

Education as our greatest liberator

2017 Achievement



Education as our greatest liberator

Executive summary

The overall performance of pupils in North Yorkshire schools is very high and in 2017 results improved at every Key Stage. The table below summarises performance at every Key Stage against national, regional and statistical neighbour benchmarks.

2017 results summary			
	National	Regional	Statistical neighbours
Early Years	Above	Above	Below
KS1	Similar	Above	Below
KS2	Below	Above	Below
KS4	Above	Above	Above
KS5 (A-level)	Above	Above	Above

Performance at Key Stage 4 (GCSE) and Key Stage 5 (A level) is particularly strong. North Yorkshire is in the top 15% of local authorities nationally for all of the GCSE performance indicators and in the top 10% nationally for students achieving at least two A's and a B at A level.

Despite improvement, Key Stage 2 performance remains an on-going challenge and North Yorkshire is below national and statistical neighbour benchmarks.

There are challenges on the coast with the performance in Scarborough Borough significantly below the rest of the county. The North Yorkshire Coast Opportunity Area is bringing partners together to seek to address these issues.

The performance of disadvantaged pupils (eligible for free school meals in any of the last six years, looked after in care or adopted) continues to be a challenge and raising the achievement of these learners is a key priority.

There is also a need for continuing work with schools to raise the achievement of those pupils receiving Special Educational Need (SEN) support.

We have made good progress improving outcomes for Service children and this remains an on-going priority.

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.

Overall the 2017 results show excellent performance and we continue to have a very high number of good and outstanding schools which is testament to all of the teachers and pupils across our many schools. There are still challenges though particularly in respect of our most vulnerable learners and we are working collaboratively with school leaders and other partners to respond to this challenge. We believe in high expectations for all pupils irrespective of background and improving the achievement of disadvantaged learners in North Yorkshire is our one 'Education obsession'.

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 124,312¹ 0-18 year olds in North Yorkshire accounting for 20.6% of the total population. The 0-18 population has remained relatively static and is slightly below the national percentage.

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There are 50 nationalities represented in North Yorkshire schools and 26 of these nationalities recorded less than 10 pupils². Just under 6% of the school population is Black and Minority Ethnic (BME) with the greatest number in Craven and Harrogate.

There are 96 different languages spoken in North Yorkshire schools and 59 of these languages have less than 10 pupils speaking them. Nearly 96% of pupils speak English as their first language which is significantly higher than the 81% national figure.

5,989 pupils are eligible for free school meals (FSM) which represents 7.2% of the school population and is considerably lower than the 13.9% national figure. Scarborough has the highest percentage of pupils eligible for FSM.

There are 9,131 pupils recorded as Special Educational Needs & Disability (SEND)³ representing 11% of the school population. This is slightly below the national figure of 14.3% of pupils recorded as SEND. There has been a significant increase in the number of children and young people on an Education, Health and Care Plan and a much smaller increase in those receiving SEN support.

There are 3,619⁴ Service children in North Yorkshire schools. The largest proportion is in Richmondshire where they make up a quarter of the school population.

Schools

The position with regard to number and type of schools is shown for the summer term 2017.

There were 312 primary schools, 48% of which had less than 100 pupils, and 74% were in rural areas.

There were 43 secondary schools, 51% of which had more than 750 pupils, and 61% were in urban areas.

There were 10 special schools for children with SEND.

The pace of conversion to academies is increasing, particularly as groups of local schools form Academy Trusts, with the position as of January 2018:

Academies	Number
Primary Academies	45
Secondary Academies	15
Special Academies	1
Pupil Referral Unit Academies	1
Total	62

There are also an increasing number of federations, where a number of maintained schools come together under one governing body, and Trust schools that are government funded, but receive extra support from a charitable trust such as a local business, community group or educational charity. An individual school or a group of schools (such as schools that are in the same area, spread across the country or share a specialism) can choose to work with a trust.

¹ Mid-year population estimate 2016 (Nomis)

² School census January 2017

³ Includes children receiving SEN support and those on an Education, Health and Care Plan or Statement of SEN.

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?

In the 2017 autumn term 89% of eligible two year olds took up funded places.⁵ Performance has improved significantly over the last three years and we will continue to strive to ensure that all eligible two year olds take up places.

What needs to happen?

We will continue to support providers to ensure a sufficiency of quality places and pro-actively work with parents to encourage take up.

⁵ Due to the complexities in defining the eligible two year old cohort this is a local figure and not comparable to nationally produced figures



Early Years Foundation Stage

What are we worried about?

The Early Years Foundation Stage (EYFS) 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 71.6%, but we are slightly below the statistical neighbour⁶ benchmark.

Performance has improved steadily over the last 3 years and we want to continue this rate of improvement so that by 2020 we are ranked first against the statistical neighbour benchmark.

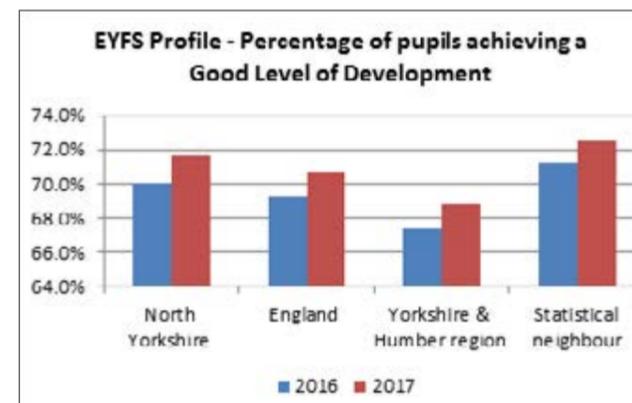
What needs to happen?

