gap in learning outcomes. To enable young people to develop, have the ability and appropriate skills for a successful transition into adulthood'.

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ANNUAL EDUCATION REPORT 2011-12

Executive Summary

This Executive Summary of the Annual Education Report captures the main findings from the 65 page report relating to the overall performance of Schools (including Academies) and Settings during 2011-12 from Early Years through to Post 16. The overall aim of the report is to produce an overview of educational outcomes for young people across Cheshire East in a format which is accessible to a range of stakeholders.

A key aspect of the Annual Plan, which is the first year in this format, is to address some of the fundamental issues and challenges facing Schools and the Local Authority in responding to the national educational landscape in order to provide local solutions where relationships between Schools and the Authority are re-shaped. Whilst the move to increase school autonomy and promote 'self sustaining self improving' schools is accepted, the role of the Authority remains crucial, especially in providing the support and challenge for those schools where rates of improvement need to be accelerated and ensuring that the opportunities for our most vulnerable learners are maximised.

Each section of the full report shows Cheshire East performance and comparator information in graph and tabular format with associated text outlining specific themes or trends. Also included in each section is information relating to our Cared for Children as well as areas for development which includes, where applicable, details relating to 'narrowing the gap' in terms of pupil achievements between the more vulnerable groups and other learners.

1. Cheshire East Schools and their Pupils

In January 2012, there were 50,119 pupils attending Cheshire East's mainstream schools and Academies, 269 pupils were attending the borough's four special schools and 34 pupils were educated in the Pupil Referral Unit.

As at January 2012 Cheshire East was responsible for meeting the educational needs of 1530 children for whom it held a statement. The vast majority of these children attended mainstream schools/academies (796) with 463 attending maintained special schools.

2. Achievement during the Early Years

In 2012, 74% of children achieved a good level of development by age 5, an increase of 6 percentage points since 2011. This remains well above both the North West and national averages. Cheshire East is ranked equal 5th when compared to 152 local authorities in England; over the last three years, our national ranking has increased by 34 places.

The achievement gap between the lowest 20% of pupils and the rest in Cheshire East has continued to narrow. In 2012 this was 25% compared to 32% in 2010. This is lower than nationally, across the North West and statistical neighbours. Cheshire East is ranked 3rd when compared to all local authorities.

The Virtual School has a dedicated lead for Cared for Children in the Early Years Team which has had significant impact on raising awareness across a range of nurseries and settings. Cared for Children achieving a good level of development increased to 71% for 2011-12 which was an increase of 21% on the previous year (cohort size 16).

3. Achievement in Primary Schools

In 2012, a new test was introduced for pupils in Year 1 to assess their understanding of phonics. The percentage of Cheshire East pupils who achieved the required standard was 63% which was above the national average.

At Key Stage 1, Cheshire East is achieving consistently above national averages. Cheshire East are ranked no lower than 26th out of the 152 local authorities and no lower than 8th within our group of 11 statistical neighbours when considering all 15 measures.

Cared for Children achieving Level 2+ at the end of Key Stage 1 improved in reading and writing for 2011-12 although there was a slight drop in mathematics (cohort size 21).

At Key Stage 2, 85% of pupils achieved Level 4+ in English and mathematics which is a rise of 4 percentage points on last year. At Level 5+ in English and mathematics, 34% of pupils achieved this level which is a 5 percentage point improvement on the previous year. This figure is 7 percentage points above national.

Pupils in Cheshire East Schools are making more progress in English and mathematics than nationally and the authority is ranked 1st in both English and mathematics against our statistical neighbours.

There has been a slight reduction in the number of schools below the 60% national floor standard for Level 4+ combined test (3 to 2) but a significant reduction in the number of schools below the progress in floor standards (down from 39 to 25 in English and down from 37 to 24 in mathematics). Cared for Children achieving Level 4+ in English improved significantly (up to 85%) with a similar improvement seen in mathematics (up to 75%). The performance this year places Cheshire East as the leading Authority nationally (cohort size 13).

In terms of narrowing the gap at Key Stage 2, the gap between boys and girls has increased by 1pp over the last 3 years, but has consistently been narrower than the gap nationally. Since 2009 the gap between SEN and non SEN has narrowed by 10 percentage points and matches the national average. Since 2009 the gap between FSM & non FSM has not narrowed, but remained constant and is above the national average.

4. Achievement in Secondary Schools

At Key Stage 3, Cheshire East is consistently above national results for English and mathematics at level 5 and above. Cheshire East results for 2012 have improved since last year by 2 percentage points for both subjects with English ranked 3rd and mathematics ranked equal 3rd when compared to statistical neighbours.

At Key Stage 4, 61.9% of pupils achieved 5+ A*-C grades including English and mathematics GCSE which is above the national average of 59.0%. Cheshire East is ranked 6th when compared to

statistical neighbours. Results show that progress in English and mathematics is below the national average. Progress in English is ranked 8th and mathematics is ranked 10th when compared to statistical neighbours. Cheshire East is again higher than the national results for pupils achieving the English 'Baccalaureate'; as last year, Cheshire East is ranked 4th when compared to statistical neighbours.

Cared for Children achieving 5+ A*-C including English and mathematics dropped slightly compared to last year (cohort size 34).

In terms of narrowing the gap at Key Stage 4, the gap between the percentage of boys and girls achieving 5+ A* to C GCSEs including English and maths has increased this year by 3 percentage points although this is in line with the gap nationally. The gap between those pupils eligible for free school meals and those not eligible achieving 5+ A* to C GCSEs including English and maths still remains at 37 percentage points, which is 10 percentage points higher than last year's gap nationally. This has led to the Authority receiving a communication in February from the Minister for Schools stating that the Authority had one of the largest attainment gaps between free school meal pupils and their peers. This has initiated an in-depth analysis of interventions with 14 schools and academies to target the programmes in place to reduce the disadvantage gap. Analysis is currently being generated to identify common themes.

The gap between SEN pupils and non SEN pupils achieving 5+ A* to C GCSEs including English and maths has reduced by 2 percentage points and is now more in line with the gap nationally.

5. Achievement at Post 16

The average points score per entry for Cheshire East indicates that on average each entry achieves slightly above the equivalent of a grade C pass at A level. Cheshire East is ranked 36th nationally and 5th against statistical neighbours. Cheshire East is ranked 20th nationally and 2nd against statistical neighbours with almost all A level entries (99.1%) achieving grades A* to E. Just under a quarter of all A level entries achieve grades A* to A.

6. School Attendance & Exclusions

The percentage of persistent absentees in Cheshire East Primary schools has fallen significantly since 2011 by 2 percentage points from 4.3% to 2.3%. This is 1.1 percentage points below the national average. Cheshire East is the best achieving authority compared to its statistical neighbours.

The percentage of persistent absentees in Cheshire East Secondary schools has also fallen significantly since 2011 by 3.1 percentage points from 9.5% to 6.4%. In 2011, Cheshire East was in line with National PA rates; in 2012 this has reduced to 0.4 percentage points below the national average.

Attendance in Cheshire East Primary schools has risen year on year over the past four years; it has also remained above the national average. Cheshire East is the best achieving authority compared to its statistical neighbours.

Attendance in Cheshire East Secondary schools has risen year on year over the past four years; 2012 showed its greatest percentage increase from year to year. Over those four years attendance in Cheshire East has remained above the national average.

In terms of Cared for Children, persistent absence rates have reduced this year from 8.6% to 4.1% with overall attendance at 94.5%.

There has been a sharp rise over the last two years in permanent exclusions issued; 52 in 2011-2012; however work carried out with schools and governors around the process of exclusion and developing protocols for alternatives to exclusion have meant that the original figure of 52 permanent exclusions reduced to 38 following reinstatements, appeals, and managed transfers.

There has been a rise in the number of Primary pupils being permanently excluded following two years where no Primary pupils were excluded.

7. Key National Policy Changes: Impact on Cheshire East Schools & promoting new relationships

Financial context: Since 2009 the Local Authority has worked closely with the Schools Forum to develop a school formula which is clear and transparent. This has resulted in further delegation of funding to schools. In 2010 the Coalition Government mainstreamed many existing grants resulting in £28.6 million going into schools budget. From April 2013, 94% of the available Dedicated Schools Grant (DSG) will be delegated directly to schools. The remaining 6% is used to support the Authority's support and intervention programme and its statutory functions in relation to Special Education Needs, Attendance, School organisation and admissions. In 2011-12, 14.96 million pounds remained in school budgets.

An increasing area for supporting School Improvement is through our developing relationship with Teaching Schools and the 'leadership' role of the National College (NCSL). Cheshire East currently has 3 Teaching School Alliances.

In terms of Traded Services to Schools (CHESS) 2011-12, current total cost of buyback services is £4,987,481.

In relation to Governor Services, based upon current CHESS information, Schools and Academies purchase £253,345 of Governor Services including Clerking, membership of The Key as well as support & training. This equates to 284 schools within the LA – clearly some schools multi-purchase several Governor Services.

The main service development focus over the last 18 months has been on governor support, including training, with CE the lead LA delivering a 5 Authority shared service known as "The Governors' Learning Partnership" or GLP, and the delivery of a substantially enhanced package, including high quality external components, which overall provides a very wide range of governance related advice, support and training, flexibly offered including web based and face to face sessions and individual and cluster training. This frequently includes targeted commissioned support in Cheshire East and other GLP LAs for schools in, or at risk of being in, Ofsted categories. Cheshire East (CE) buy back is 83%, with levels in the other partnership LAs at or above this level.

More recently in the summer term 2012, the National College for School Leadership invited Cheshire East to lead the North of England pilot with their new leadership development programme for Chairs and aspiring Chairs of Governors, and our bid for a four year licence to deliver was successful. Delivery, supported by a very extensive partnership of NW LAS, Diocesan Bodies, Teaching schools

and the University of Chester, began in November 2012. This programme should support improved governing body leadership, and is also a source of additional income for the Council.

One of the significant national changes which the Local Authority is responding to relates to the changes to the age for 'compulsory' education and RPA (Raising of Participation Age).

From summer 2013, young people will be required to continue in education or training until the end of the academic year in which they turn 17. From 2015, they will be required to continue until their 18th birthday. This means that if a pupil is in Year 11 in September 2012, they will have to continue in education or training until at least the end of the school year in which they turn 17. It also means that pupils currently in Year 10 or below, will have to continue until at least their 18th birthday.

RPA is not about raising the school leaving age. Young people will have a range of options for how they can participate, which could be through full-time education such as school or college, an apprenticeship, home education or part-time education or training if they are employed, self-employed or volunteering for 20 hours or more a week.

When RPA comes into effect, the local authority will have a new duty to promote participation and to make arrangements to identify young people who are not participating. This new duty complements the local authority's existing duty to encourage, enable and assist young people to participate.

Data published by DfE (relating to June 2012) for Cheshire East shows the following position with regard to the participation of 16 and 17 year olds. 92.7% of 16 year olds are recorded as participating in education and training. This is above the figure for the North West of 90.3% and above the figure for England of 90.2% but below the planning trajectory set by the YPLA of 98%. In terms of statistical neighbours, Cheshire East is positioned 5th.

85.8% of 17 year olds are recorded as participating in education and training. Again, this is above the figure for the North West of 84.2% and above the figure for England of 83.5% but below the planning trajectory set by the YPLA of 92%. In terms of statistical neighbours, Cheshire East is positioned 7th.

Summary of discussions following annual stocktake

Each year, senior managers from Children & Family Services join specialist staff involved in school improvement to evaluate the overall findings as presented in the annual report. Following the stocktake meeting this year, the following key points were emphasised:

- a. Recognition of the significant improvements seen within Early Years and the positive progress made over the last 2 years in raising rankings against both statistical neighbours and all local authorities.
- b. Continuation of high achievement at the end of Key Stage 2 with Cheshire East placed 1st in all rank orders with statistical neighbours.
- c. Performance at Key Stage 4 is a concern with a decline seen this year in 5+A*-C grades as well as expected progress. Overall, the level of direct local authority intervention across secondary schools/academies has reduced over the last 2 years and clearly this trend will need to be addressed in shaping new relationships with schools.
- d. The performance of certain vulnerable groups continues to cause concern, especially at Key Stage 4 where attainment gaps remain high. The future focus on the performance of those learners identified as most vulnerable by the local authority will inevitably mean improved monitoring of targeted schools and academies if there is to be a reduction in these attainment gaps. The recently initiated disadvantage gap programme is an example where schools and academies have been required to submit plans to the Authority to outline strategies to reduce variations between groups.

Annual Education Report 2011-12

1) Introduction

This is the first Annual Education Report to be produced in this format. The overall aim of this report is to produce an overview of educational outcomes for young people across Cheshire East in a format which is accessible to a range of stakeholders. The information is presented in a consistent style which hopefully allows the reader to easily identify trends in performance from Early Years through to Post 16.

A key aspect of the Annual Plan this year is to address some of the fundamental issues and challenges facing Schools and the Local Authority in responding to the national educational landscape in order to provide local solutions where relationships between Schools and the Authority are re-shaped. Whilst the move to increase school autonomy and promote 'self sustaining self improving' schools is accepted, the role of the Authority remains crucial especially in providing the support and challenge for those schools where rates of improvement need to be accelerated and ensuring that the opportunities for our most vulnerable learners are maximised.

It is important to recognise that the increasing move to academy status will continue to impact on the Authorities' ability to report on some aspects of performance. Some identified indicators (e.g. Attendance rates) are no longer accessible for Academies thus making our ability to make accurate and valid comparisons of performance more challenging. A similar situation occurs with access to Academy Ofsted Inspection reports. Whilst Cheshire East retains positive relationships with Academies where data is openly shared, there is a growing challenge to the Authority in its ongoing ability to report the performance of all Cheshire East learners due to the status of each of its schools.

Each section of the report shows Cheshire East performance and comparator information in graph and tabular format with associated text outlining specific themes or trends. Also included in each section is information relating to our Cared for Children as well as areas for development which includes, where applicable, details relating to 'narrowing the gap' in terms of pupil achievements between the more vulnerable groups and other learners. Identified vulnerable groups include Special Educational Needs and Disabilities (SEND), Free School Meals (FSM), as well as Ethnic Groups.

We clearly value feedback on this revised format in presenting the achievements of Cheshire East Schools throughout 2011-12.

2) Cheshire East Schools and their Pupils

** Additional schools are due to convert to academy status within the next year*

In January 2012, there were 50,119 pupils attending Cheshire East's mainstream schools and Academies, 269 pupils were attending the borough's four special schools and 34 pupils were educated in the Pupil Referral Unit.

The large majority of pupils live in Cheshire East, 96% of primary and 95% of secondary pupils reside in the borough. 11% of primary pupils are entitled to free school meals, compared to 19% nationally and 9% of secondary pupils compared to 16% nationally.

The vast majority of pupils' ethnic background is reported to be White British (91% of primary pupils and 93% of secondary pupils).

Over 100 different first languages are recorded for primary and secondary pupils. However the cohort of pupils who have a first language other than English is only 4% of primary pupils and 3% of secondary pupils. This compares to 17% of primary pupils and 13% of secondary pupils nationally.

Statements of Special Educational Need and Disability (SEND)

As at January 2012 Cheshire East was responsible for meeting the educational needs of 1530 children for whom it held a statement. Of these children:

- 796 attended maintained mainstream schools, early years settings or Academies
- 110 were educated within resourced provision or SEND units within mainstream schools
- 463 attended maintained special schools
- 120 attended non-maintained special schools
- 25 attended early years settings in the private and voluntary sector
- 16 were educated other than in school
- 386 children from Nursery to Year 14 inclusive attended schools outside Cheshire East Borough (as of April 2012)

3) Achievement during the Early Years

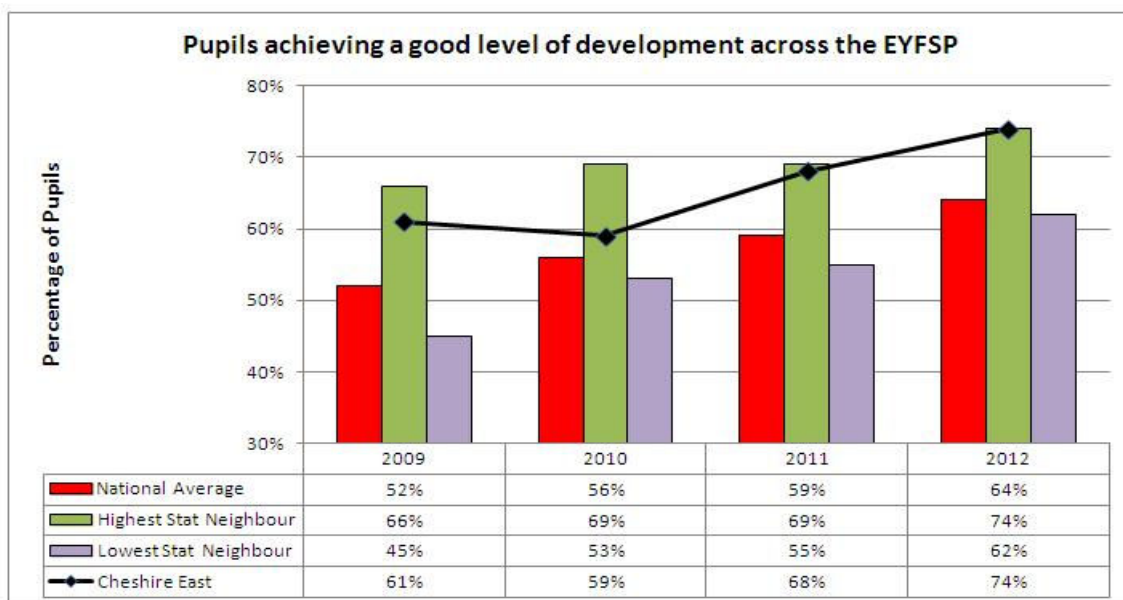
Key Messages

- In 2012, 74% of children achieved a good level of development by age 5, an increase of 6 percentage points since 2011. This remains above both the North West and national averages. Cheshire East is ranked equal 5th when compared to 152 local authorities in England; over the last three years, our national ranking has increased by 34 places.
- The achievement gap between the lowest 20% of pupils and the rest in Cheshire East has continued to narrow. In 2012 this was 25% compared to 32% in 2010. This is lower than nationally, across the North West and statistical neighbours. Cheshire East is ranked 3rd when compared to all local authorities.

At the end of their reception year aged 4 – 5 children are assessed in the 13 assessment areas of the Early Foundation Stage Profile (EYFSP) on a point scale from 0 to 9. The EYFS framework consists of six area of learning covering children’s physical, intellectual, emotional and social development. The table on page 6 lists the individual areas.

Children are considered to have achieved a good level of development if they achieve a score of 6 or more in all strands of Communication, Language and Literacy and Personal, Social and Emotional Development and a total point score of 78 points across all 13 assessment areas.

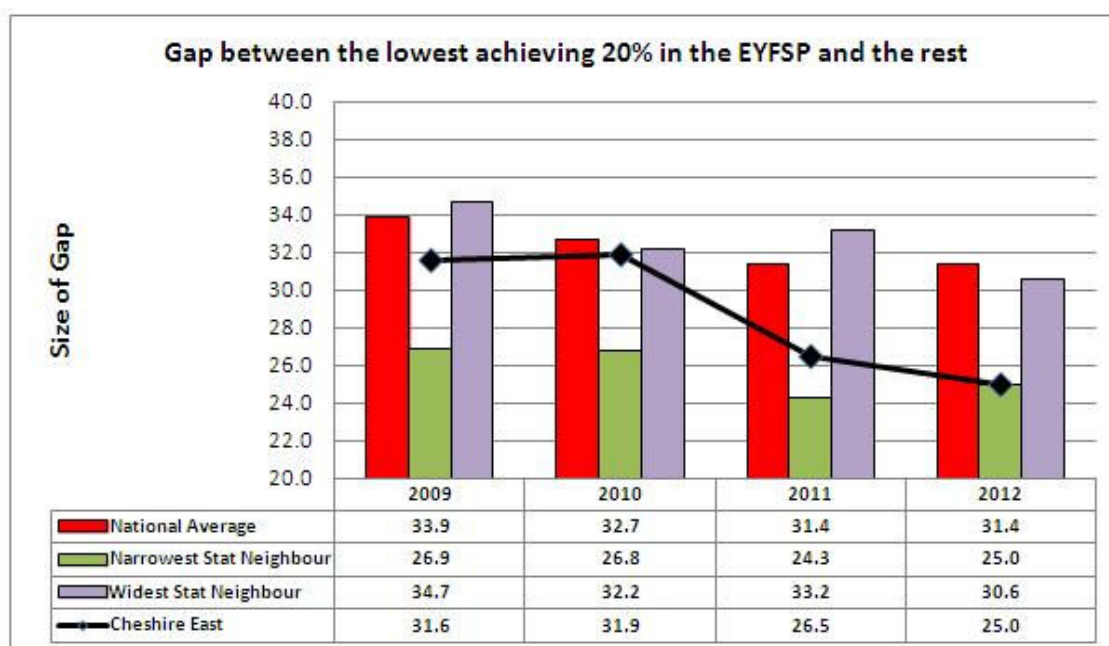
In 2013-14, there are planned changes to the Early Years Foundation Stage Profile.



The chart above shows Cheshire East’s achievement from 2009 to 2012 with comparisons to the national average and highest and lowest statistical neighbours. All figures for 2012 are provisional.

