



Annual

Education

Report

2014-2015

SCRUTINY REPORT – 4th APRIL 2016

The following report contains the validated data and analysis based upon the performance of Cheshire East schools in 2014-15. The timing of this report relates to the availability of comparative national data which is released at varying points of the year.

Annual Education Report 2014-15

1. Cheshire East Schools and their Pupils

Within Cheshire East as of May 2015 there were:-

1 Free School - Secondary	7 Maintained Secondary
1 Free School - Special	11 Secondary Academy Converter
1 Nursery	2 Secondary Academy Sponsor Led
96 Maintained Primary	3 Maintained Special
24 Primary Academy Converter	1 Special Academy Converter
4 Primary Academy Sponsor Led	1 Studio School
1 Pupil Referral Unit	

In May 2015, there were 50,852 pupils attending Cheshire East's mainstream schools and academies, 299 pupils were attending the borough's five special schools and 46 pupils were educated in the Pupil Referral Unit.

The large majority of pupils live in Cheshire East, 98% of primary and 95% of secondary pupils reside in the borough. 9% of primary pupils are entitled to free school meals, compared to 16% nationally and 7% of secondary pupils compared to 14% nationally.

The vast majority of pupils' ethnic background is reported to be White British (88% of primary pupils and 91% of secondary pupils).

There are just under 100 different first languages recorded for primary and secondary pupils. However the cohort of pupils who have a first language other than English is only 6% of primary pupils and 4% of secondary pupils. This compares to 19% of primary pupils and 15% of secondary pupils nationally.

2. Achievement by Phase

2.1. Early Years

At the end of the reception year children aged 4 – 5 are assessed as Emerging, Expected or Exceeding the 17 Early Learning Goals (ELGs) of the Early Foundation Stage Profile (EYFSP) giving a point scale from 1 to 3.

Children are considered to have achieved a **good level of development** if they achieve at least the expected level in eight of the ELGs in the three prime areas of learning including literacy and mathematics (see table 1).

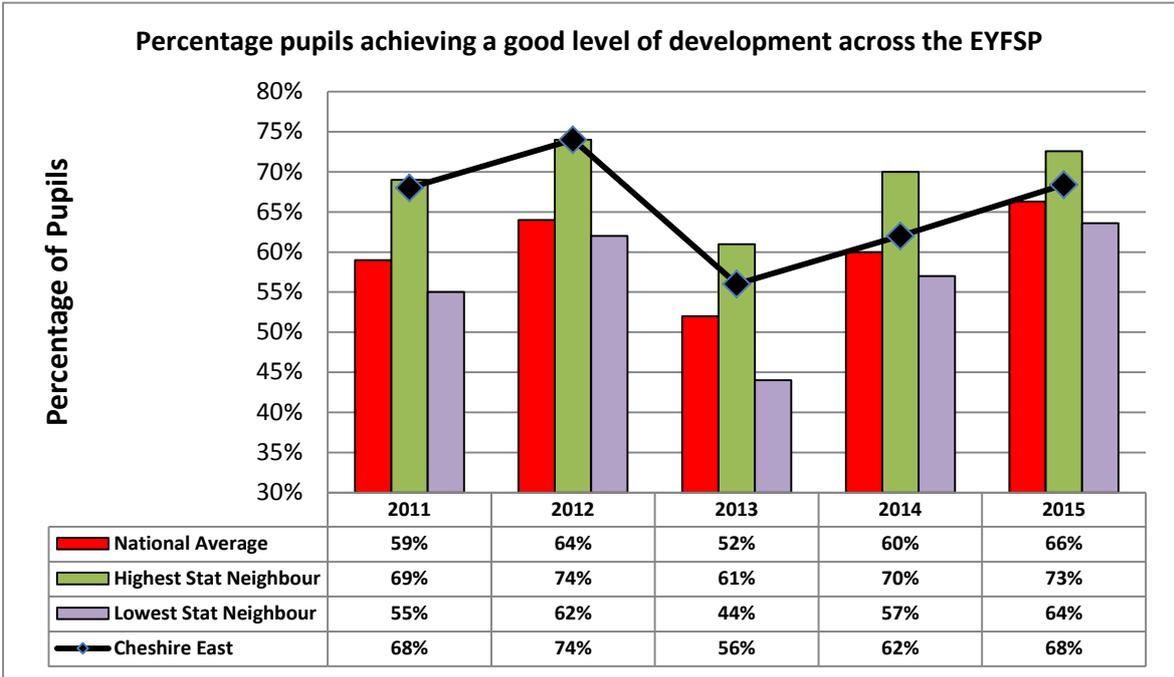
Percentage of pupils achieving the expected level in each early learning goal and area of learning

The table below shows the percentage of pupils achieving at least the expected level in each of the 17 early learning goals. The areas which Cheshire East pupils performed best in were Health & Self-care and Technology (in common with national figures and stat neighbours). The areas in which fewest pupils achieved the expected level and above were Reading, Writing and Numbers (again in common with national figures and stat neighbours). The Cheshire East outcomes remain above national figures but below the highest performing statistical neighbours.

Table 1 – Early Years Foundation Profile Outcomes 2014/15	Cheshire East	National	Highest Stat Neighbour	Lowest Stat Neighbour	
Communication and Language (at least expected in ALL Aspects of CLL)	81	80	87	79	Good Level of Development
• Listening and Attention	86	86	91	84	
• Understanding	87	85	91	84	
• Speaking	86	84	90	83	
Physical Development (at least expected in ALL Aspects of PD)	88	87	91	85	
• Moving and Handling	90	90	94	87	
• Health and Self-care	93	91	95	89	
Personal, Social and Emotional Development (at least expected in ALL Aspects of PSED)	86	84	90	83	
• Self-confidence and Self-awareness	91	89	93	87	
• Managing Feelings and Behaviour	89	87	92	86	
• Making Relationships	90	89	93	87	
Literacy (at least expected in ALL Aspects of Lit)	72	70	76	69	
• Reading	77	76	83	75	
• Writing	73	71	76	70	
Mathematics (at least expected in ALL Aspects of Mat)	76	76	83	76	
• Numbers	78	77	84	78	
• Shapes, Space and Measurement	82	81	88	80	
Understanding the World (at least expected in ALL Aspects of UTW)	85	82	89	80	
• People and Communities	88	85	91	84	
• The World	88	85	92	83	
• Technology	92	92	97	88	
Expressive Arts and Design World (at least expected in ALL Aspects of EAD)	87	85	92	83	
• Exploring and using Media and Materials	90	88	95	86	
• Being Imaginative	89	87	93	85	

Key Messages

- The percentage of pupils achieving a good level of development rose overall from 2010 to 2012, peaking at 74%. Under the new method of assessment it was 56% in 2013 and has improved each year to 68% in 2015.
- The percentage of pupils achieving a good level of development has increased by 6 percentage points in line with the national level of improvement.
- Nationally, Cheshire East ranks 44th equal compared to all local authorities in England for percentage of pupils achieving a good level of development (up from 47th equal last year).



2.2 Primary Schools

2.2.1 Phonics

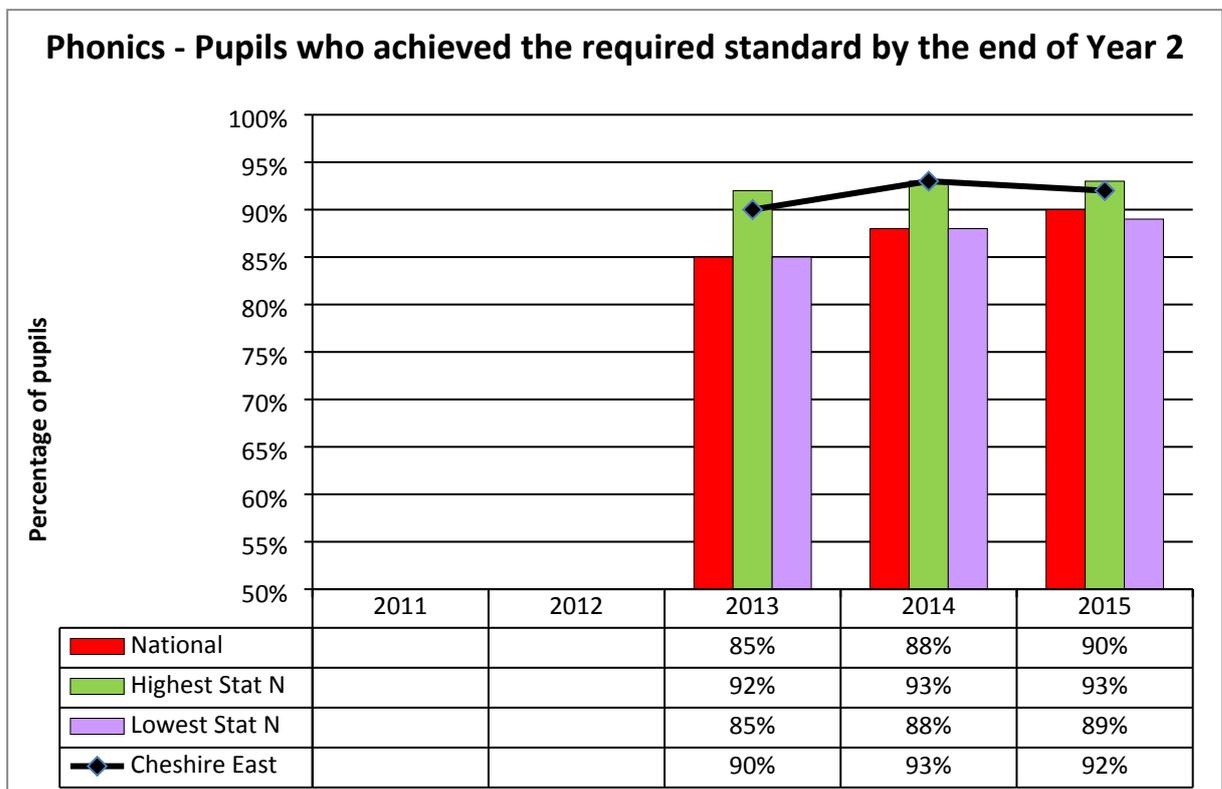
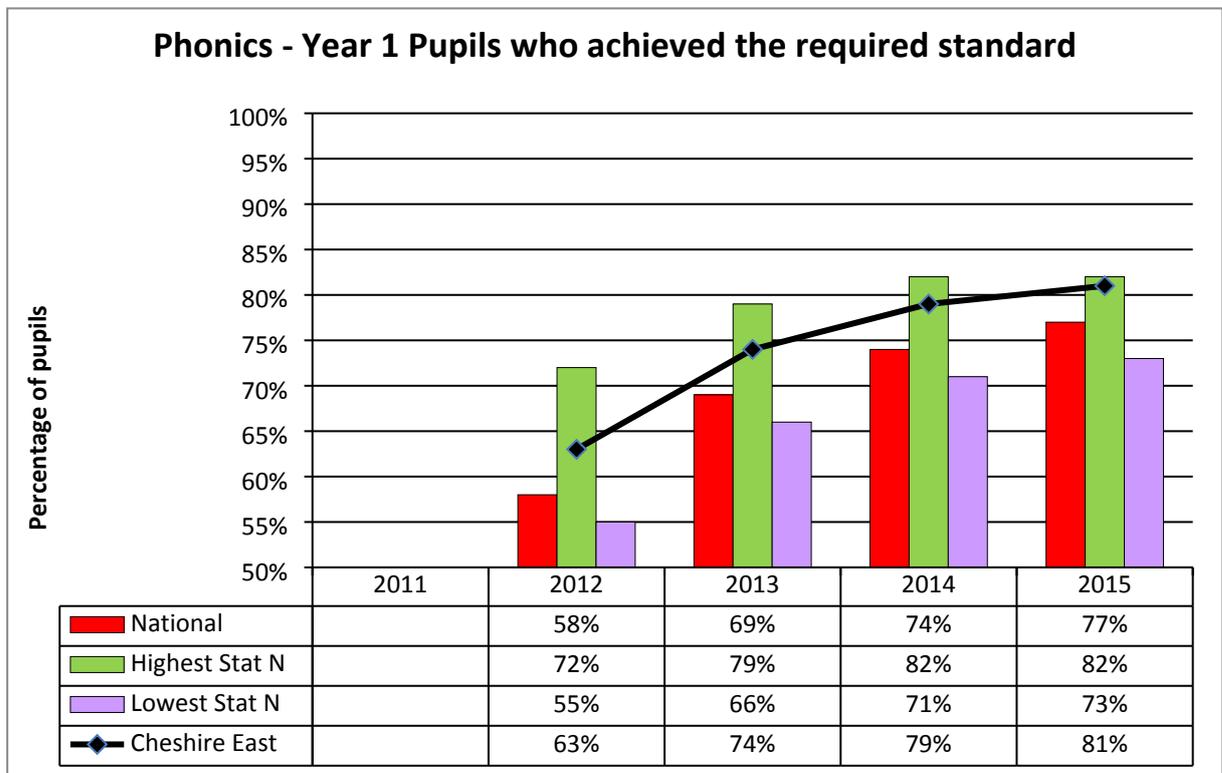
Key Messages

The phonics screening check was introduced in 2012.

- The percentage of Cheshire East Year 1 pupils who achieved the required standard in 2015 was 81%, an increase of 2 percentage points on the 2014 result and above the national average (77%).
- When compared to statistical neighbours, Cheshire East was ranked equal 3rd out of eleven local authorities. Solihull and North Somerset were higher with 82% of the children in both authorities achieving the required standard.
- Cheshire East ranked equal 19th nationally compared to the 150 local authorities for whom results were published.

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

- In 2015, 92% of Cheshire East Year 2 pupils had achieved the required phonics standard by the end of Year 2. This is a reduction of 1 percentage point compared to last year. This placed Cheshire East equal 14th nationally and equal 3rd with our statistical neighbours.

