

Education as our greatest liberator

2018 Achievement



Education as our greatest liberator

Executive summary

The table below summarises performance at every Key Stage against national, regional and statistical neighbour¹ benchmarks.

2018 results summary – North Yorkshire performance compared to benchmarks			
	National	Yorkshire & Humber	Statistical neighbours
Early Years Foundation Stage Profile	Above	Above	Below
Key Stage 1	Similar	Above	Below
Key Stage 2 (end of primary)	Below	Similar	Below
Key Stage 4 (end of secondary)	Above	Above	Above
Key Stage 5 (A-level)	Above	Above	Above

At Key Stage 4 (GCSE) North Yorkshire is above all benchmarks for every indicator and performance is in the top 25% of all local authorities nationally. Performance is also very strong at Key Stage 5 (A-level) with North Yorkshire in the top 20% for students achieving at least two As and a B.

Despite improvement, the percentage of children achieving the expected level or above in reading, writing and maths combined at Key Stage 2 remains an on-going challenge. Whilst performance is similar to the region, it is below national and statistical neighbour benchmarks. For individual subjects, reading and writing are in line with national, but maths is significantly behind which is impacting on overall performance.

There continue to be challenges on the coast with a lower percentage of children attending good or outstanding schools and attainment the lowest of all districts. The North Yorkshire Coast Opportunity Area is bringing partners together to address these issues and there have been significant improvements at Key Stage 2 which is a positive sign.

There are a number of long standing performance challenges around children eligible for free school meals (FSM). In terms of attainment, despite some improvements FSM-eligible children remain below the national benchmark. This cohort are also above national benchmarks for school absence and are over-represented in terms of exclusions.

There has been strong improvement in attainment for children receiving SEN support at primary school and we will continue to work with schools to ensure pupils are receiving the appropriate support. Performance for children with Education, Health and Care (EHC) Plans is broadly in line with benchmarks at early years and primary, and above benchmarks at Key Stage 4.

¹ Statistical neighbours are local authorities with similar characteristics

Introduction

Young and Yorkshire 2 is the plan for all children, young people, and their families living in North Yorkshire. The vision set out in the plan is for North Yorkshire to be:

A place of opportunity where all children and young people are happy, healthy and achieving.

One of three outcomes in the plan is: *Education as our greatest liberator with high aspirations, opportunities and achievements.* We want to ensure the best possible achievement for all learners by ensuring they go to a great school, setting or provider.

Pupils in North Yorkshire leave school with some of the best results in the country and we continue to have a very high number of good and outstanding schools.

There are still challenges though, particularly at Key Stage 2, on the coast and for children eligible for free school meals. We believe in high aspiration and expectation for all pupils irrespective of background and we will continue to work collaboratively with school leaders and other partners to make this a reality.

This report provides a summary of our success and highlights those areas where we still need to make progress across our three priorities:

- Ensure children have great Early Years
- Raise achievement and progress for all
- Equip young people for life and work in a strong North Yorkshire economy

It is of course right that we celebrate our success, but our focus must be on responding to the challenges highlighted in this report.



Stuart Carlton, Corporate Director, Children and Young People's Service



County Councillor Patrick Mulligan, Executive Member for Education & Skills

North Yorkshire context

Population

There are 124,344² 0-18 year olds in North Yorkshire accounting for 20.2% of the total population. The 0-18 population has remained relatively static and is slightly below the national percentage of 20.5%.

There are 62 nationalities represented in North Yorkshire schools and 34 of these nationalities recorded less than 10 pupils³. Just under 8% of the school population is Black and Minority Ethnic (BME) with the greatest number in Craven and Harrogate.

There are 105 different languages spoken in North Yorkshire schools and 65 of these languages have less than 10 pupils speaking them. Just over 95% of pupils speak English as their first language which is significantly higher than the 81% national figure.

6,729 pupils are eligible for free school meals (FSM) which represents 8.1% of the school population and is considerably lower than the 13.6% national figure. Scarborough has the highest percentage of pupils eligible for FSM (14.2%).

There are 2,780 children with an Education, Health and Care (EHC) Plan representing 2.6% of the school population. There has been a 45% increase in the number of children and young people with an EHC Plan since 2015, but the rate as a percentage of the school population remains below the national benchmark.

There are 9,369 pupils recorded as Special Educational Needs support representing 10.5% of the school population. This is below the national figure of 11.7% of pupils, but the rate is increasing and the gap to national is closing.

North Yorkshire is the fourth largest authority in the country in terms of number of Service children. There are 3,630⁴ Service children in North Yorkshire schools and they make up 4.4% of the school population. The largest proportion is in Richmondshire where they make up over a quarter (26.5%) of the school population.

Schools

The position with regard to number of local authority maintained and academy status schools is shown in the table below.

Number of local authority maintained and academy status schools (January 2019)		
	LA Maintained	Academy status
Primary	237	68
Secondary	25	17
Special	9	1
Pupil Referral Unit	4	1
Total	275	87

Half of all primary schools have less than 100 pupils, and three quarters are in rural areas.

Half of all secondary schools have more than 750 pupils, and 59% are in urban areas.

The number of collaborations/federations, where a number of maintained schools come together under one governing body and usually with a single headteacher leading more than one school, is increasing. There are currently 46 collaborations/federations involving over 100 schools, predominantly primary.

² Mid-year population estimate 2017 (Nomis)

³ School census January 2018

⁴ Figure based on Pupil Premium eligibility

Priority 1- Ensure children have great Early Years

Two year olds from low income families benefiting from early education

What are we worried about?

Two year olds from low income families are entitled to 15 free hours of early education per week. Evidence suggests that children from less advantaged backgrounds often start school behind their peers, but good quality childcare can help to reduce this gap and ensure that children are ready to start school.

What's working well?

Uptake has increased significantly over the last three years and 96% of eligible two year olds now take up funded places. 95.9% of childcare and early years settings are judged good or outstanding by Ofsted.

What needs to happen?

We will continue to support providers to ensure a sufficiency of quality places and pro-actively work with parents to ensure that all eligible two year olds take up places.

Early Years Foundation Stage

What are we worried about?

The Early Years Foundation Stage Profile is an assessment completed at the end of the Reception year (4 - 5 year olds). It is the indicator used to assess school readiness, which is known to have a significant impact on future educational achievement and life chances. Performance is measured by the percentage of children reaching the expected level and achieving a Good Level of Development (GLD).

What's working well?

North Yorkshire is ranked above England and the Yorkshire & Humber region for the percentage of pupils achieving a GLD at 72.5%, but we are slightly below the statistical neighbour benchmark.

