



# Northumberland

## County Council

**CABINET**  
**2 December 2019**

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### **Key Education Outcomes - 2018-19 Academic Year**

Report of the Executive Director of Adult Social Care and Children's Services, Cath McEvoy-Carr

Cabinet Member for Children's Services: Councillor Wayne Daley

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### **Purpose of report**

To advise Cabinet of the education outcomes for Northumberland as published in the DfE performance tables.

### **Recommendations**

It is recommended that Cabinet :

- 1) Note the contents of the report

### **Link to Corporate Plan**

This report is relevant to the 'We want you to achieve and realise your potential (Learning)'.

### **1. Key Issues**

This report highlights numerous areas of improvement across both the primary and secondary sectors which reflect the efforts of schools and the effectiveness and impact of the local authority School Improvement Service. The work of this service is based on an in-depth knowledge of all the schools and settings in Northumberland with a particular focus on those schools and groups of pupils who need the most support.

### **2. Background**

2.1 The headline accountability measures for primary school includes: End of Reception GLD (Good Level of Development), the Phonics Screening Check (Year 1),

Key Stage 1 outcomes in reading, writing and maths and Key Stage 2 outcomes in reading, writing and maths.

2.2 At the end of the Early Years Foundation Stage (5 years of age), children are defined as having reached a Good Level of Development (GLD) if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy.

2.3 At the end of Year 1 (6 years old), pupils' reading skills are assessed using the Phonics Screening Check. It is a pass or fail result. Any pupils that fail will be reassessed at the end of Year 2.

2.4 At the end of Key Stage 1, pupils are teacher assessed in reading, writing and maths. The teacher assessment must be informed by the associated Standard Assessment Test (SATs).

2.5 At the end of Key Stage 2, pupils are assessed in reading, writing and maths via externally marked Standard Assessment Tests (SAT's).

2.6 The headline accountability measures for secondary schools at the end of Key Stage 4 include: Progress 8, EBacc entry, destinations of pupils after key stage 4, attainment in English and mathematics, Attainment 8 and EBacc APS.

2.7 Attainment 8 measures the average achievement of pupils in up to eight qualifications. This includes: English (double weighted if both GCSEs in language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

2.8 Progress 8 aims to capture the progress a pupil makes from the end of Key Stage 2 (KS2) to the end of KS4. It compares pupils' achievement – their Attainment 8 score (see above) with the national average Attainment 8 score of all pupils who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero

2.9 The EBacc average point score (EBacc APS) was introduced into secondary school performance tables in 2018. It measures pupils' point scores across the five pillars of the EBacc – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, in order to encourage schools to enter pupils of all abilities and to support them to achieve their full potential.

2.10 The attainment in English and maths measure looks at the percentage of pupils achieving GCSE Grade 5 or above in both subjects.

### **3 Key Issues:**

3.1 GLD - The Northumberland GLD average for 2019 has been maintained at 75%, (3% above the national emerging average of 72%). The improvement trend over the last five years has been very strong, increasing by 10% (and from below the national average).

3.2 Phonics Screening Check - 84% of pupils passed the check. This has maintained the high standard of 2017 and 2018 is above the emerging national average by 2.4%.

3.3 Key Stage 1 - The overall position compared with the national averages has improved over the last 4 years in all subjects. Northumberland is now solidly above the national average overall. This is also reflected in the performance of the more able children. There is wide variation between some schools.

3.4 Key Stage 2 - Outcomes at KS2 have risen for maths and for reading, writing and maths combined in 2019. Northumberland is now above the national averages in all subjects. Progress across KS2 is broadly in line with the national average. A small number of larger schools are underperforming at KS2 (Central Primary, James Calvert Spence College)

3.5 Disadvantaged Pupils in Primary- Disadvantaged gaps have closed in Early Years and in KS2 maths; however, they remain static in KS2 reading and writing and have grown over time in KS1.

3.6 Further primary details with regard to specific groups of pupils can be found in the presentation.

3.7 Attainment 8 - Five schools were above the National Average: Cramlington Learning Village, Ponteland High School, Prudhoe Community High School, Queen Elizabeth High School and The King Edward VI Academy. Bedlington Academy, Berwick Academy and NCEA Dukes Secondary School were 5+ points below the National Average (NA).

3.8 Progress 8 - Three schools Progress 8 scores were highlighted as Well Below Average, Berwick Academy (-0.54), NCEA Dukes (-0.92) and The Blyth Academy (-0.57). Three schools were highlighted as Below Average, Ashington Academy (-0.22), Bedlington Academy (-0.42) and The Duchess High School (-0.37).

The remaining schools are average. High schools are not given a rating as they are not solely responsible for the progress at key stages 3 and 4.