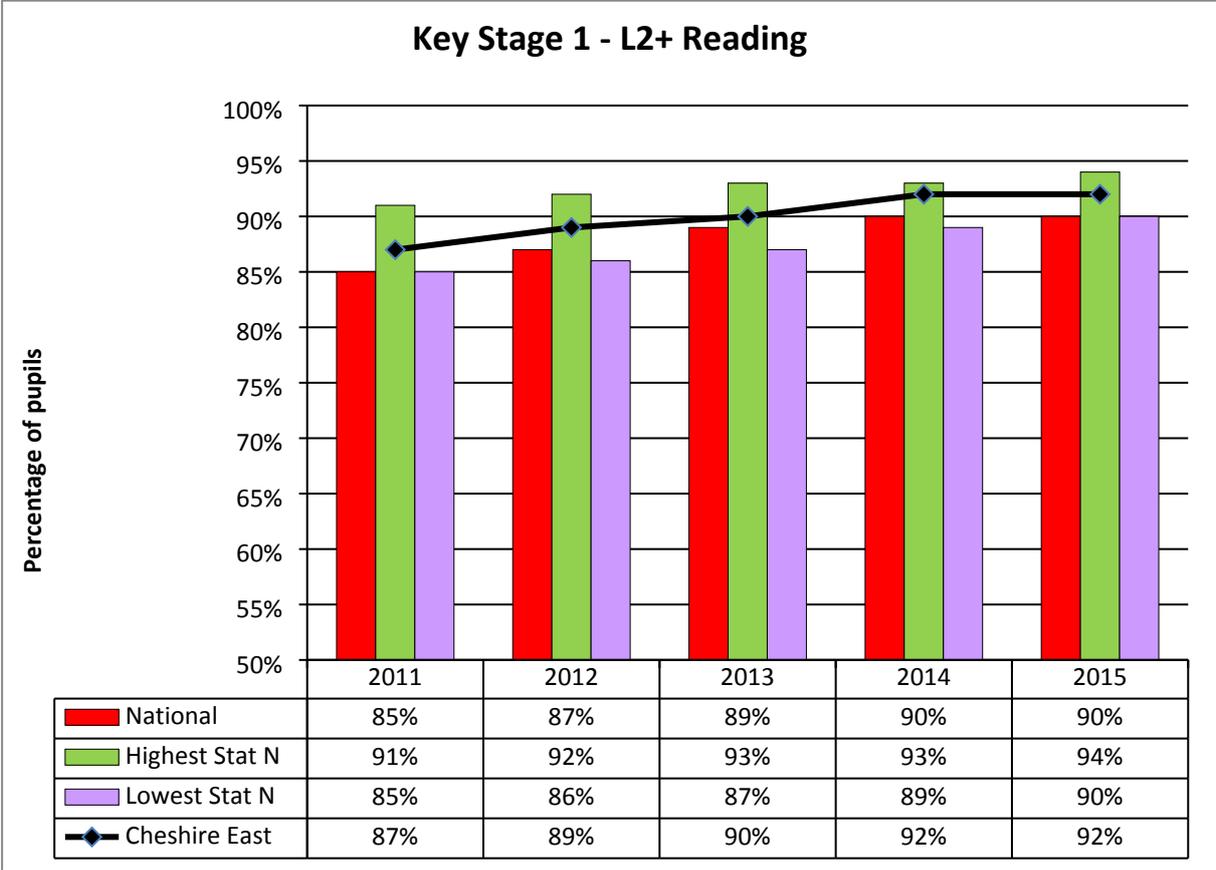


2.2.2 Key Stage 1

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

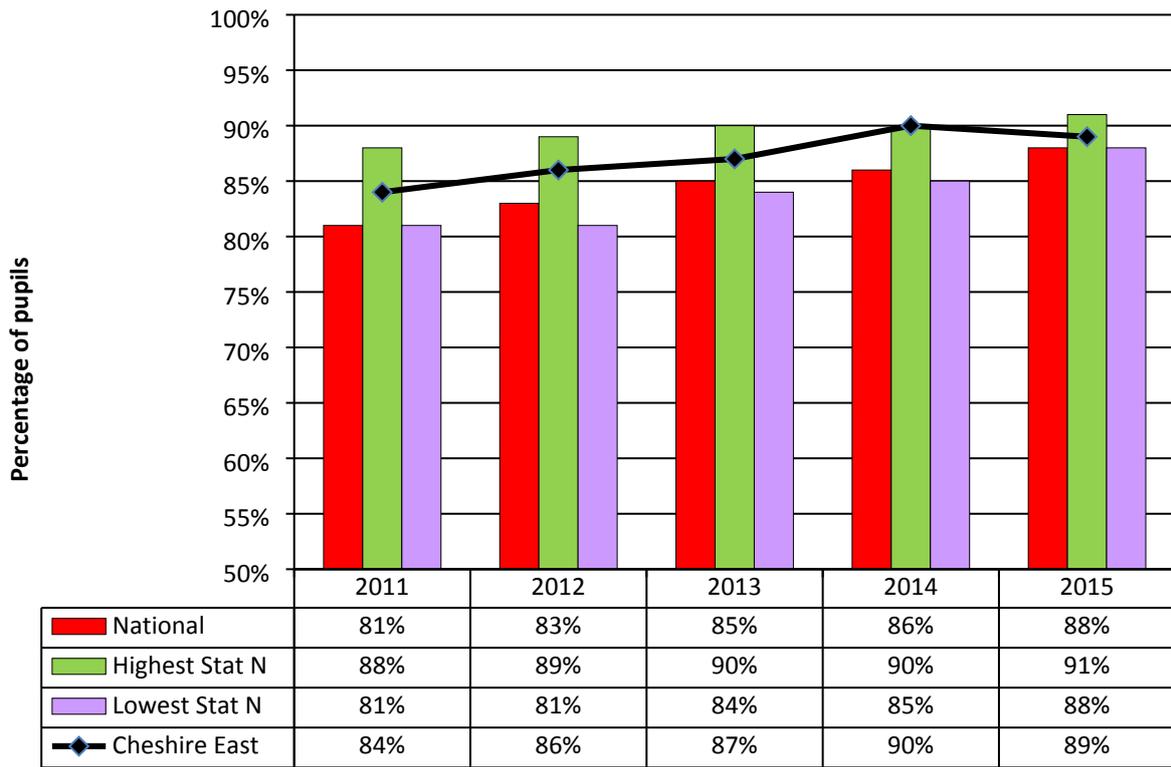
Key Messages

- In 2015, Cheshire East performance for reading and mathematics at Level 2 and above remained the same as last year, but there was a 1 percentage point drop for writing.
- In 2015, Cheshire East is ranked no lower than equal 40th out of the 150 local authorities for whom results were published.¹
- When ranked against our statistical neighbours Cheshire East is equal 1st at level 2 and above for mathematics.

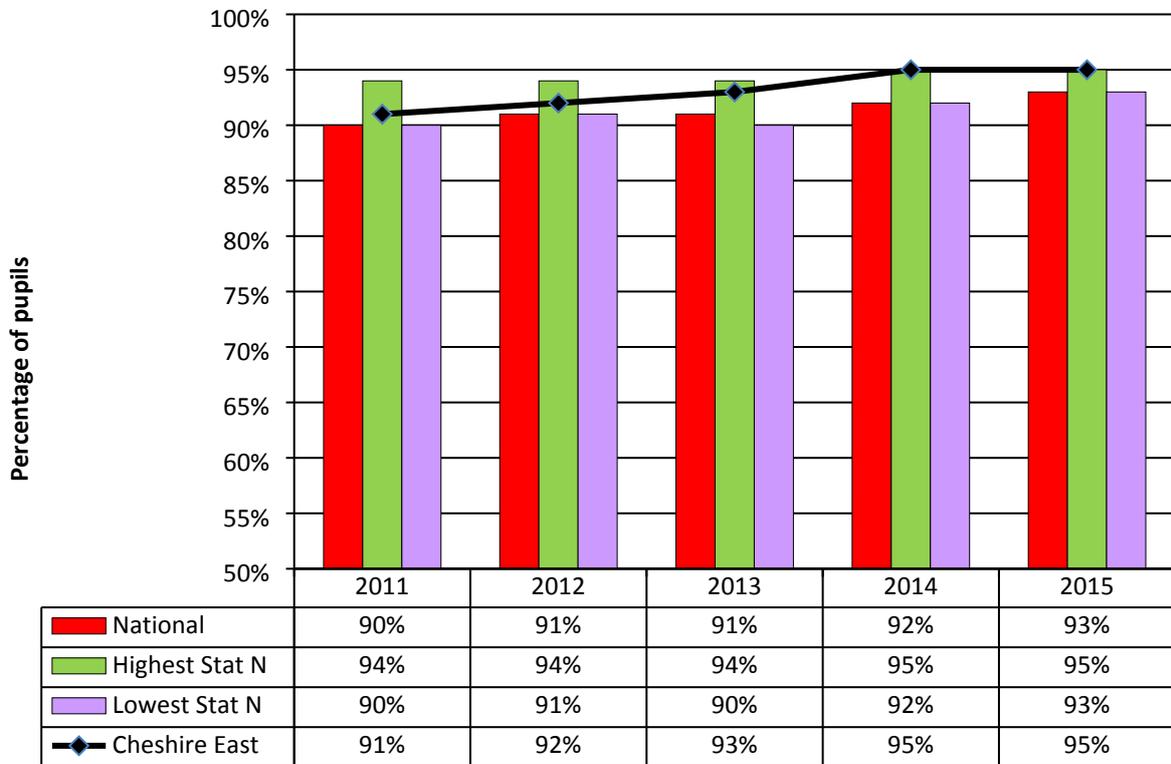


¹ Percentage achieving level 2 and above in reading, writing, mathematics and science. Percentage achieving level 2B and above in reading, writing and mathematics. Percentage achieving level 3 and above in reading, writing, mathematics and science and average points score for reading, writing, mathematics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

Key Stage 1 - L2+ Writing



Key Stage 1 - L2+ Maths



2.2.3 Key Stage 2

In Primary schools, children are assessed in Year 6, aged 10-11 in reading and mathematics using test and teacher assessments and in writing by teacher assessment only. Level 6 tests were re-introduced for reading and mathematics in 2012. A number of changes took place in 2013:-

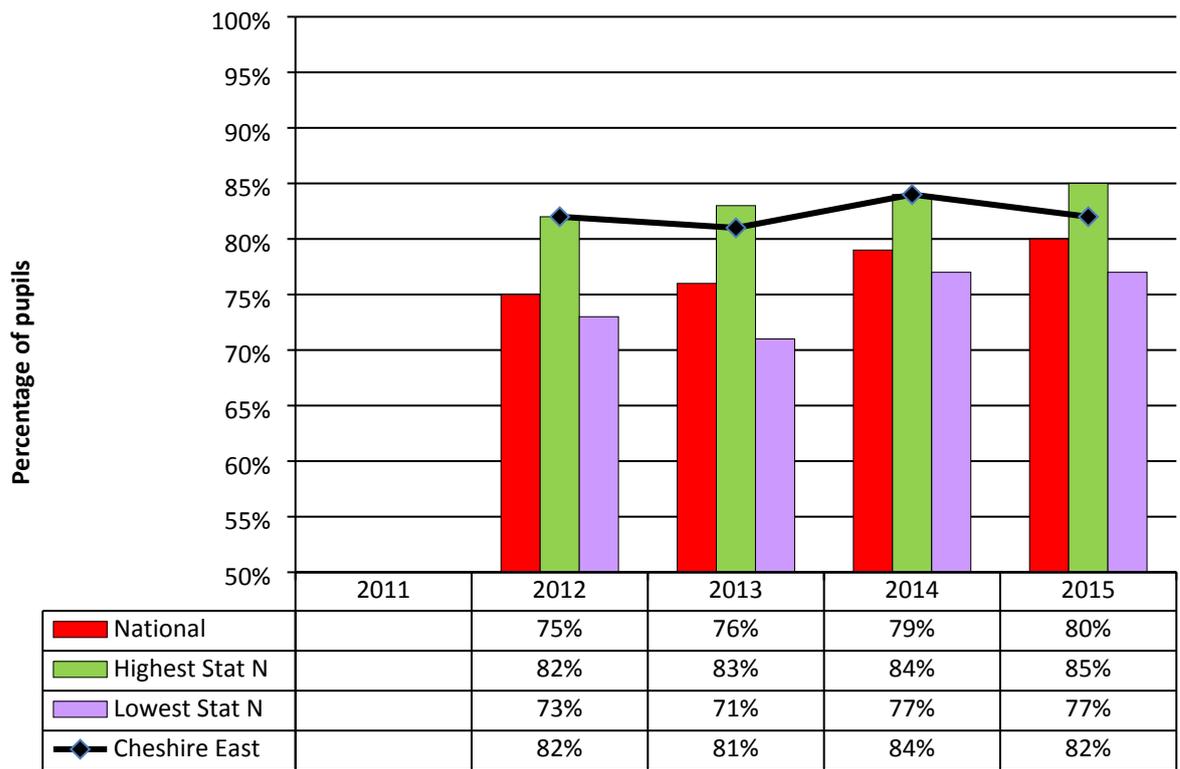
- A new grammar, punctuation and spelling test was introduced (GPS).
- Overall English test level was not calculated.
- A new measure of reading test, writing teacher assessment and mathematics test combined was introduced to replace English and mathematics combined.
- Two levels progress is now being measured for the individual subjects of reading, writing and mathematics.
- A “good level 4” measure was introduced. This indicates a child achieves at least a level 4B in the reading test and the mathematics test and achieves at least a level 4 in the writing teacher assessment.

National and local authority level results for most of the new measures are only available for 2012 onwards.