The percentage of pupils achieving a good level of development has risen overall since 2009, reaching 74% in 2012, an increase of 6 percentage points from the 2011 result. This is above the

national average of 64% and North West average of 62%. Nationally, Cheshire East ranks 5th equal compared to all local authorities in England.



The chart above shows Cheshire East's gap from 2009 to 2012 with comparisons to the national average and highest and lowest statistical neighbours. All figures for 2012 are provisional. Unlike most charts, in this case the lower the score the better. Cheshire East is ranked 3rd against all local authorities in England for this measure in 2012.

Percentage of pupils achieving 6+ in each assessment scale

The table below shows the percentage of pupils achieving 6+ in each of the 13 areas of the EYFSP in 2012. The areas which Cheshire East pupils performed best in were Dispositions and Attitudes, Numbers for Labels and Counting and Physical Development. The areas in which fewest pupils achieved 6+ were Reading, Writing and Calculating.

	Cheshire East	National	Highest Stat Neighbour	Lowest Stat Neighbour
Personal Social and Emotional Development (6+ in ALL Aspects of PSED)	90	82	86	81
• Disposition and Attitudes	96	92	94	92
• Social Development	94	88	92	88
• Emotional Development	92	85	88	85
Communication Language and Literacy (6+ in ALL aspects of CLL)	75	66	75	64
• Language for Communication and	92	87	92	86
• Linking Sounds and Letters	88	83	89	82
• Reading	86	79	85	79
• Writing	79	71	78	69

Problem-Solving, Reasoning & Numeracy (6+ in ALL Aspects of PSRN)	85	77	82	75
• Numbers for Labels and Counting	95	91	94	91
• Calculating	87	80	85	79
• Shape, Space and Measure	92	86	91	86
Knowledge of the World	92	86	90	85
Physical Development	96	92	95	91
Creative Development	90	85	84	89

The performance of Cared for Children

Year	Pupils gaining a good level of development (78 points or more)	Cohort Size
2011-12	71%	16
2010-11	50%	27
2009-10	No data available	20

The Virtual School has a dedicated lead for Cared for Children in the Early Years Team which has had significant impact on raising awareness across a range of nurseries and settings. The establishment of an Early Years Personal Education Plan has also helped to identify specific needs and led to more targeted support programmes.

Areas for Development (including Narrowing the Gap)

The key priorities for Narrowing the Gap focus on:

- the performance of boys
- children accessing Free School Meals
- writing

To support this work the Early Years team are further developing the interface with Children Centres and Childminders.

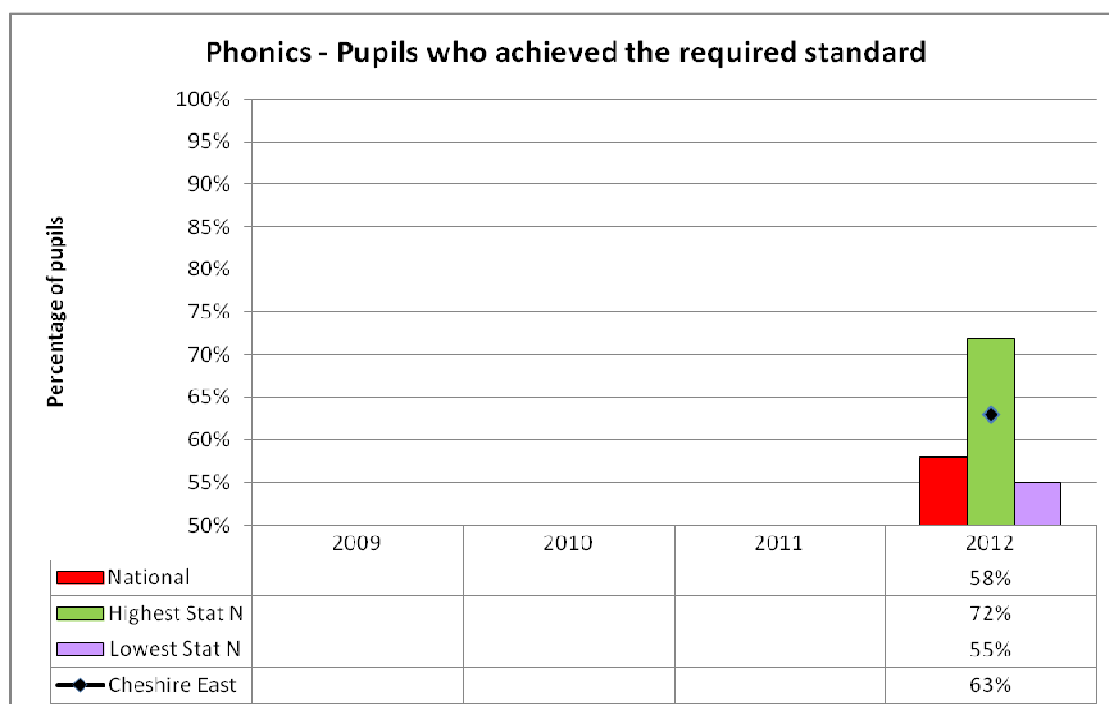
4) Achievement in Primary Schools

Phonics

Key Messages

- *The phonics screening check was introduced in 2012. Cheshire East pupils achieved higher than their peers nationally.*

In 2012, a new test was introduced for pupils in Year 1 to assess their understanding of phonics. The percentage of Cheshire East pupils who achieved the required standard was 63%. Pupils who did not reach the standard this year are required to be re-tested at the end of Year 2.



Nationally, 58% of Year 1 pupils achieved the required standard. When compared to Statistical neighbours, Cheshire East was ranked equal second out of eleven local authorities. Solihull was higher with 72% of their children achieving the required standard.

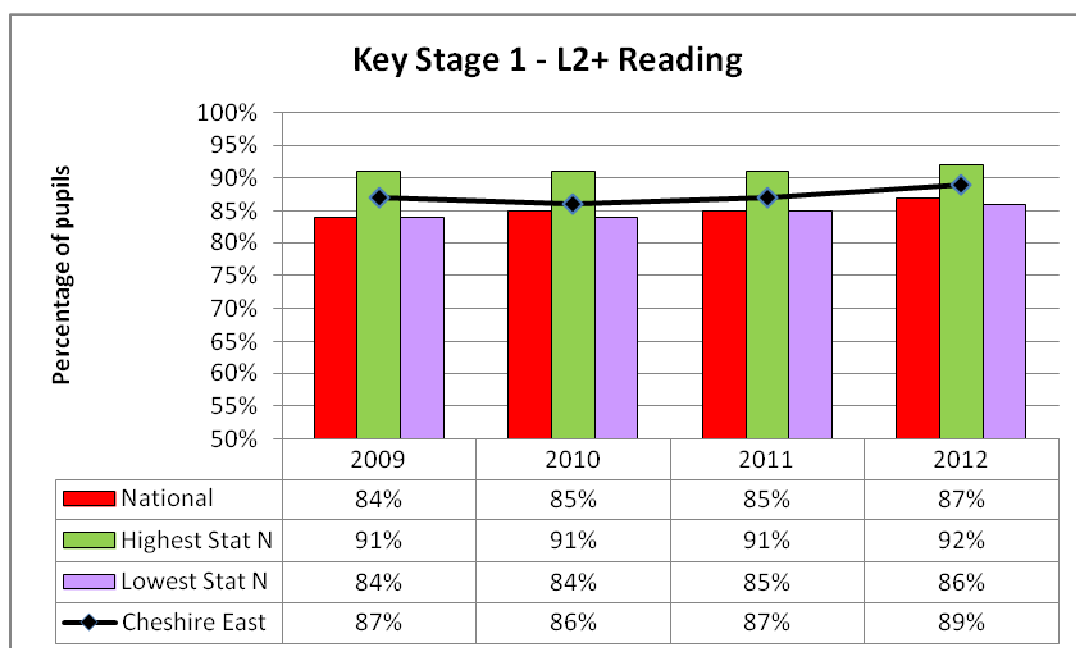
Key Stage 1

Key Messages

- *Cheshire East is achieving consistently above national averages*
- *Cheshire East are ranked no lower than 26th out of the 152 local authorities and no lower than 8th within our group of 11 statistical neighbours when considering all 15 measures.¹*
- *In Cheshire East for level 2B and above in reading, writing and mathematics, the percentage point increases were greater than the national improvements.*
- *The girls results are higher than the boys for all levels and subjects except for mathematics at level 3+ and science level 3+ where boys out perform girls. The same is true nationally. The largest gap between girls and boys in Cheshire East is writing at level 2B and above, with a difference of 19 percentage points. Nationally this gap is 15 percentage points.*
- *When ranked against our statistical neighbours Cheshire East are 3rd and 3rd equal respectively for mathematics level 2B and above and reading level 2B and above. The weakest placement is 8th equal for average points score in science.*

In Primary schools, children are assessed in Year 2, aged 6-7, in speaking & listening, reading, writing, mathematics and science.

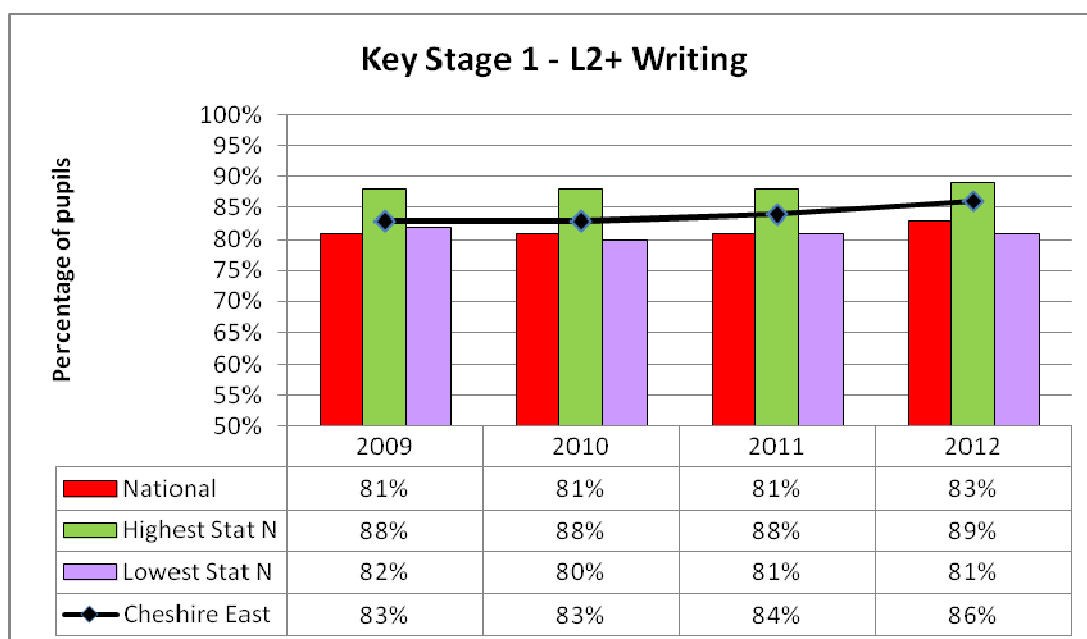
Percentage of children achieving L2+ in Reading



¹ Percentage achieving level 2 and above in reading, writing, mathematics and science. Percentage achieving level 2B and above in reading, writing and mathematics. Percentage achieving level 3 and above in reading, writing, mathematics and science and average points score for reading, writing, mathematics and science.

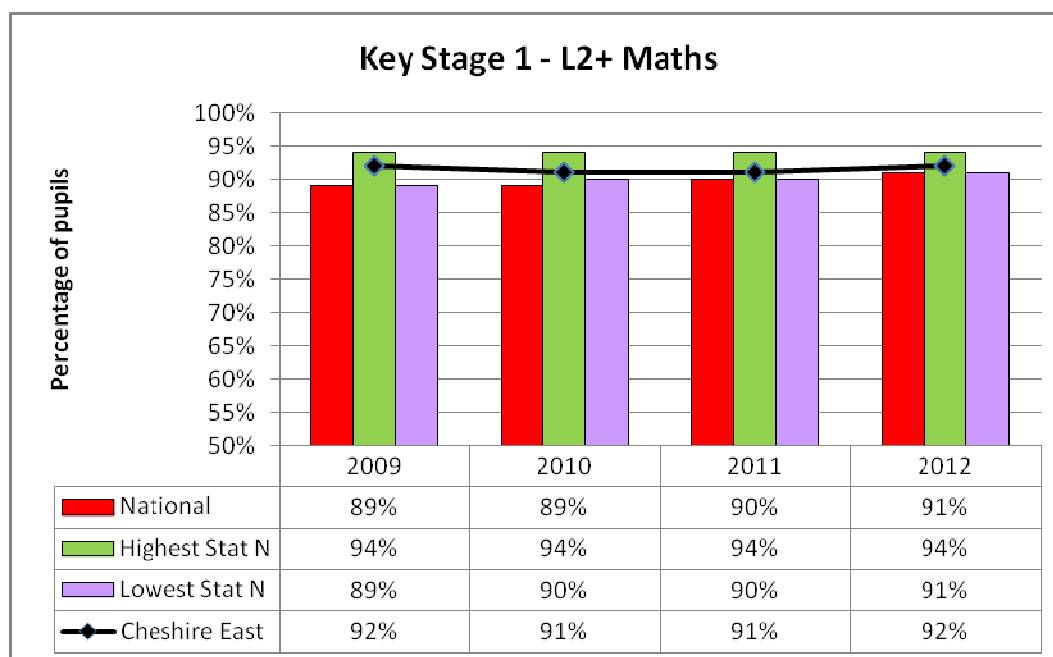
The percentage of pupils achieving level 2 and above in reading increased from 87% in 2011 to 89% in 2012. This is 2 percentage points above the national average but 3 percentage points below Solihull and West Berkshire, the highest performing statistical neighbours.

Percentage of children achieving L2+ in Writing



The percentage of pupils achieving level 2 and above in writing increased from 84% in 2011 to 86% in 2012. This is 3 percentage points above the national average, but 3 percentage points below Central Bedfordshire, Solihull and West Berkshire, the equal highest performing statistical neighbours.

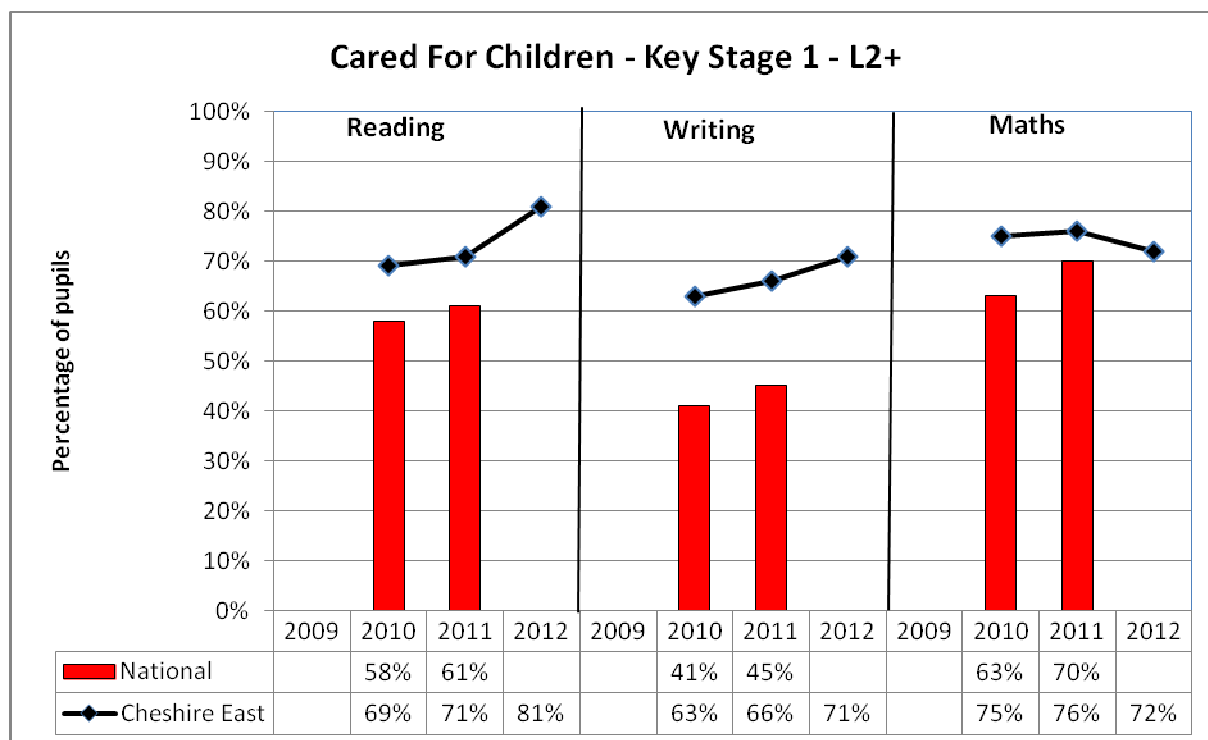
Percentage of children achieving L2+ in Maths



The percentage of pupils achieving level 2 and above in mathematics increased from 91% in 2011 to 92% in 2012. This is 1 percentage point above the national average but 2 percentage points below Solihull, the highest performing statistical neighbour.

The performance of Cared for Children

Cohort Sizes: 2010 – 22 2011 – 22 2012 – 21



The graph shows the attainment of children who were in continuous care for at least one year. The work undertaken previously within Early Years is having a positive impact into Key Stage 1. Support for targeted learners has been centred upon bespoke literacy support coupled with the effective use of learning mentors.

Key Stage 1 : Areas for Development (including Narrowing the Gap)

- The largest gap between girls and boys in Cheshire East is writing at level 2B and above with a difference of 19 percentage points. Nationally this gap is 15 percentage points.
- Cheshire East results at Level 2 and above are lower than national for:
 - English as an Additional Language, Free School Meals, Chinese, School Action, all Special Educational needs and Disabilities combined
 - The largest gap between Cheshire East and national is for the 164 children with English as an Additional Language.

Key Stage 2 (Revised figures for 2012)

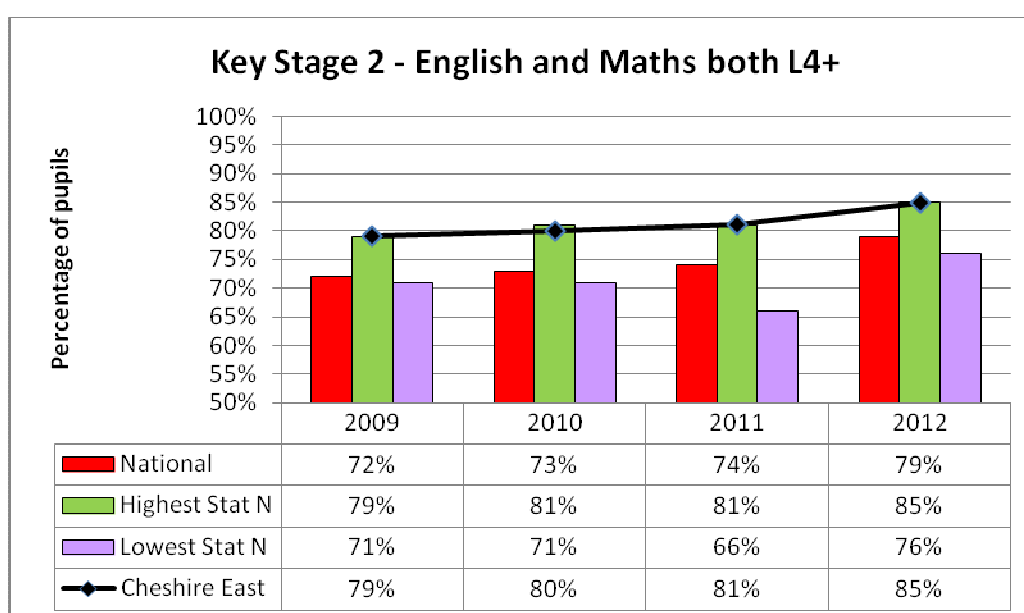
Key Messages

- Revised results indicate 85% of pupils achieved Level 4 + in English and mathematics which is a rise of 4 percentage points on last year.
- At Level 5+ in English and mathematics, 34% of pupils achieved this which is a 5 percentage points improvement on the previous year. This figure is 6 percentage points above national.
- Pupils in Cheshire East Schools are making more progress in English and mathematics than nationally and the authority is ranked 1st in both English and mathematics against our statistical neighbours.
- There has been a slight reduction in the number of schools below the 60% national floor standard for Level 4+ combined test (3 to 2). The floor standards for English progress and maths progress increased in 2012, but the number of Cheshire East schools below the thresholds are similar to 2011. For English there were 40 schools below the threshold (up from 39) and 36 schools below for mathematics (down from 37).

In Primary schools, children are assessed in Year 6, aged 10-11, in English, reading, writing, and mathematics using test and teacher assessments. This year, for the first time, their overall English result is based on a combination of their reading test and their writing teacher assessment results. Therefore, results are not directly comparable with previous years.