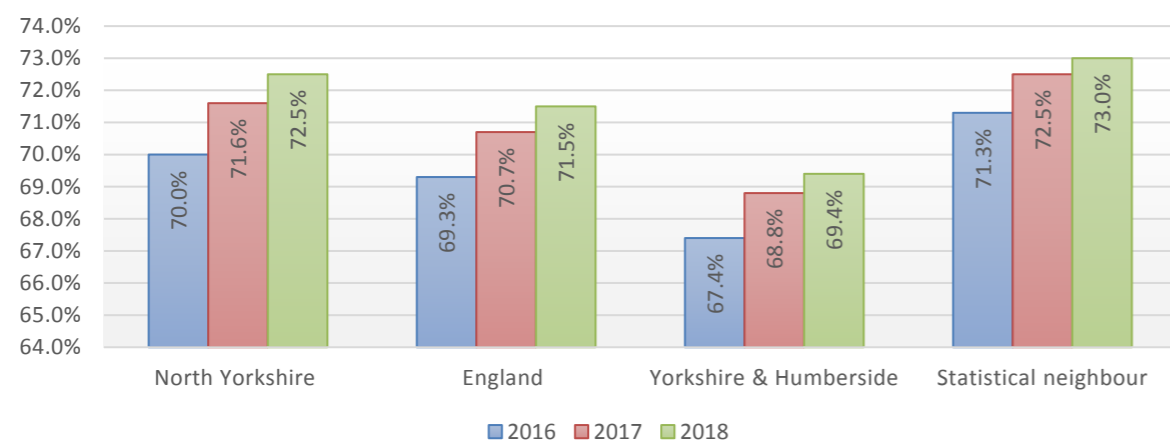
Performance has improved steadily over the last 3 years.

What needs to happen?

We are developing a school readiness strategy, supported by the University of Manchester, with a focus on early language development. There is a strong link between language and other social, emotional and learning outcomes.

We will continue to focus resource on those early years providers and schools requiring support.

Early Years Foundation Stage Profile - % of pupils achieving a Good Level of Development



Phonics screening check

What are we worried about?

Phonics is a way of effectively teaching children to read quickly and skilfully. Pupils take the initial phonics screening check at the end of year 1.

North Yorkshire performs better than the Yorkshire & Humber region, but we are below the England and statistical neighbour benchmarks.

What's working well?

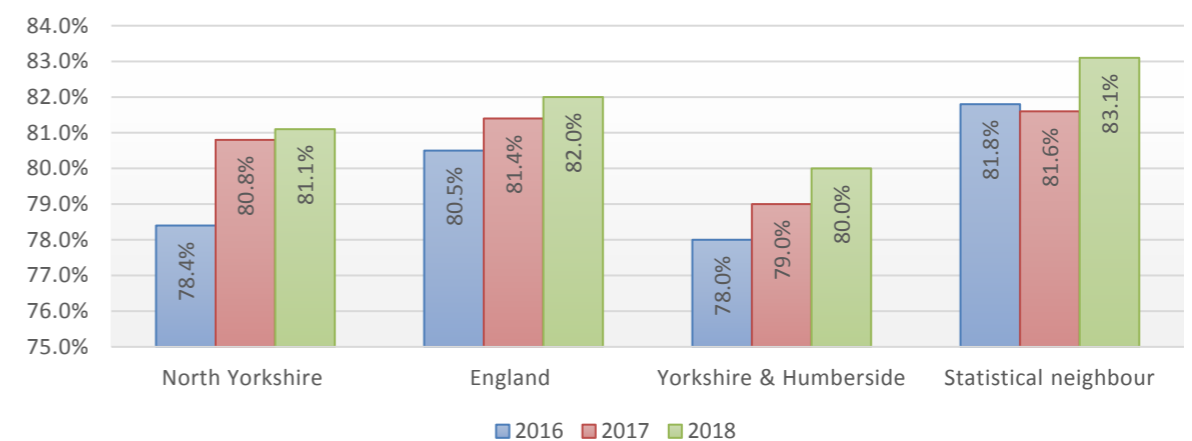
The percentage of pupils working at the expected standard is increasing.

Targeted work continues with those schools and settings who are still developing good phonics practice.

What needs to happen?

We will continue to raise awareness of effective practice at every opportunity. We will continue to promote our specialist courses and offer expert in-school consultancy on the development of practice and the training of teachers.

Year 1 Phonics screening check – percentage of all pupils working at the expected standard



Priority 2 - Raise achievement and progress for all

Primary (Key Stage 1 and 2)

What are we worried about?

Key Stage 1

Performance in maths is marginally below national. We are below statistical neighbour benchmarks for all subjects.

Key Stage 2

The percentage of pupils achieving the expected level or above in reading, writing and maths combined is below national and statistical neighbour benchmarks. Performance in maths is significantly behind the national benchmark.

The progress scores for maths (-0.9) and reading (-0.3) mean North Yorkshire pupils on average made less progress in these subjects between the ages of 7-11 than children nationally (0 is the national average).

What's working well?

Key Stage 1

Performance is improving in every subject. Performance in all subjects is above the Yorkshire & Humber region, and reading and writing is similar to national.

Key Stage 2

Performance is improving. The percentage of pupils achieving the expected standard or above in reading and writing is in line with national.

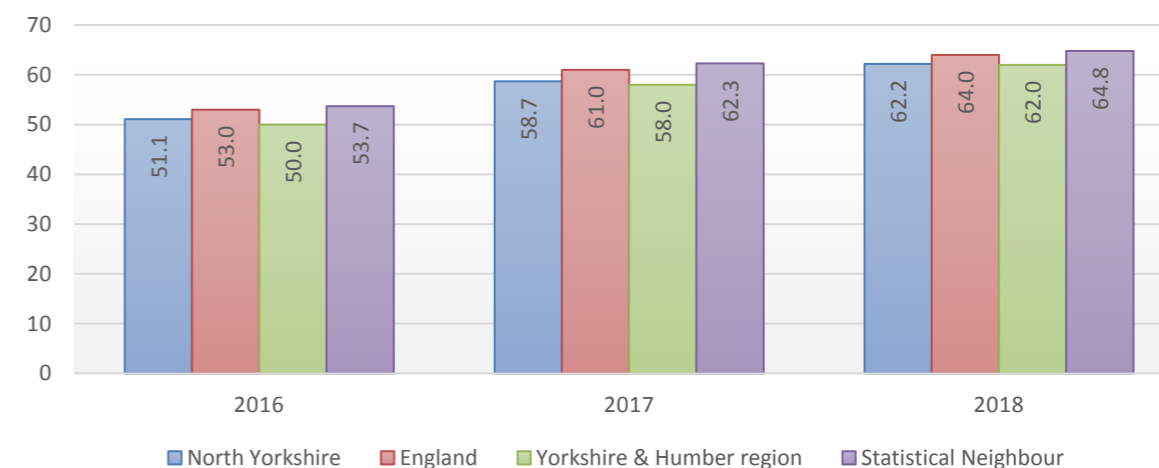
What needs to happen?

We want to continue the improvement trajectory at Key Stages 1 and 2. The focus will be on supporting those schools most in need of improvement especially in developing skills in the use and application of mathematics at Key Stage 2.

KS1 - Percentage of all pupils achieving the expected level or above by subject



KS2 - Percentage of all pupils achieving the expected level or above in reading, writing and maths combined



Secondary (Key Stage 4)

What are we worried about?

Key Stage 4 is critical as GCSE results influence post-16 options. Young people have to continue with education or training after Year 11 which could take place in a school sixth form, college or in the workplace with a training provider.