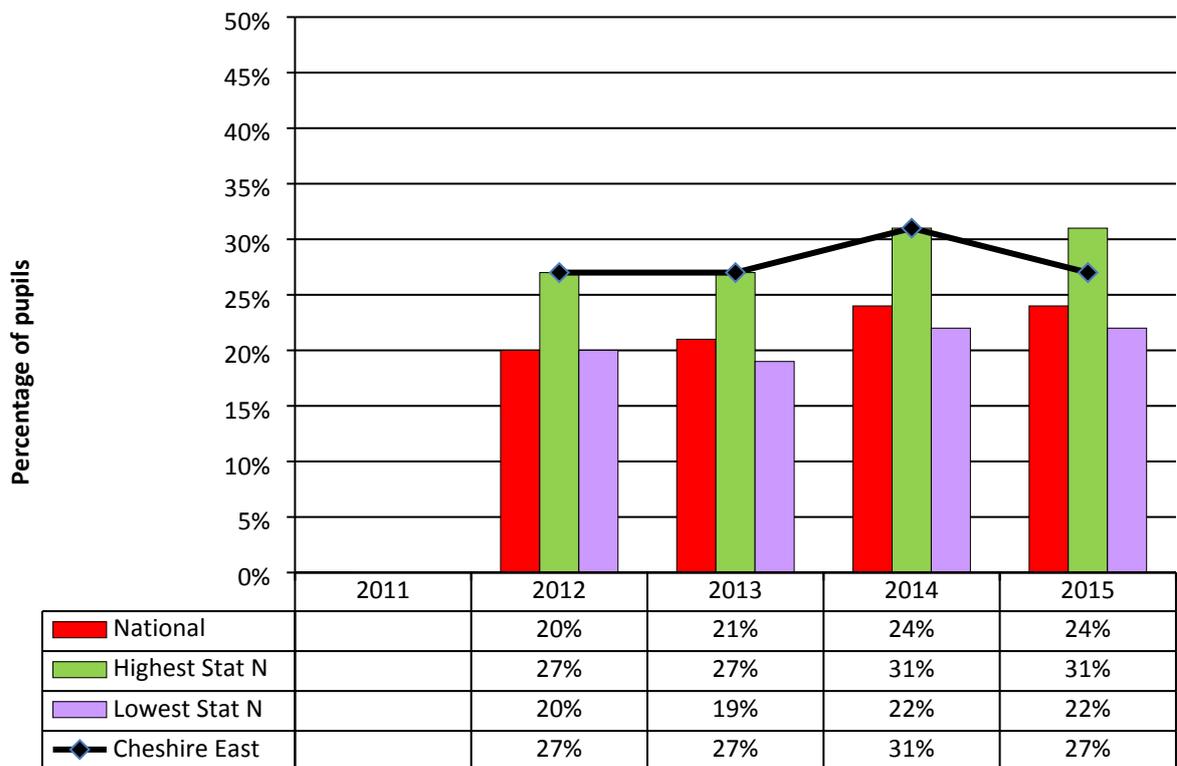
Key Messages

- In 2015, 82% of pupils in Cheshire East achieved level 4 and above in reading, writing and mathematics combined. This is a reduction of 2 percentage points on last year, but is 2 percentage points above national.
- Level 5 and above in reading, writing and mathematics combined was achieved by 27% of pupils in Cheshire East, which is a reduction of 4 percentage points compared to last year, but 3 percentage points above the national average.
- The percentage of Cheshire East pupils achieving two or more levels progress is greater than national by 2 percentage points for reading and by 1 percentage point for mathematics, and in line with the national average for writing. The authority is ranked equal 1st against our statistical neighbours for progress in mathematics, equal 2nd for reading and equal 6th for writing.
- Six Cheshire East schools were below the national floor standard in 2015. This indicates that less than 65% of their pupils achieved level 4 or higher in reading, writing and mathematics and their pupils were below the national medians for expected progress in those three subjects.

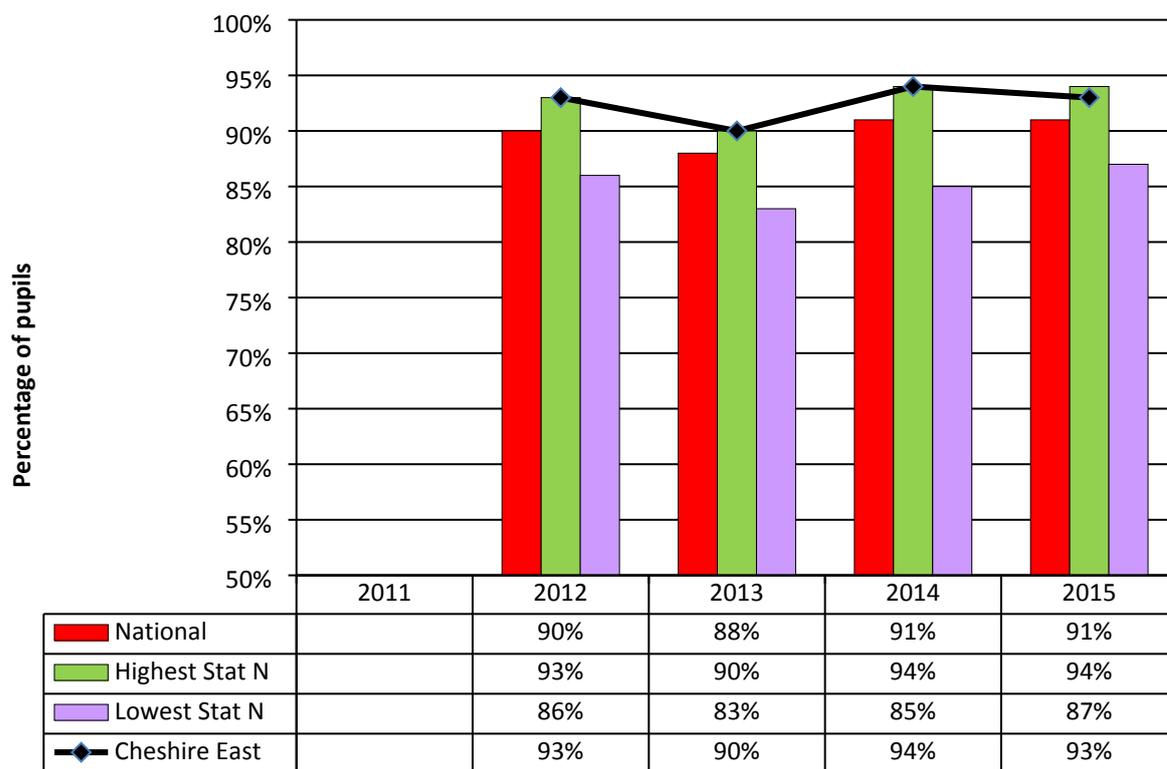
Key Stage 2 - Reading test, Writing TA and Maths test all L4+



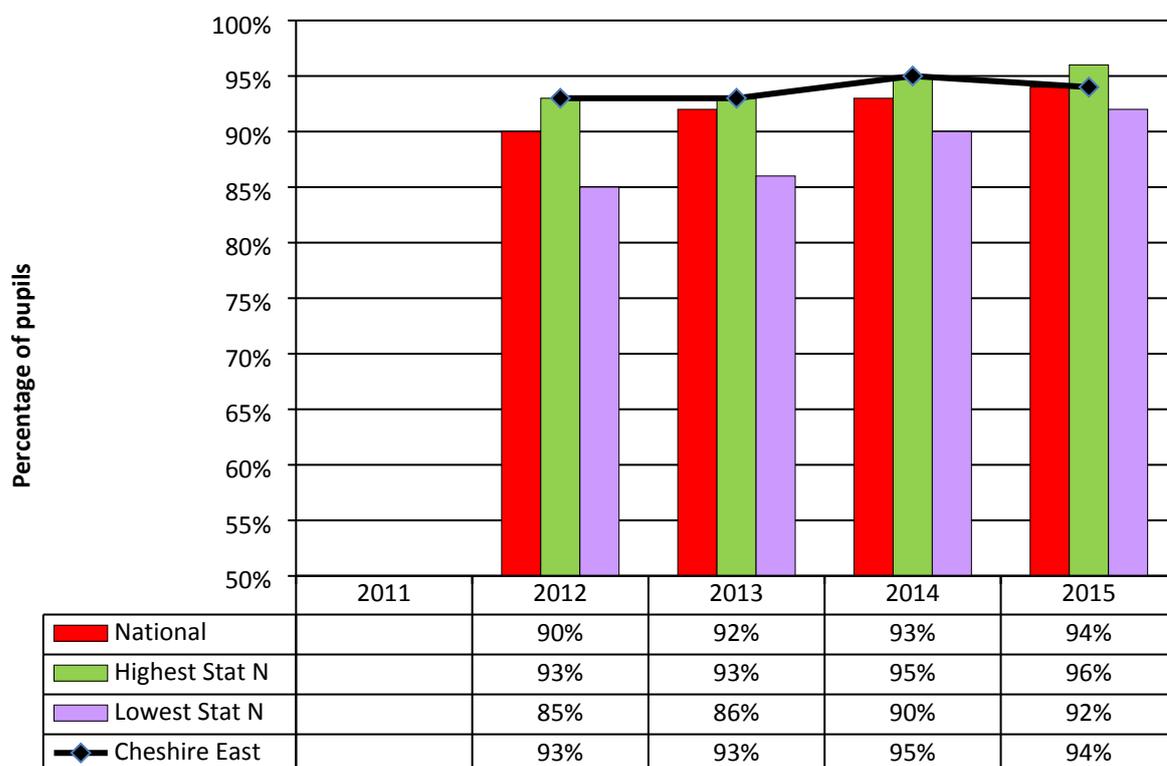
Key Stage 2 - Reading test, Writing TA and Maths test all L5+

