



Northumberland
County Council

Educational Outcomes 2018

FACS SCRUTINY
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Early Years & Primary Outcomes

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The Early Years Foundation Stage (EYFS)

The Early Years Profile is completed at the end of the Reception year at school - the key measure of success is the % of children reaching a 'Good Level of Development' (GLD).

Indicator	2014	2015	2016	2017	2018	Trend
Cohort ¹	3,291 -	3,296 +5	3,352 +56	3,481 +129	3,309 -172	
Good Level of Development ²	56.8% -	64.9% +8.1%	73.4% +8.5%	74.9% +1.5%	75.0% +0.1%	

The Northumberland GLD average for 2018 has been maintained at 75%, (3.5 % above the national emerging average of 71.5%).

The improvement trend over the last 4 years has been very strong increasing by 10% (and from below the national average).

Early Years Foundation Stage - Disadvantaged

Indicator	2015	2016	2017	2018	Trend
Cohort ¹	559	521	508	543	
	-	-38	-13	+35	
Good Level of Development ²	48.8%	56.4%	58.9%	57.5%	
	-	+7.6%	+2.5%	-1.4%	

- The percentage of disadvantaged children achieving a GLD has fallen in 2018 following sustained improvement over the previous 2 years
- The gap between disadvantaged children and their peers remains around 20% and is too high

Early Years Foundation Stage - EHCP Pupils

Indicator	2015	2016	2017	2018	Trend
Cohort ¹	19	27	25	44	
	-	+8	-2	+19	
Good Level of Development ²	0.0%	0.0%	0.0%	4.5%	
	-	0.0%	0.0%	+4.5%	

Early Years Foundation Stage - SEN Support Pupils

Indicator	2015	2016	2017	2018	Trend
Cohort ¹	195	431	419	357	
	-	+236	-12	-62	
Good Level of Development ²	23.6%	34.6%	33.2%	35.3%	
	-	+11.0%	-1.4%	+2.1%	

Early Years outcomes for SEND learners are increasing over time for both children with EHCP plans and for those on SEND Support.

Phonics Screening Check Year 1

In all, **3,497** Northumberland children were eligible for the check with **85% working at the required standard.**

Indicator	2014	2015	2016	2017	2018	Trend
Cohort	3,429 -	3,304 -125	3,302 -2	3,352 +50	3,497 +145	
WA	75.4% -	79.6% +4.2%	83.7% +4.1%	85.0% +1.3%	85.2% +0.2%	
APS	33.4 -	33.9 +0.5	34.7 +0.8	34.5 -0.2	34.5 0.0	

This has maintained the high standard from 2017 and is above the emerging national average by 2.7%

Phonics - Disadvantaged Pupils

Indicator	2015	2016	2017	2018	Trend
Cohort	788 -	657 -131	641 -16	717 +76	
WA	68.4% -	73.7% +5.3%	75.4% +1.7%	73.5% -1.9%	

For disadvantaged pupils there has been an increase in phonics outcomes over time.

Phonics - Special Educational Needs - EHCP Pupils

Indicator	2015	2016	2017	2018	Trend
Cohort	32 -	30 -2	44 +14	42 -2	
WA	18.8% -	3.3% -15.5%	13.6% +10.3%	19.0% +5.4%	

Phonics - Special Educational Needs - SEN Support Pupils

Indicator	2015	2016	2017	2018	Trend
Cohort	227 -	537 +310	478 -59	427 -51	
WA	53.3% -	55.3% +2.0%	53.3% -2.0%	51.5% -1.8%	

- Phonics outcomes for EHCP learners is increasing well over time
- The outcomes for pupils at SEN support are slowly falling

Key Stage 1:

Our overall position compared with the national averages has improved over the last 4 years in all subjects. We are now solidly above average overall. This is also reflected in the performance of our more able children.

