
EDUCATIONAL ATTAINMENT IN DARLINGTON

**Responsible Cabinet Member - Councillor Cyndi Hughes,
Children and Young People Portfolio**

Responsible Director - Suzanne Joyner, Director of Children and Adults Services

SUMMARY REPORT

Purpose of the Report

1. The purpose of this report is to provide an analysis of educational performance in Darlington and explain the new performance measures that were introduced in Summer 2016.

Summary

2. In Darlington the majority of schools are academies or Free schools. There are now four maintained primary schools, two nursery schools and a Pupil Referral Unit maintained by the local authority. Although the majority of schools are now academies, the local authority still has oversight of educational standards and is responsible for promoting high educational standards. (Section 13 and 13A Education Act 1996 and section 60 of Education and Inspections Act 2006).
3. The Department for Education (DfE) introduced new performance measures in 2016. It is therefore not possible to compare Darlington's performance with previous years in Key Stages 1, 2 and 4. These new measures will be used to monitor school performance by agencies such as Ofsted and the DfE. A revised Ofsted inspection framework was also issued in September 2016.
4. In March 2016, the DfE published revised guidance for local authorities and Regional Schools Commissioners. (Schools Causing Concern: intervening in failing, underperforming and coasting schools). The role and responsibility of the RSC is summarised on page 26 of the document. *RSCs are responsible for addressing underperformance in academies, so will take action in line with the funding agreement for the academy in question. RSCs will hold academies to account for underperformance just as robustly as they would for maintained schools.*
5. As improving attainment is a long held goal of both the Council and Darlington Partnership, the Council maintains close liaison with academies, and with the Regional Schools Commissioner in ensuring that the model of governance is no barrier to driving up standards.

6. The data used in this report is from the DfE's Local Authority Interactive Tool (LAIT) and is based on 2016 validated data.
7. In area of Early Years the proportion of children achieving a Good Level of Development (GLD) has increased year on year since 2014. Darlington is now above the national average. In Key Stage 1 teacher assessments, Darlington is above the national average in all subjects. In Key Stage 2, Darlington's performance is above the national average in all subjects except writing which is in line with the national average. This means that children have a better level of development ready for their school years and beyond.
8. The RSC was formally notified of two schools (Academies) that are below the attainment and progress floor standards in the primary phase, which supports their role in ensuring well performing Academies.
9. The proportion of pupils in Darlington achieving Grades A – C in English and mathematics is 61.6% compared to the national average of 59.3%. This enables young people in Darlington to be better equipped to progress on to their choice of further education and/or employment opportunities.
10. For the newly introduced measure of Progress 8, Darlington's score of -0.39 is very low compared to -0.03 nationally. The Attainment 8 score at 48.4 is just below the score for all schools nationally which is 48.5. Progress 8 is based on students' progress, measured across 8 subjects from KS2 to KS4. A negative Progress 8 score indicates that a child has not progressed as well as their peer group between KS2 and KS4, while a positive Progress 8 score indicates that a pupil has progressed better than their peer group between KS2 and KS4
11. Progress 8 aims to capture the progress a pupils makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.
12. Attainment 8 measures the achievement of pupils across 8 GCSE qualifications including mathematics (double weighted) and English (double weighted). 3 further qualifications that count in the English Baccalaureate (Ebacc) and a further 3 qualifications that can be GCSE qualifications or technical awards from the Department for Education's approved list
13. The report this year includes analysis on narrowing the attainment gaps. From the Early Years to the end of Key Stage 2, girls outperform boys in all subjects.
14. The attainment gap between pupils with Special Educational Needs and/or Disability (SEND) with Education, Health and Care Plans (EHCP) compared to other pupils is wide. For pupils on SEN support the gap is not as wide. In Key Stage 1, performance in Phonics has improved significantly for pupils with a statement and/or EHCP. The gap has started to decrease given the low starting points of pupils of pupils with statement and/or ECH plan.

