

# Children and Young People's Overview and Scrutiny Committee



7 April 2017

## Education Attainment and Standards 2016 Education Service Update

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### Report of Corporate Management Team, Margaret Whellans, Corporate Director of Children & Young People's Services Councillor Ossie Johnson, Cabinet Portfolio Holder for Children and Young People's Services

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#### Purpose of the Report

- 1 The purpose of this report is to provide a full summary to Children and Young People's Overview and Scrutiny Committee of educational outcomes in County Durham, and related updates on the focus and provision of education services.

#### Background

- 2 Durham County Council's education department continues to provide support and intervention, including intensive support for schools in most need, to ensure the best educational outcomes for children and young people in Durham. This has been a priority for the Council since at least 2002, when the school improvement team was created in its current form and formal procedures for monitoring, intervention and improvement were agreed with schools and settings.
- 3 Successful outcomes for Durham's schools impact directly on the life chances of individuals and the prosperity and sustainability of communities, so support to ensure these – which indirectly provides assurance when educational institutions are subject to national inspection and scrutiny – remains a key priority. Part of the measure of effectiveness of the County Council is that it knows its schools and settings well; the support and intervention of the education department secures this.
- 4 The results from tests and examinations at the Early Years Foundation Stage, Key Stage 2 and Key Stage 4/5 for 2016 which, when compared with national averages, provide the key outcome measures for early years, primary and secondary education respectively, indicate that schools and settings continue to perform very well. The support they receive from the Council's education service contributes to these positive outcomes.

#### SCHOOL OUTCOMES 2016

##### Early Years Outcomes

- 5 Early years outcomes are measured by the percentage of children reaching a good level of development (GLD) according to national Early Years Profile

criteria. At the end of the Early Years Foundation Stage, children are assessed by the percentage reaching a good level of development in relation to the Early Learning Goals. Assessments are made against pre-set levels, with internal and external moderation.

6 Early Years Foundation Stage outcomes are as follows:

Early Years % GLD	2014		2015		2016	
	Durham LA	National	Durham LA	National	Durham LA	National
	All	57	60	64	66	69
Boys	48	52	56	59	62.3	62.1
Girls	66	69	72	74	76.2	76.8

7 As the table above indicates, Durham’s outcomes are in line with national outcomes, and this has been achieved in 2016 for the first time. This is a very significant achievement considering levels of deprivation in parts of the County which always put pressure on our Early Years outcomes when set against a national benchmark. It also marks an exceptional trajectory of improvement as Early Years outcomes were significantly below national outcomes until the gap began to close in 2014.

8 The gender gap has been closed by 2 percentage points, as boys have made particular improvement in 2016. There has also been a marginal improvement in EYFS outcomes in terms of the gap between children receiving free school meals and all children (20 percentage points in 2015 closing to 19 percentage points in 2016), although there is still work to be done in this area.

9 There are three main areas of activity on which the Early Years team is focused currently, namely:

- early identification and intervention in schools and settings requiring support
- the establishment of a new early years panel of professionals to target additional support more effectively
- developing new models of support for early years children with particular educational needs, including reviewing the current outreach provision

10 The table below shows the highly effective work done by the Early Years team to secure free early education places in line with national targets:

	2015	2016
National	63%	70%
Regional	35%	81%
Durham	73%	87%

These figures place Durham 24<sup>th</sup> out of 152 local authorities nationally; 2,025 2-year olds have been placed in Durham during the current term.

## Key Stage 1 Outcomes

- 11 In all key measures at Key Stage 1, Durham's outcomes are ahead of national, as the table below indicates:

	National	Durham
<b>Phonics – Year 1</b>	80.5%	<b>82.1%</b>
<b>Phonics – Year 2</b>	66.7%	<b>67.8%</b>
<b>KS1 Expected standards (EXS+)</b>		
Reading	74.0%	<b>75.3%</b>
Writing	65.5%	<b>69.9%</b>
Maths	72.6%	<b>75.0%</b>
RWM	60.3%	<b>64.6%</b>

- 12 For Key Stage 1, the benchmark for expected attainment in 2015 was level 2B+. In 2015 81% of KS1 children in County Durham reached this level, with Durham lagging slightly behind the national average (82%). This benchmark has now been altered to the percentage of children reaching expected standards or better (EXS+). In fact, in 2016, on both the previous and the new measure Durham's outcomes exceeded national.
- 13 This was a particular achievement as Key Stage 1 outcomes had been a priority for improvement for the local authority in recent years, and while the gap between local authority outcomes and national had consistently narrowed, this is the first year where national figures were exceeded.