We will continue to deliver a programme of work through the Early Years Improvement Partnership focussing on:

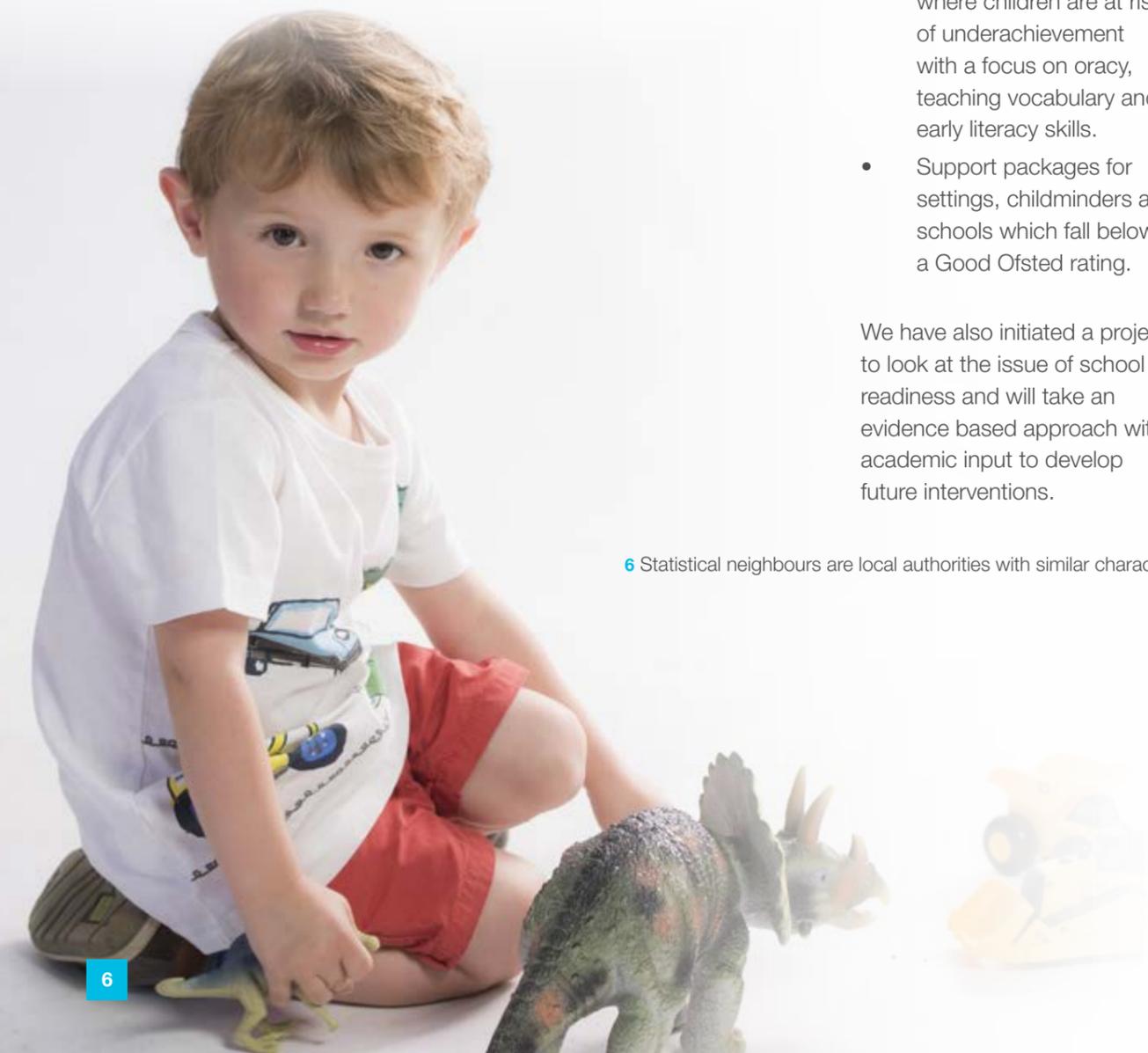
- Professional development of Early Years leads and practitioners through Sustained Shared Thinking (where adults and children learn by working together) and supporting children's emotional wellbeing.
- Targeted work with schools where children are at risk of underachievement with a focus on oracy, teaching vocabulary and early literacy skills.
- Support packages for settings, childminders and schools which fall below a Good Ofsted rating.

We have also initiated a project to look at the issue of school readiness and will take an evidence based approach with academic input to develop future interventions.

⁶ Statistical neighbours are local authorities with similar characteristics



	North Yorkshire	England	Yorkshire & Humber region	Statistical neighbour
2016	70.0%	69.3%	67.4%	71.3%
2017	71.6%	70.7%	68.8%	72.5%
Change 2016 to 2017	+1.6%	+1.4%	+1.4%	+1.2%



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.

What's working well?

The percentage of pupils achieving the expected standard has increased and North Yorkshire performs better than the Yorkshire & Humber region, but we are slightly below the England and statistical neighbour benchmarks.

By 2020 we want to be ranked first against the statistical neighbour benchmark.

What needs to happen?

Working closely with colleagues in Early Years', we will continue to raise awareness of effective practice at every opportunity, including through the subject leaders' network meetings. We will continue to promote our specialist courses on the teaching of phonics, both for teachers and for teaching assistants, as well as our course on preparing for the screening check itself. We will also continue to offer expert in-school consultancy on the development of practice and the training of teachers.