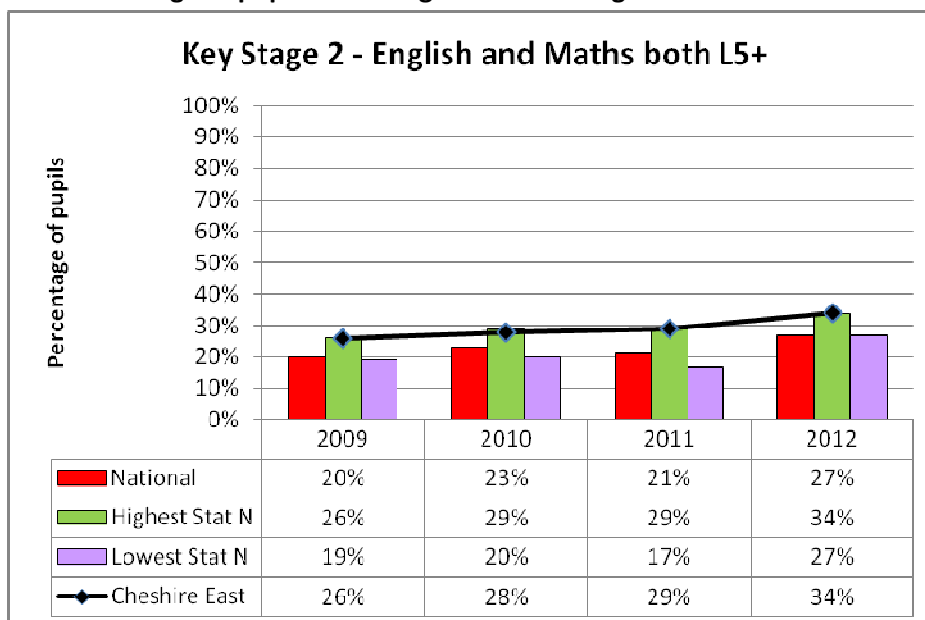
This year level 6 tests were re-introduced for reading and mathematics. Nationally and in Cheshire East less than 1% of the cohort achieved a level 6 in reading. Nationally 3% of pupils achieved a level 6 in the mathematics test compared to 4% in Cheshire East.

Percentage of pupils achieving L4+ in both English and mathematics



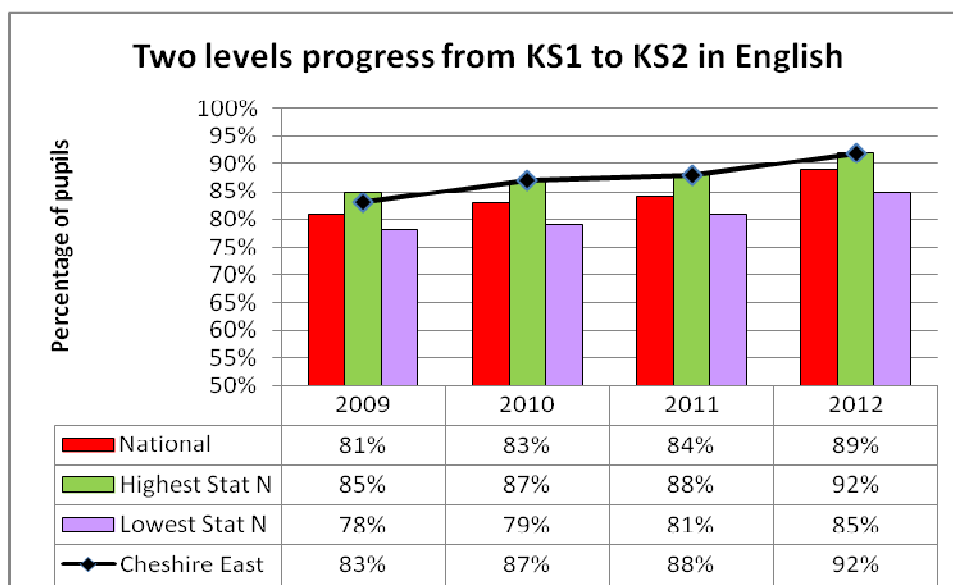
The percentage of pupils achieving level 4 and above in both English and mathematics has increased since 2009 by 6 percentage points. In 2012, Cheshire East is 6 percentage points above the national average and is the highest ranking statistical neighbour.

Percentage of pupils achieving L5+ in both English and mathematics



The percentage of pupils achieving level 5 and above in both English and mathematics has increased since 2009 by 8 percentage points. In 2012, Cheshire East is 7 percentage points above the national average and is the highest ranking statistical neighbour.

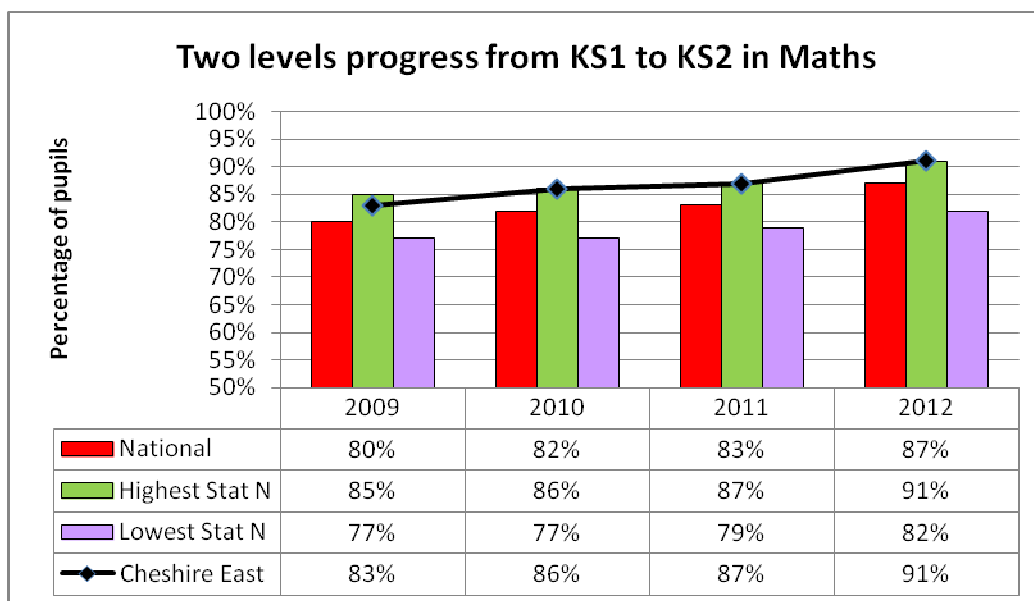
Percentage of pupils making at least two levels progress in English



The percentage of pupils making 2 levels of progress in English has increased since 2009 by 9 percentage points. Cheshire East is 3 percentage points above the national average and is the highest ranking statistical neighbour.

In 2011, 39 schools were below the floor standard of 87% making 2 levels of progress. In 2012 the threshold increased to 92% and the number of schools who did not reach it rose to 40.

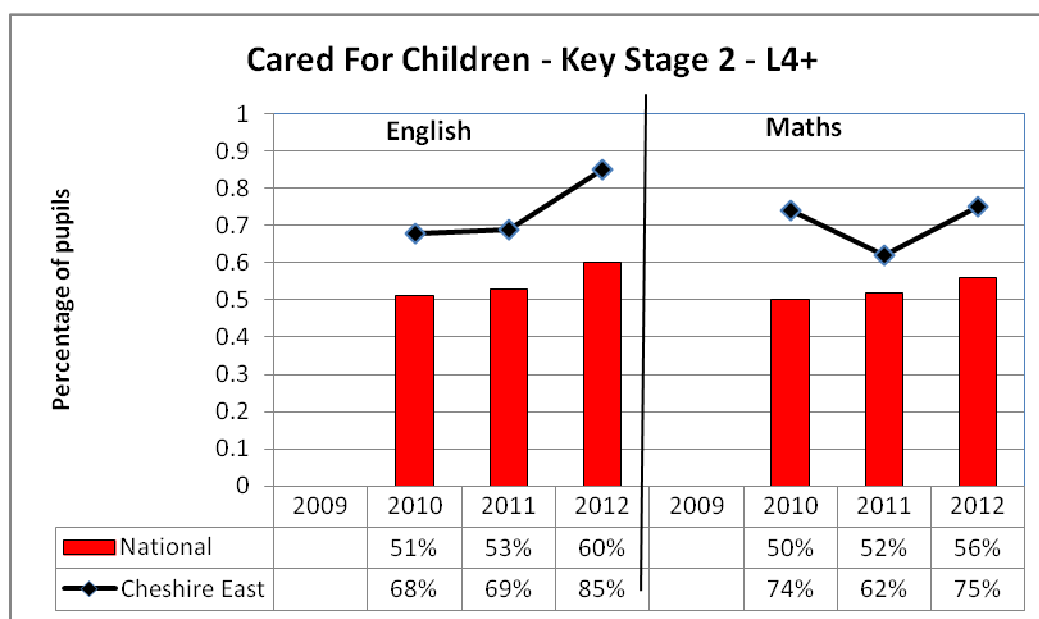
Percentage of pupils making at least two levels progress in Mathematics



The percentage of pupils making 2 levels of progress in mathematics has increased since 2009 by 8 percentage points. Cheshire East is 4 percentage points above the national average and is the highest ranking statistical neighbour. In 2011, 37 schools were below the floor standard of 86% making 2 levels of progress. In 2012, the threshold increased to 90%. Despite this, the number of schools who did not reach the floor standard reduced to 36.

The performance of Cared for Children

Cohort sizes: 2010 – 26 2011 – 14 2012 – 13



Level 5+	English	Maths
2012	22%	39%
2011	11%	25%
2010	21%	37%

The graph and table show the attainment of children who were in continuous care for at least one year. The impact of 1:1 Tuition has been significant this year especially when considering that national funding has ceased and schools have had to effectively use their pupil premium with Cared for Children. The performance this year places Cheshire East as the leading Authority nationally – this is despite 6 out of the 13 pupils having placement or school changes during Year 5 or 6.

Key Stage 2 : Areas for Development (including Narrowing the Gap)

- The largest gaps between girls and boys in Cheshire East are English at level 5 and above with a difference of 13 percentage points (which is the same gap as nationally) and Writing teacher assessment at level 5 and above with a difference of 15 percentage points (which is higher than the national gap of 13 percentage points).
- Last year there were three schools below the national floor standard of 60% in both English and mathematics test level 4 and above. These three schools have improved their performance to above the national threshold this year. Two different schools fall below this 60% threshold in 2012.

English & Maths at Level 4 and above	2009			2010			2011			2012		
	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap
Cheshire East	77%	80%	3 pp	79%	81%	2 pp	79%	83%	4pp	83%	88%	5 pp
National	70%	75%	5 pp	71%	76%	5 pp	72%	77%	5 pp	77%	82%	5 pp

- In previous years, the Cheshire East gap between boys and girls was less than national. However, in 2012 it worsened and is now the same as the gap nationally.

English & Maths at Level 4 and above	2009			2010			2011			2012		
	SEN	Non SEN	Gap	SEN	Non SEN	Gap	SEN	Non SEN	Gap	SEN	Non SEN	Gap
Cheshire East	33%	89%	56 pp	37%	90%	53 pp	40%	91%	51 pp	49%	94%	45 pp
National	31%	86%	55 pp	34%	87%	53 pp	35%	87%	52 pp	43%	91%	48 pp

- Since 2009 the gap between SEN and non SEN has narrowed by 11pp and is now better than the national gap.

English & Maths at Level 4 and above	2009			2010			2011			2012		
	EAL	Non EAL	Gap	EAL	Non EAL	Gap	EAL	Non EAL	Gap	EAL	Non EAL	Gap
Cheshire East	63%	79%	16 pp	63%	81%	18 pp	72%	82%	10 pp	77%	85%	8 pp
National	66%	73%	7 pp	69%	74%	5 pp	70%	75%	5 pp	76%	80%	4 pp

- Since 2009 the gap between EAL and non EAL has halved to 8pp, but is still above the national average.

English & Maths at Level 4 and above	2009			2010			2011			2012		
	FSM	Non FSM	Gap	FSM	Non FSM	Gap	FSM	Non FSM	Gap	FSM	Non FSM	Gap
Cheshire East	56%	81%	25 pp	60%	82%	22 pp	62%	84%	22 pp	65%	87%	22 pp
National	54%	76%	22 pp	56%	77%	21 pp	58%	78%	20 pp	66%	82%	16 pp

- Between 2009 and 2010, the Cheshire East gap between FSM and non FSM narrowed by 3pp. However since then, the gap has remained the same and is above the national average. The 2012 Cheshire East result for FSM pupils is below national, despite an improvement in the result for FSM pupils since last year.

The 'Areas for Development' detailed throughout the report support the need to continue to focus on and prioritise the four aspects: gender, SEN, EAL & FSM.

5) Achievement in Secondary Schools

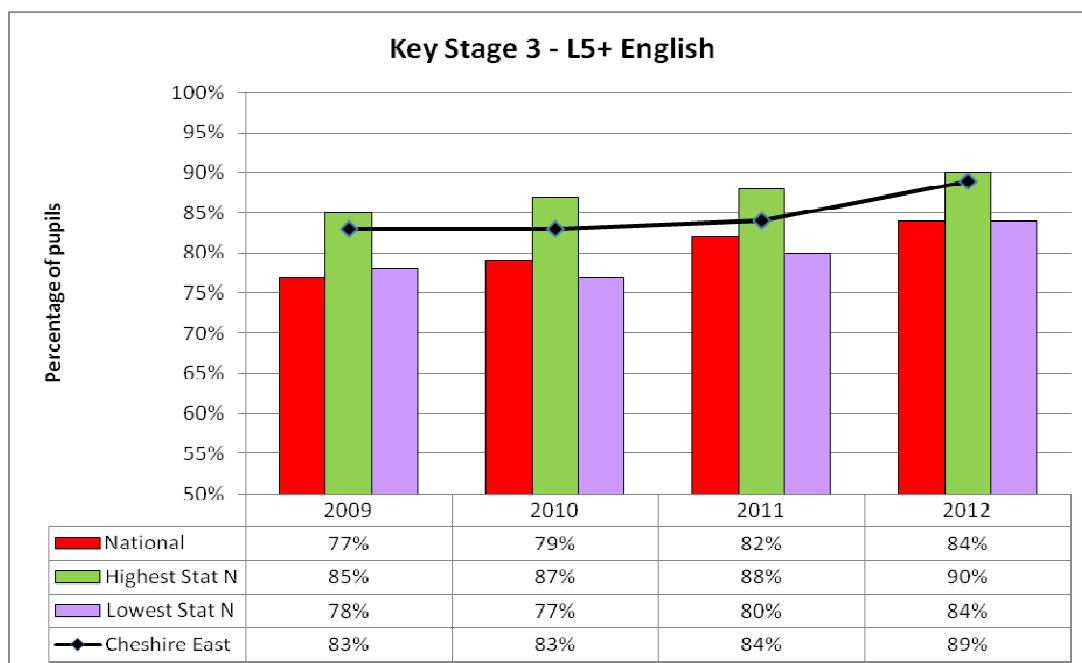
Key Stage 3

Key Messages

- Cheshire East is consistently above national results for English and mathematics at level 5 and above. Cheshire East results for 2012 have improved since last year by 2 percentage point for both subjects with English ranked 3rd and mathematics ranked equal 3rd when compared to statistical neighbours.

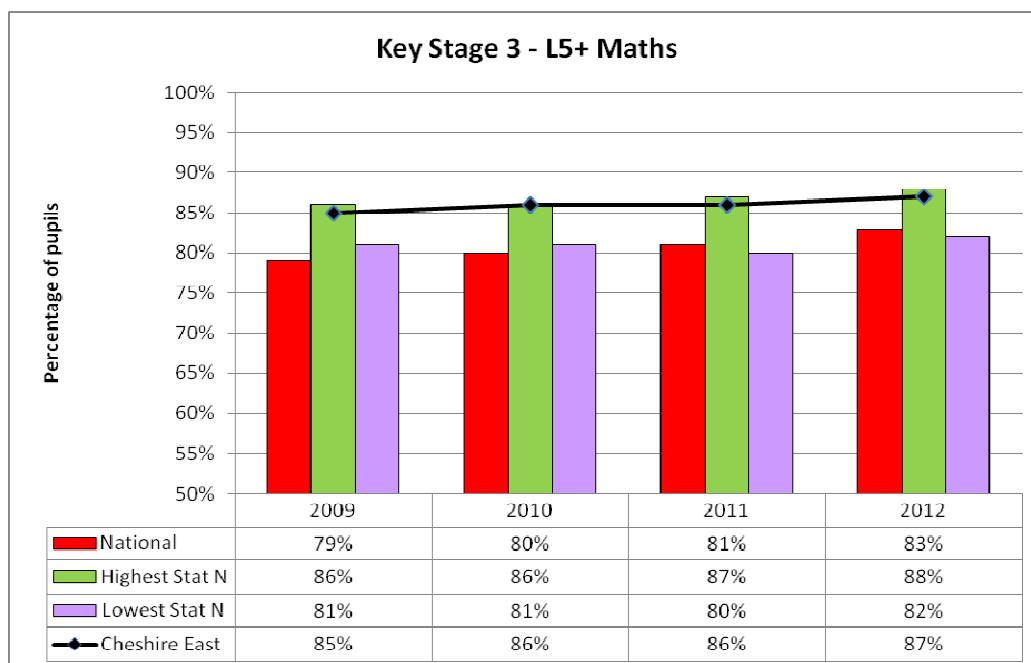
In secondary schools, pupils are assessed in Year 9, aged 13-14, in English and mathematics. National curriculum levels are based on teacher assessment. In recent years, schools and Academies have been given flexibility over whether they assess pupils at the end of Year 8 or Year 9. The majority of schools and Academies in Cheshire East still assess at the end of Year 9.

Percentage of pupils achieving Level 5 or above in English



The percentage of Cheshire East pupils achieving level 5 or higher in English has increased since 2009 by 6 percentage points. Cheshire East is 5 percentage points above the national average in 2012. Two statistical neighbours, Hertfordshire and Solihull, both achieved 90%.

Percentage of pupils achieving Level 5 or above in mathematics



The percentage of Cheshire East pupils achieving level 5 or higher in mathematics has increased since 2009 by 2 percentage points. Cheshire East is 4 percentage points above the national average in 2012. Two statistical neighbours, North Yorkshire and Solihull, both achieved 88%.

Key Stage 4

Key Messages

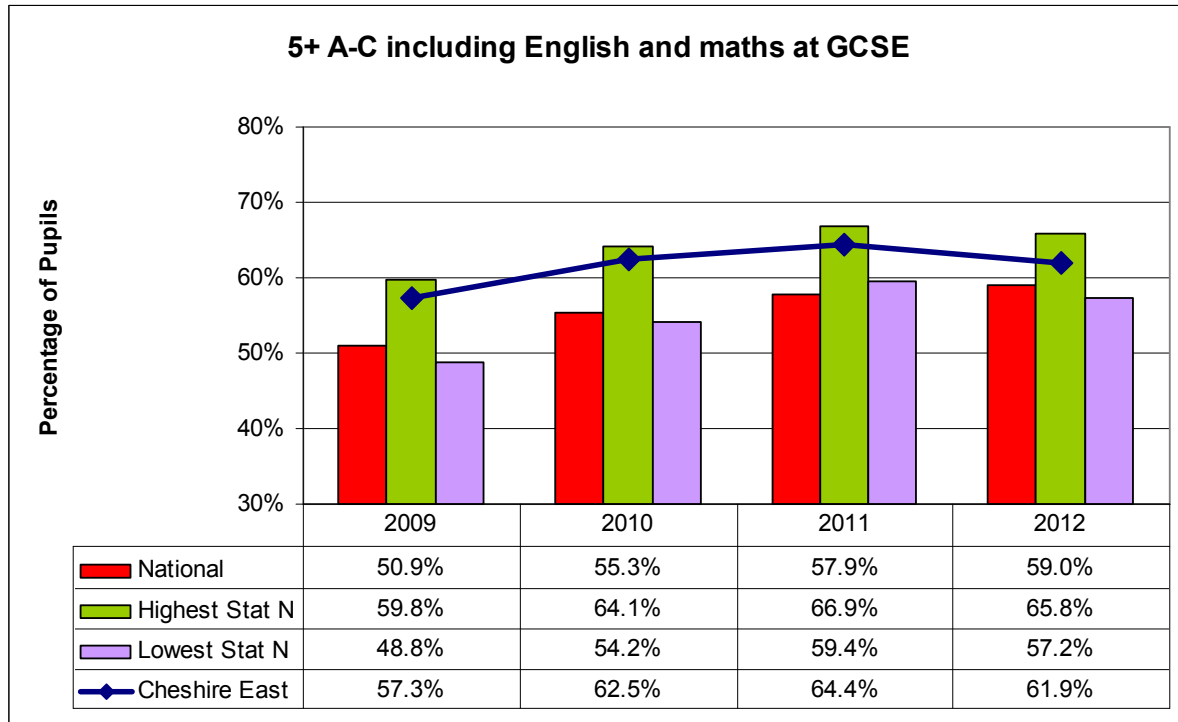
- In 2012, 61.9% of pupils achieved 5+ A*-C grades including English and mathematics GCSE which is above the national average. Cheshire East is ranked 6th when compared to statistical neighbours.
- Results show that progress in English and mathematics are just below the national average. Progress in English is ranked 8th and mathematics is ranked 10th when compared to statistical neighbours.
- Cheshire East is again higher than the national results for pupils achieving the English ²Baccalaureate, as last year Cheshire East is ranked 4th when compared to statistical neighbours.

For secondary schools, the key indicators focus on GCSE examinations. GCSEs are taken by pupils at the end of Key Stage 4, usually in Year 11, aged 15-16. An increasing number of pupils are taking examinations during Year 10.