Indicator	2018	2016	2017	2018	Viz.
Reading ≥ EXS	3,376	78.5% -	80.5% +2.0% pts	80.5% +0.0% pts	
Writing ≥ EXS	3,376	70.2% -	73.6% +3.4% pts	74.3% +0.7% pts	
Maths ≥ EXS	3,376	76.2% -	78.7% +2.5% pts	78.6% -0.1% pts	
RWM ≥ EXS	3,376	65.2% -	69.7% +4.5% pts	69.5% -0.2% pts	

There is wide variation between schools. A small number of larger primaries are underperforming.

Key Stage 1 Disadvantaged

Indicator	2018	2016	2017	2018	Viz.
Reading ≥ EXS	753	64.7% -	70.0% +5.3% pts	66.8% -3.2% pts	
Writing ≥ EXS	753	53.2% -	59.3% +6.1% pts	57.8% -1.5% pts	
Maths ≥ EXS	753	63.3% -	66.5% +3.2% pts	64.8% -1.7% pts	
RWM ≥ EXS	753	46.7% -	54.3% +7.6% pts	52.2% -2.1% pts	

- The performance of disadvantaged pupils has increased over the last 3 years
- Disadvantaged gaps have closed slightly but remain at around 15%

The gaps are still too large. We continue to provide support and focus for schools on those issues by highlighting the performance of this group in all school SIP reports, carrying out Pupil Premium reviews and sharing best practice.

SEND learners at Key Stage 1:

- SEN Support learners at KS1 outperform their peers nationally in all subjects
- EHCP pupils at KS1 perform less well than their peers nationally in all subjects

Progress from Reception to Key Stage 1:

The proportion of children achieving a Good Level of Development in 2016 was 73.4%, whilst 69.5% of the same children achieved the expected standard or above at KS1 in reading, writing and maths 2018.

Therefore in theory these children have not made as much progress as previous cohorts (although they were starting from a higher base)

Key Stage 2:

Indicator	2018	2016	2017	2018	Viz.
Reading \geq Exp. Std.	3,352	66.4% -	72.0% +5.6% pts	76.7% +4.7% pts	
Writing TA \geq EXS	3,352	79.5% -	76.9% -2.6% pts	80.6% +3.7% pts	
Maths \geq Exp. Std.	3,352	68.7% -	72.3% +3.6% pts	74.6% +2.3% pts	
RWM \geq Exp. Std.	3,352	55.0% -	60.5% +5.4% pts	64.2% +3.8% pts	

- **Outcomes at KS2 have risen for all subjects in 2018**
- The picture at KS2 shows outcomes are not as strong as in Early Years and KS1.
- **We are above the national averages in reading and writing** but we remain slightly behind in mathematics.
- Progress across KS2 is broadly in line with the national average.

Key Stage 2 Disadvantaged

Indicator	2018	2016	2017	2018	Viz.
Reading ≥ Exp. Std.	972	48.1%	56.6%	63.0%	
		-	+8.5% pts	+6.4% pts	
Writing TA ≥ EXS	972	64.5%	63.0%	66.9%	
		-	-1.6% pts	+3.9% pts	
Maths ≥ Exp. Std.	972	50.5%	54.5%	61.5%	
		-	+4.0% pts	+7.0% pts	
RWM ≥ Exp. Std.	972	35.9%	41.2%	47.9%	
		-	+5.3% pts	+6.8% pts	

Disadvantaged pupils have increased attainment in all subjects over time.

Key Stage 2 Non Disadvantaged

Indicator	2018	2016	2017	2018	Viz.
Reading ≥ Exp. Std.	2,380	74.2%	78.5%	82.3%	
		-	+4.3% pts	+3.8% pts	
Writing TA ≥ EXS	2,380	85.8%	82.7%	86.2%	
		-	-3.1% pts	+3.4% pts	
Maths ≥ Exp. Std.	2,380	76.5%	79.8%	80.0%	
		-	+3.3% pts	+0.1% pts	
RWM ≥ Exp. Std.	2,380	63.2%	68.6%	70.9%	
		-	+5.4% pts	+2.3% pts	

Disadvantaged pupils have slightly closed the gap on non disadvantaged attainment in all subjects over time.