Phonics screening check - % of pupils achieving the expected standard in year 1				
	North Yorkshire	England	Yorkshire & Humber region	Statistical neighbour
2016	78.4%	80.5%	78.0%	81.8%
2017	80.8%	81.4%	79.0%	81.6%
Change 2016 to 2017	2.4%	0.9%	1.0%	-0.2%



Priority 2 - Raise achievement and progress for all

Primary (Key Stage 1 and 2)

What are we worried about?

Key Stage 1

For pupils achieving the expected level or above in Reading, Writing and Maths at Key Stage 1, we are above the region, but marginally below the England benchmark and further behind the statistical neighbour benchmark.

Key Stage 2

For percentage of pupils achieving the expected level or above in Reading, Writing, Maths and the three subjects combined North Yorkshire is generally better than the region, but behind the national and statistical neighbour benchmarks. The gap is relatively small for Reading and Writing, but more significant for Maths. The progress score for Maths (-0.9) means North Yorkshire pupils on average did worse at Key Stage 2 than those with similar prior attainment nationally.

What's working well?

Key Stage 1

In Science the percentage of pupils achieving the expected level or above is better than the national and regional benchmarks, but below our statistical neighbour benchmark.

In terms of pupils working at greater depth North Yorkshire performs relatively well. Performance is better than the region, similar to England and similar or slightly behind our statistical neighbour benchmark.

Key Stage 2

The progress scores for Reading and Writing (-0.1) mean North Yorkshire pupils on average did about as well at Key Stage 2 as those with similar prior attainment nationally.

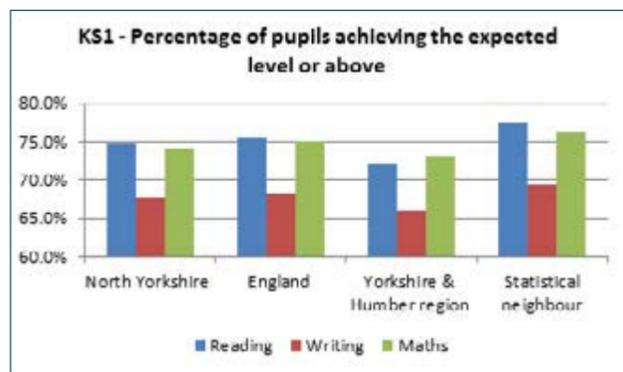
What needs to happen?

Performance is improving and our ambition is that by 2020 we are ranked above England and at least in line with the statistical neighbour benchmark for pupils achieving the expected level or above in Reading, Writing, Maths and Science at Key Stages 1 and 2.

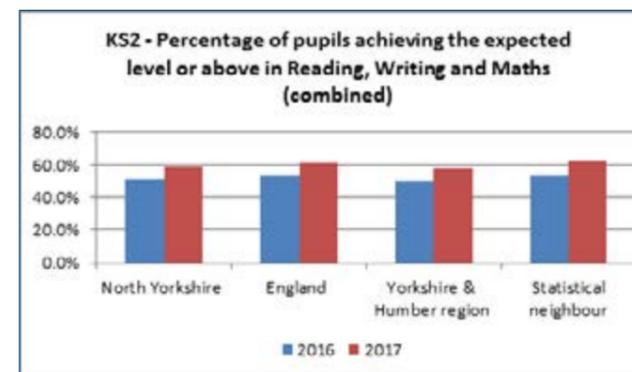
The programme of work includes:

- Risk assessing schools and targeting support around leadership and teaching methods where it is most needed to raise achievement.
- A focus on maths, particularly at Key Stage 2, through the facilitation of mixed age planning and the development of maths hubs based on the Maths – No problem! approach.
- Securing grant funding through the national Strategic School Improvement Fund to deliver improvement activity in schools most in need of improvement.





Key Stage 1								
	North Yorkshire		England		Yorkshire & Humber region		Statistical neighbour	
	2016	2017	2016	2017	2016	2017	2016	2017
% of pupils achieving the expected level or above in Reading	72.3%	74.7%	74%	75.5%	71.0%	72.0%	75.9%	77.3%
% of pupils achieving the expected level or above in Writing	63.2%	67.7%	65.5%	68.2%	63.0%	66.0%	65.5%	69.4%
% of pupils achieving the expected level or above in Maths	70.4%	74.1%	72.6%	75.1%	70.0%	73.0%	73.6%	76.2%
% of pupils achieving the expected level or above in Science	84.1%	83.2%	81.8%	82.6%	79.0%	80.0%	84.3%	85.0%
% of pupils working at greater depth in Reading	23.3%	25.6%	23.5%	25.2%	24.0%	22.0%	25.7%	27.4%
% of pupils working at greater depth in Writing	13.2%	16.4%	13.3%	15.7%	13.0%	14.0%	13.6%	16.3%
% of pupils working at greater depth in Maths	15.7%	20.1%	17.8%	20.6%	18.0%	19.0%	18.4%	21.5%



Key Stage 2								
	North Yorkshire		England		Yorkshire & Humber region		Statistical neighbour	
	2016	2017	2016	2017	2016	2017	2016	2017
% of pupils achieving the expected level or above in Reading	64.7%	71.1%	65.7%	71.5%	62.0%	68.0%	68.3%	73.8%
% of pupils achieving the expected level or above in Writing	72.4%	75.0%	74.0%	76.3%	73.0%	74.0%	73.0%	76.7%
% of pupils achieving the expected level or above in Maths	66.1%	71.4%	69.7%	74.9%	67.0%	72.0%	69.2%	75.2%
% of pupils achieving the expected level or above in Science	51.1%	58.7%	53.2%	61.1%	50.0%	58.0%	53.7%	62.1%
% of pupils achieving the expected level or above in Reading, Writing & Maths	81.8%	82.1%	81.3%	81.7%	79.0%	79.0%	82.7%	83.4%



Secondary (Key Stage 4)

What are we worried about?