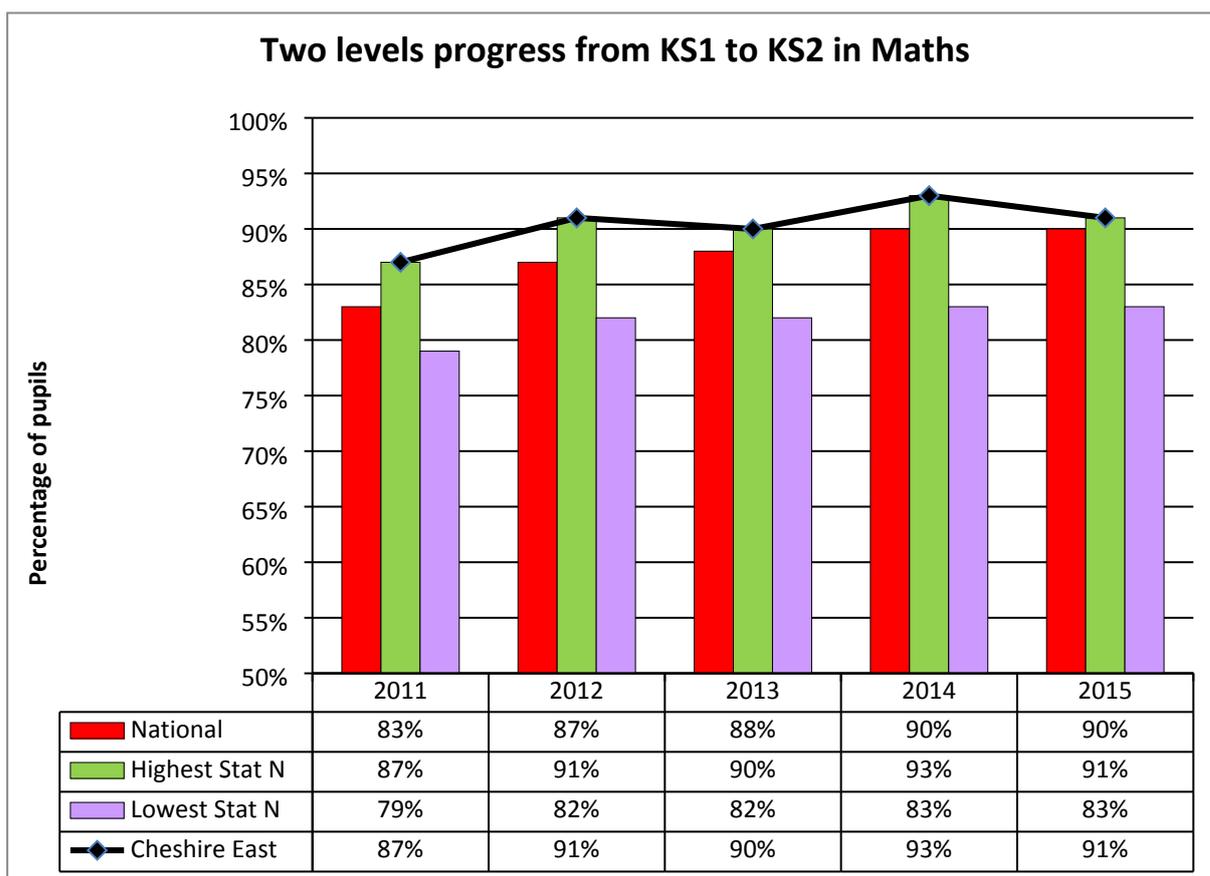


Two levels progress from KS1 to KS2 in Reading



Two levels progress from KS1 to KS2 in Writing





2.3 Secondary Schools

2.3.1 Key Stage 4

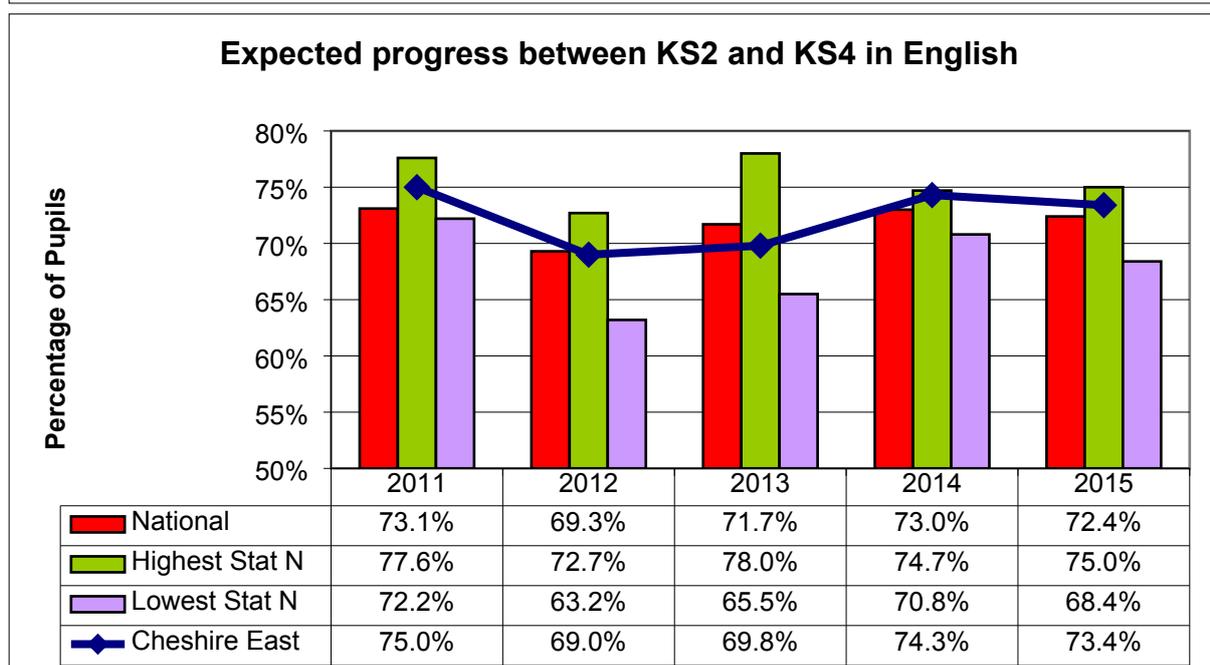
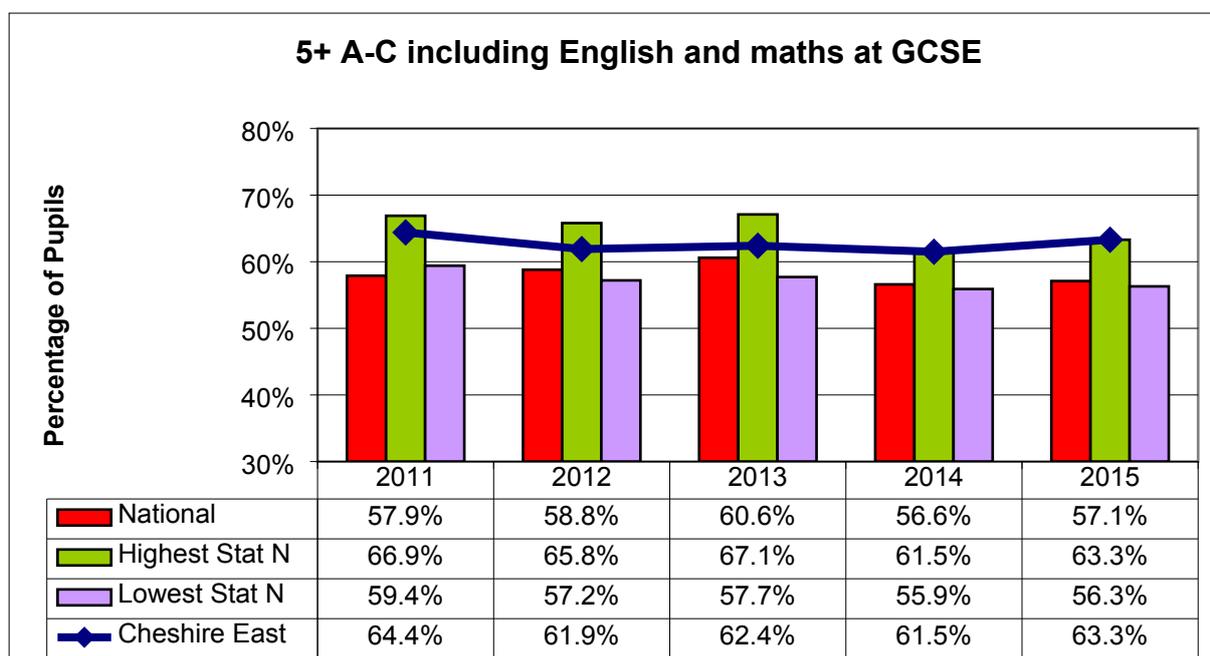
For secondary schools, the key indicators focus on GCSE examinations. GCSEs are taken by pupils at the end of Key Stage 4, usually in Year 11, aged 15-16.

Please note that three major reforms were implemented in 2014 which affected key stage 4 performance measures;

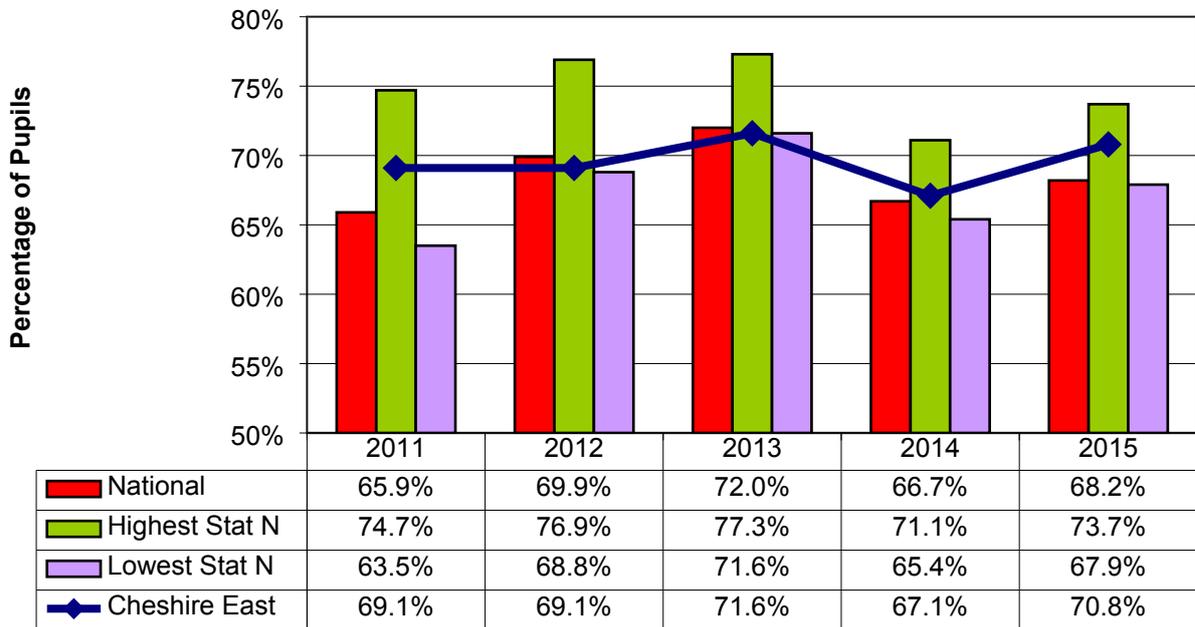
- Changes to qualifications that count in the performance tables, including restrictions made to non-GCSE qualifications. This includes the removal of around 3,000 qualifications from performance measures; adjustment of the point scores of non-GCEs and the restriction on the number of non-GCE qualifications that count to two per pupil.
- The introduction of an early entry policy to only count a pupil's first attempt at a qualification came into effect for English Baccalaureate subjects on 29 September 2013 and was expanded to apply to all subjects in 2014/15.
- The move to Linear examinations and the removal of modular assessments. Examinations are now predominantly taken during the summer term at the end of the two year programme.

Key Messages

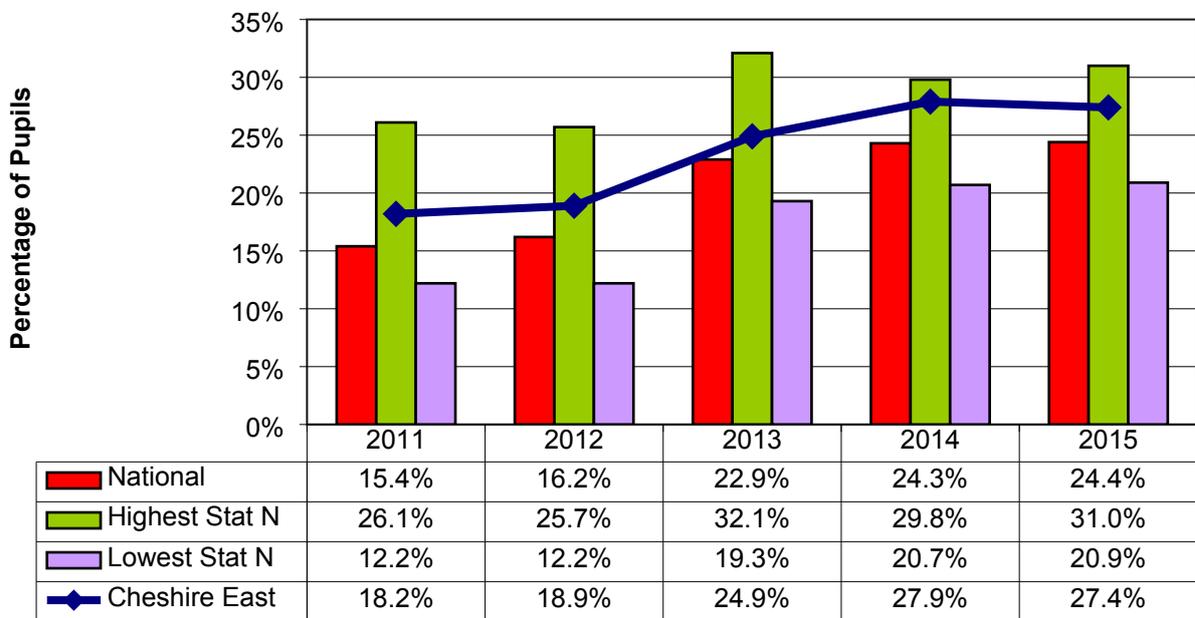
- In 2015 63.3% of pupils achieved 5+ A*-C grades including English and mathematics GCSE which is above the national average. Cheshire East is ranked 1st when compared to statistical neighbours.
- Pupils are expected to make at least three levels of progress between Key Stages 2 and 4. The 2015 results show that progress in English and mathematics is above the national average. Progress in English is ranked 6th and mathematics is ranked 6th when compared to statistical neighbours.
- Cheshire East is again higher than the national average for pupils achieving the English Baccalaureate, Cheshire East is ranked 6th when compared to statistical neighbours.



Expected progress between KS2 and KS4 in maths



Achieving the English Baccalaureate



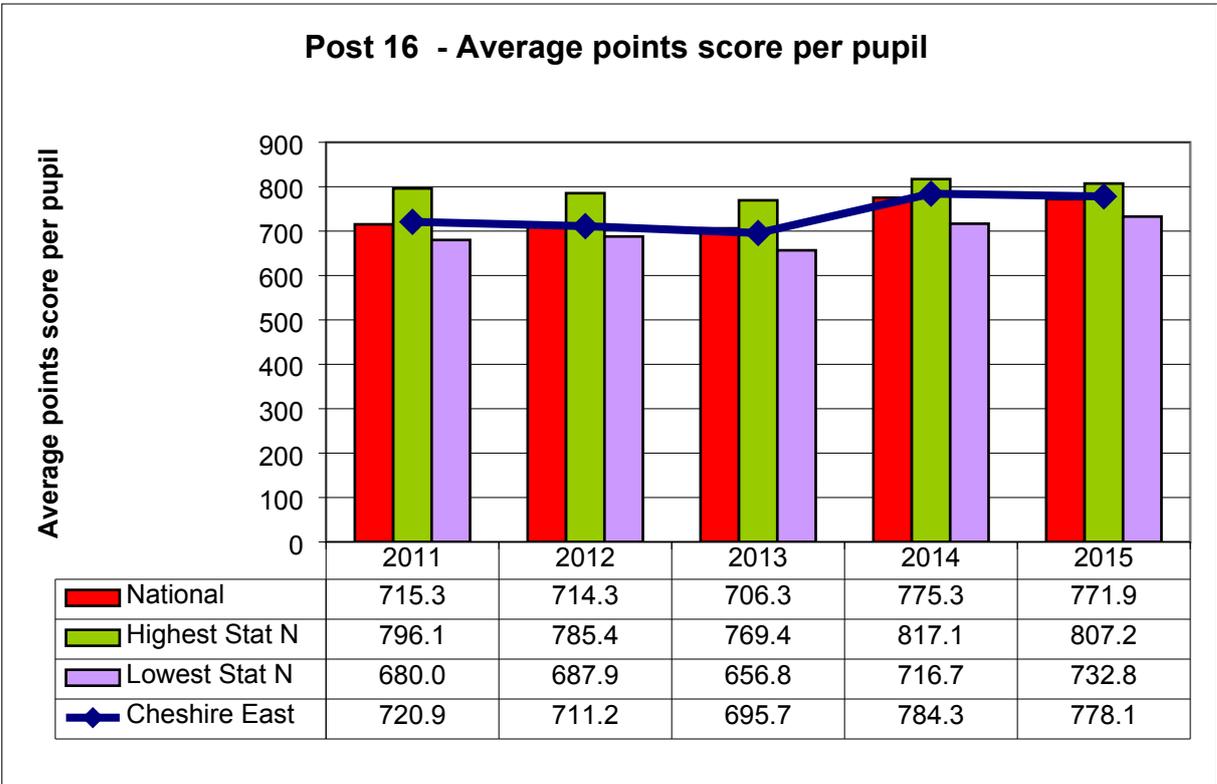
2.4 Post 16

For post 16 achievements, 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 provided is information on the percentage of GCE A level entries that achieve grades A* to A, and A* to E.