15. The proportion of 16 and 17 year olds participation in education and training is 92.9% compared to 91.0% nationally and 91.7% across the North East region. Darlington has remained above the national and regional averages for the last three years. The average point score per A level entry at 31.58 is less than a point below the national average 31.79.
16. The overall headline is positive for education performance for Darlington across all Key Stages. Young children are achieving well in the Good Level of development stage, giving them a firm foundation for their continued educational development. It is pleasing to note that in the Early Years, the inequality gap has been reducing year on year for the last 3 years. The support and challenge provided by the local authority's Early Years Service to settings and nursery schools is having a positive impact on outcomes. Performance at Key Stage 1 and Key Stage 2 is broadly above the national averages and prepares children well for secondary education.
17. Pupils on Free School Meals do not achieve as well as their non Free School Meals peers. Therefore, narrowing the attainment gap is a priority area across all Key Stages but particularly in Key Stage 4 where the attainment gap widest. For maintained schools, support and challenge is provided the local authority's School Improvement Officers. For Academies, the Regional Schools Commissioner is responsible for brokering support where attainment is cause for concern. Regular meetings are held between the RSC and the local authority to discuss performance in academies. The RSC has the facility to broker support from Multi- Academy Trusts and Teaching Schools.

Recommendation

18. It is recommended that Cabinet notes the contents of the report.

Reason

19. To ensure that Cabinet are updated on the educational performance in Darlington.

Suzanne Joyner
Director of Children and Adults Services

Background Papers

No background papers were used in the preparation of this report

Steve Nyakatawa: Extension 5637

S17 Crime and Disorder	Participation in education, employment and training potential to reduce levels of crime and disorder
Health and Well Being	Engagement in education positive benefits on Health and Well Being
Carbon Impact	Does not apply
Diversity	No issues around diversity to be addressed
Wards Affected	All

Groups Affected	Children and Young People
Budget and Policy Framework	There is no change to the Budget and Policy framework
Key Decision	This not a key decision
Urgent Decision	This not an urgent decision
One Darlington: Perfectly Placed	Contributes to: Children with a best start in life
Efficiency	Does not apply

MAIN REPORT

Information and Analysis

Early Years Foundation Stage (EYFS)

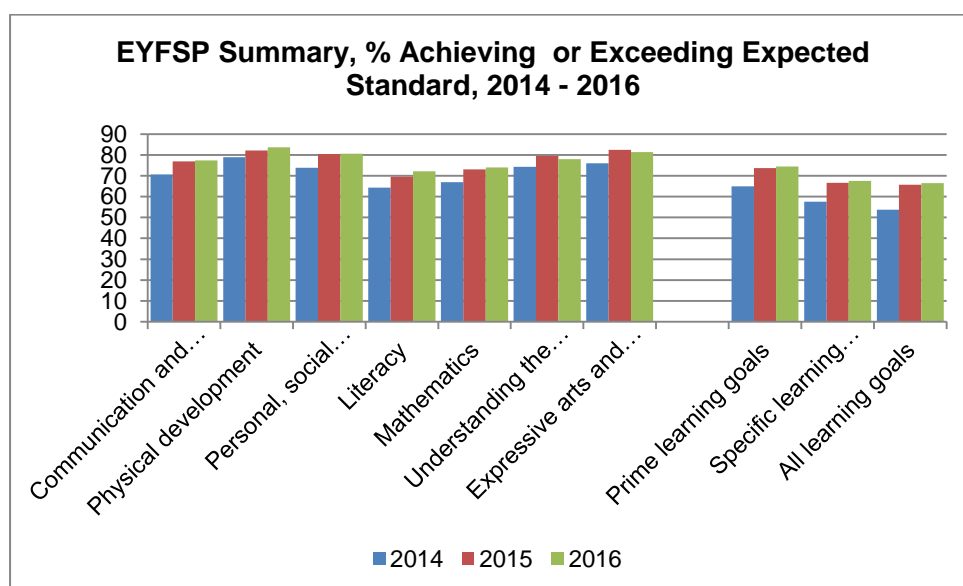
20. There are two national indicators used for the Early Years Foundation Stage Profile.
21. "Good Level of Development" (GLD): This is based on the percentage of children reaching the expected level or above, in the 3 Prime Learning Goals (Communication & Language' Personal, Social & Emotional Development and Physical Development) as well as reaching the expected level or above in Literacy and Mathematics.
22. Average total point score: If a child is at the emerging level in an Early Learning Goal (ELG), they receive 1 point; if they are reaching the expected level they receive 2 points and if they exceeding the ELG, they receive 3 points.