## Key Stage 2 Outcomes

- 14 At the end of the primary stage of education there are still formal, national assessments of pupils' attainment in mathematics and English, through externally set and marked tests for all 11 year-olds. Writing is judged by teacher assessments, rigorously moderated by the local authority to set national criteria. Assessments are made against "age related expectations" (AS) for this age group.
- 15 The table below sets out the percentage of pupils in Durham and nationally that achieved KS2 AS in English (reading), English (writing), mathematics, grammar/punctuation/spelling (GPS) and RWM combined.

KS2 (AS)	National	Durham
Reading (test)	65.7%	<b>69.3%</b>
Writing (teacher assessment)	74.1%	<b>78.3%</b>
Mathematics (test)	69.8%	<b>74.7%</b>
G/P/S	72.4%	<b>75.4%</b>
RWM combined	53.3%	<b>58.9%</b>

- 16 Attainment levels across the local authority continue to be very strong against national levels and the significant trend of improvement in Durham continues year on year.
- 17 The same outcomes for Free School Meals pupils (FSM) indicate that Durham's schools perform exceptionally well in supporting the education of our most vulnerable children. The table below shows data for pupils who have been in receipt of FSM at any point in the previous 6 years (known as 'FSM ever-6' or 'FSM E6').

KS2 (FSM E6)	National	Durham
Reading (test)	52.6%	57.5%
Writing (teacher assessment)	63.5%	68.3%
Mathematics (test)	56.9%	63.5%
G/P/S	60.3%	65.1%
RWM combined	38.5%	44.6%

### Key Stage 4 Outcomes

- 18 Assessment at Key Stage 4, which represents the end of compulsory schooling, continues to be through externally set and marked GCSE and GCSE equivalent examinations across a wide range of subjects and courses. These are graded from A\*-G with national benchmarks of achievement. Annual results from examinations at each of Key Stages 4 and 5 (sixth form) are analysed in order to identify trends across the local authority and to inform discussions with specific schools regarding challenge and support.
- 19 Key Stage 4 outcomes in 2016 are reported in a different way from previous years, with a focus now on '**Basics**' (% of pupils achieving A\* - C English and Maths), '**Attainment 8**' (pupils' performance across their best 8 qualifications measured on a points award basis, with each grade worth points on an ascending scale: *see box below*), and '**Progress 8**' (pupils' progress across their best 8 qualifications expressed as a decimal where +0.01 and above indicates a measure of progress from a predetermined start point and -0.01 and below indicates insufficient progress against expectations: *see box below*).

#### New GCSE performance measures in 2016

**Attainment 8** is the points score awarded to a pupil across 8 qualifications.

- x2 English and Maths are double-weighted
- 3 highest points scores for Ebacc subjects (science subjects, computer science, history, geography, and languages).
- 3 highest points scores for any 3 other subjects

A\* - 8; A - 7; B - 6; C - 5; D - 4; E - 3; F - 2; G - 1

**Progress 8** is based on a calculation of pupils' performance across the same 8 qualifications. It uses a baseline of Key Stage 2 results (eg: a pupil with an average points score of 27 (Level 4b) is calculated as attaining 50 points in A8). If they get more it registers as a positive P8 score – if less, a negative.

- 20 The tables below shows 2016 Key Stage 4 outcomes for Durham compared to national benchmarks.