Key Stage 4 is critical as GCSE results affect:

- The sixth form young people go to.
- The qualifications they take next.
- Eligibility for a university course.
- The universities young people can apply to.
- Young people's career prospects.

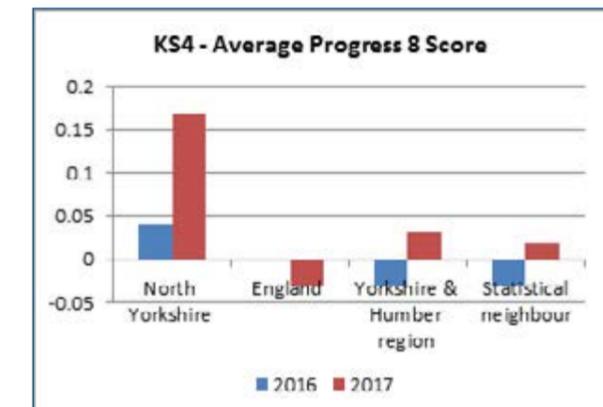
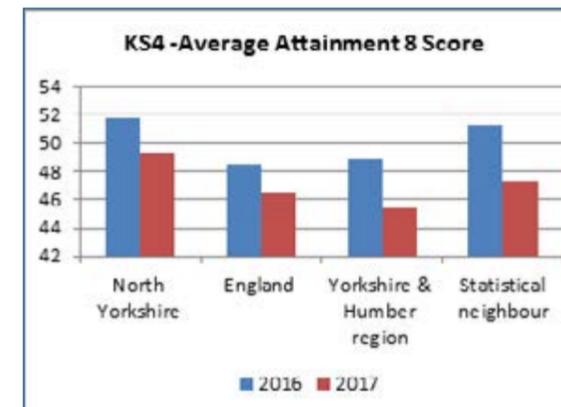
What's working well?

North Yorkshire is above the regional, national and statistical neighbour benchmarks for every indicator and in the top 15% of all local authorities.

Our ambition is to maintain and build upon this excellent performance at Key Stage 4.

What needs to happen?

- We will continue risk assessing secondary schools through forensic analysis of data and use of hard and soft intelligence, to ensure early intervention with schools showing signs of vulnerability, and to ensure that support and challenge is appropriately targeted and timely.
- Work with school leaders at all levels, and governors, to share effective strategies for school improvement; with a particular focus on the developing issues in some schools with regard to exclusions, attendance and behaviour management.
- Secure grant funding from the Strategic School Improvement Fund, to support further work with identified schools to increase rates of progress for disadvantaged students.



Key Stage 4								
	North Yorkshire		England		Yorkshire & Humber region		Statistical neighbour	
	2016	2017	2016	2017	2016	2017	2016	2017
Attainment 8	51.8	49.3	48.5	46.4	48.9	45.4	51.3	47.3
Progress 8	0.04	0.17	0	-0.03	-0.03	0.03	-0.03	0.02
English and Maths 9-4 pass (broadly equivalent to A*-C prior to 2017)	67.5%	70.4%	59.3%	64.2%	60.9%	61.8%	66.2%	67.7%
English and Maths 9-5 pass (strong pass)	NA	49.9%	NA	42.9%	NA	40.7%	NA	45.2%



District analysis

What are we worried about?

Scarborough is the lowest performing district at every Key Stage.

What's working well?

Selby performs well at Early Years, Craven and Richmondshire perform well at Key Stage 1, Harrogate performs well at KS2, and Craven and Harrogate perform well at KS4.

What needs to happen?

Our ambition is to improve performance across all districts, with a particular focus on Scarborough so that the gap to the other districts reduces over time.

Since 2015 the Scarborough Pledge has delivered a range of projects aimed at early help, improving schools and raising aspirations. The North Yorkshire Coast Opportunity Area is a local partnership funded by the Department for Education (DfE) that is seeking to drive social mobility on the coast. The Delivery Plan was published in October 2017 and sets out four priorities:

- **Early years** – children get a head start in life through a high quality early years education.
- **Maths** – the North Yorkshire Coast becomes an area where children excel in maths.
- **Literacy** – a generation of readers who use the power of literacy skills and a love of reading to unlock future opportunities.
- **More good secondary school places** – a good secondary school place for every young person on the North Yorkshire Coast.



District analysis		Craven	Hambleton	Harrogate	Richmondshire	Ryedale	Scarborough	Selby
Early Years	% of pupils achieving a Good Level of Development	71.9%	71.5%	73.6%	71.9%	68.5%	66.4%	76.0%
Key Stage 1	% of pupils achieving the expected level or above in Reading	77.7%	76.1%	76.1%	78.1%	74.8%	69.6%	73.0%
	% of pupils achieving the expected level or above in Writing	71.6%	68.2%	69.5%	71.7%	65.1%	63.3%	65.6%
	% of pupils achieving the expected level or above in Maths	76.7%	75.4%	75.2%	77.2%	73.7%	68.4%	73.9%
Key Stage 2	% of pupils achieving the expected level or above in Reading, Writing & Maths	60.8%	62.1%	64.1%	56.7%	60.0%	49.7%	55.1%
Key Stage 4	English and Maths 9-4 pass (broadly equivalent to A*-C prior to 2017)	76.4%	69.8%	77.3%	69.8%	69.0%	54.5%	69.1%
	English and Maths 9-5 pass (strong pass)	57.3%	69.8%	58.8%	47.0%	48.0%	34.3%	47.3%
	Attainment 8	54.3	47.7	53.2	48.6	48.1	40.7	47.7
	Progress 8	0.30	0.10	0.33	0.20	0.20	-0.19	0.07

Disadvantaged and Free School Meal

What are we worried about?