Proportion achieving a Good Level of Development (GLD)

	2014	2015	2016
Darlington	55.30	66.20	69.60
England	60.40	66.30	69.30
North East	55.8	63.10	68.40

23. The proportion of children achieving a Good Level of Development has improved year on year for the last three years. Performance in 2014 was below the national average but by 2016, Darlington's performance is now just above the national average. This means that children are more equipped for learning and the school environment, and so more able to thrive and achieve there, supporting them to have the best start in life, educationally.

The proportion of children achieving the expected standard across all Early Learning Goals (ELGs)



24. There was good improvement in performance in all indicators between 2014 and 2015. This trend has continued during 2016 in all but 2 indicators, with small decreases in performance in understanding the world, and expressive arts and design. In 2016 66.4% of children were achieving or exceeding expected standard in all learning goals, an increase of 0.4% from 2015 and 12.4% from 2014.

Narrowing the Gap: Early Years Foundation Stage

Foundation Stage: The standard score inequality gap across all Early Learning Goals (ELGS)

	2014	2015	2016
Darlington Gap	42.70	40.50	37.90
England Gap	33.90	32.10	31.40
Difference	-8.8	-8.4	-6.5

25. The inequality gap has been reducing year on year in Darlington and the gap between Darlington and national is narrowing. The introduction and accessibility of 15 hours free early education for 3 and 4 year olds is having a positive impact on outcomes for children from disadvantaged backgrounds. The number of funded hours will increase to 30 from September 2017.

Key Stage 1 (Teacher Assessment)

26. New performance measures were introduced in Key Stage 1. Levels were previously used to measure performance and because of the changes comparisons cannot be made with previous years.

Percentage achieving expected standard Key Stage 1

% Expected Standard	Darlington	National*
Reading	75.0	74.0
Writing	68.0	65.0
Maths	75.0	73.0
Science	84.0	82.0
RWM	63.0	60.0

27. The Key Stage 1 Teacher Assessments show that Darlington pupils are achieving higher than all pupils nationally in all subjects.

Narrowing the gap Key Stage 1

Free School Meals

28. Percentage of pupils on Free School Meals achieving expected level in Phonics decoding

	2014	2015	2016
Darlington	73.0	73.0	76.0
England	61.0	65.0	69.0
Difference	+12.0	+8	+7

29. The proportion of pupils on Free School Meals achieving the expected level in Phonics decoding is significantly above the national average. Darlington is ranked 10/150 local authorities across England.

Key Stage 2 (Tests)

30. The progress measure in Key Stage 2 is based on value-added in each of reading, writing and mathematics. Each pupil's scaled scores in each area will be compared with the scores of pupils who had the same results in their assessments at the end of Key Stage 1.

31. The attainment standard is based on the proportion of pupils reaching the new expected standard in reading, writing and mathematics. To reach the new expected standard, each pupil will be required to attain a scaled score of 100 or more in the tests in reading and mathematics, as well as being assessed by their teacher as reaching the new expected standard in writing.

32. A school will be above the attainment floor standard if 65% of pupils reach the new expected standard in each area. As this is the first time this measure has been used, comparisons cannot be made with previous years' results.

Proportion of pupils reaching the expected standard Key Stage 2

% Expected Standard	Darlington	National*
Reading	69.0	66.0
GPS	75.0	73.0
Maths	74.0	70.0
Writing (TA)	74.0	74.0
RWM	56.0	53.0

- (a) Reading results show that 69% of Darlington pupils have achieved the expected standard compared to 66% nationally. Darlington's average scaled score was 103 compared to 102.6 nationally. (The scale score benchmark is 100).
- (b) 75% of Darlington pupils achieved the expected standard in Grammar, Spelling and Punctuation compared to 73% nationally. The average scaled score was 104.4 compared to 104 nationally.
- (c) 74% of Darlington pupils achieved the expected standard in mathematics compared to 70% nationally. The average scaled score for this subject was 103.9 compared to 103 nationally.
- (d) 74% of Darlington pupils achieved the expected standard in writing based on Teacher Assessments this is in line with the expected standard nationally. Darlington is less than a percentage point below the national average.
- (e) 56% of Darlington pupils achieved the expected standard for Reading, Writing and Mathematics (combined) compared to 53% nationally.