The tables and graphs below show Cheshire East's achievement for the three national indicators since 2009 with comparisons to national and statistical neighbour averages. Also included is the percentage of pupils achieving the English Baccalaureate.

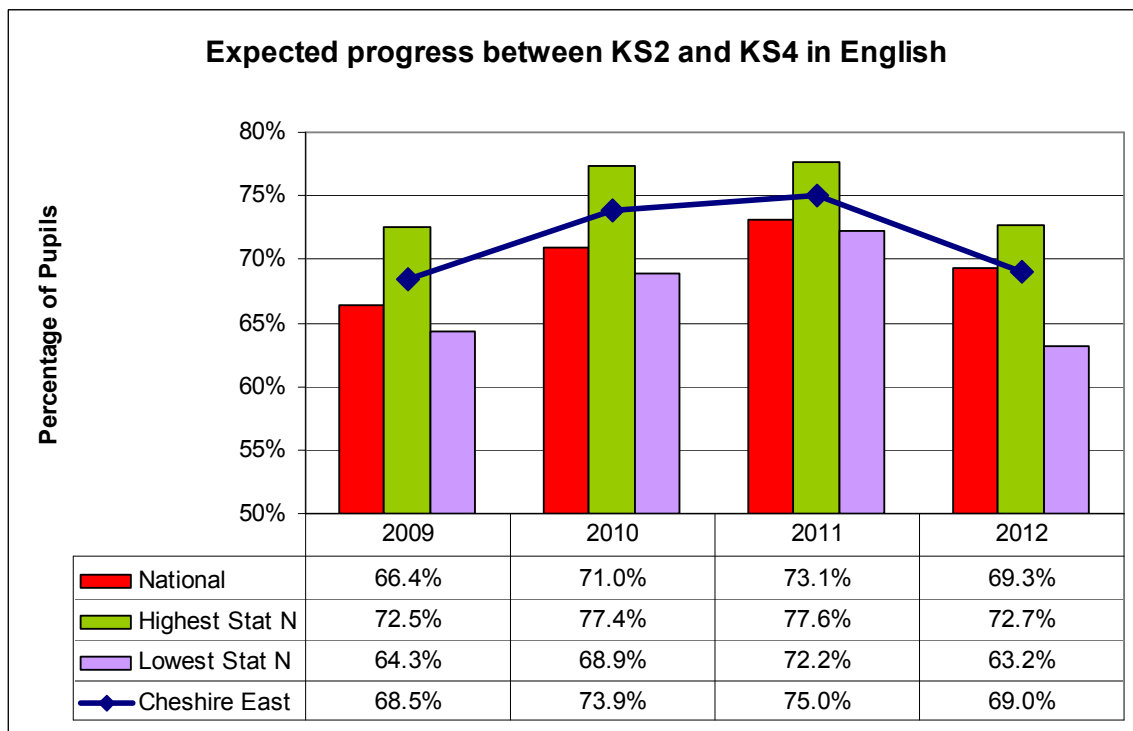
² The English Baccalaureate is not a qualification in itself. It is a measure which recognises students' achievements across a core of selected academic subjects - English, maths, a humanity, the sciences and a language

Percentage of pupils achieving 5 or more A*-C grades including English and mathematics GCSEs



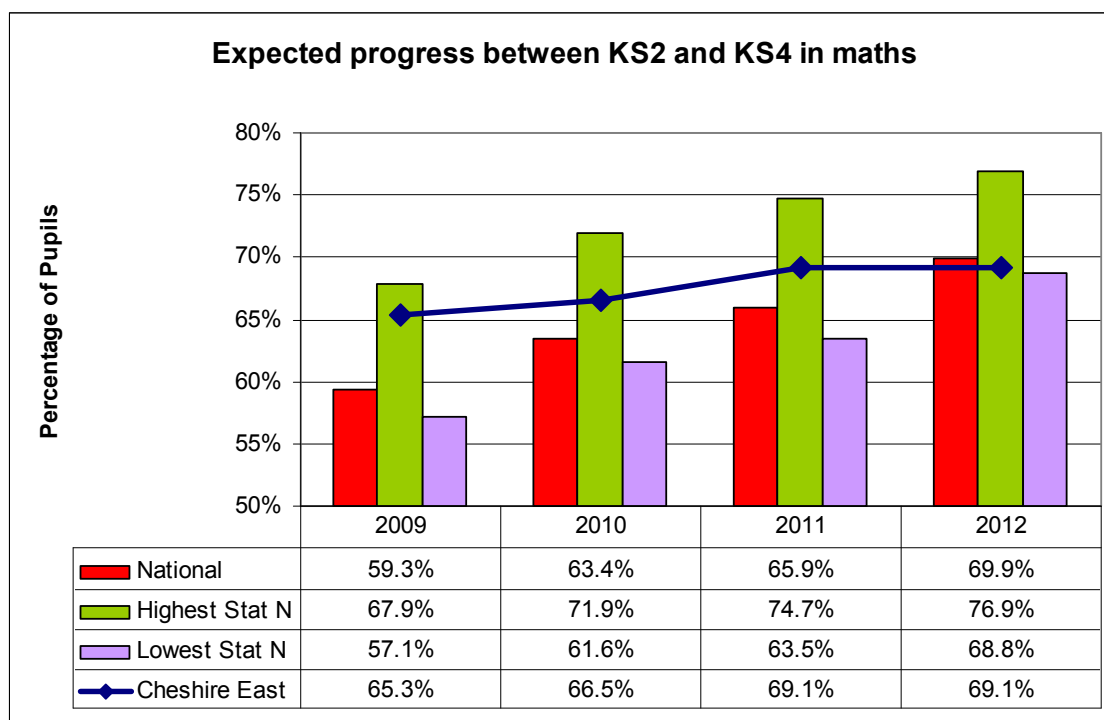
Since 2009, the percentage of pupils achieving this indicator has risen from 57.3% to 61.9%, an increase of 4.6 percentage points. The year on year improvements have not been continued with the 2012 results which has seen a 2.5 percentage points drop. The average reduction per school was approximately 3 percentage points.

Proportion of pupils making expected progress in English between Key Stages 2 and 4.



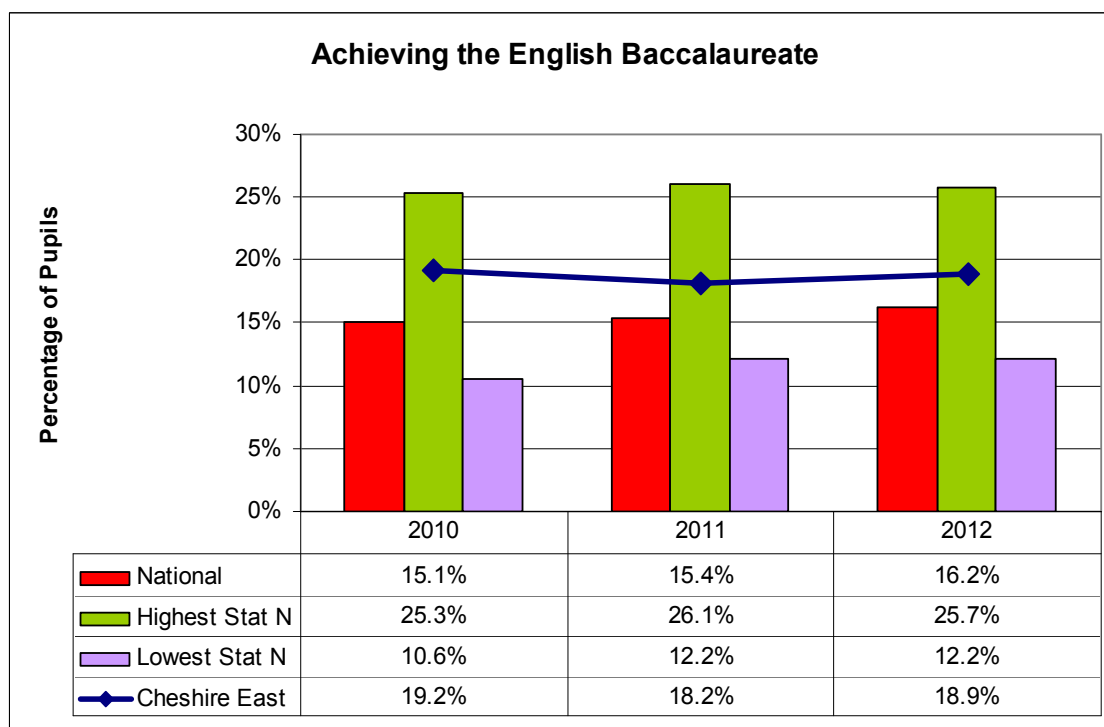
Pupils are expected to make at least three levels of progress between Key Stages 2 and 4. In 2012, figures show that 69% of pupils made at least 3 levels progress in English. This is just below the national average of 69.3%.

Proportion of pupils making expected progress in mathematics between Key Stages 2 and 4



Figures show that the percentage of pupils making at least three levels of progress between Key Stages 2 and 4 in mathematics is 69.1%. This is slightly below the national average of 69.6%.

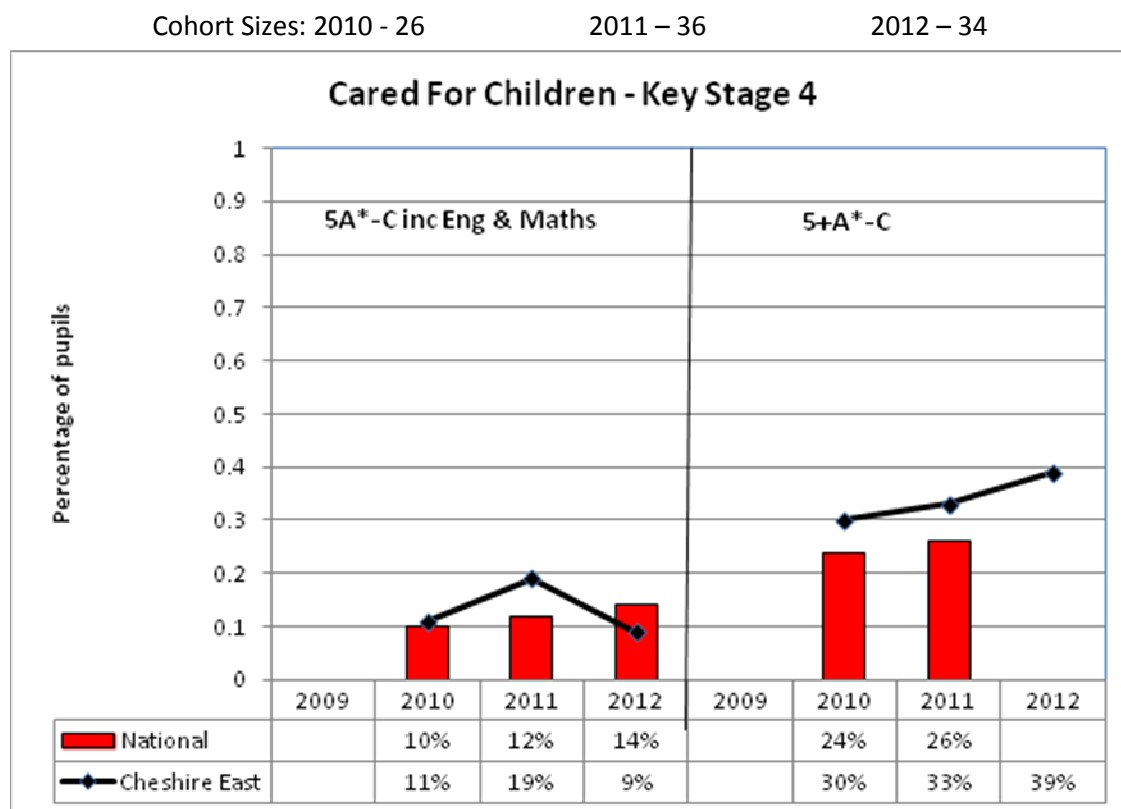
Proportion of pupils achieving the English Baccalaureate



Cheshire East result for 2012 is almost 3 percentage points higher than the national figure as was the case last year. Compared to statistical neighbours Cheshire East is ranked joint 4th but is almost 7 percentage points behind the highest neighbour.

School level results for KS4 are shown in appendix 5. Ofsted inspection judgements for secondary schools are included in appendix 1.

The performance of Cared for Children



The graph shows the attainment of children who were in continuous care for at least one year. Performance in 2012 has declined compared to earlier years and does not reflect the predictions which had been collected during the year. The accuracy of predictions is clearly an area for development going forward. The 2012 cohort were particularly volatile – over 30% of the total only came into care in Year 10 or 11 and therefore have had limited intensive support from the Virtual School team.

There were also 5 pupils (15% of the cohort) with complex and severe learning difficulties. If you took those 2 groups of pupils out then 12% gained 5+ A*-C including English and Maths and 56% gained 5+ A*-C.

Key Stage 4 : Areas for Development (including Narrowing the Gap)

- The Local Authority is seeking to identify the key reasons for the decline in academic achievement in 2012 which involves meetings with school leaders and data managers.
- No school in Cheshire East is below the national floor standard of 35% (5+A*-C including English and maths) but there are 11 and 8 schools that are below the progress standard³ for English and maths respectively.
- The Authority received a communication in February from the Minister for Schools stating that the Authority had one of the largest attainment gaps between free school meal pupils and their peers. This has initiated an in-depth analysis of interventions with 14 schools and academies to target the programmes in place to reduce this gap.

5+A*-C GCSE/equiv inc GCSE English & maths	2009			2010			2011			2012		
	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap
Cheshire East	53.2%	62.0%	-9pp	59.0%	66.3%	-7pp	59.6%	68.3%	-9pp	56.2%	67.8%	-12pp
National	45.7%	54.1%	-8pp	48.9%	57.5%	-9pp	54.3%	61.6%	-7pp	54.4%	63.9%	-10pp

- The gap between the percentage of boys and girls achieving 5+ A* to C GCSEs including English and maths has increased this year by 3 percentage points although this is in line with the gap nationally, see table below for details.

5+A*-C GCSE/equiv inc GCSE English & maths	2009			2010			2011			2012		
	FSM	Non FSM	Gap	FSM	Non FSM	Gap	FSM	Non FSM	Gap	FSM	Non FSM	Gap

³ The government assesses mainstream maintained secondary schools' performance against defined "floor standards". Considered against these, a school would be seen as "underperforming" if its Key Stage 4 results are:

- less than 35% of pupils at the end of Key Stage 4 (KS4) achieving 5 or more GCSEs A*-C (or equivalents) including English and maths GCSE*; and
- below average % of pupils at the end of KS4 making expected progress in English (national median for 2011 = 74%); and
- below average % of pupils at the end of KS4 making expected progress in maths (national median for 2011 = 66%)

* This will increase to 40% for examinations taken from summer 2012. The Government's aspiration is to increase it to 50% by 2015.

Cheshire East	23.2%	59.7%	-37pp	28.4%	65.3%	-37pp	30.2%	67.2%	-37pp	28.1%	65%	-37pp
National	26.6%	54.2%	-28pp	30.9%	58.5%	-28pp	34.6%	62.0%	-27pp	36.4%	62.8%	-26pp

- The gap between those pupils eligible for free school meals and those not eligible achieving 5+ A* to C GCSEs including English and maths still remains at 37 percentage points, which is 11 percentage points higher than the gap nationally.

5+A*-C GCSE/equiv inc GCSE English & maths	2009			2010			2011			2012		
	SEN	Non SEN	Gap	SEN	Non SEN	Gap	SEN	Non SEN	Gap	SEN	Non SEN	Gap
Cheshire East	15.8%	65.1%	-49pp	19.2%	69.2%	-50pp	22.5%	72.1%	-50pp	22.5%	69.7%	-47pp
National	16.5%	61.3%	-45pp	20.2%	66.2%	-46pp	22.1%	69.5%	-47pp	22.4%	69.2%	-47pp

- The gap between SEN pupils and non SEN pupils achieving 5+ A* to C GCSEs including English and maths has reduced by 3 percentage points and is now in line with the gap nationally.

5+A*-C GCSE/equiv inc GCSE English & maths	2009			2010			2011			2012		
	Non EAL	EAL	Gap	Non EAL	EAL	Gap	Non EAL	EAL	Gap	Non EAL	EAL	Gap
Cheshire East	57.6%	42.1%	-16pp	62.9%	43.8%	-19pp	64.5%	60.0%	-5pp	62%	58.5%	-4pp
National	51.1%	49.6%	-2pp	55.5%	54.1%	-1pp	58.5%	57.5%	-1pp	59.2%	58%	-1pp

- The gap between EAL and non EAL pupils achieving 5+ A* to C GCSEs including English and maths has reduced by 12 percentage points since 2009 and is still higher than the gap nationally.

6) Post 16 Achievement

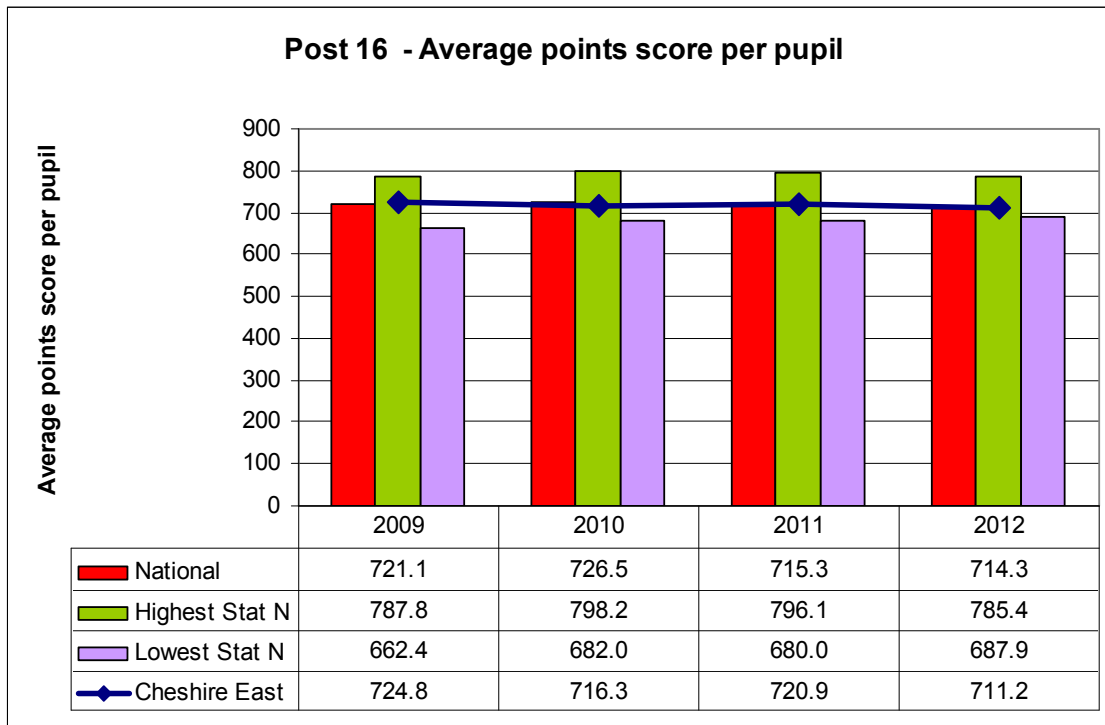
Key Messages

- Cheshire East is ranked 3rd for average points score per entry and 9th for average points score per candidate when compared to statistical neighbours.
- Cheshire East is ranked 6th when compared to statistical neighbours for the percentage of A level entries achieving A* to A grades and 1st for entries achieving grades A* to E.

For post 16 achievement, the focus is on average point score per pupil and average point score per entry. All post 16 qualifications are assigned point scores enabling different qualifications such as A-levels and BTECs to be compared. Also we have provided information on the percentage of GCE A level entries that achieve grades A* to A, and A* to E, however this data is only available from 2010 when the A* grade was introduced.

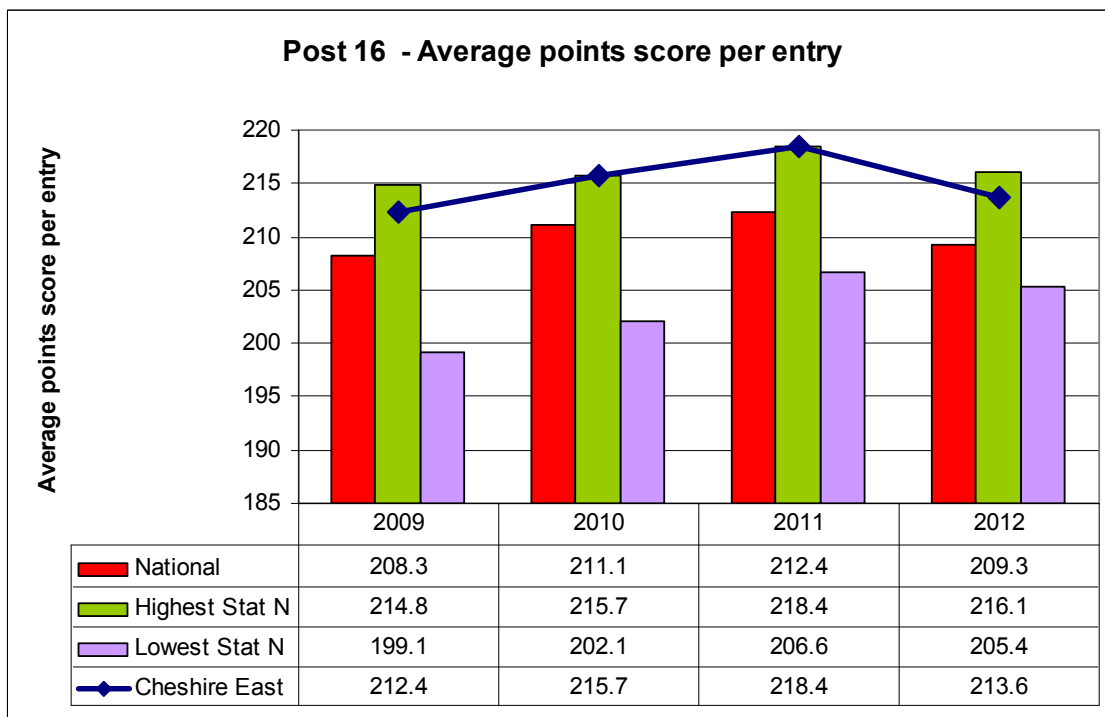
The graphs and tables below show Cheshire East's achievement for these indicators between 2009 and 2012, with comparisons to national and statistical neighbour averages.