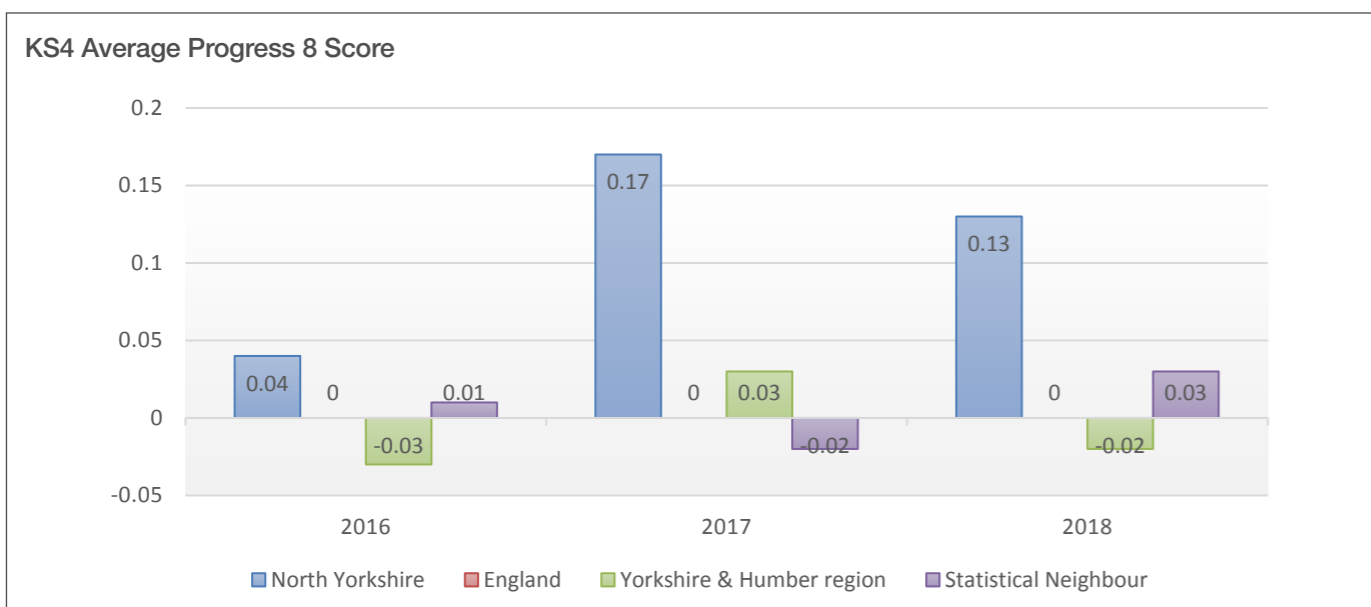
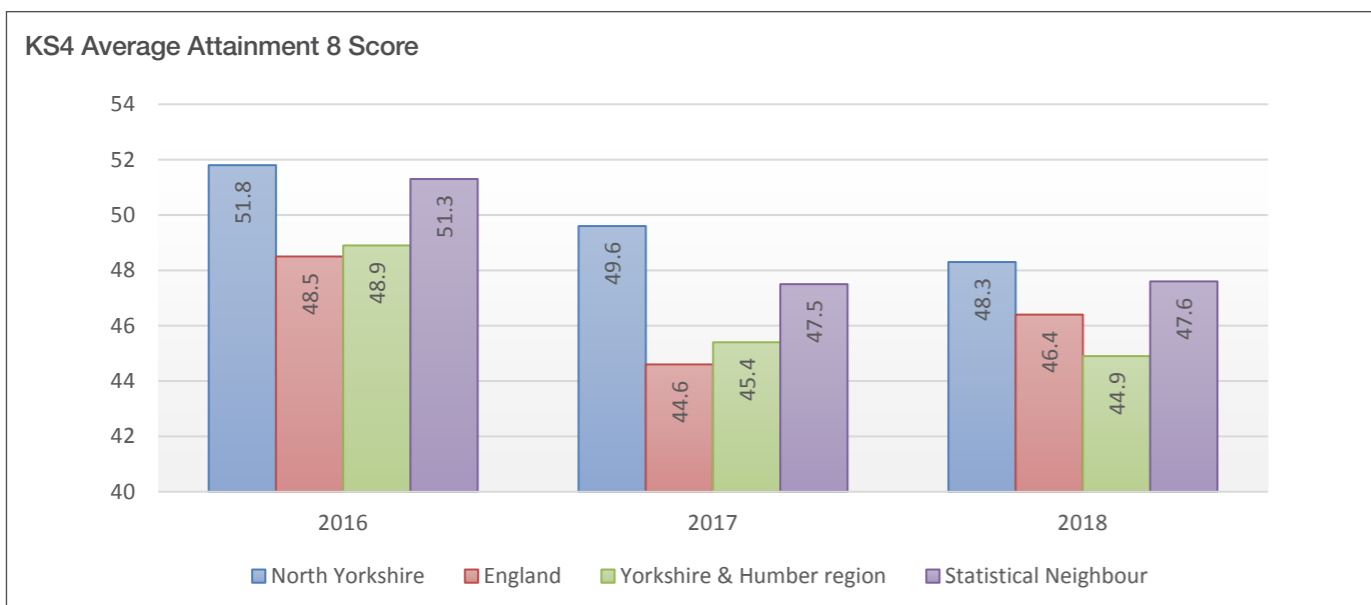
What's working well?

Despite a slight dip in 2018, North Yorkshire is above all benchmarks for every indicator and performance is in the top 25% of all local authorities nationally.

What needs to happen?

We will continue to ensure that support and challenge to secondary schools is appropriately targeted and timely.

We continue to work with Teaching School Alliances, federations and other partnerships to coordinate a school improvement process that swiftly identifies and provides appropriate support and challenge.



District analysis

What are we worried about?

Scarborough is the lowest performing district at every Key Stage, but there has been significant improvement at Key Stage 2.

What's working well?