Disadvantaged

There remains a significant gap between disadvantaged (eligible for free school meals in any of the last six years, looked after in care or adopted) pupils and other pupils at every Key Stage and this has generally widened as the rate of improvement for other pupils has been greater.

Benchmarking data is not available at Early Years or Key Stage 1, but at Key Stage 2 we are significantly below national and regional performance. At Key Stage 4 performance is marginally below national for all indicators and it is a mixed picture when compared to the region.

Free School Meal

At Early Years and Key Stage 1 we are above the regional benchmark, but below the national benchmark. At Key Stage 2 we remain below both the regional and national benchmarks.

What's working well?

Disadvantaged

Performance for disadvantaged pupils has improved at every Key Stage.

Free School Meal

The performance of pupils eligible for Free School Meals in any of the last 6 years has improved. At Key Stage 4 we are generally above the national and regional benchmarks.

What needs to happen?

Performance is improving and our ambition is that by 2020 the achievement of both disadvantaged and Free School Meal pupils is better than the national benchmarks. We are taking a number of actions to achieve this:

- We have led training for all heads across the county at our improvement networks.
- We have invested £280K in North Yorkshire through a major project entitled "Achievement Unlocked". The project is seeking to make a significant difference in 58 schools, accelerating the schools' improvement and that of their most vulnerable children. All practice is evidence based and the partnership has learnt from outstanding providers beyond the county.
- The North Yorkshire Coast Opportunity Area, which is explained in the district analysis section, is seeking to improve outcomes for disadvantaged pupils on the coast.



Disadvantaged									
		North Yorkshire				England		Yorkshire & Humber region	
		2016	2016 gap	2017	2017 gap	2016	2017	2016	2017
Early Years – NY Cohort		547		560					
Early Years	% of pupils achieving a Good Level of Development	52.5%	19.5%	53.2%	21.3%	Not available			
Key Stage 1 – NY Cohort		987		940					
Key Stage 1	% of pupils achieving the expected level or above in Reading	57.9%	17.2%	59.4%	18.0%	Not available			
	% of pupils achieving the expected level or above in Writing	46.7%	19.7%	50.6%	20.1%	Not available			
	% of pupils achieving the expected level or above in Maths	53.8%	19.7%	57.3%	19.7%	Not available			
Key Stage 2 – NY Cohort		1175		1242					
Key Stage 2	% of pupils achieving the expected level or above in Reading, Writing & Maths	31.5%	24.5%	38.6%	25.3%	39.0%	48.0%	35.0%	43.0%
Key Stage 4 – NY Cohort		1073		903					
Key Stage 4	English and Maths 9-4 pass (broadly equivalent to A*-C prior to 2017)	39.8%	33.5%	44.3%	30.8%	43.0%	44.5%	41.0%	41.2%
	English and Maths 9-5 pass (strong pass)	NA	NA	22.8%	31.9%	NA	24.5%	NA	21.9%
	Attainment 8	39.2	15.2	35.0	16.8	41.2	37.1	39.5	35.8
	Progress 8	-0.52	0.68	-0.49	0.78	-0.38	-0.40	-0.40	-0.34

Free School Meal ⁷							
		North Yorkshire		England		Yorkshire & Humber region	
		2016	2017	2016	2017	2016	2017
Early Years – NY Cohort		547	560				
Early Years	% of pupils achieving a Good Level of Development	52.5%	53.2%	54.0%	56.0%	52.0%	53.0%
Key Stage 1 – NY Cohort		918	873				
Key Stage 1	% of pupils achieving the expected level or above in Reading	58.5%	59.6%	60.0%	61.0%	56.0%	57.0%
	% of pupils achieving the expected level or above in Writing	47.9%	51.3%	50.0%	52.0%	47.0%	49.0%
	% of pupils achieving the expected level or above in Maths	54.6%	58.1%	58.0%	60.0%	55.0%	57.0%
Key Stage 2 – NY Cohort		1140	1196				
Key Stage 2	% of pupils achieving the expected level or above in Reading, Writing & Maths	31.7%	38.6%	36.0%	43.0%	31.0%	39.0%
Key Stage 4 – NY Cohort		1037	873				
Key Stage 4	English and Maths 9-4 pass (broadly equivalent to A*-C prior to 2017)	40.3%	44.7%	39.0%	40.4%	36.0%	37.0%
	English and Maths 9-5 pass (strong pass)	NA	23.0%	NA	21.8%	NA	19.2%
	Attainment 8	39.6	35.3	39.1	35.1	37.2	33.7
	Progress 8	-0.50	-0.48	-0.46	-0.48	-0.49	-0.43

Virtual School

The Virtual School consists of all the children in the care of North Yorkshire County Council, whether in a North Yorkshire school or elsewhere in the country. The 2017 final results will not be published until later in 2018 and the Council publishes a separate annual report on performance.

⁷ North Yorkshire data is eligible for Free School Meals in any of the last six years and national and regional data is Free School Meal as of September 2017.

Special Educational Needs & Disabilities

What are we worried about?

The performance of children receiving SEN support is generally below the national benchmark and it is a mixed picture when compared to the region. The best performance is at Key Stage 4 where we are more in line with the national benchmark.

What's working well?

Outcomes for children with Special Educational Needs (SEND) have improved at every Key Stage. For those children with an Education, Health and Care (EHC) Plan performance is generally above the national and regional benchmarks.