<b>Key Stage 4 Outcomes</b>	2015	2015	2016	2016
	National	Durham	National	Durham
% Basics (A*-C Eng & Maths)	59%	<b>58%</b>	63%	<b>62.3%</b>
Attainment 8	N/A	N/A	50.1	<b>49.2</b>
Progress 8	N/A	N/A	-0.03	<b>-0.13</b>

	<b>Free School Meals (FSM)</b>		<b>Not FSM pupils</b>	
	<b>National</b>	<b>Durham</b>	<b>National</b>	<b>Durham</b>
% Basics (A*-C Eng & Maths)	39.2%	38.9%	67.0%	66.9%
Attainment 8	39.1	38.5	51.8	51.2
Progress 8	-0.46	-0.57	0.04	-0.04

	<b>Disadvantaged Pupils (Looked After / Pupils Who Have Just Left Care)</b>		<b>Other pupils</b>	
	<b>National</b>	<b>Durham</b>	<b>National</b>	<b>Durham</b>
% Basics (A*-C Eng & Maths)	43.2%	43.9%	71.0%	71.7%
Attainment 8	41.2	41.0	53.5	53.3
Progress 8	-0.38	-0.43	0.10	0.03

- 21 These results show that the outcomes for pupils is broadly in line with national for Basics and A8, with Progress falling slightly behind. This is due to a number of factors including schools that had already begun GCSE programmes before the new measures were announced, leaving it too late to adjust to programmes that could deliver a more favourable progress result. The gap in Durham between FSM and Disadvantaged pupils is slightly wider than the national average but narrower when compared to other North East Local Authorities.
- 22 However both the Basics and the Attainment measures confirm that English has significantly improved this year and there are moderate improvements in maths, with this still being a future focus for improvement. There have been subject improvements in both attainment and progress outside of core subjects, but where this is not consistent, officers from the local authority are already supporting schools, where required.

- 23 In spite of the changes in reporting, analysis by officers in the Education Development Service indicates that Durham’s KS4 results in 2016 have recovered after the small and unprecedented dip (particularly in English) in 2015.

### Key Stage 5 Results

- 24 AS levels, A levels and vocational qualifications have gone through major reforms in the last few years so, as anticipated, there was more variability in results this year than in the past. The content of new A level and AS level courses have been changed, and courses are no longer divided into modules or contain coursework except where it is required to assess specific skills.
- 25 Additionally new accountability measures for 2016 mean yearly performance comparisons are more difficult to make with previous cohorts than has been the case in the past. Nationally the proportion of A\* and A grades has continued to fall for the fifth successive year as part of the Department for Education’s standards agenda.
- 26 Despite this, the results for County Durham students have remained broadly consistent with the successes of previous years. Our academic and vocational outcomes continue to be above national figures with an increased number of students achieving the higher grades. Although the full national attainment and progress statistics are not yet validated, the overall picture remains positive.

<b>Provisional Key Stage 5</b>	2015	<b>2015</b>	2016	<b>2016</b>
	National	<b>Durham</b>	National	<b>Durham</b>
% entries achieving A*-B	48.7%	<b>51.6%</b>	Results not yet validated	<b>48.9%</b>
% entries achieving A*-E	98.2%	<b>98.9%</b>		<b>98.8%</b>
Average points score per entry	n/a	31.8		<b>32.7</b>
APS per vocational entry	n/a	38.2		<b>41.2</b>

### National Update

- 27 Nationally, education outcomes for children who attend academies are sometimes reported separately than outcomes for children who attend LA maintained schools. Evidence from such reports indicates that conversion to academies does not in itself lead to better results. In Durham in 2016, maintained schools performed better than academies in terms of KS4 outcomes for the first time.

### PUPIL PLACE PLANNING AND CAPITAL INVESTMENT

- 28 Pupil Place Planning is a critical aspect of the Local Authority’s statutory duty to assess the local need for school places and to meet parental preference where possible. Historically, Durham has been particularly successful in meeting parents first choice of school place through forward planning to expand schools./ reduce the size of schools where appropriate to respond to local needs and demand as shown overleaf:

<b>Secondary Schools</b>	<b>Durham</b>	<b>National</b>
September 2014 Admissions 1 <sup>st</sup> choice offered	96.5%	85.2%
September 2015 Admissions 1 <sup>st</sup> choice offered	95.6%	84.2%
September 2016 Admissions 1 <sup>st</sup> choice offered	96.1%	84.1%

<b>Primary Schools</b>	<b>Durham</b>	<b>National</b>
September 2014 Admissions 1 <sup>st</sup> choice offered	91.9%	87.7%
September 2015 Admissions 1 <sup>st</sup> choice offered	92.8%	87.8%
September 2016 Admissions 1 <sup>st</sup> choice offered	93.4%	88.4%

In Durham, there are approximately 71,200 children educated across the Nursery School to Past 16 age range, including 266 children who are Educated at Home.