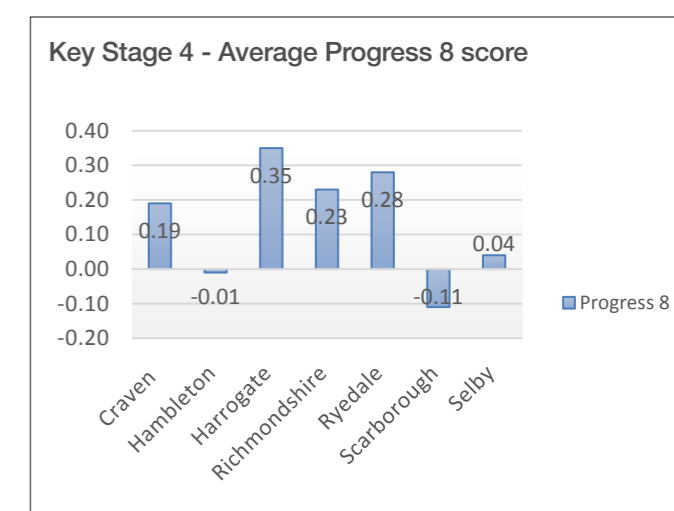
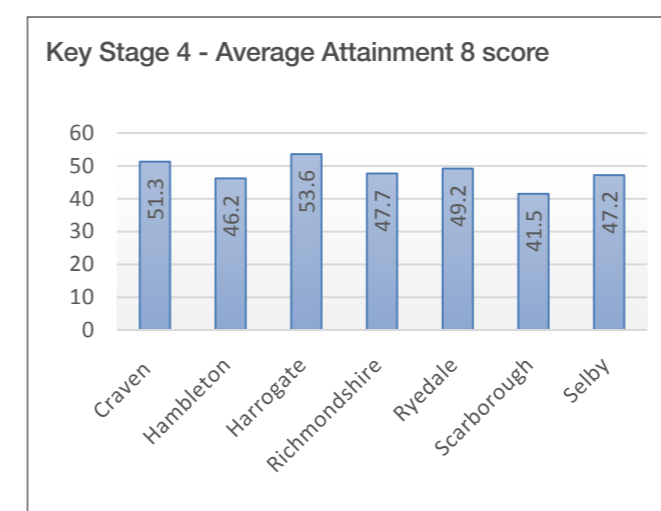
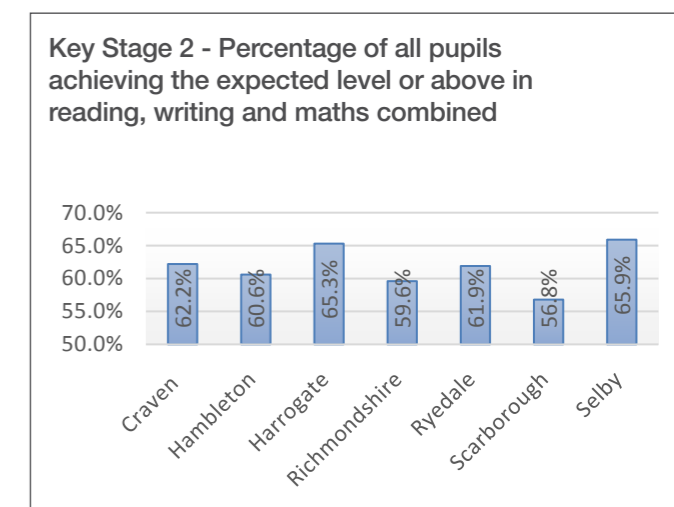
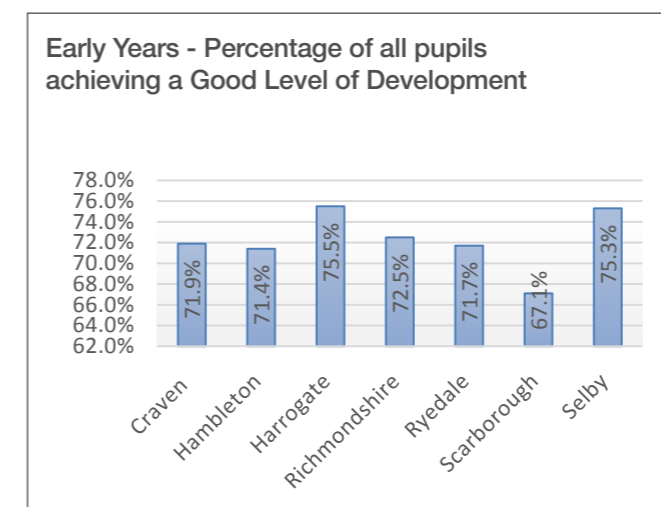
Harrogate performs strongly at every Key Stage.

Selby performs strongly at the Early Years Foundation Stage Profile and Key Stage 2 where it has seen a very significant improvement.

What needs to happen?

Continue to implement the North Yorkshire Coast Opportunity Area Delivery Plan with a focus on ensuring interventions are sustainable.

Maximise the opportunities for peer learning from high performing schools.



Free School Meal eligible pupils

What are we worried about?

There is a longstanding issue with the performance of free school meal (FSM) eligible children.

At the Early Years Foundation Stage Profile performance is decreasing and is below all benchmarks.

Key Stage 1 and 2 performance has improved (rate of improvement better at Key Stage 2), but remains below all benchmarks.

What's working well?

Performance has improved at Key Stage 4 and is broadly in line with national and regional benchmarks.

What needs to happen?

The Achievement Unlocked project worked with 58 schools to improve FSM-eligible achievement and overall improvements in this group of schools have been better than other schools in North Yorkshire. However, there is a marked variation in the performance of individual schools in the project with some achieving significant improvements and others actually showing a decline in performance. The evaluation concluded that the intervention is only successful where there is consistent, high quality school leadership. The issue is that there are small numbers of FSM-eligible children in most schools across the county and to make an impact there is a need for all school leaders to embrace the challenge.

We are using the data to target resource at schools where there is no trend of improvement.

The North Yorkshire Coast Opportunity Area programme is focussed on improving social mobility in the borough of Scarborough which has the highest number of FSM-eligible children. The programme has over 30 live projects focussing on improvements in early years, literacy, numeracy and secondary school outcomes.

Comparison of performance of free school meal eligible children							
		North Yorkshire		England		Yorkshire & Humber region	
		2017	2018	2017	2018	2017	2018
Early Years – NY Cohort		481	492				
Early Years	% of pupils achieving a Good Level of Development	52.0%	49.4%	56.0%	57.0%	53.0%	54.0%
Key Stage 1 – NY Cohort		455	493				
Key Stage 1	% of pupils achieving the expected level or above in Reading	56.9%	56.2%	61.0%	60.0%	57.0%	57.0%
	% of pupils achieving the expected level or above in Writing	47.7%	49.3%	52.0%	53.0%	49.0%	50.0%
	% of pupils achieving the expected level or above in Maths	53.4%	57.4%	60.0%	61.0%	57.0%	58.0%
Key Stage 2 – NY Cohort		510	580				
Key Stage 2	% of pupils achieving the expected level or above in Reading, Writing & Maths	32.4%	42.1%	43.0%	46.0%	39.0%	43.0%
Key Stage 4 – NY Cohort		370	376				
Key Stage 4	English and Maths 9-4 pass (broadly equivalent to A*-C prior to 2017)	18.4%	23.4%	21.8%	21.7%	19.2%	20.1%
	English and Maths 9-5 pass (strong pass)	32.9	33.6	35.1	34.5	33.7	33.2
	Attainment 8	-0.57	-0.50	-0.48	-0.53	-0.43	-0.49
	Progress 8	-0.50	-0.48	-0.46	-0.48	-0.49	-0.43

Special Educational Needs & Disabilities

What are we worried about?

Despite improvement, the performance of children receiving SEN support remains below the national benchmark.

What's working well?

Performance for children receiving SEN support has improved significantly at early years and primary.

The cohorts for children with Education, Health and Care (EHC) Plans are small so there can be fluctuations year on year. Performance at early years and primary is broadly in line with benchmarks, whereas performance at Key Stage 4 is above benchmarks.

What needs to happen?

We are working with schools, through our networks of Special Educational Needs Coordinators (SENCOs), to improve the early and accurate identification of special educational needs and to enhance schools' expertise in meeting these needs through higher quality teaching and the delivery of evidence based interventions.

We will continue to identify specific schools where outcomes are below benchmarks and offer support. We will also encourage peer to peer learning from schools with good outcomes to share best practice.

The Strategic Plan for SEND Education Provision will improve the range of specialist support and alternative provision available to support schools and families in meeting special educational needs.