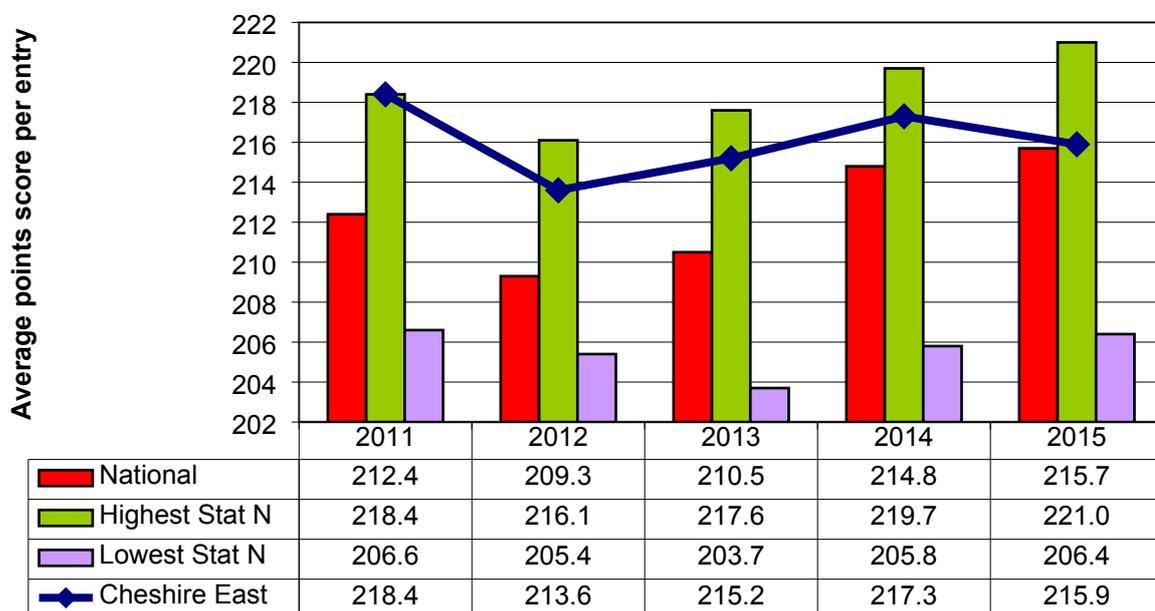
The graphs and tables below show Cheshire East’s achievement for these indicators between 2011 and 2015, with comparisons to national and statistical neighbour averages.

Key Messages

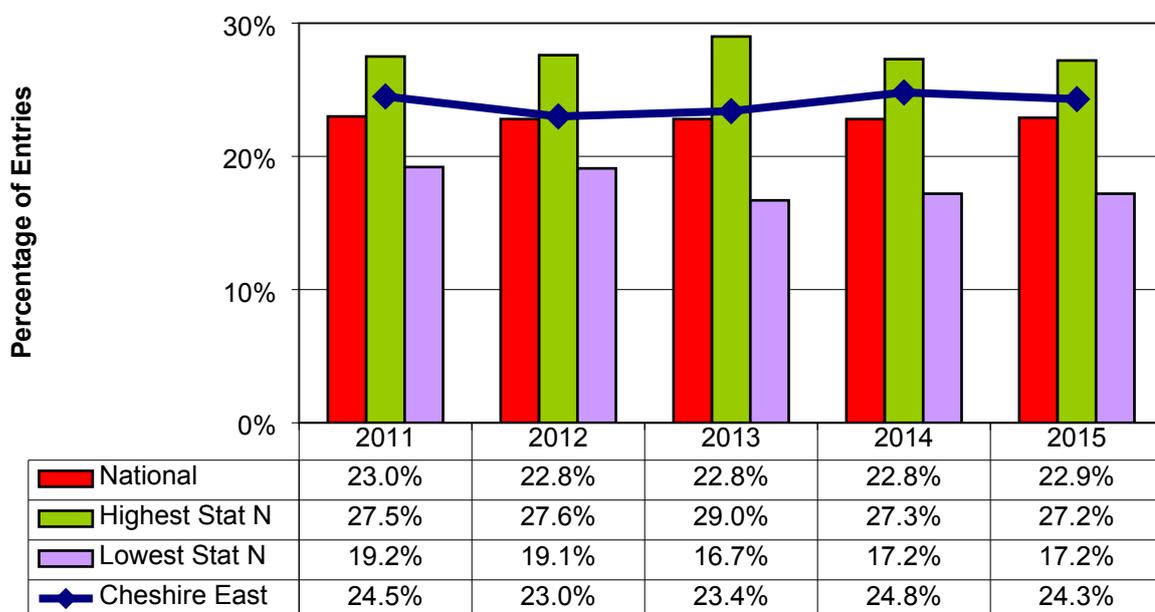
- Cheshire East is ranked 2nd when compared to statistical neighbours for the average points score per entry and 4th for average points score per candidate.
- Cheshire East is ranked 61st nationally for the average points score per entry and 45th for average points score per candidate.
- The 2015 average points score per entry of 215.9 equates to a grade C+ pass at A level.
- Cheshire East is ranked 4th when compared to statistical neighbours for the percentage of A level entries achieving A* to A grades and 3rd for A level entries achieving grades A* to E.
- Cheshire East is ranked 37th nationally for the percentage of A level entries achieving A* to A grades and 32nd for the percentage of A level entries achieving A* to E grades.

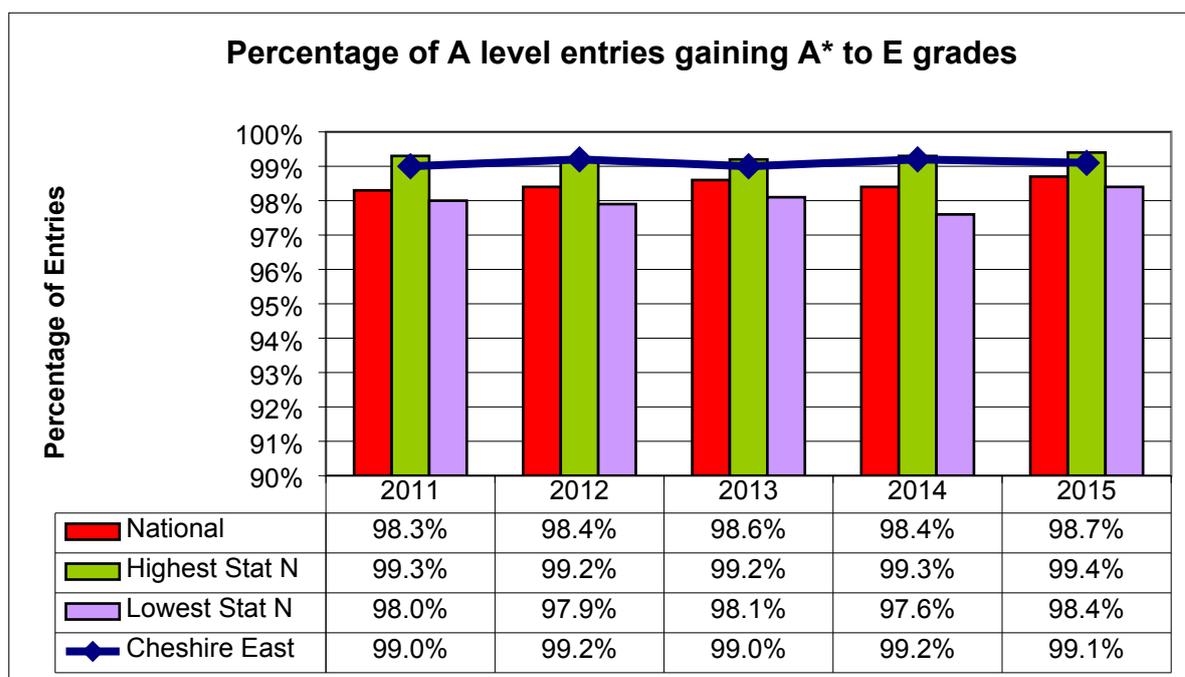


Post 16 - Average points score per entry



Percentage of A level entries gaining A* to A grades





3. Attendance

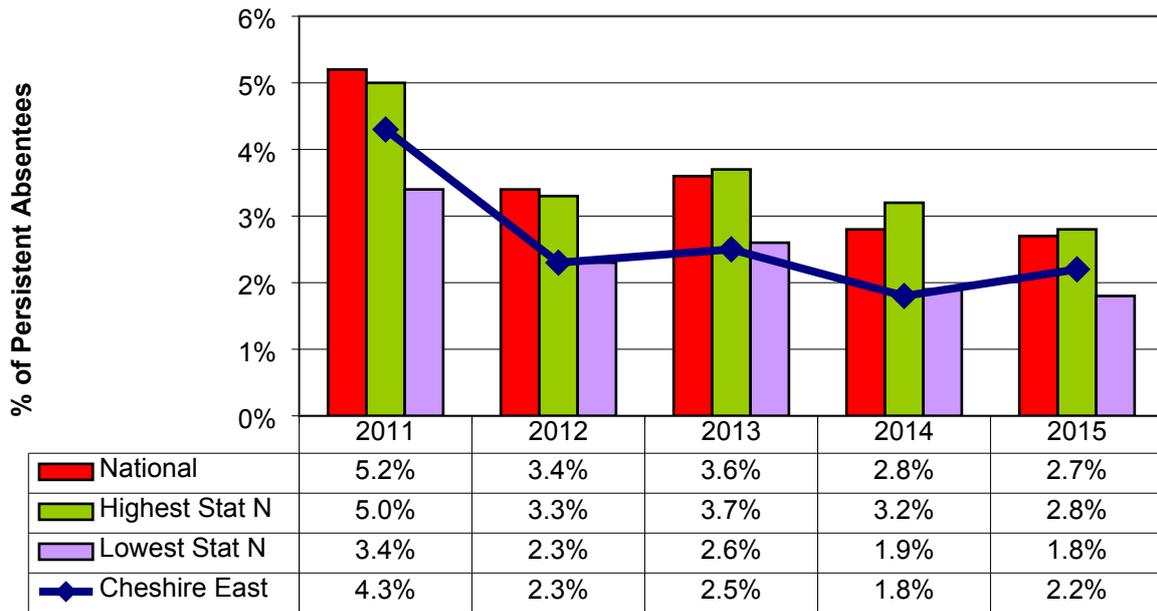
The focus in recent years has been on pupils who are persistently absent from school. A Persistent Absentee (PA) is defined as a pupil having an attendance of 85% or less.

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

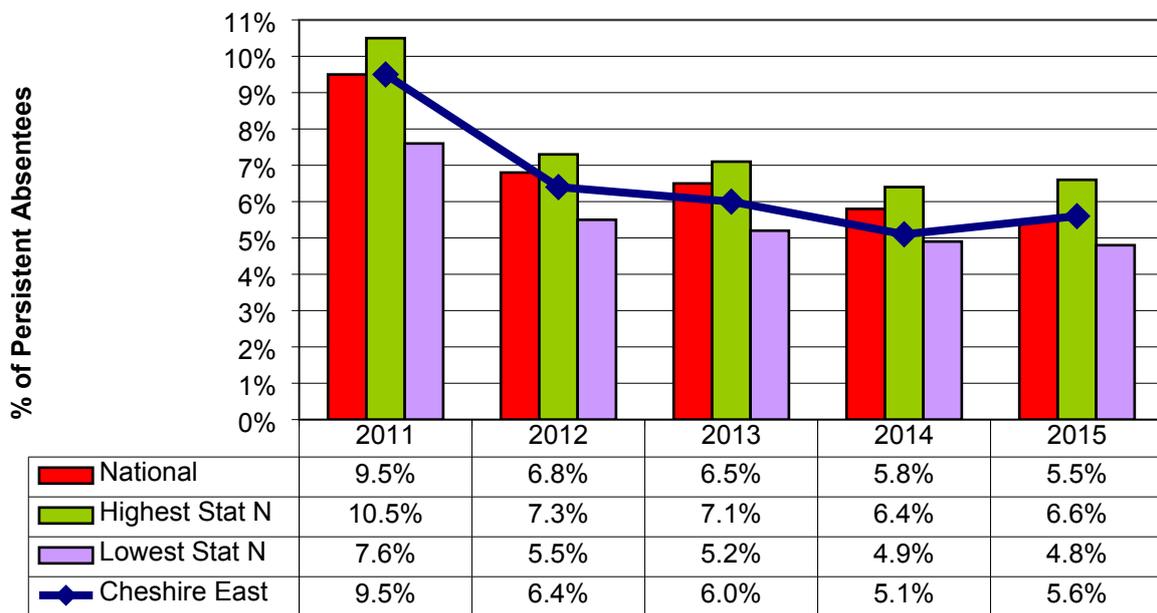
Key Messages

- The percentage of persistent absentees in Cheshire East Primary schools was worse in 2015 (compared to 2014) by 0.4%. However, at 2.2%, this is half a percentage point better than the 2015 national average. Cheshire East is ranked 4th when compared to its statistical neighbours.
- The percentage of persistent absentees in Cheshire East Secondary schools was worse in 2015 (compared with 2014) by 0.5%. In 2015, at 5.6%, Cheshire East was 0.1 percentage points worse than the national average. Cheshire East is ranked 9th when compared to its statistical neighbours.
- Attendance in Cheshire East Primary schools was worse by 0.4% in 2015 compared to last year but it has remained better than the national average. Cheshire East is ranked 2nd when compared to its statistical neighbours.
- 2015 attendance in Cheshire East Secondary schools was worse in 2014 by 0.3 percentage points compared to last year but it still remains better than the national average. Cheshire East is ranked 2nd when compared to its statistical neighbours.