What needs to happen?

Our ambition is to maintain and build upon the good performance of pupils on an EHC Plan.

For pupils receiving SEN support our ambition is that by 2020 we are ranked above the region and England, and at least in line with the statistical neighbour benchmark at every Key Stage.

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 are also looking to further develop the full range of provision within our new Strategic Plan for SEND provision. This will include improving the range of specialist support and alternative provision available to support schools and families in meeting special educational needs.



Education, Health & Care Plan ⁸		North Yorkshire		England		Yorkshire & Humber	
		2016	2017	2016	2017	2016	2017
Early Years – NY Cohort		48	55				
Early Years	% of pupils achieving a Good Level of Development	6.3%	10.9%	4.0%	4.0%	4.0%	5.0%
Key Stage 1 – NY Cohort		84	84				
Key Stage 1	% of pupils achieving the expected level or above in Reading	13.1%	13.1%	14.0%	14.0%	11.0%	10.0%
	% of pupils achieving the expected level or above in Writing	10.7%	7.1%	9.0%	9.0%	8.0%	7.0%
	% of pupils achieving the expected level or above in Maths	11.9%	17.9%	14.0%	14.0%	11.0%	11.0%
Key Stage 2 – NY Cohort		121	138				
Key Stage 2	% of pupils achieving the expected level or above in Reading, Writing & Maths	8.3%	9.4%	7.0%	8.0%	6.0%	7.0%
Key Stage 4 – NY Cohort		154	151				
Key Stage 4	English and Maths 9-4 pass (broadly equivalent to A*-C prior to 2017)	11.0%	15.2%	10.5%	10.7%	11.5%	10.3%
	English and Maths 9-5 pass (strong pass)	NA	7.9%	NA	5.3%	NA	5.1%
	Attainment 8	15.7	14.7	17.0	13.9	16.5	13.3
	Progress 8	-1.09	-0.96	-1.03	-1.04	-0.97	-0.93

SEN Support		North Yorkshire		England		Yorkshire & Humber	
		2016	2017	2016	2017	2016	2017
Early Years – NY Cohort		290	322				
Early Years	% of pupils achieving a Good Level of Development	20.0%	21.1%	26.0%	27.0%	25.0%	26.0%
Key Stage 1 – NY Cohort		636	694				
Key Stage 1	% of pupils achieving the expected level or above in Reading	28.5%	28.2%	32.0%	34.0%	28.0%	28.0%
	% of pupils achieving the expected level or above in Writing	16.2%	21.6%	22.0%	23.0%	19.0%	20.0%
	% of pupils achieving the expected level or above in Maths	27.2%	31.0%	33.0%	35.0%	30.0%	31.0%
Key Stage 2 – NY Cohort		835	815				
Key Stage 2	% of pupils achieving the expected level or above in Reading, Writing & Maths	10.4%	13.7%	16.0%	21.0%	14.0%	17.0%
Key Stage 4 – NY Cohort		362	376				
Key Stage 4	English and Maths 9-4 pass (broadly equivalent to A*-C prior to 2017)	27.6%	28.7%	29.0%	30.2%	25.0%	26.0%
	English and Maths 9-5 pass (strong pass)	NA	14.6%	NA	15.6%	NA	12.3%
	Attainment 8	34.8	30.9	36.2	31.9	33.9	30.1
	Progress 8	-0.33	-0.29	-0.38	-0.43	-0.42	-0.37

⁸ Includes children on a Statement of SEN. There is a requirement to transfer all children with a Statement of SEN to an EHC Plan by 31 March 2018

Service children

What are we worried about?

For each key stage, where data is currently available, performance is below the national benchmark. 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.

Key Stage 4 performance is lower than in 2016 and again Service pupils perform below their peers.

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. Indeed, many will have been educated elsewhere for most of their schooling.

What's working well?

The attainment of Service children has improved at Early Years, Key Stage 1 and Key Stage 2, but they continue to perform less well than their peers.

Encouragingly the attainment gap between Service and other pupils has narrowed for most indicators.

What needs to happen?

Our ambition is for Service pupils to achieve as well as their civilian peers and we are targeting a further reduction in the attainment gap between Service and other pupils.

We are delivering a number of interventions including:

- The continued support to schools and Service families from our two Service Pupil Champions in early help, signposting and training for school staff. They are also providing pupils with anxiety workshops for the first time this year and Emotional First Aid training for parents alongside colleagues in the Prevention service.
- The sharing of best practice through a Service Pupils' Strategy Group, involving school leaders, welfare staff, the military and Local Authority officers.
- The development of a best practice guide for the use of Service Pupil Premium.
- The strengthening of the Service pupil's voice through the promotion of the Military Kids Club Heroes national peer support group.
- Ensuring that North Yorkshire remains at the forefront of developments in support for Service children by sitting on a number of national practitioner groups.



Service Children					
		North Yorkshire		England ⁹	
		2016	2017	2016	2017
Early Years – NY Cohort		327	355		
Early Years	% of pupils achieving a Good Level of Development	63.9%	69.0%	Not currently available	
Key Stage 1 – NY Cohort		305	338		
Key Stage 1	% of pupils achieving the expected level or above in Reading	67.5%	74.6%	78.2%	79.9%
	% of pupils achieving the expected level or above in Writing	62.3%	64.2%	68.8%	71.4%
	% of pupils achieving the expected level or above in Maths	67.2%	73.7%	75.3%	78.2%
Key Stage 2 – NY Cohort		267	299		
Key Stage 2	% of pupils achieving the expected level or above in Reading, Writing & Maths	42.7%	53.2%	54.8%	62.0%
Key Stage 4 – NY Cohort		155	163		
Key Stage 4	English and Maths 9-4 pass (broadly equivalent to A*-C prior to 2017)	67.1%	65.0%	Not currently available	
	English and Maths 9-5 pass (strong pass)	NA	41.10%		
	Attainment8	50.4	45.5		
	Progress8	0.08	-0.02		

⁹ Unofficial figures from Nexus dependent on Local Authorities uploading pupil premium data

Black and Minority Ethnic and English as an Additional Language

What are we worried about?