Comparison of performance of children with an Education, Health and Care Plan							
		North Yorkshire		England		Yorkshire & Humber	
		2017	2018	2017	2018	2017	2018
Early Years – NY Cohort		55	69				
Early Years	% of pupils achieving a Good Level of Development	10.9%	4.4%	4.0%	5.0%	5.0%	5.0%
Key Stage 1 – NY Cohort		84	102				
Key Stage 1	% of pupils achieving the expected level or above in Reading	13.1%	12.7%	14.0%	13.0%	10.0%	11.0%
	% of pupils achieving the expected level or above in Writing	7.1%	5.9%	9.0%	9.0%	7.0%	7.0%
	% of pupils achieving the expected level or above in Maths	17.9%	9.8%	14.0%	13.0%	11.0%	11.0%
Key Stage 2 – NY Cohort		138	151				
Key Stage 2	% of pupils achieving the expected level or above in Reading, Writing & Maths	9.4%	7.9%	8.0%	9.0%	7.0%	8.0%
Key Stage 4 – NY Cohort		151	187				
Key Stage 4	English and Maths 9-5 pass (strong pass)	7.9%	6.4%	5.3%	5.3%	5.1%	5.4%
	Attainment 8	14.7	15.1	13.9	13.5	13.3	13.6
	Progress 8	-0.96	-0.89	-1.04	-1.09	-0.93	-1.05

Comparison of performance of children receiving SEN support							
		North Yorkshire		England		Yorkshire & Humber	
		2017	2018	2017	2018	2017	2018
Early Years – NY Cohort		322	385				
Early Years	% of pupils achieving a Good Level of Development	21.1%	26.0%	27.0%	28.0%	26.0%	26.0%
Key Stage 1 – NY Cohort		694	766				
Key Stage 1	% of pupils achieving the expected level or above in Reading	28.2%	31.1%	34.0%	33.0%	28.0%	30.0%
	% of pupils achieving the expected level or above in Writing	21.6%	24.4%	23.0%	25.0%	20.0%	23.0%
	% of pupils achieving the expected level or above in Maths	31.0%	38.0%	35.0%	36.0%	31.0%	34.0%
Key Stage 2 – NY Cohort		815	883				
Key Stage 2	% of pupils achieving the expected level or above in Reading, Writing & Maths	13.7%	21.4%	21.0%	24.0%	17.0%	22.0%
Key Stage 4 – NY Cohort		376	509				
	English and Maths 9-5 pass (strong pass)	14.6%	14.3%	15.6%	16.5%	12.3%	1.4%
	Attainment 8	30.9	30.8	31.9	32.2	30.1	29.8
	Progress 8	-0.29	-0.38	-0.43	-0.43	-0.37	-0.42

Service children

What are we worried about?

At primary performance is below the national benchmark (secondary national data not available at time of writing this report). Attainment and progress in maths is particularly low.

At a national level Service pupils generally perform as well as, or slightly better, than their peers. However, it should be noted that the demographic of our service community is not representative of the national cohort, with a larger concentration of 'lower rank' soldiers due to the nature of Catterick Garrison's units.

High mobility means that large numbers of pupils assessed in North Yorkshire will not have been educated in our schools for their whole education experience.

An increasing number of Service children are being identified with SEND and prevalence in this cohort is above the national average.

What's working well?

The attainment of service children has improved at every Key Stage.

What needs to happen?

Our ambition is for Service pupils to achieve at least as well as their civilian peers. We are delivering a number of interventions including:

- The continued support to schools and Service families from our two Service Pupil Champions and adviser with strategic overview.
- The sharing of best practice through a Service Pupils' Strategy Group, involving school leaders, welfare staff, the military and Local Authority officers.
- The strengthening of the Service pupil's voice through involvement in the Royal British Legion's Military Kids' Club Heroes initiative.
- Establishing a Service Children's Strategy Group between the Local Authority and Ministry of Defence.
- Developing links with Higher Education to include running two University taster days in York.
- Ensuring that North Yorkshire remains at the forefront of developments in support for Service children by sitting on a number of national practitioner groups.
- Exploring funding for a project to implement district hubs to develop good practice.

Comparison of performance of Service children					
		North Yorkshire		England	
		2017	2018	2017	2018
Early Years – NY Cohort		355	332		
Early Years	% of pupils achieving a Good Level of Development	69.0%	72.0%	76.0%	77.6%
Key Stage 1 – NY Cohort		338	351		
Key Stage 1	% of pupils achieving the expected level or above in Reading	74.6%	76.1%	79.9%	79.7%
	% of pupils achieving the expected level or above in Writing	64.2%	70.9%	71.4%	73.5%
	% of pupils achieving the expected level or above in Maths	73.7%	74.9%	78.2%	79.5%
Key Stage 2 – NY Cohort		299	271		
Key Stage 2	% of pupils achieving the expected level or above in Reading, Writing & Maths	53.2%	57.6%	62.0%	NA
Key Stage 4 – NY Cohort		233	245		
Key Stage 4	English and Maths 9-5 pass (strong pass)	39.9%	40.4%	NA	
	Attainment 8	44.8	46.6		
	Progress 8	-0.04	0.07		

Black and Minority Ethnic and English as an Additional Language

What are we worried about?

Language is the main barrier to achievement and many Black and Minority Ethnic (BME) pupils also have English as an additional language (EAL).

A large proportion of the EAL pupils in Early Years and primary schools are new arrivals and therefore new to English (as opposed to children born in the UK, where the home language is not English).

The performance of children who have EAL is below national benchmarks at every Key Stage.

What's working well?

In 2018 BME groups generally outperformed national and regional benchmarks at Key Stage 4. Cohorts are relatively small in number and it is therefore not possible to monitor trends over time.

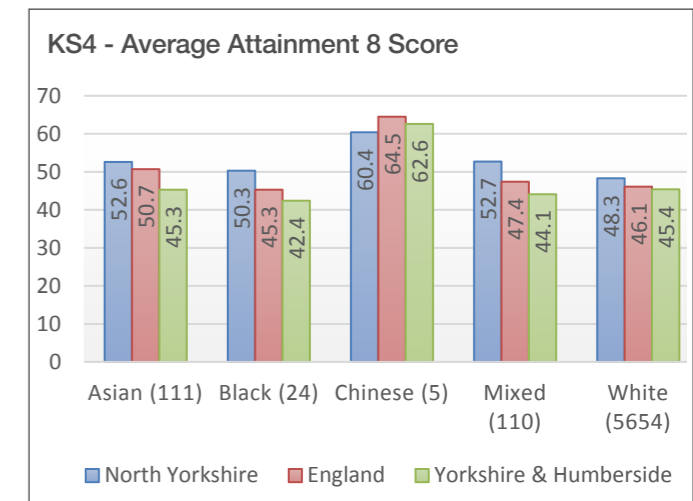
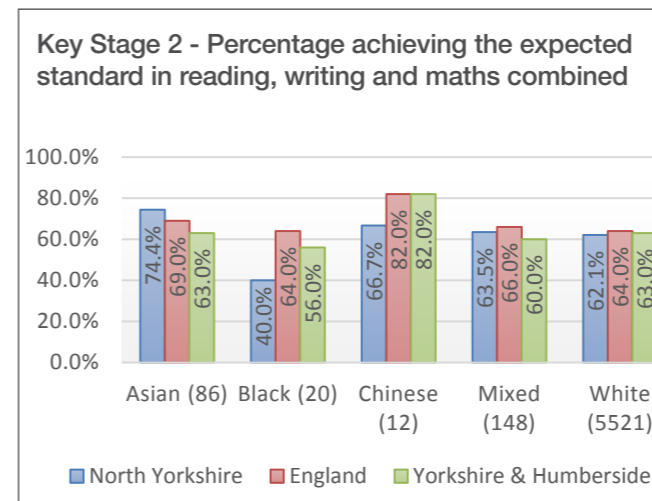
The performance of children who have EAL has improved at Key Stages 1 and 2.

130 of the EAL pupils are refugees, who are part of the Syrian Refugee Resettlement Programme. These pupils and their families are supported by bilingual Arabic/English Advanced Teaching Assistants, who provide essential home school liaison.

What needs to happen?