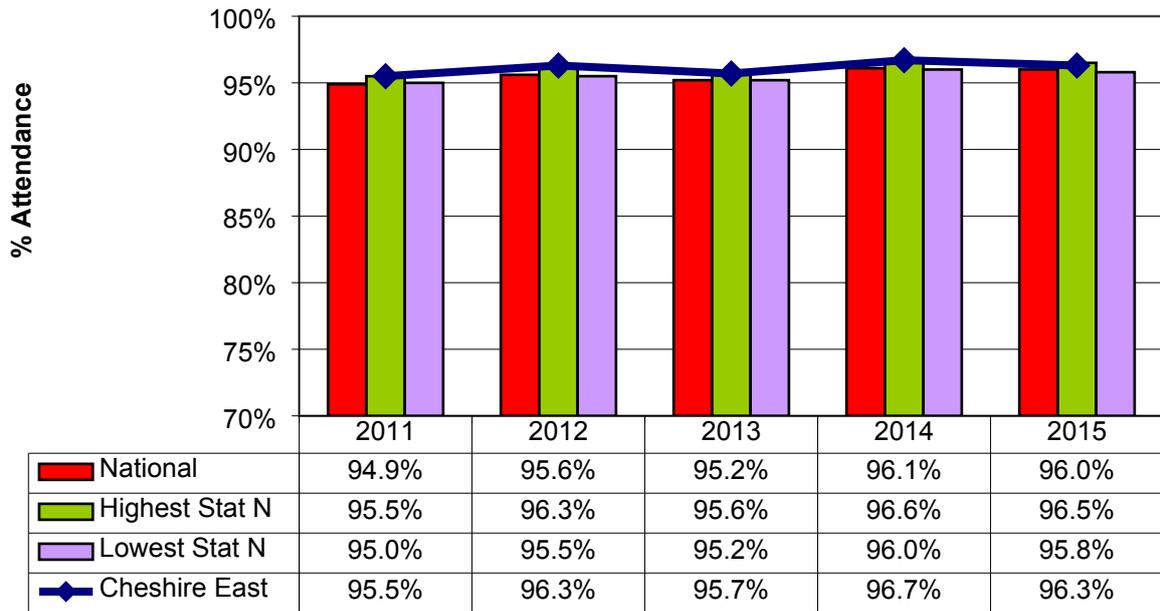
Primary School Persistent Absentees



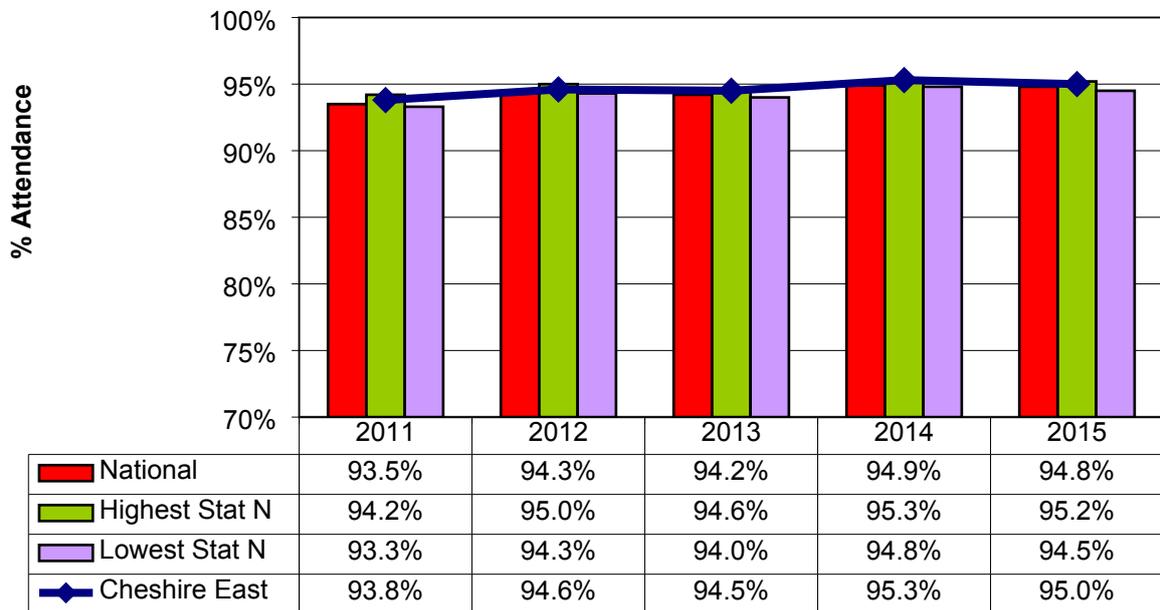
Secondary School Persistent Absentees



Primary School Attendance



Secondary School Attendance



4. Exclusions

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

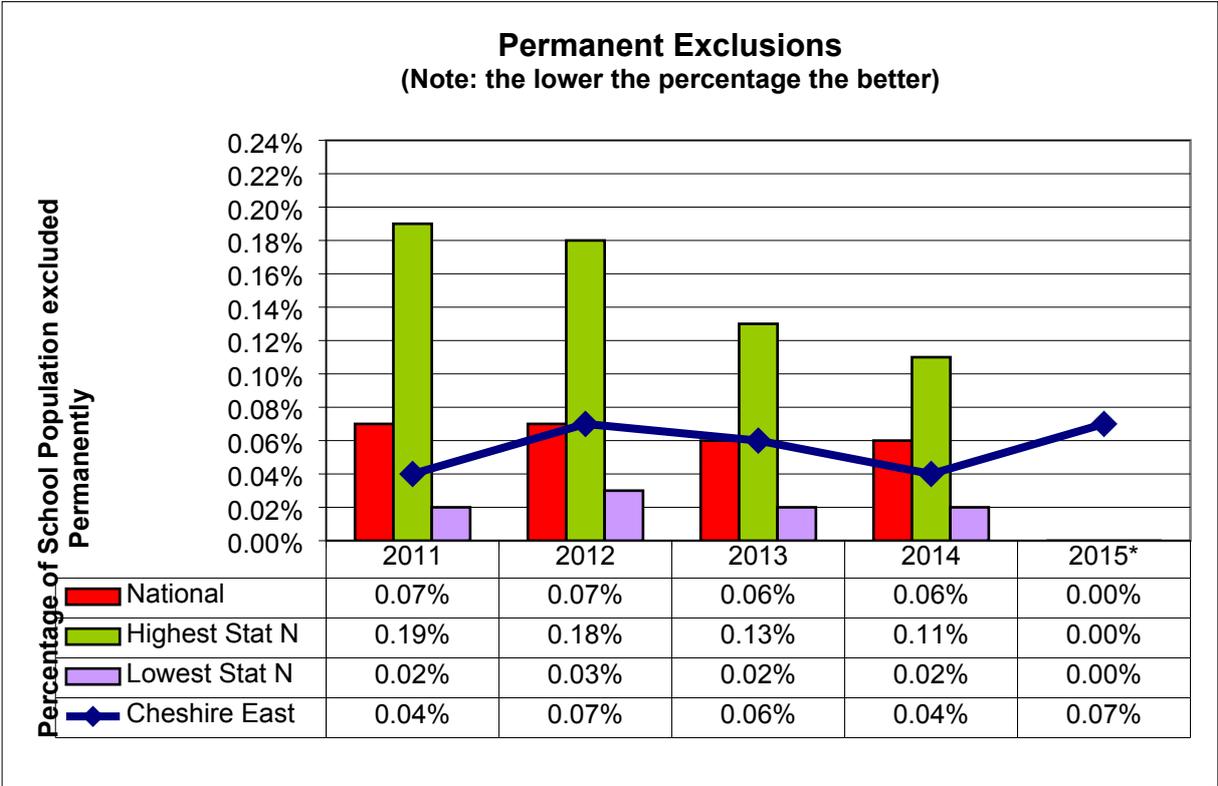
Key Messages

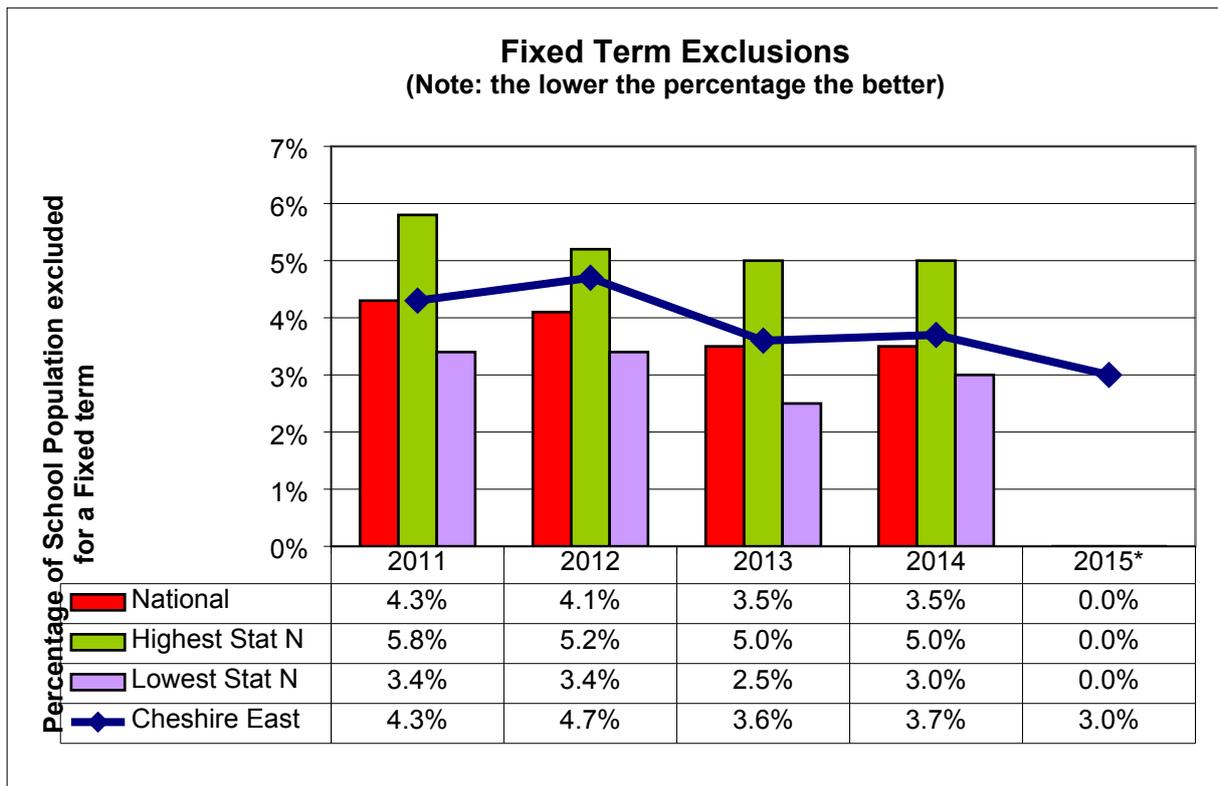
- The provisional data for 2015 shows an increase in the number of permanent exclusions from 22 to 34, with the number in secondary schools being 31 and 3 in primary schools.
- The rate of permanent exclusions has risen from 0.04% to 0.07% of the school population or in other words is equivalent to 7 pupils in every 10,000.
- Fixed term exclusions reduced from 3.7% to 3% of the school population.

	Number of Permanent Exclusions				
	2011	2012	2013	2014	2015*
Primary	0	5	6	1	3
Secondary	18	35	22	21	31
Special	2	0	2	0	0
Total	20	40	30	22	34

	Number of Fixed Term Exclusions				
	2011	2012	2013	2014	2015*
Primary	214	242	247	249	175
Secondary	1839	2097	1682	1559	1337
Special	58	35	65	57	27
Total	2111	2374	1994	1865	1539

*Please note that the 2015 data is provisional.





5. Educational Outcomes of Vulnerable Groups

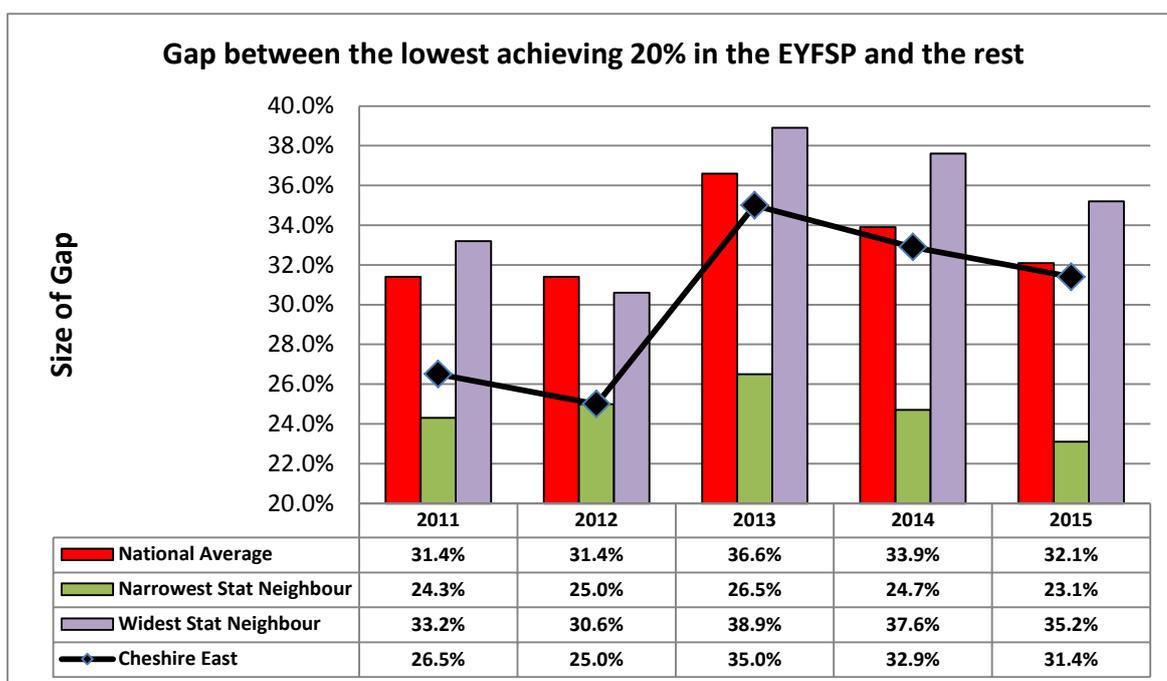
This section of the report focuses on the key vulnerable groups where the local authority has group sizes which are significantly big enough to warrant analysis. These include :

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

Section 6 of this report provides a summary of the outcomes of our Cared for Children.