- 29 Despite Government Capital Funding for school maintenance being reduced in recent years, the council has still been able to have a robust programme of capital investment in schools. Over the last 5 years, in the region of £65 million has been spent on school maintenance and building additional school places into schools where they are needed. In addition four new build schools have been completed. Seaham High School, St Joseph's Primary School, Coundon, West Cornforth Primary School and Durham Trinity School. A further £28 million has been spent on significant remodelling of the Secondary School estate.

## **PARTICIPATION IN LEARNING POST 16**

- 30 Durham County Council's education department is responsible for the delivery of a number of statutory duties to encourage, enable and assist young people to participate in learning. These include the tracking and reporting of destinations of young people to the Department of Education on a monthly basis through the National Client Caseload Information System (NCCIS). The publication of this data allows comparisons to be made across Local Authorities in relation to the proportion of young people who are participating in learning, the proportion of young people who are not in education, employment or training (NEET), and the proportion of young people whose education, employment or training destination is not known.

- 31 The latest verified participation in learning data relates to December 2016 and is shown in the following table. There were 10,924 young people aged 16 and 17 resident in County Durham, of whom 92.1% were participating in learning; 4.4% (476) were identified as NEET and 1.4% (156) whose education, employment or training destination was not known.

	Not known		In Learning		16-17 year old NEET	
	% 16-17 Not Known	% change over last 12 months	% 16-17 in learning	% change over last 12 months	% 16-17 NEET	% change over last 12 months
England	4.1%	-2.8%	91.3%	0.2%	2.7%	-0.6%
North East	1.5%	12.0%	92.3%	-0.6%	4.0%	3.1%
Mean Statistical Neighbour	2.6%	N/A	91.6%	N/A	3.6%	N/A
County Durham	1.4%	-14.0%	92.1%	0.0%	4.4%	1.6%

- 32 County Durham's participation in learning rate was higher than both the national and statistical neighbour averages, and in line with the regional average; the proportion of young people who were NEET was higher than the national, regional and statistical neighbour averages; and the proportion of young people whose education, employment or training destination was not known was lower than the national, regional and statistical neighbour averages.
- 33 Compared to the same period last year (December 2015), there has been a significant reduction in the proportion of young people whose education, employment or training destination was not known; the proportion of young people participating in learning has remained stable; and although there has been a slight increase in the proportion of young people who are NEET, this is accounted for by the reduction in the proportion of young people whose education, employment or training destination was not known.
- 34 A number of co-ordinated actions are being implemented to increase the participation of young people in learning, as set out in the Improving Progression Partnership's participation plan ('Believe, Achieve and Succeed: Increasing the Participation of Young People in Learning 2015-2018'). It is anticipated that there will continue to be an improvement in the proportion of young people participating in learning as the impact of the DurhamWorks Programme is increasingly reflected in the performance data.

## DURHAMWORKS PROGRAMME YOUTH EMPLOYMENT INITIATIVE

- 35 The DurhamWorks Programme is a £17.04m European funded, Durham County Council led partnership project that supports young people aged 16-24 who are NEET / unemployed and resident in County Durham. The target is to engage 5,830 young people by July 2018 and there are a number of outputs related to the progression of young people into education, employment and training.