We want all BME and EAL pupils to achieve at least the same as other pupils in North Yorkshire.

We support schools through training, advice and direct pupil support. From April 2019, this service will be fully traded to all schools.



Comparison of performance of pupils with English as an Additional Language		North Yorkshire		England		Yorkshire & Humber region	
		2017	2018	2017	2018	2017	2018
Early Years – NY Cohort		315	326				
Early Years	% of pupils achieving a Good Level of Development	61.3%	61.0%	65.0%	66.3%	59.0%	58.8%
Key Stage 1 – NY Cohort		307	331				
Key Stage 1	% of pupils achieving the expected level or above in Reading	62.5%	66.8%	72.0%	73.0%	64.0%	66.0%
	% of pupils achieving the expected level or above in Writing	60.9%	65.6%	67.0%	69.0%	60.0%	65.0%
	% of pupils achieving the expected level or above in Maths	71.3%	72.2%	74.0%	75.0%	67.0%	69.0%
Key Stage 2 – NY Cohort		225	229				
Key Stage 2	% of pupils achieving the expected level or above in Reading, Writing & Maths	52.0%	63.8%	61.0%	65.0%	53.0%	57.0%
Key Stage 4 – NY Cohort		183	186				
Key Stage 4	English and Maths 9-5 pass (strong pass)	49.7%	38.7%	44.3%	44.4%	34.2%	34.3%
	Attainment 8	49.7	45.9	47.7	48.0	42.9	42.5
	Progress 8	0.84	0.66	0.50	0.49	0.41	0.36

Virtual School

The Virtual School consists of all the children in care of North Yorkshire, whether they are placed in a North Yorkshire School or elsewhere in the country. The 2018 final results will be published later in 2019 and the Council publishes a separate annual report on the performance of the virtual school.

Ofsted outcomes

The percentage of pupils attending a good or outstanding school continues to be high and is above national at secondary, but below national at primary. At a district level the percentage of children attending a good or outstanding school at both primary and secondary in Scarborough (71.5% primary and 57.9% secondary) and secondary in Hambleton (24.6%) are significantly lower than North Yorkshire overall.

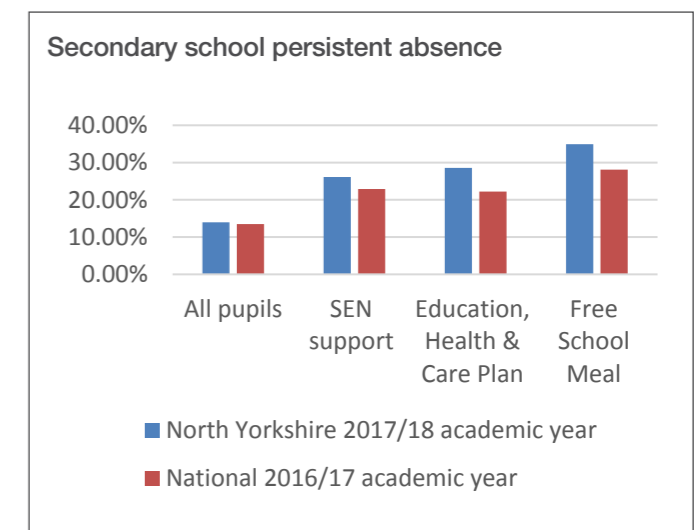
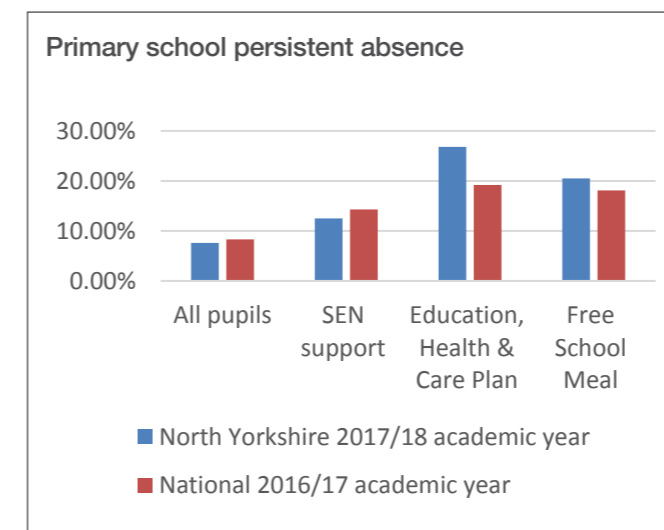
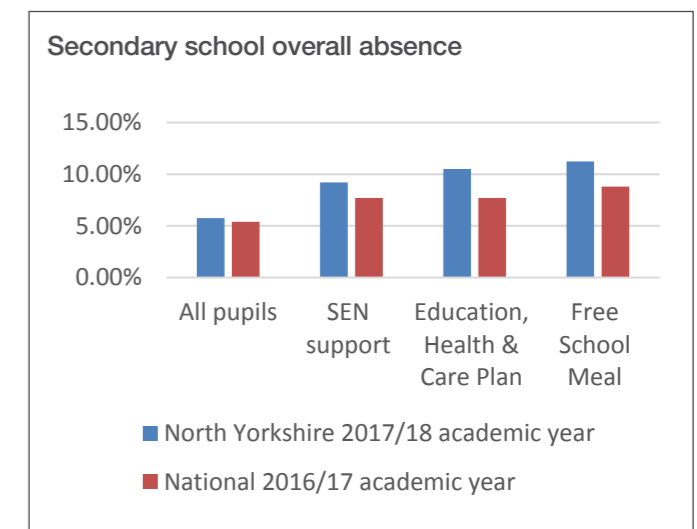
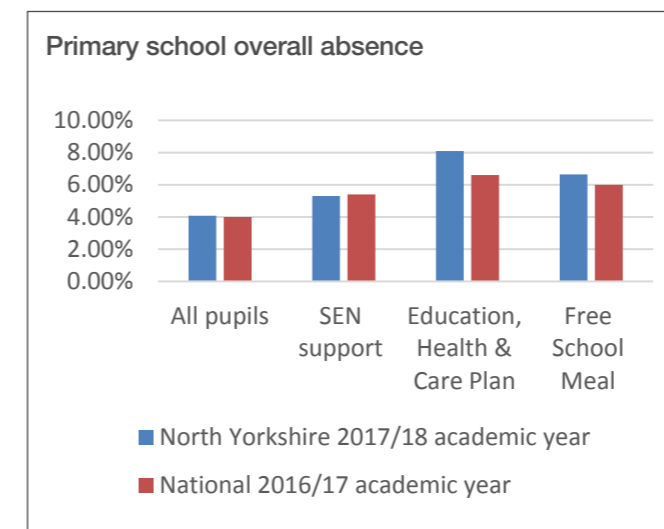
Percentage of all pupils attending a good or outstanding school (end of Q3 2018/19)		
	Primary	Secondary
National	88.9%	83%
North Yorkshire	86.1%	86.3%
Craven	79.8%	92.7%
Hambleton	88.9%	24.6%
Harrogate	89.3%	100.0%
Richmondshire	78.1%	100.0%
Ryedale	87.6%	100.0%
Scarborough	71.5%	57.9%
Selby	94.0%	90.1%

There are currently 35 schools judged requires improvement and 14 judged inadequate. At primary 31.7% of these schools are either academy status or are due to convert in the near future, whilst at secondary this figure is 75%. The Council continues to support Local Authority Maintained schools to implement the necessary improvements. The Regional Schools Commissioner is responsible for taking action where academies are underperforming.