Average points score per pupil



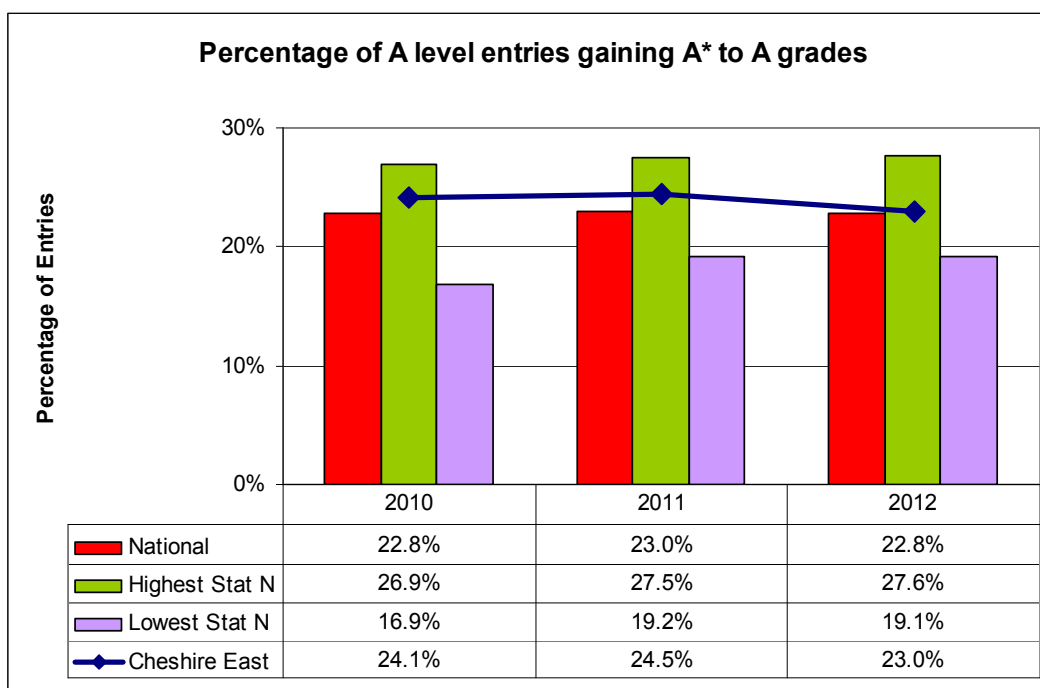
Cheshire East is ranked 70th nationally and 9th against statistical neighbours for average points score per pupil.

Average points score per entry



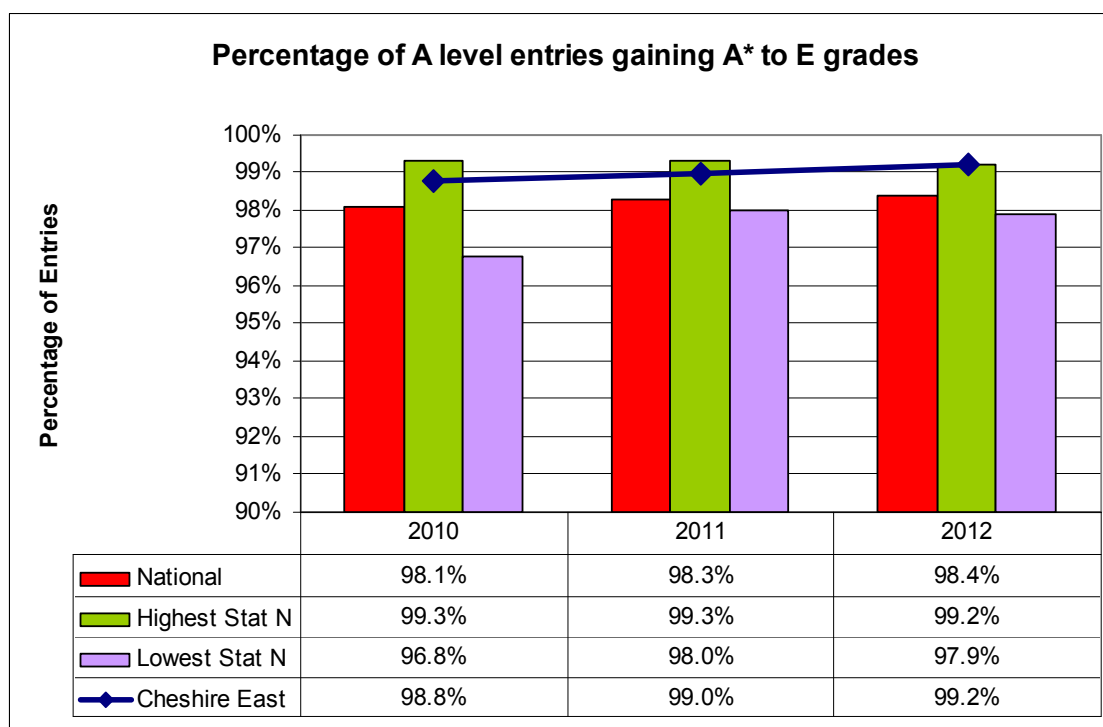
The average points score per entry for Cheshire East indicates that on average each entry achieves slightly above the equivalent of a grade C pass at A level. Cheshire East is ranked 32th nationally and 3rd against statistical neighbours.

Percentage of A level entries gaining A* to A grades



Cheshire East is ranked 50th nationally and 6th against statistical neighbours with just under a quarter of all A level entries achieving grades A* to A.

Percentage of A level entries gaining A* to E grades



Cheshire East is ranked 12th nationally and 1st against statistical neighbours with almost all A level entries achieving grades A* to E.

Post 16 : Areas for Development (including Narrowing the Gap)

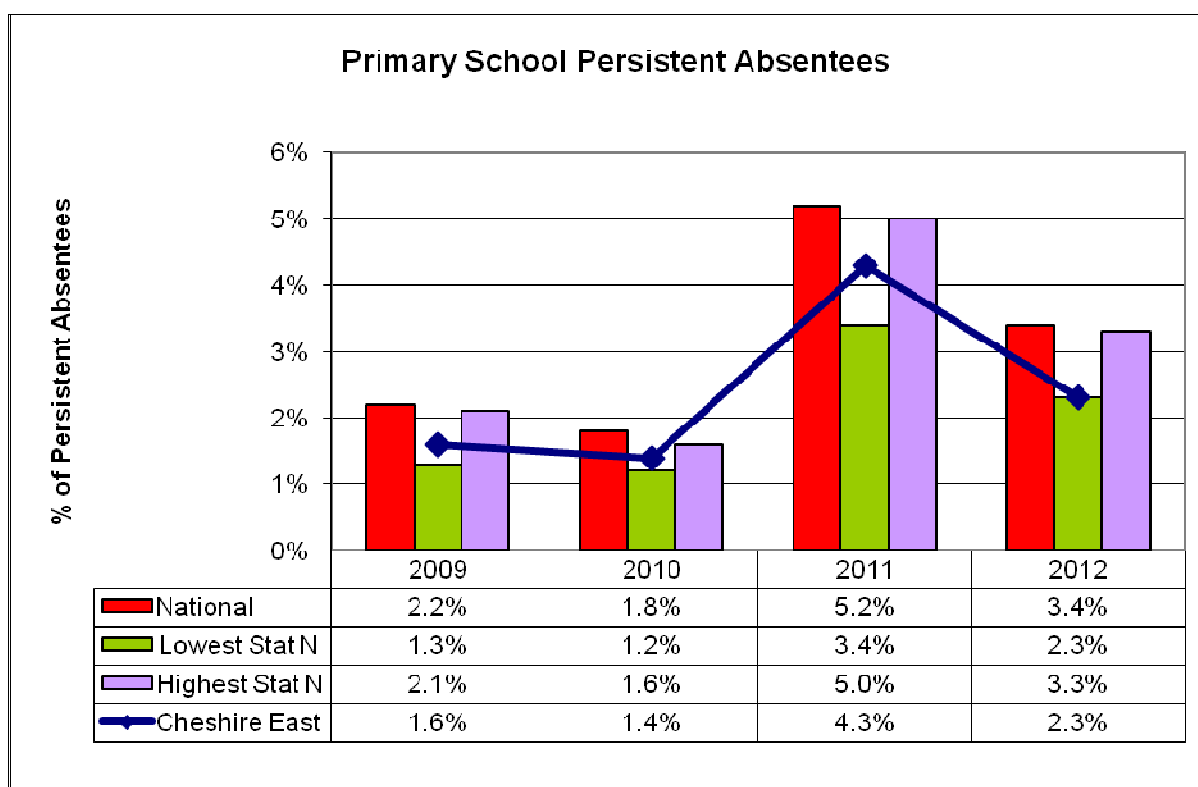
- To further focus on transition arrangements between School 6th Forms and FE Colleges particular in relation to specific groups (FSM) where there is a gap in information transfer between phases.
- To take the learning from the FSM pilot and apply this to all schools in closing the achievement gap between FSM and Non FSM outcomes (see detailed report in Section 9)

7) Attendance and Exclusions

Attendance and Persistent Absence

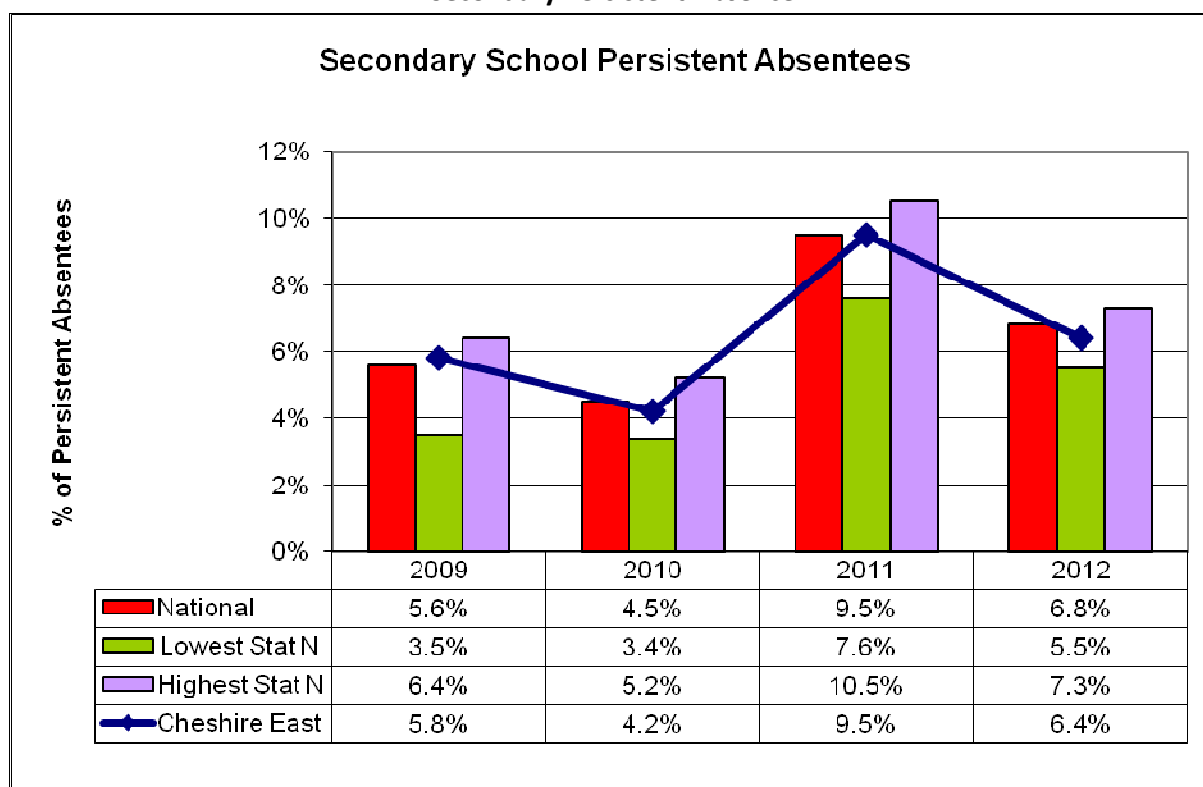
The focus in recent years has been on pupils who are persistently absent from school. A Persistent Absentee (PA) was originally defined as a pupil missing more than 20% of the time. Since 2011 the DfE reduced the threshold at which a pupil is classified as a persistent absentee (PA) and it is now defined in terms of those missing 15%. Figures in this report for 2009 and 2010 are based on the 20% definition and for 2011 and 2012 on the 15% definition. Unlike most charts, the lower the figure, the better the performance.

Primary Persistent Absence



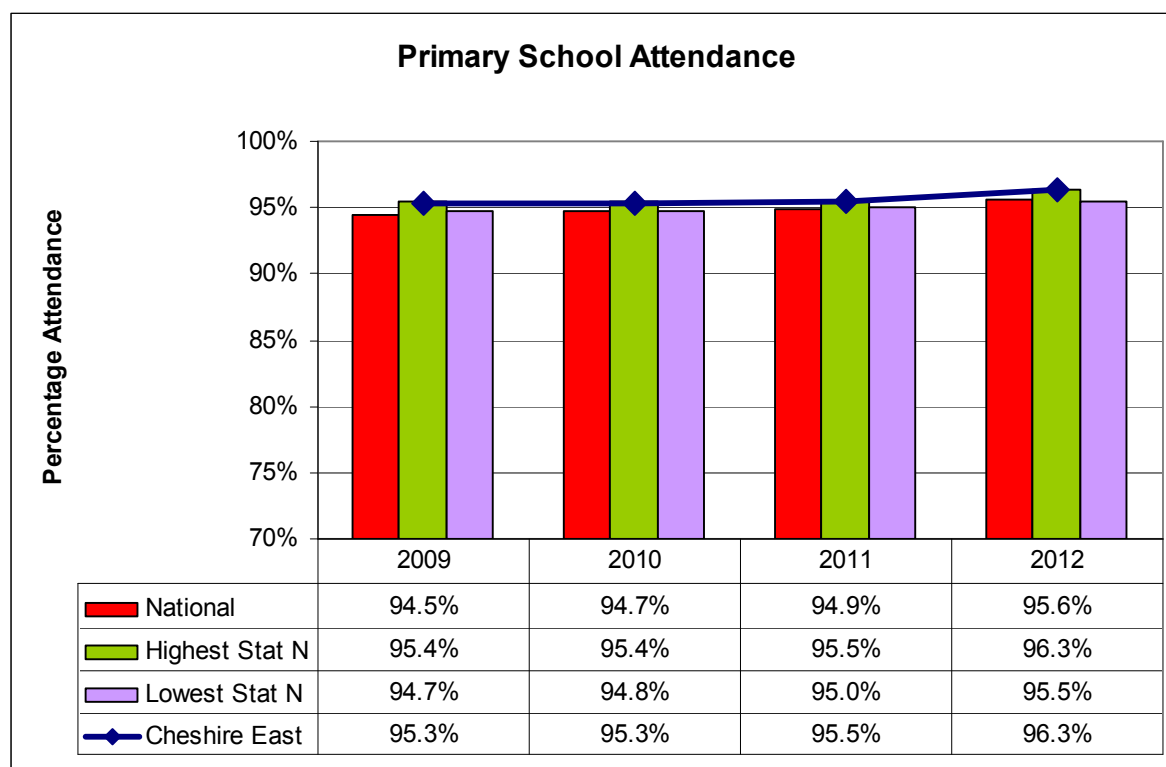
The percentage of persistent absentees in Cheshire East Primary schools has fallen significantly since 2011 by 2 percentage points from 4.3% to 2.3%. This is 1.1 percentage points below the national average. Cheshire East is the best achieving authority compared to its statistical neighbours.

Secondary Persistent Absence



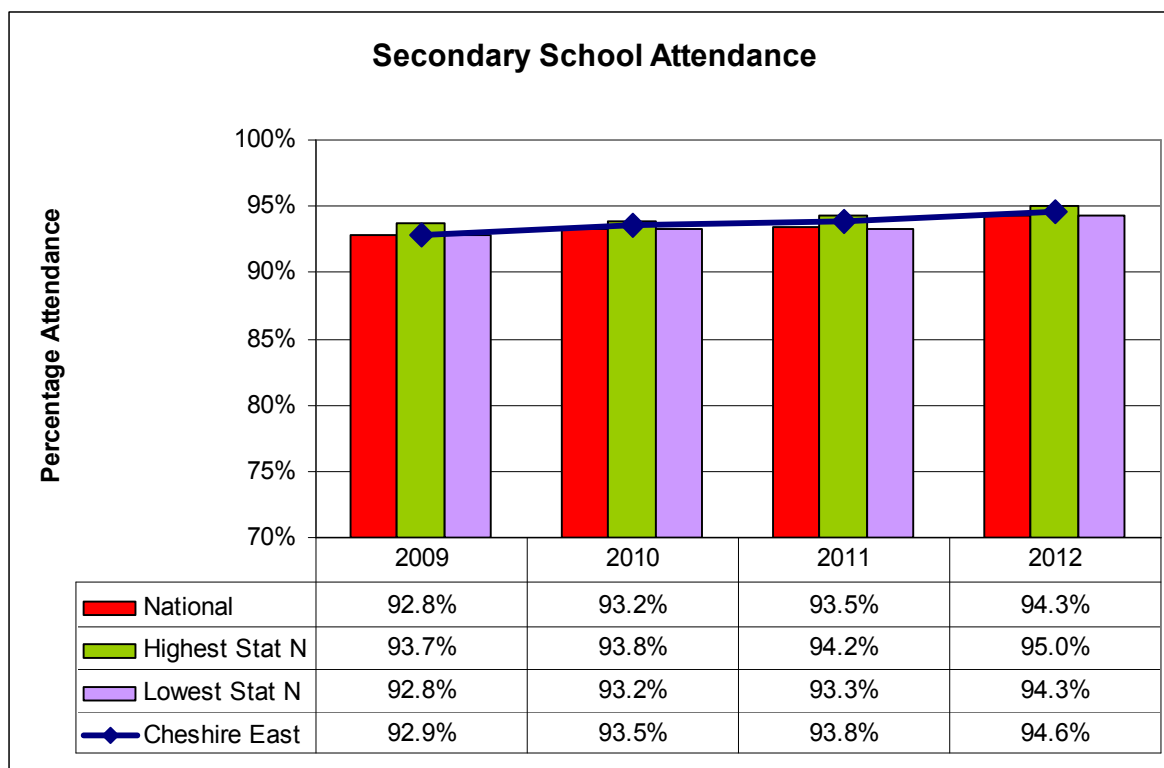
The percentage of persistent absentees in Cheshire East Secondary schools has fallen significantly since 2011 by 3.1 percentage points from 9.5% to 6.4%. In 2011 Cheshire East was in line with National PA rates; in 2012 this has reduced to 0.4 percentage points below the national average.

Primary attendance



Attendance in Cheshire East Primary schools has risen year on year over the past four years; it has also remained above the national average. Cheshire East is the best achieving authority compared to its statistical neighbours.

Secondary attendance



Attendance in Cheshire East Secondary schools has risen year on year over the past four years; 2012 showed its greatest percentage increase from year to year. Over those four years attendance in Cheshire East has remained above the national average.

Each year Cheshire East Education Welfare Service (EWS) raises their thresholds so as to set challenging targets for schools. Universal support is available to schools, to ensure that schools continue to make progress and maintain high attendance and low PA. In addition EWS input is targeted at schools sitting at or under the national average to support improvements; which is one factor in the year on year improvements.

Under certain circumstances, fines can be imposed for poor attendance. In 2011/12, there were 216 fines which totalled £12,449. In 2012/13, there have been 38 fines to date, which total £2,374.

Clearly the 2012-13 figures relate to year to date and there is an expectation that the overall figure will be less than 2011-12. There is a deliberate move to intervene with parents at an earlier stage to prevent cases progressing to court. The Educational Welfare Service have heavily promoted face to face meetings with parents where school attendance is an emerging problem with the hope that the need for punitive measures can be avoided.

Cared for Children : Attendance

	Attendance	Persistent Absence
2012	94.5%	4.1% (18 Pupils)
2011	93.5%	8.6% (38 Pupils)
2010	92.7%	10% (24 Pupils)

The table above includes all Cared for Children. The use of a dedicated IT system specifically to monitor the attendance of Cared for Children has continued to impact on overall rates over the last 3 years.