Key Stage 2 - Special Educational Needs - EHCP Pupils

Indicator	2018	2016	2017	2018	Viz.
Reading \geq Exp. Std.	88	20.9%	12.0%	8.0%	
Writing TA \geq EXS	88	20.9%	7.6%	5.7%	
Maths \geq Exp. Std.	88	18.2%	9.8%	4.5%	
RWM \geq Exp. Std.	88	11.8%	7.6%	1.1%	

- EHCP pupils attainment at KS2 is falling over time in all subjects.
- EHCP pupils do not perform as well as their peers nationally in all subjects at KS2

Key Stage 2 - Special Educational Needs - SEN Support Pupils

Indicator	2018	2016	2017	2018	Viz.
Reading \geq Exp. Std.	385	33.2%	40.8%	44.2%	
Writing TA \geq EXS	385	36.5%	35.4%	42.6%	
Maths \geq Exp. Std.	385	37.2%	36.0%	40.8%	
RWM \geq Exp. Std.	385	17.3%	20.8%	26.5%	

- **SEN Support Pupils attainment at KS2 is rising over time in all subjects.**
- **SEN Support Pupils do better than their peers nationally in all subjects at KS2**

School by School Variation:

As you will appreciate there is a wide range of individual school's attainment sitting behind these headlines. We are very concerned about the range across Northumberland across all key stages.

In Northumberland the % achieving **Expected Standard +** in KS2 reading, writing and maths range from **34% to 83%**

Cohort size plays a major role, however when collated over a three year period some schools consistently underperform. There are also some larger schools who are struggling to meet national averages.

An in-depth analysis of individual school performance is undertaken annually. Additional support and challenge is provided from the school improvement team to those schools who are underperforming. For those schools there is a growing track record that this practice is impacting on outcomes and Ofsted gradings .



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Key Stage 4 Outcomes

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- **GCSEs are being reformed:** the grading system is moving from letters (A*-G) to a numerical (9-1) system, with 9 the highest grade.
- Content of the new GCSEs is **more challenging**: new grades are being introduced to signal that these are reformed GCSEs, and to better differentiate between students of different abilities.
- At school level, it is important to emphasise that the results of the reformed GCSEs **cannot be compared** with the old GCSEs as they are entirely new courses with a new grading system.
- The new grading structure is **not directly equivalent** to the A*-G system. However, in the first year that each new GCSE subject is introduced, broadly the same proportion of students will get grades 1, 4, and 7 and above, as would have achieved grades G, C and A and above respectively under the old system. Fewer grade 9s will be awarded than A*s.
- 2017: examinations in the first three reformed GCSEs (English language, English literature and maths) were sat this summer. They are graded 9 to 1. All other subjects will be graded A*-G.
- 2018: examinations were sat for the first time in another 20 reformed subjects under the 9 to 1 grading system, with most other GCSEs following in 2019.

- The government has decided to describe a grade 4 as a 'standard pass' and a grade 5 as a 'strong pass'. **A grade 4 and above is equivalent to a C and above:** if pupils do not achieve this level they will be required to continue studying English and maths post- 16. Where employers, FE providers and universities currently accept a grade C, they are expected to continue recognising a grade 4.
- The grade 5 'strong pass' is being used as a school performance measure. In school performance tables, **the government will publish the proportion of students achieving a grade 5 and above.**
- Attainment 8 is the students' average achievement across eight subjects:
 - English
 - Mathematics
 - Three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages)
 - Three further subjects.

How is Attainment 8 calculated?

- Attainment 8 measures a student's average grade across eight subjects – the same subjects that count towards Progress 8. This measure is designed to encourage schools to offer a broad, well-balanced curriculum.

The eight subjects fit into three groups:

- English and maths. These are double-weighted
- English Baccalaureate (Ebacc)
- Open group
- Calculating Attainment 8

For a student, add up the points for their 8 subjects and divide by 10 to get their Attainment 8 score. A school's Attainment 8 score is the average of all of its students' scores. Students don't have to take 8 subjects, but they score zero for any unfilled slots.

Progress 8

- **Progress 8** is a type of value added measure, meaning that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.
- The Progress 8 measure is designed to encourage schools to offer a broad and balanced curriculum at KS4, and reward schools for the teaching of all their pupils.
- It is based on students' progress measured across eight subjects: English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.
- From 2016, the floor standard has been based on schools' results on the Progress 8 measure.