5.1 Early Years

- The achievement gap between the lowest 20% of pupils and the rest in Cheshire East is 31.4% in 2014, an improvement of 1.5 percentage points on 2014. This is better than most of our statistical neighbours but nationally the gap improved by 1.8 percentage points.
- Cheshire East is ranked 69th equal amongst all local authorities for this measure (68th last year).
- There is a large variation between boys and girls at this age with 76% of girls achieving a good level of development this year and 61% of boys.



5.2 Primary Schools

5.2.1 Phonics

FSM

Year 1 phonics	2012			2013			2014			2015		
	FSM	Non FSM	Gap									
Cheshire East	45%	66%	21 pp	55%	76%	21 pp	66%	81%	15 pp	66%	83%	17 pp
National	44%	61%	17 pp	56%	72%	16 pp	61%	77%	16 pp	65%	79%	14 pp

- There were 382 FSM children in year 1 in Cheshire East in 2015. In 2015, our FSM children maintained their pass rate and our non-FSM children improved theirs, with both groups achieving higher results than their national peers. Our FSM gap increased slightly in 2015 and is now wider than the national gap.

Gender

Year 1 phonics	2012			2013			2014			2015		
	Boys	Girls	Gap									
Cheshire East	61%	66%	5 pp	71%	77%	6 pp	76%	83%	7 pp	78%	85%	7 pp
National	54%	62%	8 pp	65%	73%	8 pp	70%	78%	8 pp	73%	81%	8 pp

- In Cheshire East, both genders have improved their results by at least 17 percentage points since 2012 and achieved higher results than their national peers. The 2015 gap in Cheshire East is the same as last year.

SEND

Year 1 phonics	2012			2013			2014			2015		
	SEN	Non SEN	Gap									
Cheshire East	27%	69%	42 pp	34%	79%	45 pp	39%	85%	46 pp	43%	86%	43 pp
National	24%	65%	41 pp	32%	76%	44 pp	38%	81%	43 pp	39%	83%	44 pp

- We had 410 SEND children in year 1 in 2015. The Cheshire East gap closed by 3% in 2015 and is now better than the national gap.

EAL

Year 1 phonics	2012			2013			2014			2015		
	EAL	Non EAL	Gap									
Cheshire East	61%	64%	3 pp	68%	74%	6 pp	76%	80%	4 pp	73%	82%	9 pp
National	58%	58%	0 pp	69%	69%	0 pp	74%	75%	1 pp	76%	77%	1 pp

- There were 235 EAL children in year 1 in Cheshire East in 2015. We have a relative low proportion of EAL children compared to the national figure. The Cheshire East gap between children with EAL and those without widened in 2015. The smaller national gap has remained stable. In 2015, Cheshire East EAL children did not achieve as well as their national peers.

5.2.2 Key Stage 1

Free School Meals

Reading level 2 and above	2012			2013			2014			2015		
	FSM	Non FSM	Gap									
Cheshire East	76%	90%	14 pp	76%	92%	16 pp	81%	94%	13 pp	81%	93%	12 pp
National	76%	90%	14 pp	79%	91%	12 pp	80%	92%	12 pp	82%	92%	10 pp

- The Cheshire East FSM cohort in year 2 was 442 pupils in 2015. Our FSM children maintained last years result and the result for our non-FSM children reduced by 1 percentage point. Our gap remains wider than national and our FSM children now have a lower result than their national peers.

Writing level 2 and above	2012			2013			2014			2015		
	FSM	Non FSM	Gap									
Cheshire East	68%	88%	20 pp	72%	89%	17 pp	78%	91%	13 pp	76%	91%	15 pp
National	70%	86%	16 pp	73%	88%	15 pp	75%	89%	14 pp	77%	90%	13 pp

- The gap in Cheshire East widened and is larger than national. This was due to the result for our FSM children reducing by 2 percentage points and our non-FSM children maintaining last year's performance. Our FSM children now have a lower result than their national peers.

Maths level 2 and above	2012			2013			2014			2015		
	FSM	Non FSM	Gap	FSM	Non FSM	Gap	FSM	Non FSM	Gap	FSM	Non FSM	Gap
Cheshire East	79%	94%	15 pp	84%	94%	10 pp	87%	96%	9 pp	87%	96%	9 pp
National	82%	93%	11 pp	84%	93%	9 pp	85%	94%	9 pp	86%	94%	8 pp

- Our FSM children and non-FSM children maintained last years result and both groups attained better than their national peers. The gap in Cheshire East is the same as last year but is wider than the national gap.

5.2.3 Key Stage 2

Disadvantaged

Reading , Writing and Maths L4+	2012			2013			2014			2015		
	Disadv	Non Disadv	Gap									
Cheshire East	65%	86%	21%	64%	85%	21%	69%	88%	19%	67%	85%	18%
National	62%	80%	18%	63%	81%	18%	67%	84%	17%	70%	85%	15%

- The results for our disadvantaged pupils reduced by 2% in 2015 and the attainment of non-disadvantaged pupils reduced by 3%, resulting in the gap being narrower but for the wrong reasons.

Gender

Reading, Writing, Mathematics at level 4 and above	2012			2013			2014			2015		
	Boys	Girls	Gap									
Cheshire East	78%	86%	8 pp	79%	83%	4 pp	81%	88%	7 pp	79%	85%	6 pp
National	71%	79%	8 pp	72%	79%	7 pp	76%	82%	6 pp	78%	83%	5 pp

- Attainment of both boys and girls in 2015 was 2% and 3% worse than in 2014. However both boys and girls attained better than their national peers. The gap in Cheshire East is 1% wider in 2015.

SEND

Reading, Writing, Mathematics at level 4 and above	2012			2013			2014			2015		
	SEN	Non SEN	Gap									
Cheshire East	40%	92%	52 pp	38%	91%	53 pp	41%	94%	53 pp	37%	90%	53 pp
National	33%	88%	55 pp	34%	88%	54 pp	39%	90%	51 pp	39%	90%	51 pp

- There were 583 SEND children in Cheshire East in 2015. Non SEND children now have the same result as their national peers and SEND children are 2 percentage points behind their national peers.

EAL

Reading, Writing, Mathematics at level 4 and above	2012			2013			2014			2015		
	EAL	Non EAL	Gap	EAL	Non EAL	Gap	EAL	Non EAL	Gap	EAL	Non EAL	Gap
Cheshire East	74%	83%	9 pp	72%	81%	9 pp	77%	85%	8 pp	67%	82%	15 pp
National	73%	75%	2 pp	73%	76%	3 pp	77%	79%	2 pp	79%	81%	2 pp

- There were 181 EAL children in Cheshire East in 2015. The Cheshire East EAL gap has almost doubled since last year and is now 15 percentage points compared to the national gap of just 2 percentage points. This is due to a decline of 10 percentage points in the EAL children's result compared to last year, leaving them 12 percentage points behind their national peers.
- The proportion of SEN children within the EAL cohort this year is 18% compared to 15% last year. In 2015, over half of the EAL cohort had no KS1 prior attainment, whereas in 2014 this was the case for just a quarter of the EAL children.

5.3 Secondary Schools

Disadvantaged

5+A*-C GCSE/equiv inc GCSE English & maths	2011			2012			2013			2014			2015		
	Disadv	Non Disadv	Gap	Disadv	Non Disadv	Gap									
Cheshire East	33%	70%	37pp	32%	68%	36pp	31%	69%	38pp	34%	67%	33 pp	35%	69%	34 pp
National	36%	65%	29pp	39%	66%	27pp	41%	68%	27pp	37%	64%	28 pp	37%	65%	28 pp

- The attainment of disadvantaged groups improved by 1% but the attainment of non-Disadvantaged improved by 2%.
- The gap between the 687 Disadvantaged and non-Disadvantaged pupils achieving 5+ A* to C GCSEs including English and maths has increased by 1 percentage point.

Gender

5+A*-C GCSE/equiv inc GCSE English & maths	2011			2012			2013			2014			2015		
	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap
Cheshire East	60%	68%	9pp	56%	68%	12pp	56%	69%	13pp	56%	67%	12 pp	60%	67%	7 pp
National	54%	62%	7pp	54%	64%	10pp	56%	66%	10pp	52%	62%	10 pp	53%	62%	9 pp

- The gap between the percentage of boys and girls achieving 5+ A* to C GCSEs including English and maths has narrowed this year by 5 percentage points, and is now better than the gap nationally. Boy's performance has increased by 4 percentage points in Cheshire East compared to an increase of 1 percentage point nationally.

SEND

5+A*-C GCSE/equiv inc GCSE English & maths	2011			2012			2013			2014			2015		
	SEND	Non SEND	Gap	SEND	Non SEND	Gap	SEND	Non SEND	Gap	SEND	Non SEND	Gap	SEND	Non SEND	Gap
Cheshire East	23%	72%	50pp	23%	70%	48pp	24%	69%	45 pp	22%	70%	48 pp	22%	68%	46 pp
National	22%	70%	47pp	22%	69%	47pp	23%	71%	48 pp	20%	66%	45 pp	20%	65%	45 pp

- The gap between the 379 SEND pupils and non-SEND pupils achieving 5+ A* to C GCSEs including English and maths has improved by 2 percentage points and is still 1 percentage point worse than the gap nationally.

EAL

5+A*-C GCSE/equiv inc GCSE English & maths	2011			2012			2013			2014			2015		
	Non EAL	EAL	Gap	Non EAL	EAL	Gap	Non EAL	EAL	Gap	Non EAL	EAL	Gap	Non EAL	EAL	Gap
Cheshire East	65%	60%	5pp	62%	59%	4pp	63%	48%	15 pp	62%	49%	13 pp	64%	54%	10 pp
National	59%	58%	1pp	59%	58%	1pp	61%	60%	1 pp	57%	57%	0 pp	58%	57%	1 pp

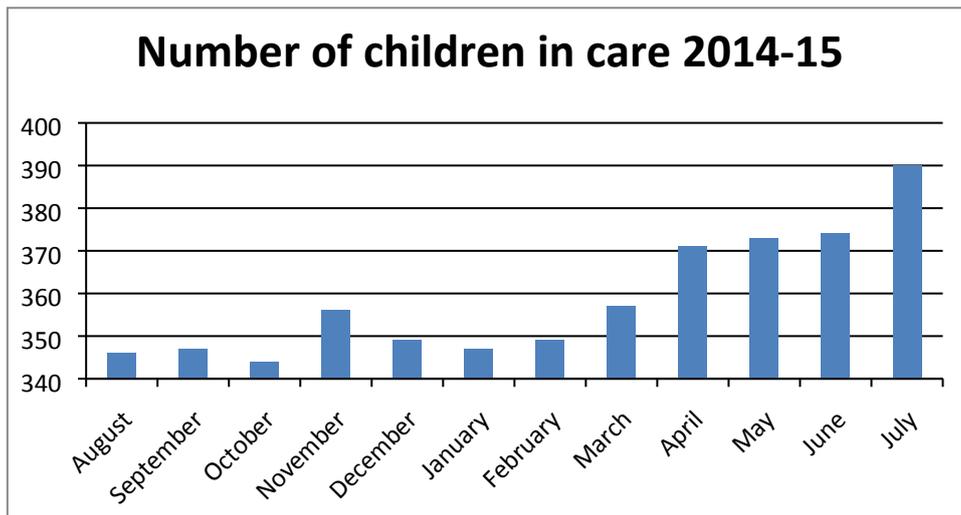
- The gap between the 142 EAL pupils and non EAL pupils achieving 5+ A* to C GCSEs including English and maths has narrowed by 3 percentage points but is still higher than the gap nationally.
- Attainment of EAL pupils in 2015 was 6% better than in 2014.

6 Cared for Children

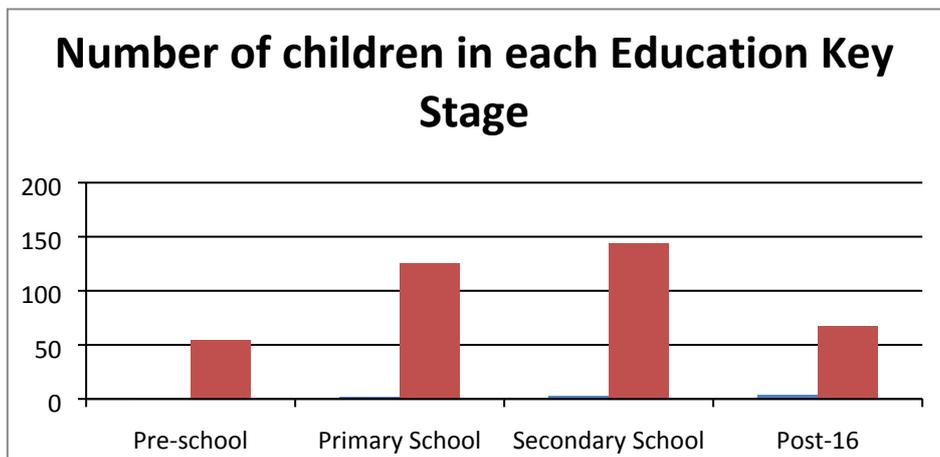
The Virtual School for Cared for Children is responsible for supporting the education provision of all Cared for Children.