Absence

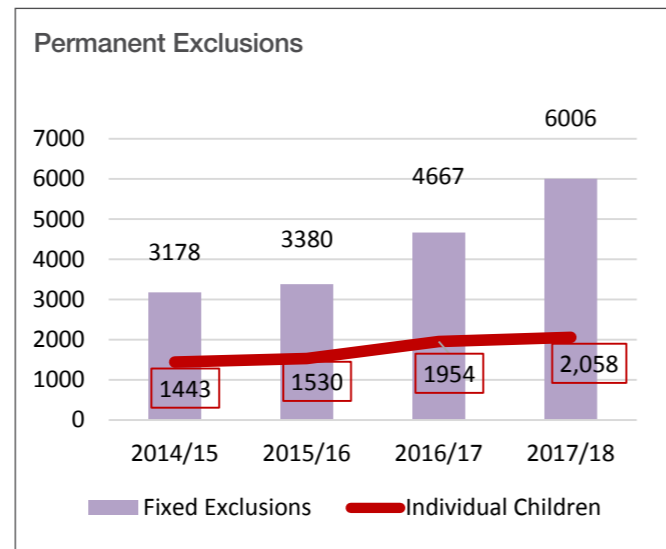
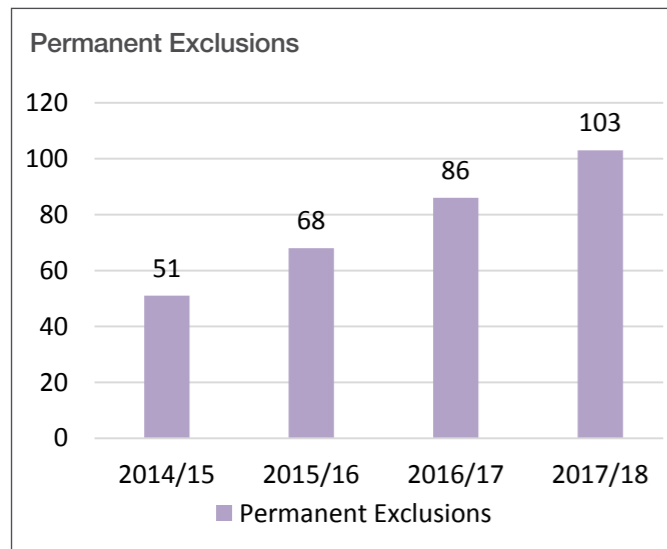
The overall absence rate (absence sessions as a percentage of sessions possible) and persistent absence rate (percentage of pupils missing 10% or more sessions) for all pupils is similar to the national benchmark.

However, rates for children with an Education, Health and Care Plan and those eligible for free school meals are higher than the national benchmarks at both primary and secondary. Rates for children receiving SEN support are also above national benchmarks at secondary. The Department for Education has published research which shows that in general the higher the number of sessions missed by a pupil, the lower the likely level of attainment.



Exclusions

Exclusions have been steadily increasing since 2014/15 which is a national trend. In the 2017/18 academic year 103 pupils were permanently excluded and 2,058 pupils received a total of 6,006 fixed-term exclusion incidents. The issue is concentrated in a relatively small number of schools with the “top 10” schools for permanent exclusions accounting for 51% of the total and the “top 10” schools for fixed-term exclusion incidents accounting for 54% of the total.



Children with SEND are significantly more likely to be subject to an exclusion from school. In the 2017/18 academic year half of the 103 permanently excluded pupils were identified as SEND (48 receiving SEN support and 4 with an EHC Plan). Of these 52 children 81% had Social, Emotional and Mental Health as their primary need.

FSM-eligible children are also over-represented in terms of exclusions. In the 2017/18 academic year 37.8% of permanent exclusions and 21.7% of fixed-term exclusions involved FSM-eligible children, whereas FSM-eligible children account for 8.1% of the school population.

Continuing to reduce exclusions is an on-going priority for the Council and the interventions underway include: officers visiting the highest excluding schools to review the issues behind these exclusions with head teachers; proactively contacting schools to offer support to children subject to a high level of repeat fixed-term exclusions; and finalising the ladder of intervention which sets out best practice and signposts to resources and support for children with challenging behaviour.

There is a positive sign of impact with a 15% reduction in permanent exclusions in the autumn term 2018/19 compared to the autumn term 2017/18.

Coasting schools / schools below floor standards

Coasting schools are defined by the Department for Education (DfE) as those where over three years, pupils are not felt to be progressing as much as they should. There are currently 18 such schools in North Yorkshire.

Schools are defined as being below floor standards, where they do not achieve expected attainment and progress levels. There are currently 10 such schools in North Yorkshire.

All schools that are coasting or below floor standards have been risk assessed and have support plans in place. The school governing bodies are held to account for the actions that these schools are taking to improve performance. The Local Authority liaises closely with the Regional Schools Commissioner and the DfE to provide appropriate support.

2017/18 academic year	Number of schools
Primary coasting	17
Secondary coasting	1
Primary below the floor standard	8
Secondary below the floor standard	2

Priority 3 - Equip young people for life and work in a strong North Yorkshire economy

Post 16 Achievement

What are we worried about?

Performance in Tech level (specific qualifications for students wishing to specialise in a specific industry or occupation) and Applied general (qualifications for students who want to continue their education through applied learning) has reduced and is below all benchmarks. However, it should be noted that cohort sizes for these qualifications are small (Tech Level 108 students and Applied General is 367) so annual fluctuations are more likely.

What's working well?

Achievement at A-level, both percentage achieving AAB grades and average point score per entry, continues to be above all benchmarks.

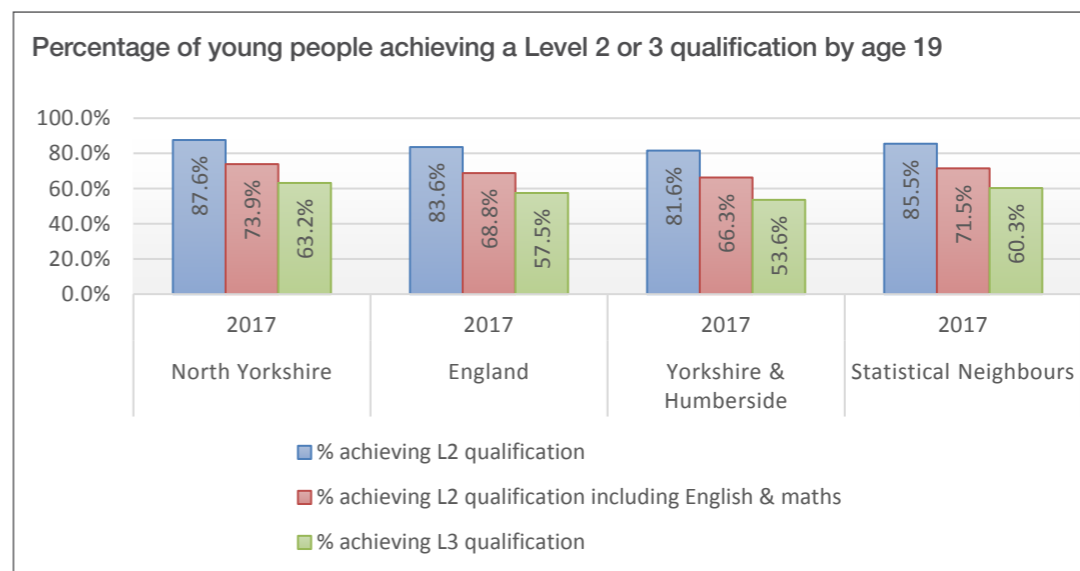
The percentage achieving a Level 2 qualification (GCSE or equivalent) or Level 3 qualification (A level or equivalent) at 19 is higher than all benchmarks.