What are the new key measures?

The following will be published in the performance tables

- Progress 8
- Attainment 8
- % pupils achieving 5+ in English & Maths
- % pupils achieving the English Baccalaureate
- % pupils entering the English Baccalaureate
- % pupils staying on in education or employment after Key Stage 4

The average Progress 8 score was -0.10

There is a wide range of individual school's attainment,
from **-0.88** to **-0.64**.

Eight (out of 15) schools are at or above the 2018 provisional
national average of – 0.08.

The average Attainment 8 score was 45.9

There is a wide range of individual school's attainment,
from **37.9** to **56.9**.

Eight (out of 15) schools are at or above the 2018 national average: 44.3.

In 2017 for both Attainment 8 and Progress 8, Northumberland was below National Average and ranked 5th out of the 12 North East Local Authorities.

In 2018, although still below National Average, the authority has moved from 5th out of the North East Authorities to **2nd** for Attainment 8 and **1st** for Progress 8.

43.3% of pupils achieved 5+ in English and Maths

There is a wide range of individual school's attainment,
from **22.7%** to **68%**.

Six (out of 15) schools are above the 2018 national average: 39.9%.

The % of Key Stage 4 pupils who stayed in education or employment is not yet available.

(This will be for pupils who finished year 11 in 2016, which is the most recent data currently available.
This figure covers any sustained education or employment destination).

	%4+ (EM)	%5+ (EM)	P8	A8	% Achieved EBacc	2015 % Retention
Ashington Academy	54	35	-0.71	39.8	8	93
Astley Community High School	69	39	0.05	47.3	2	95
Bede Academy	68	47	0.04	50.7	21	95
Bedlington Academy	50	29	0.26	43.5	2	89
Berwick Academy	47	24	-0.65	36.7	6	94
Cramlington Learning Village	70	47	-0.07	48.8	11	93
Haydon Bridge Community High School	43	23	-0.09	43.4	1	91
James Calvert Spence College	54	28	0.07	42.3	8	93
Duke's Secondary School (NCEA)	46	30	-0.61	37.6	12	91
Ponteland Community High School	79	55	0.04	52.0	25	97
Prudhoe Community High School	73	49	0.39	52.1	21	96
Queen Elizabeth High School	80	68	0.64	56.9	20	94
St Benet Biscop Catholic VA High School	64	40	-0.16	46.6	10	96
The Blyth Academy	49	31	-0.88	36.9	Not disclosed	85
The Duchess's Community High School	61	40	-0.27	42.8	9	95
The King Edward VI Academy	83	62	0.45	54.6	20	96

Closing the Disadvantaged Gap – yes we are but the gap is stubborn:

% 5+A-C (4+) EM	2015	2016	2017	2018 LA data
Disadvantaged pupils	31	28.5	36.9	40.8
Other pupils	64	63.4	63.9	69.4
Gap	-33	-34.9	-27.1	-28.6

Outcomes achieved by pupils receiving SEN support: LA Data

- The proportion of pupils achieving 4+ English and Maths **increased by 4%** to 20.5%. This is well below the 2017 average for all pupils (63.9%).

Outcomes achieved by pupils with Education, Health and Care Plans or Statements of Special Educational Needs:

- 14.2% of pupils achieved 4+ English and Maths, **an increase of 14.7% from 2017 and a 19.9% increase from 2015**. However, this is significantly below the achievement of all pupils (63.9%).