Black and Minority Ethnic (BME) groups at each key stage are relatively small in number and there are no clear trends over time.

Black pupils underperform the benchmarks considerably in 2017. It is, however, worth noting that in 2016 Black pupils performed significantly better highlighting the fact that there are no clear trends.

A large proportion of the English as an Additional Language (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).

What's working well?

At the end of primary school (Key Stage 2) Chinese and Asian pupils are the highest performing and are above the national and regional benchmarks. The performance of Mixed and White pupils is similar to the benchmarks. At the end of secondary school (Key Stage 4) Asian and Chinese pupils continue to be the highest performing. All groups are above regional and national benchmarks except for Chinese pupils.

In terms of progress, Black pupils made greater progress than the North Yorkshire average for writing and maths and were close to the average for reading.

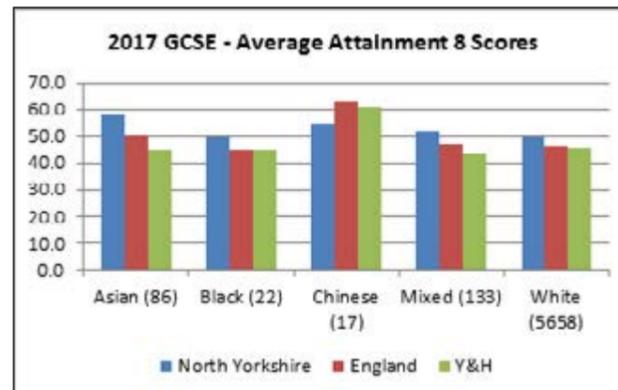
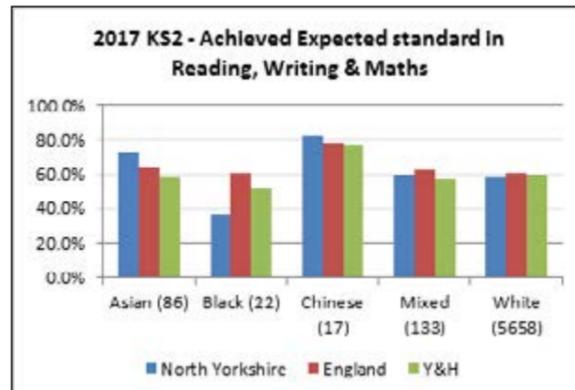
The achievement of EAL pupils has improved for most indicators. At Key Stage 4 we are above the national and regional benchmarks. At Early Years, Key Stage 1 and Key Stage 2 we are relatively close to the regional benchmark.

What needs to happen?

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

Many BME pupils also have English as an additional language, which is the main barrier to achievement. The key objective is to upskill staff in schools to better meet the learning needs of pupils in mainstream classrooms. The service will achieve this by providing practical training for staff, sharing a range of teaching resources and tools and modelling best practice in supporting new arrivals with little or no English. Where there is concern about a group of BME pupils in a school or locality, the service will support the school to address needs, through voice projects, nurture groups and family liaison.





English as an Additional Language		North Yorkshire		England		Yorkshire & Humber region	
		2016	2017	2016	2017	2016	2017
Early Years – NY Cohort		287	315				
Early Years	% of pupils achieving a Good Level of Development	57.5%	61.3%	63.0%	65.0%	57.0%	59.0%
Key Stage 1 – NY Cohort		326	307				
Key Stage 1	% of pupils achieving the expected level or above in Reading	67.8%	62.5%	70.0%	72.0%	62.0%	64.0%
	% of pupils achieving the expected level or above in Writing	62.6%	60.9%	64.0%	67.0%	56.0%	60.0%
	% of pupils achieving the expected level or above in Maths	68.1%	71.3%	72.0%	74.0%	64.0%	67.0%
Key Stage 2 – NY Cohort		201	225				
Key Stage 2	% of pupils achieving the expected level or above in Reading, Writing & Maths	37.8%	52.0%	52.0%	61.0%	42.0%	53.0%
Key Stage 4 – NY Cohort		167	183				
Key Stage 4	English and Maths 9-4 pass (broadly equivalent to A*-C prior to 2017)	62.9%	67.8%	63.0%	64.4%	52.0%	55.2%
	English and Maths 9-5 pass (strong pass)	NA	49.7%	NA	44.3%	NA	34.2%
	Attainment 8	51.5	49.7	50.8	47.7	45.8	42.9
	Progress 8	0.52	0.84	0.39	0.50	0.25	0.41

Ofsted outcomes

A very high percentage of North Yorkshire pupils attend a good or outstanding school. At primary level we are above the regional benchmark, but slightly below the national benchmark. At secondary level we are significantly above both the regional and national benchmarks.

Percentage of pupils attending a good or outstanding school ¹⁰		
	Primary	Secondary
North Yorkshire	88.10%	91.00%
Yorkshire and Humber	85.30%	74.30%
National	90.10%	83.10%

Attendance

The overall attendance rate for both primary and secondary is broadly in line with all benchmarks.