Attendance : Areas for Development

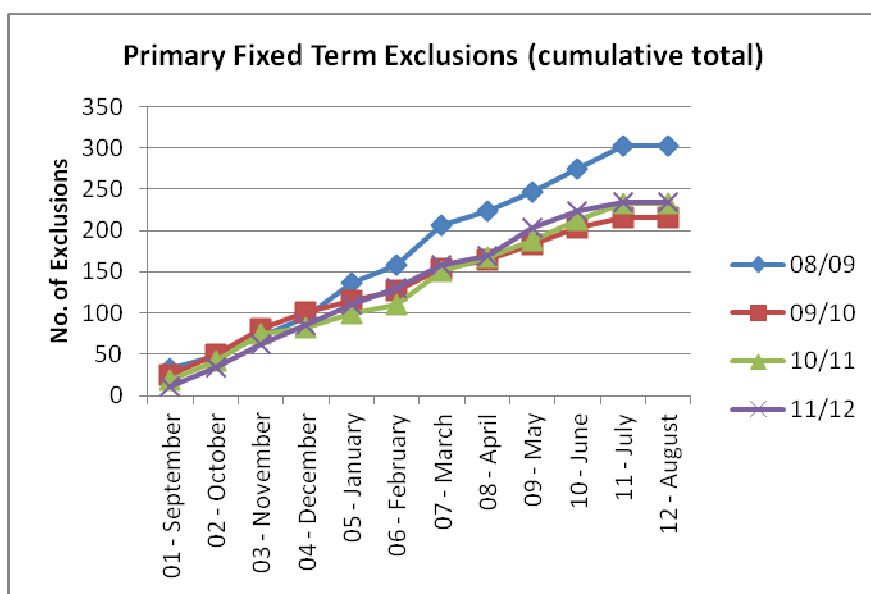
Two key areas for development are:

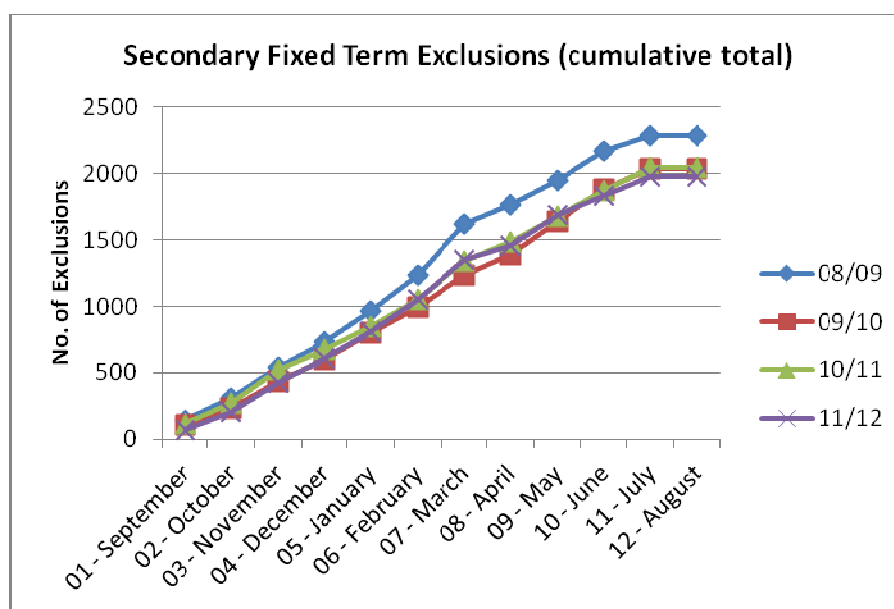
- To address holidays taken during term time.
- To further develop preventative work to increase attendance, reduce persistent absence and reduce the need for action through the judicial system.

Exclusions

There are two types of exclusions; permanent and fixed term. A pupil will only be permanently excluded in response to serious breaches of the school's behaviour policy or if allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school. Fixed term exclusions are for a specified time and must not add up to more than 45 school days in a school year.

Permanent Exclusions	2009	2010	2011	2012
Primary	1	0	0	1
Secondary			35	39





Permanent Exclusions

- There has been a sharp rise over the last two years in permanent exclusions issued; 53 in 2011-2012; however work carried out with schools and governors around the process of exclusion and developing protocols for alternatives to exclusion have meant that the original figure of 53 permanent exclusions reduced to 40 following rescindments, reinstatements, appeals, and managed transfers.
- There has been a rise in the number of Primary pupils being permanently excluded following one year where no Primary pupils were excluded.
- The DFE have specific categories schools must use to identify the main reason for a permanent exclusion. Nationally persistent disruptive behaviour remains the main reason. In Cheshire East the main reason is now physical assault against pupils.
- Following national trends more boys are permanently excluded than girls. The school population in Cheshire East is an almost 50% split, but 90% of permanent exclusions are boys.
- Pupils entitled to FSM are over 3 times more likely to be permanently excluded. The Crewe & Nantwich area, as a group of schools, has the smallest total pupil population, but has had almost double the number of exclusions as compared to all other schools in Cheshire East.
- In 2011-12 there has been a rise of permanent exclusions of statemented pupils.

Fixed Term Exclusions

- In primary there has been a 39.79% reduction in the number of fte; the number of school days lost to exclusion reduced by 41.6%.
- In secondary there has been a 38.02% reduction in number of fte; the number of days lost to exclusion reduced by 31.68%.

Cared for Children : Exclusions

In terms of all Cared for Children, there have been no permanent exclusions over the last 3 years. In terms of fixed term exclusions:

- There were 24 pupils excluded in 2011-12, which was 5.5% of the Cared for Children cohort.
- There were 228 pupils excluded in 2010-11, which was 6.3% of the Cared for Children cohort.
- There were 19 pupils excluded in 2009-10, which was 7.8% of the Cared for Children cohort.

Exclusions : Areas for Development

- To continue to reduce the number of pupils receiving fixed term exclusions (fte) by developing multi agency practices through early intervention.
- To support schools capacity in partnerships to intervene early to identify causal factors for behaviour and have appropriate interventions.
- To work particularly with primary schools to reduce permanent exclusions.

8) Local Authority Support, Monitoring, Challenge & Intervention

School Improvement - Self improvement and self sustaining schools

The Local Authority acts as a champion for children and young people focusing on their interests and needs with a particular emphasis on the vulnerable children and young people. The Strategy, Planning and Performance arm, headed up by Fintan Bradley, encompasses School Improvement. Mark Bayley leads on Quality Assurance which reports on the performance of all schools and academies to the elected members. The Monitoring & Intervention officers act as brokers and facilitators to ensure that there is a coherent and sufficient response to school failure and persistent under performance. The brokerage and facilitation of the Monitoring & Intervention team includes the building of partnerships with and between schools (school-to-school support) and with the relevant diocesan bodies to secure good outcomes for children, raise standards, and narrow the achievement gap.

The support and challenge provided by the Monitoring & Intervention team is based on the development of a culture of trust and open and honest dialogue between schools and the Local Authority. The team encourage schools to take greater ownership, responsibility and accountability so that schools benchmark themselves nationally, know their strengths and weaknesses and take note of the stakeholders' views to help develop teachers' capacity and children's learning.

A non-negotiable principle of the school improvement strategy, is to tackle persistent under performance, to support schools in developing their capacity to improve from their current starting point to become self improving and self sustaining schools. The Local Authority is committed to supporting schools in becoming reflective, self-evaluative, self-confident and truly self-regulating learning organisations. The Local Authority is also encouraging schools to provide compelling evidence that demonstrates the effectiveness of the intervention pathways used in narrowing the achievement gap, creatively and intelligently.

It is important to emphasise that the Local Authority has a responsibility to ensure the early identification of any school that is experiencing difficulties, in order for the Monitoring & Intervention team to respond quickly and appropriately to secure the necessary improvement. Early identification of schools in difficulty is a key objective in the reduction in the number of schools requiring additional support. Prevention is better, and less expensive, than intervention. Of significant challenge is encouraging schools to be self aware so that the signs of declining performance are identified before they impact on KS2 and GCSE results by which time outcomes for children have already been affected. The Local Authority's approach is designed to encourage a positive and constructive response from Governors and Headteachers in cases where the Local Authority raises concerns about aspects of their school's performance.

The decision to include a school in this programme is determined by the categorisation process which identifies the level of support and intervention for each school. The process uses school performance data and OfSTED outcomes. There are three levels of support – Universal, Targeted and Intensive. Judgements are based on criteria which are open and transparent.

There are 140 maintained school in the borough 101 schools are universal, 28 schools are targeted and 11 schools are in Intensive 8 of which are primary, 2 are secondary and 1 is a special school.

9) Identified Intervention Programmes & Initiatives

Over the last 12 months, the Local Authority has been engaged in a range of programmes which are targeted to specific national priority areas or local schools where rates of pupil progress need to be accelerated. The following summaries capture the main purposes and outcomes from key initiatives from different Key Stages.

a. Early Years Initiatives

Following LGR in March 2009 Cheshire East's Early Years team's vision became focused on providing a more targeted approach to both support and resources. The service has used both data and local knowledge to drive its main priorities and a decision was made to focus support on those settings and schools that fell within the lowest 30% of EYFSP data outcomes (narrowing the gap) whilst raising the outcomes for all Cheshire East children.

The performance indicators for the past three years have shown that there has been a year on year increase on those children achieving a good level of development in EYFSP and also a narrowing of the gap in attainment. This approach has resulted in Cheshire East being rated fifth nationally for a good level of development and third nationally for narrowing the gap in the latest release of 2012 national EYFSP figures.

How has this success been achieved?

- Outcomes based programmes with all staff having a clear understanding of the outcomes
- Delivery of focussed and targeted programmes in response to data – a strong emphasis on what works well/why and what impact has this had
- Self-evaluation is key. The team is reflective - always trying to provide the best possible service for our service users
- Strong leadership across all programmes, staff have a clear understanding of the starting points of the settings and their practitioners/teachers. This evidence is collated at the beginning of programmes and reviewed at the end of the programme. Impact measures collated and acted upon. Staff find out what works and why and act upon the findings.
- LA categorisation process offering a universal, targeted and intensive offer
- Supporting and challenging early years practice – schools and settings to develop high quality provision and practice
- Focussing on developing Early Language and Communication – building on our 'outstanding' ECaT programme.
- Recognising that support has to be provided as early as possible – so linking settings and schools in a common focus to use and interpret their data to support early language development and well being
- Tracking/monitoring of children's progress in schools and settings – using the data to support provision and practice
- Monitoring the progress of EYFSP data across the year in 'vulnerable' schools and settings – using funding to support those schools and settings e.g. Beechwood Nursery, Underwood West and Ash Grove

- The delivery of training and support to ensure secure understanding/moderation by schools re EYFSP
- Working with targeted schools and settings focussing on children achieving in the lowest 20% e.g. Making a Big Difference Programme – not only achieved better data outcomes but also contributed to improved Ofsted Outcomes – e.g. Underwood West, Ash Grove and Beechwood
- Focus on 2 year old programme
- An Early Years Consultant, from the Early Years and Childcare Team, working with the Virtual School, focussing on Cared for Children 0-5
- Building a strong EYP network as a basis for future peer to peer support networks

b. ECaR : Every Child a Reader

The implementation

In 2011-12 there were 20 teachers working in 16 schools. These schools are in Crewe, Macclesfield, Wilmslow, Nantwich and some of the rural areas. These schools are now ECaR Accredited Schools, providing a wide range of interventions in addition to Reading Recovery ensuring that children learn to read and write effectively. Other interventions include Fischer Family Trust Wave 3, Better Reading Partnership and the Reception Literacy Programme. The Reception Literacy Programme was introduced to Cheshire East for the first time this year and initial data shows it has been extremely effective in supporting young children to develop early reading and writing skills.

Leighton Primary School, Crewe was awarded Reading Recovery School of the Year by the Institute of Education and a pupil at Wheelock Primary School, Crewe became Reading Recovery Writer of the Year.

From Sept 2012, tow new ECaR training venues have been established, at Leighton Primary School, Crewe and Ash Grove Primary School, Macclesfield. A new training group of 10 teachers started in Sept 2012.

Progress and attainment of children.

During the academic year, 2011-12, 142 children received a Reading Recovery Programme with the average length of the teaching programme being 17 weeks.

Of those

- 52% were boys
- 31% were entitled to FSM
- 82% of children who completed a Reading Recovery programme discontinued at age-related expectations, making 2 years progress in reading and writing in an average of 17 weeks.
- 18% of the children were referred back to school for further support.
- The average progress for children who were referred was 1 year's progress in reading and writing.

The table below shows the assessment scores for all children, detailing the scores on entry and exit to the Reading Recovery programme.

Assessment	Entry	Exit
Book level (Expected book level at the beginning of Year 1 is 6-8)	0.9	17.5
Letter ID (out of 54)	45	54
Concepts about print (out of 24)	12	21
Duncan Word test (out of 24)	9	23
Writing vocabulary	10	49
Hearing and Recording Sounds in Words (a sentence dictation task)	23	37
British Ability Scales Word Reading Age	4.10 years	6.10 years

Outcomes for children at KS1 National Assessments 2012

	Reading	Writing
Children who discontinued from Reading Recovery (teacher age related expectations)	92% L2+ (90% in 2011)	82.9 % L2+ (58% in 2011)
All completed programmes	83% L2 + (78% in 2011)	74% L2+ (52% in 2011)

These results are above the national picture and show an improvement from last year.

c. Secondary : Post 16 : School Meal Project

Raising the attainment of pupils entitled to Free School Meals (FSM) has been identified as a priority in Cheshire East. Between Oct 2011 and September 2012 the 14-25 Team managed a project was in operation which aimed to support this. 4 schools were identified for an invitation to participate. These were schools where the attainment of FSM pupils in 2011 (5+A*-C inc Eng and ma) was below the Cheshire East average FSM attainment and where the FSM cohort was more than 10%. These schools were Eaton Bank, Kings Grove, Macclesfield Academy (then Macclesfield High) and Sir William Stanier. Schools received support (officer time and finance) to develop strategies to support Y11 FSM pupils. MMU were also involved and agreed to develop and carry out the evaluations. With the exception of SWS all schools participated actively, attending meetings, sharing progress and ideas and reporting on pupil performance.

Three types of activities were developed.

1. Leadership and management based – staff training and awareness raising, subject leads being asked to report on the support and outcomes of FSM within their subject and use of tracking systems to record progress.
2. Student focussed – revision sessions out of school hours and off school site, residential, use of motivational speakers.
3. Parental and celebration activities – keeping parents involved and informed and celebrating the successes of the students.

Outcomes

The three schools which engaged fully in the programme showed an increase in the attainment of the FSM pupils. The average increase across all three schools was 4.9% which compares favourably with the 3.3% decrease across the whole of CE. The highest increase in one of the schools was 6.3%. Although this data is positive, it should be noted that this did not always correspond in a reduction of the gap or with an overall increase within the school. It does however suggest that attainment of a target group can be raised when planned and focussed interventions and support are put in place.

d. Vulnerable Groups : Supporting NEET in Crewe

Since Nov 2012 the 14-25 team have been co-ordinating a series of meetings of partners who have an interest in young people who are NEET in the areas around the St Barnabas ward in Crewe. (This was chosen as the focus as it had the highest percentage of 16-18 NEET).

Colleagues attending the meetings include elected members, representatives of providers, (colleges, Total People, Princes Trust) and those who work with the young people (Youth Service/Connexions, YOS, YMCA), employers (Bentley, Wulvern) and young people themselves.

In depth profiles (anonymous) were presented those present a good understanding of the group. This showed that most of the group were age 17 or 18 and had tried some college or training before being NEET. It also showed that the desired outcome for them was work, not training and that the preferred sectors were those offering outdoor or practical work, e.g construction, mechanics, horticulture.

As a result Bentley and Wulvern decided to offer new work places specifically targeted at this group in order to give them the experience and motivation they need to re-engage with training /employment. Wulvern worked with one of their contractors Burrows to take on 4 young people, initially for 6 months and provide basic construction training and experience. They have also redeveloped their apprentice recruitment programme and have taken on 8 apprentices in Sept with a plan to take on a further 4 each year. All local NEET young people, and Wulvern residents are invited to apply and are given additional support if employed. These are full time permanent posts.

Bentley are currently planning their programme which will be delivered in partnership with Reaseheath and will take 5 NEET young people on a pre-apprentice programme. This will include work experience and training and will end in time for applications to be made to the full Bentley apprentice scheme.

10. Key National Policy Changes : Impact on Cheshire East Schools & promoting new relationships with Schools.

Within the recently announced Cheshire East Three Year Plan, one of the key priority 'change projects' relates to responding to the changing educational and learning environment. The following section presents some of the fundamental areas which will need to be addressed in forging new meaningful relationships with schools within the ever changing educational landscape and within the resources available to the Council over the coming 3 years and beyond.

a. The Financial Context.

Since 2009 the Local Authority has worked closely with the Schools Forum to develop a school formula which is clear and transparent. This has resulted in further delegation of funding to schools. In 2010 the Coalition Government mainstreamed many existing grants resulting in £28.6 million going into schools budget. These grants were:

School Development Grant	School Development Grant
School Standards Grant	School Standards (Personalisation)
School Lunch Grant	1-2-1 Tuition
Extended Schools Sustainability	Ethnic Minorities
Extended Schools Subsidy	
Primary & Secondary National Strategy	Diploma Formula Grant

From April 2013, 94% of the available Dedicated Schools Grant (DSG) will be delegated directly to schools. The remaining 6% is used to support the Authority's support and intervention programme and its statutory functions in relation to Special Education Needs, Attendance, School organisation and admissions.

The schools system continues to change at a rapid pace. Academy conversions, single or multi-academy trusts, sponsored academies and the entrance of new providers all put pressure on budgets held centrally by the service and the Council's overall budget

Local authorities deliver a range of central education functions to maintained schools. On conversion to academy status the responsibility for a number of these functions transfers to the academy. Currently the Local Authority Central Spend Equivalent Grant (LACSEG) is paid to academies for these services instead of coming into the local authority. Prior to 2011/2012, local authority funding for these services (within formula grant) did not take account of any such adjustment for academies.

From 2013/14, Local Authority Central Spend Equivalent Grant (LACSEG) will be replaced in two ways. Schools Block LACSEG will cease to exist and local authority (LA) Block LACSEG will be replaced by a new grant for education services.

Following changes to school funding arrangements, Schools Block LACSEG for academies will be replaced by additional money in the school budget share. This is because local authorities will be required to delegate the maximum amount of the Dedicated Schools Grant straight to academies through revised local funding formulae. 2012/13 Schools Block LACSEG will be included when the EFA calculate Minimum Funding Guarantee (MFG) protections in 2013/14.

As more school convert to or the Secretary of State imposes academy status the available central resources will be reduced therefore making it much harder for the LA to maintain certain services.

Clearly the local authority role needs to change but that doesn't mean it shouldn't have one. A priority action for the Authority is to define its role in the developing schools sector.

DSG Budgets (2010-11 to 2012-13)

	DSG Grants	Centrally Retained (C&F)	Individual Schools Budget	Academy Recoupment	New Delegation to schools	Central DSG Balances at YE	Schools Balances at YE
	£m	£m	£m	£m	£m	£m	£m
2010-11	200.64	23.55	177.09	0.00	0.00	0.54	9.97
2011-12	231.30	18.03	187.07	26.20	6.01	-1.49	14.96
2012-13	231.82	17.05	178.60	36.17		n/a	n/a

b. Statements of Special Educational Need and Disability (SEND)

See Page 4 for profile

c. Providing School Improvement functions to Schools.

The recently published national report on School Ofsted Inspections shows that 82% of pupils are attending a good or outstanding school in Cheshire East. This places Cheshire East 20th against all Authorities. This figure relates to Inspections across several different inspection frameworks.

In addition, when considering Inspections since January 2012 when there were significant changes to the inspection framework (and a raising of the bar in terms overall judgements), 83% of primary Inspections have been good or outstanding.

The principles by which the Authority undertakes its School Improvement functions are based upon an annual 'review of need' of all schools which results in a detailed spreadsheet of factors from which Levels of Support & Interventions (LOSI) are agreed with each school. Based upon this process, schools are placed in one of three categories – Universal, Targeted and Intensive.

For 2011-12, the breakdown of schools are; 101 schools are universal, 28 schools are targeted and 11 schools are Intensive (8 of which are primary, 2 secondary and one special school) – See Pages 29-30 for more detailed summary.

A key aspect of this function centres around the work of the Monitoring & Intervention Team (consisting of 4 Authority Officers) which brokers/commissions work across targeted and intensive schools using a range of external 'Consultants' many of whom are highly experienced Ofsted Inspectors. A large proportion of the work of this team is undertaken through the 'Improving Outcomes Programme' (IOP) which is our version of the statutory intervention powers process involving Schools Causing Concern. As of November, there are 10 schools within this programme which involves highly structured monitoring arrangements involving Headteachers/SLT and Governors. Of the 10 schools, (7 Primary, 2 Secondary and one Special), 7 of these schools are included within the programme due to being currently within an Ofsted category with 3 included based upon our own intelligence and monitoring – Calveley, Audlem and The Wyche.

The Local Authority has used its more decisive intervention powers in one primary school where an Interim Executive Board (IEB) was appointed to replace the Governing Body. The IEB will finish its 15 month leadership role at the end of December 2012 with costs associated with the establishment and management of the IEB in excess of £40,000. One further school was issued with a verbal warning via the Governing Body but subsequent decisions did not require us to move to more formal interventions.