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Key Stage 5 Outcomes

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Average Point Score per Entry	2016	2017	2018	3 Year Trend
Ashington Academy	25.88	24.59	25.60	
Astley Community High School	23.95	31.48	33.04	
Bede Academy	29.15	30.99	30.21	
Bedlington Academy	27.53	32.34	35.87	
Berwick Academy	21.72	22.59	26.57	
Cramlington Learning Village	32.68	33.97	30.54	
Haydon Bridge Community High School	30.19	31.07	30.31	
James Calvert Spence College	20.90	29.94	25.83	
Duke's Secondary School (NCEA)	22.23	29.66	24.10	
Ponteland Community High School	28.83	30.49	34.52	
Prudhoe Community High School	29.39	32.14	34.42	
Queen Elizabeth High School	35.78	41.48	40.90	
St Benet Biscop Catholic VA High School	30.26	31.47	33.49	
The Blyth Academy	17.18	29.15	unknown	
The Duchess's Community High School	30.78	31.67	33.05	
The King Edward VI Academy	31.88	33.30	36.90	
Northumberland	30.15	31.02	31.69	



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Learning & Skills Outcomes

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Post 16 - Learning and Skills Service Outcomes

ACHEVEMENT RATES IN CLASSROOM LEARNING						
BY AGE		14-15	15-16	16-17	17-18 (Unvalidated and incomplete data set)	National average 16-17
16-18	16-18 Leavers	286	222	335	266	
	16-18 Retention	82.2%	91.5%	92.8%	92.6%	89.9%
	16-18 Pass Rate	88.9%	92.5%	96.8%	94.0%	90.6%
	16-18 Achievers	73.1%	83.3%	89.9%	87.5%	81.5%
19+	19+ Leavers	1869	2285	3401	3509	
	19+ Retention	86.0%	91.5%	94.7%	93.0%	92.5%
	19+ Pass Rate	96.6%	95.2%	97.5%	96.7%	93.9%
	19+ Achievement	83.0%	87.2%	92.3%	90.4%	86.9%
All Ages	All ages Leavers	2224	2591	3736	3775	
	All ages Retention	85.5%	91.4%	94.5%	93.0%	90.8%
	All ages Pass Rate	95.6%	95.0%	97.4%	96.5%	91.2%
	All ages Achievement	81.7%	86.8%	92.1%	90.2%	82.8%

ACHEVEMENT RATES IN APPRENTICESHIPS		14-15	15-16	16-17	17-18 (Unvalidated and incomplete data set)	National average 16-17
Success By Framework Type/Demographic						
ALL	Leavers	205	180	205	131	
	Overall Achievement	82.9%	80.5%	83.9%	87.2%	67.7%
	Timely Achievement	79.2%	75.8%	77.1%	80.6%	59.4%
16-18	Leavers	87	67	76	51	
	Overall Achievement	77.94%	78.40%	81.6%	89.2%	69.9%
	Timely Achievement	74.79%	76.90%	74.4%	82.1%	62.9%
19-23	Leavers	91	66	78	41	
	Overall Achievement	87.01%	82.81%	87.2%	87.5%	69.6%
	Timely Achievement	80.95%	76.56%	80.8%	77.4%	62.2%
24+	Leavers	27	47	51	39	
	Overall Achievement	85.32%	80.49%	82.4%	84.4%	65.3%
	Timely Achievement	85.32%	73.17%	75.6%	82.1%	55.5%

NEET Score Card

	2015/2016	2016/2017	2017/2018 (unvalidated)
NEET	5.5%	4.4%	4.2%
Not Known	2.2%	0.5%	0.5%
Combined NEET	7.7%	4.9%	4.7%
England Average	Not Published	6.7%	5.8%
England Quintile	4th	2nd	1st



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Attendance & Absence

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Absence and exclusions

For overall absence and persistent absence (attendance 90% and under) in primary and secondary phases we perform better than North East and National averages.

Overall absence and in special schools is improving over time and is now well below the national average. Persistent absence in special schools is almost 2% better than the national average.

Attendance in the secondary phase is inconsistent across schools with wide variations which need to improve.

We are broadly average for exclusions but have a high and very worrying tendency to consider permanent exclusion for younger children



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OfSTED Outcomes 2017 - 2018

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Ofsted Inspection Outcomes at 18.3.18

(Source: Ofsted Data View)

	% of schools with an overall effectiveness of good or better		% of pupils in a good or better school	
	Primary	Secondary	Primary	Secondary
Northumberland	85%	65%	86%	65%
National	88%	76%	88%	84%

Learning and Skills Service - Good