Overall attendance rate		
	Primary	Secondary
North Yorkshire	96.2%	94.8%
National	96.0%	94.8%
Yorkshire & Humber	95.9%	94.5%
Statistical neighbour	96.3%	95.2%



¹⁰ As of 2 January 2018

Exclusions

Whilst exclusions as a percentage of the school population remain very low, both fixed term and permanent exclusions have increased by nearly a third. The increase in exclusions is a trend that is being seen both regionally and nationally. In North Yorkshire the issue is most prevalent among males in secondary schools.

2016/17 academic year	No. of exclusions	No. of pupils Excluded	Primary % (of on roll)	Secondary % (of on roll)	% increase on previous year
Fixed term	4,587	1,904	0.61%	4.4%	36.5%
Permanent	91	91	0.02%	0.23%	31.9%

Addressing this increasing trend in exclusions is a key priority for the Council. Actions that we are taking include:

- As part of the development of the Strategic Plan for Special Educational Needs and Disabilities (SEND) provision we are seeking to expand the offer of the Pupil Referral Service and Alternative Provision to provide more in reach places for children at risk of exclusion. We are also working to further develop the Enhanced Mainstream School model to ensure appropriate support for at risk pupils.
- Working with schools to pilot a no exclusion policy.
- Providing multi-disciplinary support to schools where issues are prevalent.
- Revising the early help and intervention model with schools to clarify responsibilities for supporting those at risk of exclusion.
- Reshaping the Inclusive Education Service into SEND locality hubs to support children and schools in local areas.
- The Partners in Practice Back on Track project is providing targeted support to children with Social, Emotional and Mental Health needs who are at risk of exclusion.

Coasting schools / schools below floor standards

Coasting schools are defined by the DfE as those where over three years, pupils are not felt to be progressing as much as they should. There are currently 11 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 28 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 Department for Education to provide appropriate support.

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

Post 16 Achievement

What are we worried about?

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) are better than statistical neighbour, but below England and regional benchmarks. Attainment in these two qualifications has seen improvement between 2016 and 2017.

What's working well?

Achievement for A-level, both percentage achieving AAB grades and average point score per entry is above all benchmarks as in 2016.

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.

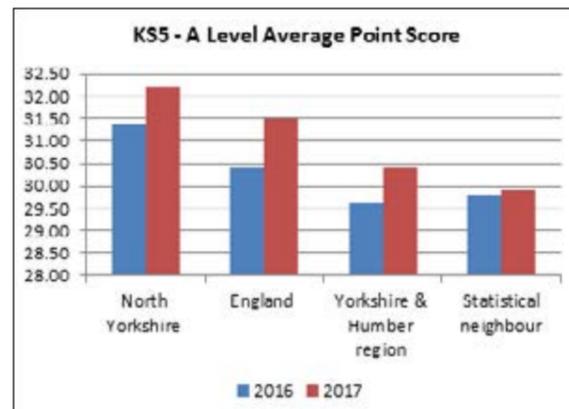
What needs to happen?

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 or employment or training.

We are working towards a plan for post-16 which includes:

- Consideration of the sustainability of small school sixth forms
- Improving our analysis of post 16 outcomes information and data
- Improving our communication with schools through network meetings and sharing of good practice
- Making links with the Skills agenda.





Key Stage 5								
	North Yorkshire		England		Yorkshire & Humber region		Statistical Neighbours	
	2016	2017	2016	2017	2016	2017	2016	2017
% Achieving AAB grades at A Level	23.5%	24.1%	22.1%	21.8%	17.5%	18.1%	16.3%	16.9%
A Level Average Point Score per Entry	31.4	32.2	30.4	31.5	29.6	30.4	29.8	29.9
Tech Level Average Point Score per Entry	32.5	36.1	30.1	38.5	30.1	41.1	27.6	32.2
Applied General Average Point Score per Entry	38.1	39.5	34.7	39.6	36.0	41.1	34.9	36.3

Percentage achieving Level 2 and 3 qualifications at 19 11				
	North Yorkshire	England	Yorkshire & Humberside	Statistical Neighbours
	2016	2016	2016	2016
% achieving L2 qualification	89.1%	85.3%	84.6%	86.6%
% achieving L2 qualification including English & maths at 19	74.6%	68.65	67.0%	71.0%

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 is reducing, but is higher than all benchmarks.

What's working well?

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

What needs to happen?

Our ambition is to maintain the good performance for the number of young people who are NEET. We are also focussing on reducing the number of young people with unknown education, employment or training status so that by 2020 the percentage is better than all benchmarks.

In December 2017 the total number of NEET including unknown was 840 out of a cohort of 11,184.



The NEET pathway helps us to track and monitor the NEET cohort and all young people are supported by the Family Outreach Service. Young people who are NEET are signposted to a range of opportunities through the York, North Yorkshire and East Riding Local Enterprise Partnership, European Funded initiatives and Jobcentre Plus including the Improve Your Prospects and Building Better Opportunities programmes. We continue to work alongside schools and colleges to make contact with all young people and reduce the number of unknowns

	North Yorkshire		England	Yorkshire & Humber region	Statistical neighbours
	2016	2017	2017	2017	2017
% NEET	1.6%	1.2%	2.6%	2.9%	2.1%
	(185)	(130)			
% Unknown	7%	6.3%	4.1%	3.2%	2.7%
	(815)	(710)			

11 2017 data not available at date of publication

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.																												
Disadvantaged pupils	Defined as either: <ul style="list-style-type: none"> Children who have been eligible for free school meals in any of the last 6 years Children looked after by the local authority Children who have been adopted 																												
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="371 877 1279 1125"> <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
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																										
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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