3.9 EBaccalaureate Average Point Score - Five schools performed above the National Average of 4.06: Cramlington Learning Village, Ponteland High School, Prudhoe Community High School, Queen Elizabeth High School and The King Edward VI Academy.

3.10 English & Maths Level 5+ (Strong Pass) - Cramlington Learning Village (55.4%), Ponteland High School (53.1%), Queen Elizabeth High School (58.6%), The Blyth Academy (48%) and King Edward VI Academy (60%) all achieved above the provisional National Average for the percentage of pupils achieving strong passes (> Grade 5) in both English & Maths. Ashington Academy and Astley High School were 1% below the provisional National Average of 42.6%, The Duchess High School 2% below and James Calvert Spence 4%. The remaining schools had outcomes at >5% lower than the National Average with Bedlington Academy 19% lower and Berwick Academy and Haydon Bridge High School having the lowest percentage outcome at 20% below.

3.11 In 2017, for both Attainment 8 and Progress 8, Northumberland was below the National Average and ranked 5th out of the 12 North East Local Authorities. In 2018, although still below the National Average, the authority moved from 5th out of the North East Authorities to 3rd for Average Attainment 8 and 2nd for Progress 8. In 2019, Northumberland ranked 2nd place in the North East for Attainment 8 and 1st for Progress 8.

3.12 In 2017 two authorities, (North Tyneside and Darlington) were above the National Average for pupils gaining “strong passes” (> Grade 5) in English and Maths, Northumberland (38.5%) were ranked 6th out of 12 authorities. In 2018 Northumberland (43.30%) are above the National Average (43.2%) and ranked 3rd. In 2019 Northumberland remain above the National Average and rose to 2nd in the North East.

3.13 In 2017, the percentage of pupils achieving “standard passes” (> Grade 4) in English and Maths for Northumberland was 60.1%, 3.2% below the National Average, (ranking 5th). In 2018 this improved to 63.5%, (ranking 5th), just below the National Average (63.9%). In 2019 Northumberland is above the National Average and ranks 3rd in the North East.

3.14 Nationally, Northumberland has improved in all measures, with the exception of Progress 8, which has declined slightly.

3.15 Key Stage 5 outcomes were slightly down in comparison to 2018 and are likely to be just below the national average. However, the vast majority of young people were successful in moving onto their preferred destination.

3.16 This was the first year where all reformed A-level qualifications were examined. The number of AS level entries continues to decline rapidly as they have been decoupled from A-levels.

3.17 There are a number of schools with small or very small sixth form numbers. Schools are looking at alternative models of delivery, either by introducing a wider range of vocational courses or sharing provision with other local schools.

#### **4. Next Steps:**

In the primary sector, the increased performance of disadvantaged children in the Early Years must be sustained across Key Stage 1 to close those gaps further. The improvements in Key Stage 2 maths must be sustained over time. The larger schools with poor KS2 outcomes will receive additional support and challenge.

In the secondary sector, schools need to be supported to improve their Progress 8 performance. This may be in terms of curriculum choices, or specific subject areas. There is also a need for a wider debate about the promotion or otherwise of an EBacc curriculum. Headteachers are free to set a curriculum model that suits their pupils. However, the DfE wish to see 90% of pupils sitting the EBacc GCSEs by 2025. In Northumberland the proportion was 31.5%.

## IMPLICATIONS ARISING OUT OF THE REPORT

<b>Policy:</b>	Developments detailed within the report outline the progress being made towards raising pupil outcomes in Northumberland..
<b>Finance and value for money:</b>	Efficient systems and processes within the Education & Skills Service underpin the transparent and effective use of finances.
<b>Legal:</b>	The local authority must at all times be aware of the statutory DfE Schools Causing Concern guidance where declining standards in a school is a key indicator.
<b>Procurement:</b>	n/a
<b>Human Resources:</b>	n/a
<b>Property:</b>	n/a
<b>Equalities:</b> (Impact Assessment attached)  Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A <input type="checkbox"/>	Issues of equalities are explored with individual schools where necessary.
<b>Risk Assessment:</b>	There is a risk that children and young people will attend schools that are judged by OFSTED to either require improvement or be inadequate based upon low pupil outcomes
<b>Crime &amp; Disorder:</b>	Youth Offending, excluded and SEND populations overlap.
<b>Customer Considerations:</b>	The views of children, young people and their parents / carers are central to maintaining improvements within schools.
<b>Carbon Reduction:</b>	School transport arrangements are linked.
<b>Wards:</b>	All wards.

## BACKGROUND PAPERS

Presentation of 2019 Outcomes

**Report sign off.**

	Full name of officer
Monitoring Officer/Legal	Liam Henry
Service Director of Finance & Interim Section 151 Officer	N/A
Relevant Executive Director	Cath McEvoy-Carr
Chief Executive	Daljit Lally
Portfolio Holder(s)	Wayne Daley

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