What needs to happen?

Our ambition is to provide students with high quality post-16 education which will enable them to progress to their chosen next steps, whether that is a higher level of qualification, employment or training.

One of the enablers in the Council's Growth Plan is to increase skill levels and ensure that the workforce meets the needs of the county. We want to ensure that there is a clear pathway for young people from education to training and employment. To this end, the post-16 skills agenda is being reviewed to ensure that it is fit for purpose and maximises partnership working, both internally and externally.

Post 16 achievement								
	North Yorkshire		England		Yorkshire & Humber region		Statistical Neighbours	
	2017	2018	2017	2018	2017	2018	2017	2018
% Achieving AAB grades at A Level	24.8%	23.5%	22.4%	19.7%	18.6%	18.6%	17.6%	18.1%
A Level Average Point Score per Entry	32.3	32.7	32.4	31.8	30.3	31.7	30.2	31.8
Tech Level Average Point Score per Entry	36.3	26.3	32.3	28.3	31.9	31.9	32.1	28.6
Applied General Average Point Score per Entry	39.3	28.4	35.7	28.2	36.9	29.7	36.4	28.9



Not in Education, Employment or Training

What are we worried about?

The percentage of 16-17 year olds with unknown education, employment or training status remains above all benchmarks.

In December 2018 the total number of Not in Education, Employment or Training (NEET) and unknown was 762 out of a cohort of 11,089.

What's working well?

The percentage of 16-17 year olds Not in Education, Employment or Training (NEET) is reducing and below all benchmarks.

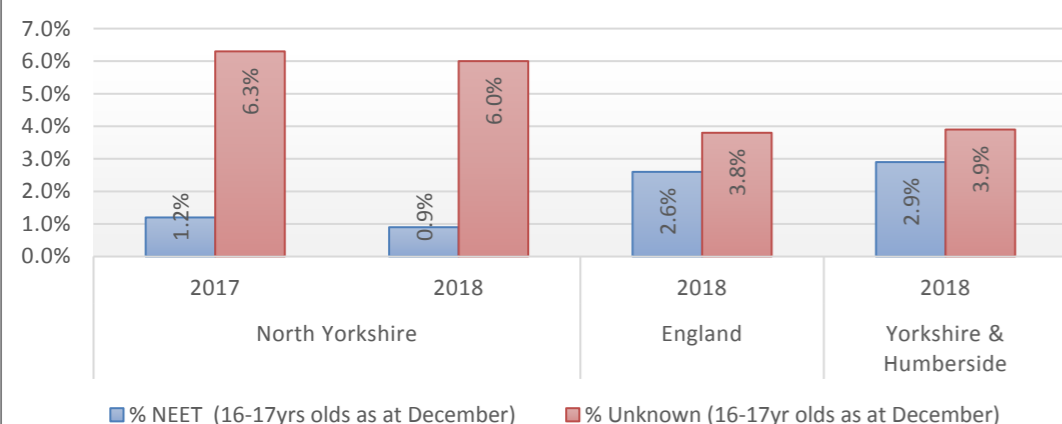
What needs to happen?

Our ambition is to maintain the good performance for the number of young people who are NEET.

We will continue to work alongside schools, colleges and education providers to reduce the number of young people whose status is unknown.

The NEET pathway helps us to track and monitor the NEET cohort and offer appropriate support to young people. Young people who are NEET are signposted or assisted to access a range of opportunities through the York, North Yorkshire and East Riding Local Enterprise Partnership, European Funded initiatives and Jobcentre Plus.

Percentage of 16-17 year olds not in education, training or employment and status unknown



Glossary

Achievement Unlocked	A funded project to improve the achievement of disadvantaged learners in North Yorkshire.																												
Attainment 8	Measures pupils' attainment at GCSE and approved non-GCSE across 8 subjects.																												
Benchmarks	Wherever possible North Yorkshire performance is benchmarked against: <ul style="list-style-type: none"> National performance Regional (Yorkshire & Humber) performance Statistical neighbour (local authorities with similar characteristics to North Yorkshire) performance 																												
Coasting schools	A coasting school is one that over time does not support its pupils to fulfil their potential.																												
Education, Health and Care (EHC) Plan	An Education, Health and Care (EHC) Plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.																												
Free School Meal	Children are eligible for free school meals when the family is entitled to a variety of means tested benefits.																												
Key stage	The national curriculum is organised into blocks of years called key stages. At the end of each key stage performance is assessed. <table border="1" data-bbox="1855 709 2763 953"> <thead> <tr> <th>Age</th> <th>Year</th> <th>Key stage</th> <th>Assessment</th> </tr> </thead> <tbody> <tr> <td>4 to 5</td> <td>Reception</td> <td>Early years</td> <td>Early Years Foundation Stage Profile</td> </tr> <tr> <td>5 to 6</td> <td>Year 1</td> <td>KS1</td> <td>Phonics screening check</td> </tr> <tr> <td>6 to 7</td> <td>Year 2</td> <td>KS1</td> <td>National tests and teacher assessments</td> </tr> <tr> <td>10 to 11</td> <td>Year 6</td> <td>KS2</td> <td>National tests and teacher assessments</td> </tr> <tr> <td>15 to 16</td> <td>Year 11</td> <td>KS4</td> <td>GCSE or equivalent</td> </tr> <tr> <td>16 to 18</td> <td>Years 12 & 13</td> <td>KS5</td> <td>A-level or equivalent</td> </tr> </tbody> </table>	Age	Year	Key stage	Assessment	4 to 5	Reception	Early years	Early Years Foundation Stage Profile	5 to 6	Year 1	KS1	Phonics screening check	6 to 7	Year 2	KS1	National tests and teacher assessments	10 to 11	Year 6	KS2	National tests and teacher assessments	15 to 16	Year 11	KS4	GCSE or equivalent	16 to 18	Years 12 & 13	KS5	A-level or equivalent
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15 to 16	Year 11	KS4	GCSE or equivalent																										
16 to 18	Years 12 & 13	KS5	A-level or equivalent																										
North Yorkshire Coast Opportunity Area	A Department for Education funded project to drive social mobility on the North Yorkshire Coast.																												
Not in Education, Employment or Training (NEET)	A 16-17 year old who is Not in Education, Employment or Training.																												
Ofsted judgements	Ofsted inspect all maintained and academy schools in England. There are four overall judgements Ofsted can reach about schools: <ul style="list-style-type: none"> Outstanding Good Requires Improvement Inadequate 																												
Phonics	Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.																												
Progress 8	A headline indicator which aims to capture the progress a pupil makes from the end of primary school to the end of key stage 4.																												
Schools below floor standards	Schools are defined as being below floor standards where they do not achieve expected attainment and progress levels.																												
Service children	Children whose parents are service personnel.																												
Special Educational Needs (SEN) support	The additional support provided to children and young people with Special Educational Needs (SEN)																												
Virtual school	The virtual school promotes the educational achievement of all the children looked after by the local authority.																												

Contact us

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