An increasing area for supporting School Improvement is through our developing relationship with Teaching Schools and the 'leadership' role of the National College (NCSL). Cheshire East currently has 3 Teaching School Alliances :

Fallibroome TS Alliance 15 Schools HE Partner : MMU and University of Manchester

Chimney House TS Federation 24 Schools HE Partner : Edge Hill University.

Crewe Partnership Alliance 20 Schools HE Partner : MMU.

We also work closely with Belgrave St Bartholomew Academy, Stoke (Britannia TS Alliance) in terms of NLE/SLE deployment.

The profile for Cheshire East currently shows :

3 National Leaders in Education – 2 Secondary, 1 Primary

21 Local Leaders in Education – 3 Secondary, 18 Primaries

24 Specialist Leaders in Education – various specialisms.

The Authority has successfully promoted with our leaders the 'NLE, LLE and SLE' programmes (National, Local and Specialist Leaders in Education) and the work of these internal as well as external experts has proved extremely effective especially within schools in Ofsted categories.

As an example of a structured programme in this area :

11 LLEs are currently deployed in 14 'Satisfactory' Schools who have been identified as 'at risk' in terms of potentially not achieving a Good judgement at their next Ofsted. Funding from the Authority and National College is being utilised for this programme (around £24,000). The Authority has recently been successful in securing an additional £30,000 funding direct from the National College to support 4 primary schools through NLE deployment.

In terms of rates of School Improvement relating to the performance of our Academies v maintained schools at KS4, the analysis of 2011-12 results for 5*A*-C including English & maths are shown below:

15 out of 21 schools had a drop in performance between 2011 and 2012 (6 academies, 9 maintained)

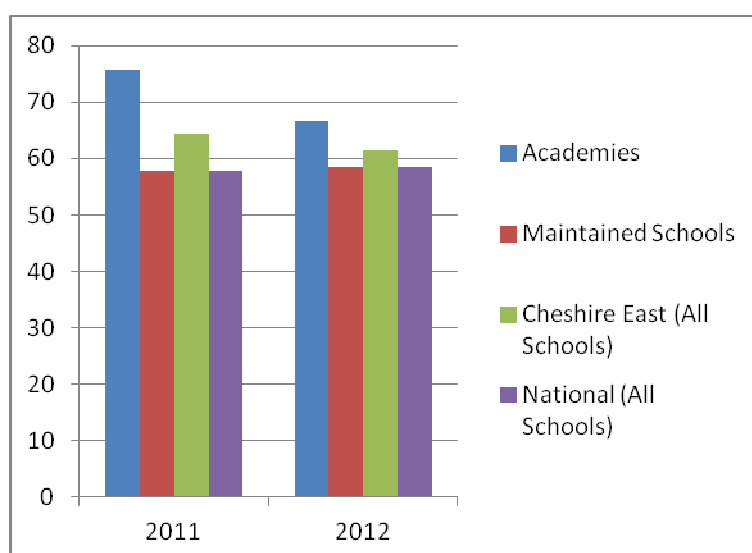
75% of academies had a decrease, 69% of maintained schools had a decrease.

2 stayed the same (both maintained)

4 had an increase (2 academies, 2 maintained)

25% of academies had an increase, 15% of maintained schools had an increase.

	5+ A* to C inc English and Maths GCSE	
	2011	2012
National	57.9	58.4
Cheshire East	64.4	61.4
2010/11 Convertors	75.7	68.6
2011/12 Convertors		64.6
Total Academies	75.7	66.7
Maintained Schools	57.7	58.4



d. Traded Services to Schools (CHESSE) 2011-12

The following information summarises requested services from Schools for Authority Services for this year. This level of trading does not include Schools catering.

Current total cost of buyback services : £4,987,481.

Previous FULL YEAR Totals : 2010-11 £5,619,275

2011-12 £5,065,212

High level update from Schools / Academies :

Copyright Licensing	145 Schools	£ 59,000
Schools H&S – standard service	145 Schools	£ 87,000
Occupational Health	140 schools	£ 137,000
Schools Office Service	140 schools	£ 223,000
MIS Broadband Internet	138 schools	£ 655,000
HR Consultancy	137 schools	£ 334,000
Payroll service	134 schools	£ 262,000
Educational Visits	129 schools	£ 40,000

There are 31 service where there are 10 or less schools/academies which purchases services (estimated income £360,000)

In terms of direct School Improvement services, there is really only Governor services which will have a specific focus on this area.

e. Governor Support

Based upon current CHES information, Schools and Academies purchase £253,345 of Governor Services including Clerking, membership of The Key as well as support & training. This equates to 284 schools within the LA – clearly some schools multi-purchase several Governor Services.

The Governance & Liaison service is very largely dependent on buy back of its services for clerking and support and development from schools and academies, although it also provides significant input to LA / School communications, particularly the weekly Bulletin and termly Director's Report, and organises termly Forums open to all governors, periodic direct emails to all Chairs, and an open access website. This has helped ensure governors in Cheshire East have a high level of awareness of good practice and national expectations and developments. Purchase of clerking support is 85%, and there is also spot purchase of services for a range of complaints and staffing hearings and Headteacher and Deputy Head recruitment. The importance to effective governance of a trained and independent (from the individual school and academy) clerk is widely recognised by HMCI, Ofsted and the DfE.

The main service development focus over the last 18 months has been on governor support, including training, with CE the lead LA delivering a 5 Authority shared service known as " The Governors' Learning Partnership" or GLP) , and the delivery of a substantially enhanced package, including high quality external components, which overall provides a very wide range of governance related advice, support and training, flexibly offered including web based and face to face sessions and individual and cluster training. This frequently includes targeted commissioned support in Cheshire East and other GLP LAs for schools in, or at risk of being in, Ofsted categories. Cheshire East (CE) buy back is 83%, with levels in the other partnership LAs at or above this level.

The Service also supports governor recruitment and retention, not only in terms of statutory function, but more widely, especially in schools causing concern, or where governance is in itself a cause for concern, utilising local knowledge and networks, including SGOS, and undertakes governor body assessments, also supporting and promoting consideration of reconstitution, and developing alternative models of governance. The shared service offer is a source of significant additional income for the LA.

More recently in the Summer term 2012, the National College for School Leadership invited Cheshire East to lead the North of England pilot of their new leadership development programme for Chairs and aspiring Chairs of Governors, and our bid for a four year licence to deliver was successful. Delivery, supported by a very extensive partnership of NW LAS, Diocesan Bodies, Teaching schools and the University of Chester, began in November 2012. This programme should support improved governing body leadership, and is also a source of additional income for the Council.

In addition to the above, service managers also are in regular contact with the NCSL to promote the recruitment and deployment of NLGs in Cheshire East, other LTP LAs, and across the NW.

f. The raising of the Participation Age (RPA)

One of the significant national changes which the Local Authority is responding to relates to the changes to the age for 'compulsory' education.

From summer 2013, young people will be required to continue in education or training until the end of the academic year in which they turn 17. From 2015, they will be required to continue until their

18th birthday. This means that if a pupil is in Year 11 in September 2012, they will have to continue in education or training until at least the end of the school year in which they turn 17. It also means that pupils currently in Year 10 or below, will have to continue until at least their 18th birthday.

RPA is not about raising the school leaving age. Young people will have a range of options for how they can participate, which could be through:

- Full-time education, such as school or college;
- An Apprenticeship
- Part-time education or training if they are employed, self-employed or volunteering for 20 hours or more a week
- Home education

When RPA comes into effect, the local authority will have a new duty to promote participation and to make arrangements to identify young people who are not participating. This new duty complements the local authority's existing duty to encourage, enable and assist young people to participate.

The Local Authority is expected to champion the education and training needs of young people in their area by:

- influencing and shaping the provision on offer and helping to develop and improve the education and training market;
- promoting any necessary structural change in the local education and training system;
- supporting the improvement of the quality of the education and training of young people aged 16-19;
- supporting employer needs, economic growth and community development working with Local Enterprise Partnerships (LEPs) as appropriate; and
- supporting the development of provider and stakeholder networks that help to deliver the RPA targets.

Local authorities are also expected to co-operate with each other to ensure that learners' needs are met across travel to learn areas.

The current position in Cheshire East

Data recently published by DfE (relating to June 2012) for Cheshire East shows the following position with regard to the participation of 16 and 17 year olds.

92.7% of 16 year olds are recorded as participating in education and training. This is above the figure for the North West of 90.3% and above the figure for England of 90.2% but below the planning trajectory set by the YPLA of 98%. In terms of statistical neighbours, Cheshire East is positioned 5th.

85.8% of 17 year olds are recorded as participating in education and training. Again, this is above the figure for the North West of 84.2% and above the figure for England of 83.5% but below the planning trajectory set by the YPLA of 92%. In terms of statistical neighbours, Cheshire East is positioned 7th.

Those young people who are currently not participating are classified as NEET. As at July 2012, the number of young people who are NEET and the adjusted NEET figures (which includes a proportion of young people whose circumstances are not known) are:

16 year olds	136 young people (148)
17 year olds	160 young people (196)
18 year olds	218 young people (273)
Total	514 young people (616)

(It should be noted that these figures are by academic age i.e. years 12, 13 and 14 and hence some young people will be of actual age 19)

Not all of these young people will be available for education or training for a variety of reason such as pregnancy, teenage parents, young carers etc.

6.1% of the years 12-14 cohort were recorded as not known as at June 2012 which is a higher than usual figure and work is being done to reduce this.

How does Cheshire East improve its RPA figure?

This question is really the same as how do we reduce NEETs in Cheshire East? As such, it is not a new question/issue. Although there are young people who are NEET in all wards within Cheshire East, there are 13 wards where NEET figures have remained historically high.

Reducing NEETs remains a key priority for the 14-25 Learning and Achievement Executive. From the recent strategic analysis it is clear that there is a great deal of education and training provision available to young people who are NEET, but, despite the efforts of post-16 providers, this is not being taken up. Anecdotal evidence suggests that young people need more mentoring and support before they are ready to take up participation opportunities. Feedback from NEET young people also suggests that a significant number regard employment with/without training as their preferred option. However, large employers within Cheshire East have been unable to fill apprenticeship vacancies, citing the lack of work readiness skills of young people, as a major barrier. Additionally, local work-based training providers are currently struggling to fill apprenticeship vacancies owing to the same issue. Work readiness of young people is a key issue for Cheshire East.

g. The use of the Pupil Premium funding

The Pupil Premium was first introduced into Schools in April 2011. In 2012–13 Cheshire East schools were allocated a total of £4.01 million funding for children from low-income families who were eligible for free school meals, looked after children and those from families with parents in the Armed Forces. From April 2012 the Pupil Premium was extended to include children who had been eligible for free school meals at any point in the last six years.

OfSTED undertook a survey that was based on the views of school leaders gathered from additional survey questions during routine inspections. Most school leaders said that the introduction of the Pupil Premium had had some impact on the way that they did things. However, school leaders in only one in 10 schools said that it had ‘significantly’ changed the way they worked – all of whom were in more deprived areas. Very few schools said that it had had any impact on their approach to admissions or exclusions. Around half of the schools that responded to the additional inspection questions thought that it was having a positive impact on raising pupils’ achievement, but relatively few could as yet provide evidence to substantiate this.

Often schools did not disaggregate the Pupil Premium from their main budget, and said that they were using the funding to maintain or enhance existing provision rather than to put in place new activity. This was especially the case when schools were receiving smaller amounts: for many schools the Pupil Premium represents only a relatively small proportion of their overall budget. While appreciating its flexibility, school leaders often said they felt the Pupil Premium funding was not ‘additional’ money. Commonly, they felt it had replaced other funding streams that had been withdrawn.

The most common use of the Pupil Premium funding was to pay for teaching assistants. Over two fifths of school leaders said they used the Pupil Premium to fund existing or new teaching assistants. Proportionally this was higher in primary schools.

Just over one quarter had used the Pupil Premium at least in part to fund existing or new teachers. Commonly these teachers were involved in delivering focused support in English and/or mathematics. To a much lesser degree schools had used the Pupil Premium to fund posts that were focused on supporting pupils’ personal development and well-being, including parent support workers, behaviour support workers and counsellors. A third of schools had used Pupil Premium funding to subsidise or pay for educational trips and residential visits. Around one in six had used the funding to subsidise or pay for uniform and equipment. Just over two fifths of the secondary school leaders who responded to the telephone interviews said that they were involved in the Pupil Premium summer school programme, but primary schools had little awareness of it.

Recommendations

- School leaders, including governing bodies, should ensure that Pupil Premium funding is not simply absorbed into mainstream budgets, but instead is carefully targeted at the designated children. They should be able to identify clearly how the money is being spent.
- School leaders, including governing bodies, should evaluate their Pupil Premium spending, avoid spending it on activities that have little impact on achievement for their disadvantaged pupils, and spend it in ways known to be most effective.
- If schools do not target Pupil Premium money effectively, then government should consider ring fencing, payment linked to outcomes, or other mechanisms to improve its use.

Within Cheshire East, actions on the monitoring of the effective use of the pupil premium will be directed through the Monitoring and Intervention team especially in terms of direct work in our targeted and Intensive schools. In addition, Governance teams will utilise training and briefing sessions to emphasise that all Governing Bodies must hold leadership teams to account for appropriate use of this key funding stream.

Appendix 1 - Latest Ofsted Inspection Outcomes (reports published as at February 2013)
Nursery and Primary School Inspections

Date of most recent Ofsted full inspection	School	Grade
Feb-12	Acton Church of England Primary School	Outstanding
Oct-11	Adlington Primary School	Outstanding
Jun-09	Alderley Edge Community Primary School	Good
Oct-08	Alsager Highfields Community Primary School	Outstanding
Dec-09	Ash Grove Primary School and Nursery	Satisfactory
Jun-09	Ashdene Primary School	Good
Jul-11	Astbury St Mary's Church of England Primary School	Satisfactory
Sep-12	Audlem St James' CE Primary School	Satisfactory
Dec-09	Beechwood School	Satisfactory
Nov-09	Bexton Primary School	Good
Nov-07	Bickerton Holy Trinity CE Primary School	Good
Sep-11	Black Firs Primary School	Satisfactory
Jan-12	Bollinbrook Church of England Primary School	Satisfactory
Jul-12	Bollington Cross Church of England Primary School	Good
Dec-12	Bollington St John's Church of England Primary School	Good
Sep-11	Bosley St Mary's Church of England Primary School	Good
Nov-12	Brereton Church of England Primary School	Good
Mar-12	Bridgemere Church of England Primary School	Satisfactory
Jan-13	Brierley Primary School	Good
Mar-12	Broken Cross Community School	Good
Jul-07	Buglawton Primary School	Outstanding
Nov-11	Bunbury Aldersey Church of England Primary School	Outstanding
Dec-12	Calveley School	Satisfactory
Mar-12	Chelford Church of England Primary School	Good
Jun-11	Christ the King	Good
Mar-10	Cledford Primary School	Satisfactory
Nov-11	Cranberry Primary School	Inadequate
Jan-12	Daven Primary School	Inadequate
Mar-09	Dean Oaks Primary School	Good
Oct-12	Dean Valley Community Primary School	Good
Nov-11	Disley Primary School	Good
Jan-11	Edleston Primary School	Good
May-12	Egerton Primary School	Good
Jul-09	Elworth Church of England Primary School	Good
Dec-12	Elworth Hall Primary School	Satisfactory
Dec-08	Excalibur Primary School	Outstanding
Jan-11	Gainsborough Primary and Nursery School	Good
Jan-12	Gawsworth Primary School	Good
Nov-07	Goostrey Community Primary School	Outstanding
Oct-12	Gorsey Bank Primary School	Good
Feb-13	Haslington Primary School	Good
Mar-07	Havannah Primary School	Outstanding
Feb-09	Hermitage Primary School	Outstanding
Jul-09	High Legh Primary School	Good

Date of most recent Ofsted full inspection	School	Grade
Nov-11	Highfields Community Primary School	Outstanding
Feb-12	Hollinhey Primary School	Good
Mar-10	Holmes Chapel Primary School	Good
Apr-12	Hungerford Primary School	Good
Jun-09	Hurdsfield Community Primary School	Good
Jan-09	Ivy Bank Primary School	Good
Oct-08	Kettleshulme St James' Church of England Primary School	Good
Mar-09	Lacey Green Primary School	Outstanding
May-11	Leighton Primary School	Outstanding
Jan-11	Lindow Community Primary School	Good
Jan-13	Little Bollington Church of England Primary School	Good
Sep-09	Lostock Hall Primary School	Outstanding
Mar-08	Lower Park School	Outstanding
Feb-12	Mablins Lane Community Primary School	Inadequate
Jun-10	Manor Park School and Nursery	Good
Jan-10	Marlfields Primary School	Good
Oct-11	Marton & District Church of England Primary School	Good
Sep-11	Middlewich Primary School	Good
Jun-12	Millfields Primary School and Nursery	Good
Jun-12	Mobberley Church of England Primary School	Outstanding
Feb-11	Monks Coppenhall Primary & Nursery School	Outstanding
Mar-10	Mossley Church of England Primary School	Good
Nov-11	Mottram St Andrew Primary School	Outstanding
Mar-12	Nether Alderley Primary School	Good
Mar-12	Oakefield Primary and Nursery School	Satisfactory
Mar-11	Offley Primary School	Good
Jun-12	Parkroyal Community School	Good
Apr-09	Pear Tree Primary School	Good
May-10	Pebble Brook Primary School	Good
Jan-12	Peover Superior Endowed (Controlled) Primary School	Good
Jun-12	Pikemere School	Good
Jan-11	Pott Shrigley Church School	Outstanding
Jun-07	Prestbury Church of England Primary School	Outstanding
Feb-10	Puss Bank School	Good
Oct-11	Rainow Primary School	Good
May-07	Rode Heath Primary School	Outstanding
Nov-09	Sandbach Community Primary School	Satisfactory
Oct-12	Scholar Green Primary School	Good
Jun-08	Shavington Primary School	Outstanding
Dec-07	Smallwood Church of England Primary School	Outstanding
Nov-10	Sound and District Primary School	Good
Nov-08	St Alban's Catholic Primary School	Good
Apr-09	St Anne's Catholic Primary School	Outstanding
Nov-12	St Anne's Fulshaw Church of England School	Good
Oct-11	St Benedict's Catholic Primary School	Good
Mar-12	St Gabriel's Catholic Primary School	Outstanding
May-12	St Gregory's Catholic Primary School	Good

Date of most recent Ofsted full inspection	School	Grade
Feb-09	St John the Evangelist Church of England Primary School, Macclesfield	Good
Jun-11	St John's C of E Primary School, Sandbach Heath	Good
Jun-09	St Mary's Catholic Primary School (Congleton)	Good
Jun-11	St Mary's Catholic Primary School (Crewe)	Good
Sep-11	St Mary's Catholic Primary School (Middlewich)	Satisfactory
Sep-09	St Oswald's Worleston Church of England Primary School	Good
Mar-10	St Paul's Catholic Primary School	Outstanding
Jul-08	St Vincent de Paul Catholic Primary School	Outstanding
Jun-09	Stapeley Broad Lane Church of England Primary School	Good
Jun-12	Styal Primary School	Good
Dec-12	The Berkeley Primary School, Wistaston	Good
Mar-12	The Dingle Primary School	Good
Sep-12	The Marlborough Primary School	Good
Dec-09	The Quinta Primary School	Good
Jul-12	Underwood West Primary School	Good
Jun-09	Upton Priory School	Outstanding
May-12	Vernon Primary School	Outstanding
Nov-12	Vine Tree Primary School	Good
Jun-10	Warmingham Church of England Primary School	Good
Dec-08	Weaver Primary School	Good
May-09	Weston Village Primary School	Good
Jun-11	Wheelock Primary School	Outstanding
Mar-11	Whirley Primary School	Good
Oct-08	Willaston Primary School	Good
Jun-12	Wilmslow Grange Community Primary & Nursery School	Good
Sep-06	Windle Church of England Primary School	Outstanding
Nov-12	Wistaston Church Lane Primary School	Outstanding
Jul-11	Wistaston Green Primary and Nursery School	Good
Nov-10	Woodcock's Well Church of England Primary School	Good
Jun-09	Worth Primary School	Outstanding
Jan-12	Wrenbury Primary School	Good
May-12	Wybunbury Delves Church of England Primary School	Good
Jan-13	Wyche Primary School	Satisfactory

Percentage of Primary Schools in each Grade

Grade	%
Outstanding	26%
Good	61%
Satisfactory/Requires Improvement	11%
Inadequate	2%

Secondary School Inspections

Date of most recent Ofsted full inspection	School	Grade
Apr-11	All Hallows Catholic High School	Outstanding
Feb-13	Alsager School	Good
Sep-08	Brine Leas High School	Outstanding
Jan-10	Congleton High School	Good
Apr-10	Eaton Bank School	Good
Nov-06	The Fallibroome Academy	Outstanding
Oct-07	Holmes Chapel Comprehensive School	Outstanding
Mar-12	Kings Grove School	Inadequate
Nov-11	Knutsford High School	Good
Sep-11	Malbank School and Sixth Form College	Good
Oct-09	Middlewich High School	Good
May-08	Poynton High School and Performing Arts College	Outstanding
Feb-11	Ruskin Sports and Languages College - a Community High School	Satisfactory
Sep-08	Sandbach High School and Sixth Form College	Outstanding
Jan-13	Sandbach School	Satisfactory
Nov-12	Shavington High School	Satisfactory
Jan-12	Sir William Stanier Community School	Inadequate
Apr-12	St Thomas More Catholic High School	Good
Nov-11	Tytherington High School	Good
Apr-11	The Macclesfield Academy	Satisfactory
Apr-11	Wilmslow High School	Outstanding