Narrowing the Gap

Free School Meal (FSM) and non-Free School Meals Attainment

(2016 comparisons are not yet available because new measures were introduced)

33. Percentage achieving expected level Reading Writing and mathematics combined Key Stage 2

Darlington	2014	2015	2016
Non FSM	86.0	87.0	-
FSM	63.0	66.0	-
Darlington Attainment Gap	23.0	21.0	-

England	2014	2015	2016
Non FSM	82.0	83.0	-
FSM	64.0	66.0	-
England Attainment Gap	18.0	17.0	-

34. Although Darlington's non FSM pupils are out-performing similar pupils nationally, FSM pupils' performance is close to the national average. However, the attainment gap between FSM and non FSM pupils locally is wider than the national gap. The attainment gap between pupils entitled to free school meals and those who are not narrowed by 1 percentage point nationally and by 2 percentage points locally between 2014 and 2015. Schools will be using their Pupil Premium funding to meet the needs of pupils on free school meals. The use of this funding is subject to scrutiny in an Ofsted inspection.

Key Stage 4

35. The new headline accountability measures for General Certificate of Secondary Education (GCSE) are Progress 8, Attainment 8 and attainment in English and mathematics and the English Baccalaureate. The English Baccalaureate (EBacc) is a school performance measure. It allows people to see how many pupils get a grade C or above in the core academic subjects (English, mathematics, history or geography, the sciences and a language at key stage 4).

36. In future, the proportion of students achieving 5 or more GCSEs at grades A* to C including English and mathematics will not be used.

37. This commentary needs to be in the summary where the explanation for Progress 8 is unclear

38. The table below shows the results for schools in Darlington shows the proportion of pupils achieving 5+ A-C including English and mathematics.

	2014	2015	2016
Darlington	56.90	52.50	56.70
North East	54.60	55.40	56.30
England	53.40	53.80	53.50

(a) Darlington's performance improved by 4.20 percentage points compared to the previous year. Darlington is now above the national and regional averages.

Attainment 8 Scores

	2015	2016
Darlington	46.50	48.40
North East	47.0	48.70
England	47.40	48.50

(b) Darlington's performance based on this measure is less than a percentage point below the England and regional averages for both years.

39.

Progress 8 Scores

Darlington	-0.39
North East	-0.16

England	-0.14
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40. Darlington has a lower Progress 8 scores compared to national scores. The low Progress 8 scores are due to high absence levels. The most recent data for 2015 indicates that fixed term exclusions above the national average. However, the local authority agreed to take part in the Department for Education’s No Exclusion Trial and as a result, there have been no permanent exclusions for the last 3 years. The local authority works in partnership with the Secondary Behaviour and Attendance Partnership and meetings are held fortnightly to discuss pupils at risk of permanent exclusion and manage their move to another school or academy. An Attendance Officers Group has been established to share strategies for dealing with attendance hotspots and attendance is a feature of meetings with the RSC.

Attendance and Behaviour (2015) secondary: percentage of pupils absent broken down by type

2015	Permanent exclusions	Fixed term exclusions	Persistent absence	Authorised absence	Unauthorised absence	Total absence
Darlington	0.00	12.14	8.70	4.60	1.60	6.20
England	0.15	7.51	5.40	4.00	1.30	5.30
Difference	+0.15	-4.73	-3.3	-0.60	-0.30	-0.90

41. The Early Help Offer has been re –modelled. A family assessment is offered to all families where their children’s attendance is below 90% and intervention strategies are put in place. Families that fail to engage will be taken through the legal route. For attendance that is below 80% and 10 or more unauthorised absences will trigger Penalty Notice letter.

Percentage of Pupils Achieving the English Baccalaureate

	2014	2015	2016
Darlington	23.30	17.70	23.9
England	22.80	22.90	24.7

42. 61.6% of Darlington pupils achieved an A* - C in English and Maths, this is above the national average figure of 59.3%.

43. 23.9% of Darlington pupils achieved the English Baccalaureate, compared to 24.7% nationally. Compared to 2015, Darlington has improved its performance by 6.2%.