6.1 Cared for Children – Cohort Overview

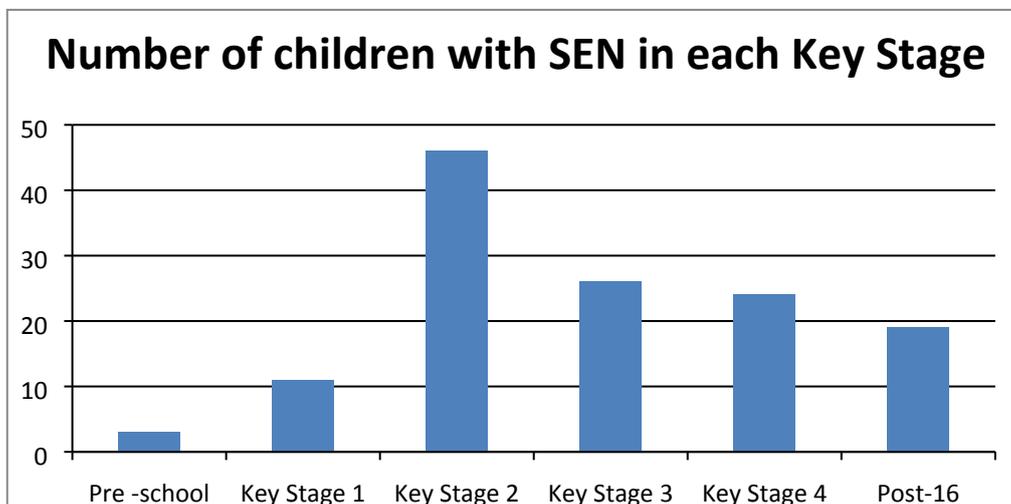
The cohort of cared for children varies continually and the graph below shows this variation during the academic year.

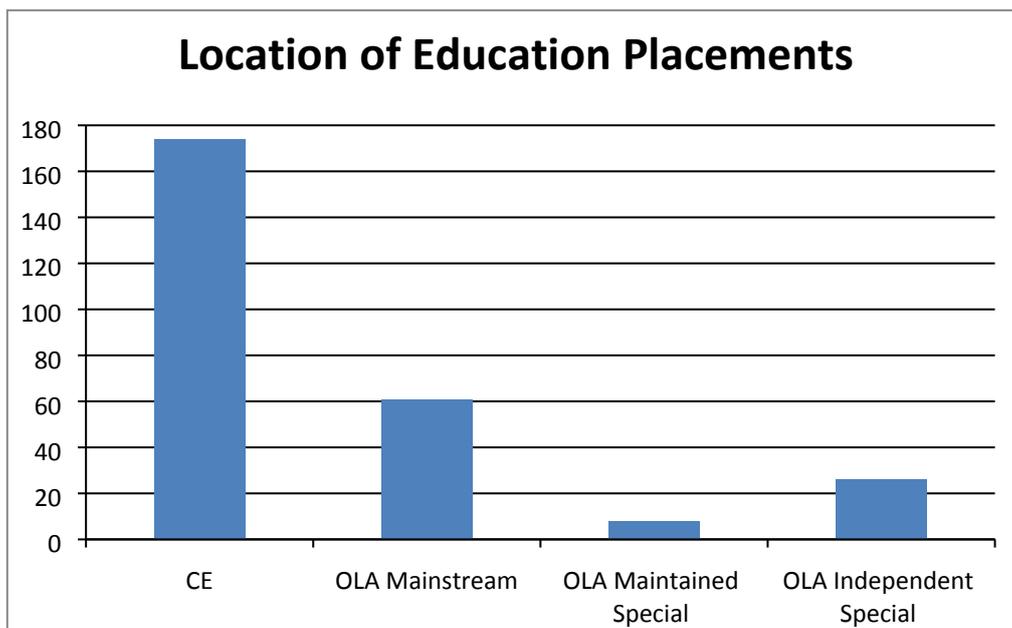


- There has been a significant increase in the number of children in care during the year, all of whom have had support from the Virtual School (VS).



- The graph below shows the number of children in each Key Stage with a statement of SEN or an EHCP. This is equivalent to 32% of the young people supported by the Virtual School. In 2014 the level of SEN for Looked after children in England was 29% and the level in Cheshire East was 38%. The rate amongst all children in England is 2.8% (Jan 2015 Census).





- Where possible children attend Cheshire East schools but this is not always the case. Children are placed outside Cheshire East if they need specialist provision or if carers live outside the borough.

6.2 Educational Outcomes

All cared for children are supported through their tests and exams so that they can achieve their best possible results but the data in these tables relates to the 'eligible cohort', which is those children who have been in continuous care since 31st March 2014 and were still in care on 31st March 2015.

6.2.1 Early Years Foundation Stage

Early Years	Cohort	Achieved expected level personal, social and emotional development	Achieved expected level in communication and language	Achieved Good Level of Development in all areas	Percentage achieved Good Level of Development in all areas
Cheshire East 2014	7	4	4	3	43%
Cheshire East 2015	5	3	2	1	20%

- Two of the children have SEN and a further two have identified speech and language needs necessitating specialist intervention which has been provided either through Speech and Language Therapy Team or funded by the Virtual School.

6.2.2 Key Stage 1

KS1	Cohort	L2+ Reading	L2+ Writing	L2+ Maths	L2+ RWM
Cheshire East 2014	12	67%	50%	58%	58%
Cheshire East 2015	6	50%	50%	66%	50%
Making age expected progress in Y2 2015*	6	83%	83%	83%	83%

* If achieved GLD in reception, then went on to achieve level 2 or higher for KS1

- There were only a small number of children in this group. Based on the outcomes of the EYFS it was predicted that only 2 children (33% of cohort) would attain the expected level at KS1. Of those children without an EHCP/Statement 75% gained Level 2 in reading and writing and 100% achieved level 2 in maths.

6.2.3 Key Stage 2

KS2 tests	Level of SEN	Cohort	Tested Cohort	L4+ Reading	L4+ Writing	L4+ Maths	L4+ RWM
Cheshire East 2014	35%	21	20	71%	62%	71%	52%
Cheshire East 2015	60%	20	16	75%	60%	69%	50%
Making age expected progress from KS1 to KS2 in 2015			16	88%	75%	88%	69%

- Twenty children ended Y6 after having been in care for 1 year or more but only 16 took the SAT tests. The other five were either at independent special schools who do not do the SATs or were dis-applied. All the children have been supported during the year and have had bespoke support packages in place.
- Twelve of the children (60%) in this cohort have SEN of which ten (50%) have EHCP. Of these, five attended special schools (maintained or independent).
- The performance of the cohort who completed the tests is shown in the table below along with their SEN needs.

2015	L4+ reading	L4+ writing	L4+ maths	L4+ RWM
All Y6	75%	60%	69%	50%
With EHCP	80%	20%	40%	20%
Without EHCP	81%	73%	81%	73%

6.2.4 Key Stage 4 Cohort

	Cohort Size	Number 5+ A*-C inc. Eng/Ma	% 5+ A*-C inc. Eng/Ma
Cheshire East 2014	27	4	15%
Cheshire East 2015	24	6	25%

- All the pupils gaining 5+A*C En/ma attended mainstream schools with 3 attending Cheshire East schools and 3 attending schools out of borough.
- 11 pupils (45%) have statements/EHCP for MLD or BESD with a further 5 recorded as SA+/SFP. Of these 3 were educated in maintained special schools and 2 in independent schools. 5 pupils followed an alternative curriculum based around key skills and vocational learning and these were all linked to and monitored by their home school.
- The outcomes based on level of SEN are shown below:

SEN Level 2015	% 5+A*-C inc. Eng/ma
All Y11	25%
With EHCP	18%
On SA+/SFP	14%
No SEN	50%

- Since the end of Y10, six pupils have had at least one school or placement change. All of these had SEN and received intensive support including 1:1 tutoring, work experience and vocational courses to give a full curriculum. Despite this, none of this group reached the 5+A*-C En/ma threshold.
- School stability is an important factor for successful outcomes at GCSE. 10 pupils attended the same school throughout their secondary education. All the pupils who gained 5+A*-C En/ma had attended only 1 or 2 secondary schools. Four pupils have attended 3 or more schools since Y7 and none of this group achieved 5+A*-C En/ma despite intensive support being available during transition.
- The length of time in care varied from just over 1 year to 14 years with the number of care placements for each child ranging from 1 to 15. Eleven children had more than more than 3 care placements and of these only 1 gained 5+A*-C En/ma.

6.2.5 Post 16

Type of course/venue	Number	Outcomes
Entry at Special school	7	All making progress
Entry-L2	10	All completed course
L3 Vocational/A levels	5	All passes

- Cared for Children studying post 16 all made good progress or completed their course.

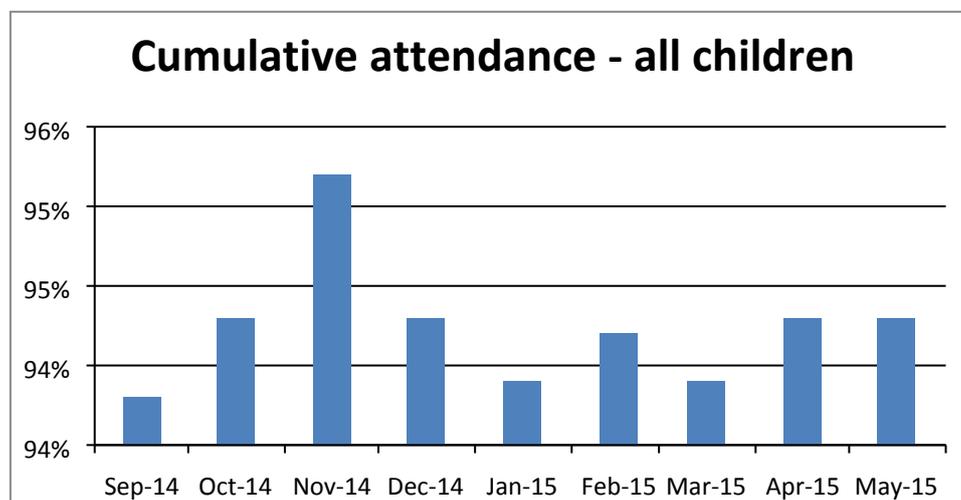
6.2.6 Higher Education

Year	Total Starts	Age 18	Age 19+
2013	7	3	4
2014	9	2	7
2015	5	4	1

- All young people are encouraged to explore the options for higher education during their time in education. The virtual school works with other local areas to arrange university days specifically for cared for children and also encourages schools to include cared for children when planning any in-school events. Young people are also made aware of any open events at local universities and encouraged to participate. Where specific requests are made, the Virtual School has contacts with universities and can arrange bespoke visits.

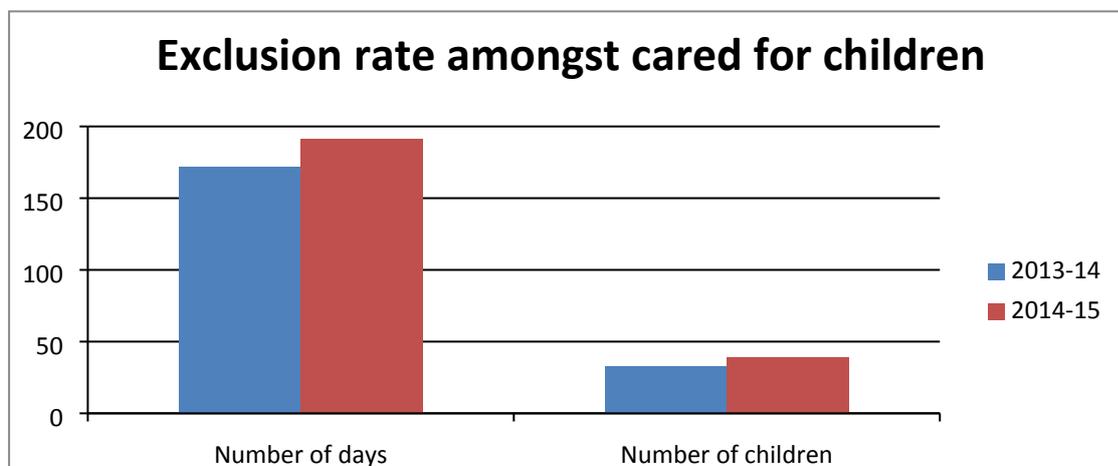
6.3 Overall Attendance

The attendance of all children is monitored daily through a commissioned service, currently provided by Welfare Call. Attendance is reviewed monthly and VS staff explores any cases when attendance is below the 90% target.



- The number of Cared for Children who has persistent absence for 2014-15 was 9 (5%) which is better than 2013-14 when persistent absence was 6.1%.

6.4 Exclusions



- Despite working with schools to avoid exclusions the number of days lost through exclusion this year has increased and so this remains a high priority for 2015-16. The number of children who have had at least one period of exclusion has increased although taking into account the rise in the cohort the percentage has remained the same at 14%. This includes all children in care and evidence shows that the rate of exclusions is particularly high in children new into care and is often a pattern of previous behaviours. Eleven children had exclusions within the early stages of their time in care accounting for 65 days in total. The rate of exclusions for most of these children reduced once they were settled into their new homes and situations.

Appendix 1 – Cheshire East’s Statistical Neighbours

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

These variables include:

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

Cheshire East’s neighbours are listed below ranked in order of their “closeness” (1 = closest).

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