Percentage of Secondary Schools in each Grade

Grade	%
Outstanding	33%
Good	38%
Satisfactory/Requires Improvement	19%
Inadequate	10%

Special School Inspections

Date of most recent Ofsted full inspection	School	Grade
Feb-11	Adelaide	Outstanding
Nov-09	Park Lane	Outstanding
Oct-08	Springfield	Outstanding
Oct-12	St John's Wood	Special Measures

Percentage of Special Schools in each Grade

Grade	%
Outstanding	75%
Special Measures	25%

Appendix 2 – EYFSP School Level Results 2011 and 2012

Percentage of pupils achieving a good level of development at the end of the EYFSP

School	2011	2012
Acton Church of England Primary School	68%	95%
Adlington Primary School	63%	87%
Alderley Edge Community Primary School	31%	77%
Alsager Highfields Community Primary School	85%	89%
Ash Grove Primary School and Nursery	54%	92%
Ashdene Primary School	97%	98%
Astbury St Mary's Church of England Primary School	76%	94%
Audlem St James' CE Primary School	41%	84%
Beechwood School	43%	56%
Bexton Primary School	88%	90%
Bickerton Holy Trinity CE Primary School	69%	75%
Black Firs Primary School	58%	74%
Bollinbrook Church of England Primary School	37%	78%
Bollington Cross Church of England Primary School	64%	74%
Bollington St John's Church of England Primary School	85%	69%
Bosley St Mary's Church of England Primary School	50%	0%
Brereton Church of England Primary School	52%	75%
Bridgemere Church of England Primary School	88%	100%
Brierley Primary School	68%	77%
Broken Cross Community School	33%	80%
Buglawton Primary School	24%	60%
Bunbury Aldersey Church of England Primary School	73%	77%
Calveley School	100%	100%
Chelford Church of England Primary School	100%	100%
Christ the King Catholic and C of E Primary School	53%	87%
Cledford Primary School	64%	73%
Cranberry Primary School	70%	73%
Daven Primary School	57%	50%
Dean Oaks Primary School	66%	76%
Dean Valley Community Primary School	77%	97%
Disley Primary School	100%	100%
Edleston Primary School	60%	53%
Egerton Primary School	61%	66%
Elworth Church of England Primary School	78%	62%
Elworth Hall Primary School	70%	58%
Excalibur Primary School	48%	87%
Gainsborough Primary and Nursery School	45%	37%
Gawsworth Primary School	62%	81%
Goostrey Community Primary School	87%	82%
Gorsey Bank Primary School	97%	92%
Haslington Primary School	47%	77%
Havannah Primary School	78%	64%
Hermitage Primary School	74%	78%
High Legh Primary School	60%	68%
Highfields Community Primary School	80%	80%
Hollinhey Primary School	67%	50%

Holmes Chapel Primary School	67%	90%
Hungerford Primary School	75%	73%
Hurdsfield Community Primary School	29%	77%
Ivy Bank Primary School	52%	85%
Kettleshulme St James' Church of England Primary School	80%	100%
Lacey Green Primary School	62%	59%
Leighton Primary School	72%	83%
Lindow Community Primary School	81%	77%
Little Bollington Church of England Primary School	50%	77%
Lostock Hall Primary School	94%	69%
Lower Park School	83%	85%
Mablins Lane Community Primary School	28%	55%
Manor Park School and Nursery	40%	57%
Marlfields Primary School	53%	71%
Marton & District Church of England Primary School	77%	93%
Middlewich Primary School	60%	70%
Millfields Primary School and Nursery	75%	97%
Mobberley Church of England Primary School	96%	95%
Monks Coppenhall Primary & Nursery School	35%	37%
Mossley Church of England Primary School	80%	89%
Mottram St Andrew Primary School	95%	88%
Nether Alderley Primary School	68%	80%
Oakefield Primary and Nursery School	53%	49%
Offley Primary School	80%	82%
Park Lane School	0%	0%
Parkroyal Community School	72%	55%
Pear Tree Primary School	66%	24%
Pebble Brook Primary School	63%	56%
Peover Superior Endowed (Controlled) Primary School	100%	100%
Pikemere School	90%	90%
Pott Shrigley Church School	80%	67%
Prestbury Church of England Primary School	90%	89%
Puss Bank School	67%	91%
Rainow Primary School	63%	74%
Rode Heath Primary School	64%	73%
Sandbach Community Primary School	57%	73%
Scholar Green Primary School	68%	75%
Shavington Primary School	87%	93%
Smallwood Church of England Primary School	39%	89%
Sound and District Primary School	77%	85%
Springfield Special School	0%	0%
St Alban's Catholic Primary School	63%	96%
St Anne's Catholic Primary School	77%	70%
St Anne's Fulshaw Church of England School	52%	73%
St Benedict's Catholic Primary School	93%	92%
St Gabriel's Catholic Primary School	97%	97%
St Gregory's Catholic Primary School	62%	63%
St John the Evangelist C of E Primary School, Macclesfield	92%	82%
St John's C of E Primary School	65%	59%
St Mary's Catholic Primary School (Congleton)	85%	59%

St Mary's Catholic Primary School (Crewe)	56%	68%
St Mary's Catholic Primary School (Middlewich)	82%	71%
St Oswald's Worleston Church of England Primary School	57%	40%
St Paul's Catholic Primary School	83%	73%
St Vincent de Paul Catholic Primary School	77%	69%
Stapeley Broad Lane Church of England Primary School	63%	100%
Styal Primary School	73%	60%
The Berkeley Primary School, Wistaston	73%	91%
The Dingle Primary School	82%	90%
The Marlborough Primary School	84%	88%
The Quinta Primary School	52%	74%
Underwood West Primary School	51%	53%
Upton Priory School	56%	67%
Vernon Primary School	89%	95%
Vine Tree Primary School	67%	77%
Warmingham Church of England Primary School	82%	91%
Weaver Primary School	93%	86%
Weston Village Primary School	49%	79%
Wheelock Primary School	77%	86%
Whirley Primary School	72%	90%
Willaston Primary School	67%	79%
Wilmslow Grange Community Primary & Nursery School	80%	61%
Windle Church of England Primary School	83%	88%
Wistaston Church Lane Primary School	93%	88%
Wistaston Green Primary and Nursery School	41%	62%
Woodcock's Well Church of England Primary School	71%	58%
Worth Primary School	50%	66%
Wrenbury Primary School	76%	62%
Wybunbury Delves Church of England Primary School	67%	69%
Wyche Primary School	31%	59%

Appendix 3 – Key Stage 2 School Results Final 2011 and Revised 2012

Percentage of pupils achieving English and Mathematics at Level 4 and above, English at least two levels progress and Mathematics at least two level progress

School Name	English and Maths L4 and above		English 2+ Levels Progress		Maths 2+ Levels Progress	
	2011	2012	2011	2012	2011	2012
Acton Church of England Primary School	84%	100%	95%	100%	100%	94%
Adlington Primary School	93%	100%	100%	100%	93%	100%
Alderley Edge Community Primary School	94%	87%	100%	93%	100%	87%
Alsager Highfields Community Primary School	90%	97%	94%	95%	96%	97%
Ash Grove Primary School and Nursery	87%	90%	93%	100%	100%	100%
Ashdene Primary School	95%	100%	88%	95%	95%	97%
Astbury St Mary's Church of England Primary School	95%	64%	95%	91%	86%	73%
Audlem St James' CE Primary School	60%	96%	80%	96%	94%	96%
Beechwood School	73%	68%	94%	93%	94%	80%
Bexton Primary School	85%	93%	96%	97%	95%	90%
Bickerton Holy Trinity CE Primary School	75%	95%	89%	100%	89%	100%
Black Firs Primary School	100%	87%	100%	97%	100%	92%
Bollinbrook Church of England Primary School	67%	83%	71%	96%	79%	85%
Bollington Cross Church of England Primary School	58%	100%	45%	100%	64%	91%
Bollington St John's Church of England Primary School	57%	75%	86%	88%	71%	63%
Bosley St Mary's Church of England Primary School	33%	89%	100%	100%	33%	88%
Brereton Church of England Primary School	95%	93%	100%	93%	95%	87%
Bridgemere Church of England Primary School	64%	77%	60%	83%	70%	92%
Brierley Primary School	100%	83%	100%	100%	100%	100%
Broken Cross Community School	64%	45%	92%	100%	92%	60%
Buglawton Primary School	91%	96%	95%	100%	95%	100%
Bunbury Aldersey Church of England Primary School	81%	97%	84%	100%	81%	100%
Calveley School	43%	85%	57%	100%	43%	92%
Chelford Church of England Primary School	67%	100%	67%	100%	67%	100%
Christ the King Catholic and Church of England Primary School	78%	73%	88%	84%	80%	88%
Cledford Primary School	74%	78%	80%	70%	77%	80%
Cranberry Primary School	65%	71%	74%	90%	69%	75%
Daven Primary School	73%	90%	88%	85%	79%	90%
Dean Oaks Primary School	67%	82%	59%	82%	71%	86%
Dean Valley Community Primary School	69%	100%	81%	100%	75%	96%
Disley Primary School	81%	92%	94%	100%	87%	100%
Edleston Primary School	74%	92%	81%	100%	75%	100%
Egerton Primary School	83%	93%	97%	92%	90%	100%
Elworth Church of England Primary School	95%	90%	91%	100%	100%	95%
Elworth Hall Primary School	88%	93%	74%	86%	91%	100%
Excalibur Primary School	81%	91%	88%	94%	97%	97%
Gainsborough Primary and Nursery School	68%	71%	82%	88%	80%	76%
Gawsworth Primary School	77%	85%	88%	100%	73%	85%
Goostrey Community Primary School	91%	97%	97%	97%	100%	97%
Gorsey Bank Primary School	91%	89%	96%	94%	95%	93%
Haslington Primary School	100%	85%	100%	88%	100%	90%
Havannah Primary School	81%	94%	95%	100%	90%	100%
Hermitage Primary School	90%	76%	97%	90%	97%	95%
High Legh Primary School	67%	81%	78%	88%	87%	81%
Highfields Community Primary School	87%	79%	87%	74%	90%	81%

	English and Maths L4 and above		English 2+ Levels Progress		Maths 2+ Levels Progress	
School Name	2011	2012	2011	2012	2011	2012
Hollinhey Primary School	83%	77%	83%	83%	87%	75%
Holmes Chapel Primary School	77%	93%	73%	98%	81%	89%
Hungerford Primary School	65%	77%	78%	94%	75%	81%
Hurdsfield Community Primary School	88%	71%	100%	86%	100%	100%
Ivy Bank Primary School	78%	71%	91%	81%	88%	81%
Kettleshulme St James' Church of England Primary School	83%	100%	100%	89%	91%	100%
Lacey Green Primary Academy	93%	95%	100%	100%	100%	95%
Leighton Primary School	93%	94%	93%	100%	94%	100%
Lindow Community Primary School	73%	60%	93%	85%	73%	92%
Little Bollington Church of England Primary School	82%	67%	82%	86%	91%	86%
Lostock Hall Primary School	87%	100%	77%	100%	87%	100%
Lower Park School	93%	98%	98%	100%	95%	98%
Mablins Lane Community Primary School	70%	75%	90%	90%	75%	76%
Manor Park School and Nursery	45%	93%	70%	93%	60%	96%
Marlfields Primary School	58%	68%	80%	88%	77%	80%
Marton & District Church of England Primary School	83%	96%	92%	91%	88%	100%
Middlewich Primary School	80%	87%	96%	100%	86%	98%
Millfields Primary School and Nursery	81%	75%	93%	100%	93%	96%
Mobberley Church of England Primary School	71%	69%	65%	100%	94%	69%
Monks Coppenhall Primary & Nursery School	81%	73%	91%	100%	98%	97%
Mossley Church of England Primary School	81%	82%	85%	91%	80%	88%
Mottram St Andrew Primary Academy	75%	92%	82%	86%	86%	96%
Nether Alderley Primary School	81%	86%	67%	100%	80%	100%
Oakefield Primary and Nursery School	60%	61%	88%	75%	77%	64%
Offley Primary School	89%	92%	95%	94%	89%	94%
Parkroyal Community School	75%	79%	75%	85%	73%	73%
Pear Tree Primary School	97%	94%	90%	97%	100%	97%
Pebble Brook Primary School	62%	88%	66%	83%	57%	89%
Peover Superior Endowed (Controlled) Primary School	89%	56%	56%	86%	100%	71%
Pikemere School	78%	77%	56%	86%	84%	79%
Pott Shrigley Church School	71%	SUPP*	57%	SUPP*	71%	SUPP*
Prestbury Church of England Primary School	86%	96%	93%	100%	83%	95%
Puss Bank School	74%	81%	93%	100%	86%	89%
Rainow Primary School	76%	95%	94%	100%	82%	100%
Rode Heath Primary School	95%	91%	91%	71%	86%	97%
Sandbach Community Primary School	63%	73%	100%	100%	89%	100%
Scholar Green Primary School	92%	76%	85%	81%	84%	88%
Shavington Primary School	80%	89%	88%	94%	88%	91%
Smallwood Church of England Primary School	92%	94%	100%	94%	96%	100%
Sound and District Primary School	94%	88%	82%	94%	94%	94%
St Alban's Catholic Primary School	85%	85%	100%	85%	84%	87%
St Anne's Catholic Primary School	90%	96%	100%	96%	96%	96%
St Anne's Fulshaw Church of England School	82%	75%	75%	85%	81%	77%
St Benedict's Catholic Primary School	84%	100%	76%	100%	80%	100%
St Gabriel's Catholic Primary School	93%	94%	97%	97%	93%	94%
St Gregory's Catholic Primary School	94%	87%	89%	93%	89%	100%
St John the Evangelist Church of England Primary School, Macclesfield	90%	95%	95%	95%	95%	100%
St John's C of E Primary School, Sandbach Heath	77%	86%	75%	90%	62%	90%

School Name	English and Maths L4 and above		English 2+ Levels Progress		Maths 2+ Levels Progress	
	2011	2012	2011	2012	2011	2012
St Mary's Catholic Primary School (Congleton)	89%	89%	100%	63%	100%	100%
St Mary's Catholic Primary School (Crewe)	78%	80%	87%	95%	92%	94%
St Mary's Catholic Primary School (Middlewich)	84%	89%	97%	93%	91%	100%
St Oswald's Worleston Church of England Primary School	100%	78%	100%	63%	100%	75%
St Paul's Catholic Primary School	85%	88%	89%	100%	85%	100%
St Vincent de Paul Catholic Primary School	91%	90%	84%	86%	88%	93%
Stapeley Broad Lane Church of England Primary School	77%	88%	72%	91%	85%	87%
Styal Primary School	93%	53%	79%	100%	93%	67%
The Berkeley Primary School, Wistaston	96%	96%	96%	100%	98%	100%
The Dingle Primary School	80%	90%	84%	88%	90%	96%
The Marlborough Primary School	77%	83%	95%	93%	83%	95%
The Quinta Primary School	90%	97%	96%	97%	83%	100%
Underwood West Primary School	60%	65%	86%	84%	86%	74%
Upton Priory School	85%	88%	95%	96%	87%	93%
Vernon Primary School	75%	93%	87%	87%	73%	95%
Vine Tree Primary School	76%	100%	100%	100%	90%	100%
Warmingham Church of England Primary School	83%	100%	83%	100%	100%	100%
Weaver Primary School	90%	97%	93%	97%	93%	97%
Weston Village Primary School	79%	91%	89%	100%	86%	97%
Wheelock Primary School	86%	97%	82%	90%	96%	97%
Whirley Primary School	90%	80%	90%	100%	97%	86%
Willaston Primary School	96%	88%	96%	92%	96%	96%
Wilmslow Grange Community Primary & Nursery School	91%	90%	91%	93%	100%	93%
Windle Church of England Primary School	88%	100%	100%	100%	86%	100%
Wistaston Church Lane Primary School	95%	92%	93%	100%	97%	100%
Wistaston Green Primary and Nursery School	88%	83%	100%	98%	100%	100%
Woodcock's Well Church of England Primary School	86%	100%	71%	100%	100%	100%
Worth Primary School	89%	97%	97%	94%	94%	97%
Wrenbury Primary School	70%	91%	90%	81%	80%	90%
Wybunbury Delves Church of England Primary School	89%	88%	96%	96%	89%	92%
Wyche Primary School	71%	79%	85%	86%	85%	64%

N.B. Pott Shrigley 2012 not published due to small cohort size

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Appendix 4 - KS4 School Level Results Final 2011 and 2012

Percentage of pupils achieving 5+ A*-C grades at GCSE

School	5+ A*-C incl E & M		5+ A*-C	
	2011	2012	2011	2012
All Hallows Catholic College	58%	70%	94%	95%
Alsager School	71%	64%	85%	86%
Brine Leas School	80%	72%	97%	97%
Congleton High School	69%	64%	93%	92%
Eaton Bank School	63%	52%	75%	73%
The Fallibroome Academy	72%	64%	82%	83%
Holmes Chapel Comprehensive School	81%	80%	92%	93%
Kings Grove School	46%	40%	77%	85%
Knutsford High School	63%	64%	88%	93%
The Macclesfield Academy	40%	60%	56%	81%
Malbank School and Sixth Form College	63%	63%	86%	88%
Middlewich High School	54%	56%	70%	70%
Poynton High School	71%	70%	91%	90%
Ruskin Sports College - A Community High School	50%	43%	63%	84%
St Thomas More Catholic High School	80%	70%	97%	91%
Sandbach High School and Sixth Form College	83%	75%	94%	93%
Sandbach School	71%	52%	75%	67%
Shavington High School	63%	59%	83%	67%
Sir William Stanier Community School	35%	36%	79%	72%
Tytherington High School	62%	54%	74%	69%
Wilmslow High School	70%	74%	80%	81%
Cheshire East	64.4%	61.9%	83.1%	83.4%

Percentage of pupils achieving the English Baccalaureate

School	2011	2012
All Hallows Catholic College	14%	14%
Alsager School	18%	21%
Brine Leas School	29%	24%
Congleton High School	14%	15%
Eaton Bank School	11%	13%
The Fallibroome Academy	29%	26%
Holmes Chapel Comprehensive School	26%	18%
Kings Grove School	5%	4%
Knutsford High School	16%	13%

School	2011	2012
The Macclesfield Academy	7%	10%
Malbank School and Sixth Form College	7%	10%
Middlewich High School	9%	10%
Poynton High School	33%	33%
Ruskin Sports College - A Community High School	15%	7%
St Thomas More Catholic High School	23%	23%
Sandbach High School and Sixth Form College	28%	31%
Sandbach School	12%	13%
Shavington High School	2%	9%
Sir William Stanier Community School	2%	2%
Tytherington High School	30%	36%
Wilmslow High School	25%	34%
Cheshire East	18%	19%

Appendix 5 - Post 16 School Level Results Final 2011 and 2012
A Level Average point score per pupil and per entry.

School	A-Level APS per pupil		A-Level APS per entry	
	2011	2012	2011	2012
All Hallows Catholic College	917	718.3	229.9	214.7
Alsager School	767.9	710.5	216.4	217.8
Brine Leas School*	NA	709.7	NA	214.8
Congleton High School	722.9	665.1	211.8	214.8
Eaton Bank School	742.2	710.2	211.7	208.8
Holmes Chapel Comprehensive School	732.8	741.2	207.1	212.8
Knutsford High School	752.4	667.8	212.9	200.4
Malbank School and Sixth Form College	736.6	689.5	213.5	213.1
Poynton High School	806.2	750.3	215.5	208.9
Sandbach High School and Sixth Form College	911.3	879.7	213.7	211
Sandbach School	NA	792.2	NA	201.2
The Fallibroome Academy	934.4	939.5	232	226.2
Tytherington High School	739.9	706.8	222.1	212.2
Wilmslow High School	806.9	742.6	234.5	220
Cheshire East	720.9	754.7	218.4	213.3

Percentage of A level entries gaining A* to A and A* to E grades

School	% A* to A		%A* to E	
	2011	2012	2011	2012
All Hallows Catholic College	29.40%	25.8%	99.30%	100.0%
Alsager School	20.90%	20.8%	99.70%	100.0%
Brine Leas School *	-	24.8%	-	100.0%
Congleton High School	18.90%	23.5%	100.00%	100.0%
Eaton Bank School	23.40%	20.1%	100.00%	99.5%
Holmes Chapel Comprehensive School	23.30%	30.0%	98.60%	99.6%
Knutsford High School	22.10%	16.9%	100.00%	99.6%
Malbank School & Sixth Form College	21.70%	25.7%	100.00%	99.6%
Poynton High School	25.40%	19.3%	100.00%	100.0%
Sandbach High School & Sixth Form College	22.20%	21.0%	99.20%	100.0%
Sandbach School	28.00%	25.0%	100.00%	99.3%
The Fallibroome Academy	36.40%	34.9%	99.80%	100.0%
Tytherington High School	29.40%	24.7%	100.00%	100.0%
Wilmslow High School	32.60%	26.0%	99.00%	99.8%
Cheshire East	24.5%	23.0%	99.0%	99.2%

Note: LA averages include the results of FE Colleges which are not presented here.

*Brine Leas School did not have any 2011 Post 16 results as the sixth form only opened in 2010.