Narrowing the Gap

Free School Meals and non-Free School Meals

44. New attainment measures were introduced in 2016 so there is no previous data to make comparisons over time.
45. The Attainment 8 score for pupils eligible for Free School Meals in Darlington is 34.1. This is below the national average which stands at 39.1. The Attainment 8 score for pupils not eligible for Free School Meals is 50.7 this is just below the national average of 51.8. The attainment gap in Darlington is 16.1; this is wider than the national gap which stands at 12.7. Schools and academies will be using the Pupil Premium funding to improve outcomes for this group of pupils. Schools have to account for how they use the Pupil Premium funding on their websites and when they are inspected by Ofsted.

Key Stage 4: 2016 Results Summary

Estab. Name	Cohort	Attainment 8	Progress 8 (w/ CI)	GCSE A* -C E&M	% Achieving Ebacc
National	539,803	50.00	-0.03	63.0%	24.7%
LA (state-funded schools)	1,139	48.40	-0.33	61.6%	23.9%
Beaumont Hill Academy	28	4.18	-1.63	0%	0%
Carmel College	174	58.97	0.40	86.8%	26.4%
Darlington School of Maths and Science now Wyvern Academy	98	42.06	-0.66	38.8%	22.4%
Haughton Academy	144	45.16	-0.36	62.5%	12.5%
Hummersknott Academy	241	53.77	-0.11	65.6%	41.9%
Hurworth School	134	52.54	0.10	74.6%	12.7%
Longfield Academy of Sport	179	46.98	-0.29	64.2%	27.4%
Polam Hall School	19	57.18	0.68	78.9%	52.6%
St Aidan's Church of England Academy	121	37.93	-0.75	28.9%	7.4%

Attendance and Behaviour (2015) secondary: percentage of pupils absent broken down by type

2015	Permanent exclusions	Fixed term exclusions	Persistent absence	Authorised absence	Unauthorised absence	Total absence
Darlington	0.00	12.14	8.70	4.60	1.60	6.20
England	0.15	7.51	5.40	4.00	1.30	5.30
Difference	+0.15	-4.73	-3.3	-0.60	-0.30	-0.90

Post-16 Learning and skills

Participation

46. Participation in education and training by 16 and 17 year olds continues to rise and sits above the national and north east average. (Within these figures, participation at age 16 has stabilised at around 95-96% whilst participation at 17 continues to rise. Only 5.5% of all 16 and 17 year olds go into apprenticeships, although this is still above the national average.)

Percentage Participating in education and training 2012 -2016

Percentage of 16-17 year olds in education and training	Dec 2012	Dec 2013	Dec 2014	Dec 2015	June 2016
Darlington	80.1	90.1	92.7	93.2	92.9
North East	88.8	90.4	91.5	93.0	91.7
England	87.9	89.8	90.2	91.2	91.0

Attainment 16-18

Advanced Level

Measure	Darlington 2016	England Average	North East	Position against England Average
Average point score per A level entry	31.58	31.79	29.1	Below

47. Performance in Darlington at A level is slightly below the National average. Due to a change in the calculation of average points score, it is difficult to compare current data to previous.

Percentage of students achieving Grades AAB or better at A level*

	2015	2016
Darlington	11.6	9.70
North East	9.80	12.20
England	14.70	17.00

* The above measure, used for the first time in 2016, includes vocational qualifications that are on the approved list of level 3 qualifications (Professor Alison Wolfe Review).

48. The proportion of students achieving the higher grades at A level in Darlington has dropped below North East average compared to 2015. Darlington's performance is

below the national average for both years. New measures introduced in 2016 now include level 3 vocational qualifications.

Attainment by age 19

49. Darlington has made significant progress in increasing achievement of Level 2 qualifications by age 19 (In 2015 89.1% had a Level 2 qualification by age 19, 3.3% above the regional average and 3.1% above the national average).
50. In 2015 achievement of Level 3 by age 19 fell in Darlington from 57.6% to 54.5%. This was 2.7% above the regional average but 2.9% below the national average.

Conclusion

51. Darlington overall performance is above the national average in most measures. The key area for improvement across the primary and secondary sectors is narrowing the attainment gap between pupils on Free School Meals and those who are not. Support and challenge will be provided and coordinated by School Improvement Officers for maintained schools. For academies, the Regional Schools Commissioner will broker support and discuss overall performance of academies in the area with the local authority on a termly basis.