- 36 Delivery commenced in April 2016 and significant progress is being made to engage and support young people. For example:
- Service Level Agreements are in place with 16 External Delivery Partners and 4 Durham County Council Delivery Partners.
  - A Subcontractor Framework has been established which enables the procurement of specialist and targeted provision to enhance the Programme.
  - A number of employers are benefitting from a DurhamWorks 'Learning, Working, Earning' grant to the value of £5,000 to support the employment of each DurhamWorks participant.
  - The first DurhamWorks marketing campaign took place in October 2016. This was targeted in areas of County Durham that have the highest proportion of young people who are NEET / unemployed. A new marketing campaign is commencing in February 2017 that is targeting employers. Also, a new DurhamWorks website will be 'live' in the near future.
  - A participant task group has been established, in order to ensure the views and opinions of young people who engage in DurhamWorks are captured and utilised in order to inform future delivery of the Programme.
- 37 2,160 participants were registered on the Programme as at 26th January 2017, of which 1,246 were verified as eligible, which is above profile. This demonstrates that significant progress is being made to deliver a successful DurhamWorks Programme, which will result in more young people aged 16-24 who are NEET / unemployed being supported into education, employment and training.

## **COUNTY DURHAM ADULT LEARNING AND SKILLS**

- 38 County Durham Adult Learning and Skills Service (ALSS) is funded by the Skills Funding Agency (SFA), the Education Funding Agency (EFA) and the European Social Fund (ESF) to deliver Apprenticeships, Adult Skills and Community Learning. A wide range of courses is offered from Entry Level to Level Three, providing opportunities for personal development, support for health and well-being, as well as skills and qualifications for further education and employment.
- 39 County Durham ALSS engages with a wide range of partners to: ensure it is responsive to local priorities and opportunities; supports learners to improve their skills, confidence and employability; targets those who are disengaged from education and furthest away from the labour market; and contributes to a range of positive outcomes including improvements in health and well-being, engaged and active citizens, family and community cohesion. During the period August 2015 to July 2016, the Service provided learning to 6074 individuals across County Durham.
- 40 County Durham ALSS is graded as a 'good' provider by Ofsted with outstanding features for Apprenticeship delivery. As shown in the following table, in 2015–2016 County Durham ALSS retention and achievement rates

for Apprenticeships and Community Learning exceeded service targets as well as qualification achievement rate (QAR) national averages for 2014-2015 (latest published data). Retention and achievement rates for Education and Training provision did not meet service targets and were lower QAR national averages for 2014-2015. A robust action plan is in place to address identified areas for improvement in Education and Training provision and comparisons will be made against QAR national averages for 2015-2016 when available.

Area of delivery	ALSS Full Year 2015/16					QAR 2014/15	
	Starts	Retention Rate	Achievement Rate	ALSS Target Retention	ALSS Target Achievement	National Retention Rate	National Achievement Rate
Apprenticeships	216	93.5%	90.2%	90.0%	89.0%	71.7%	71.3%
Community Learning	6025	98.5%	97.8%	97.5%	96.5%	94.0%	92.0%
Education & Training	1346	89.3%	84.9%	95.0%	92.0%	92.2%	87.0%
<b>All Provision</b>	<b>7587</b>	<b>96.7%</b>	<b>95.2%</b>	<b>97.5%</b>	<b>96.0%</b>	N/A	N/A

- 41 County Durham ALSS continually reviews its learning offer to ensure it provides a high quality service to learners and is able to respond to current and future challenges, including the implementation of the Government's Apprenticeship reforms as well as the delivery of the Government's Industrial Strategy.

## **SEND AND INCLUSION SERVICES**

- 42 The Special Education Needs and Disability (SEND) and Inclusion Service ensures that the Local Area, Authority and its Education Providers fulfil their responsibilities as set out in the Childrens Act, the SEND reforms, The Mental Capacity Act, the Care Act and the Equalities Act.
- 43 The SEND and Inclusion Service aim for all children and young people to have every opportunity to take control of their lives, be as independent as possible and achieve their full potential.
- 44 This report gives an update of each of the SEND and Inclusion Service areas providing a brief overview and a summary of key outputs and outcomes achieved in the last academic year and this academic year to date. More detailed annual reports are available for each service area.

## **Special Educational Needs Statutory Case Work**

- 45 The team facilitate the transferring of statement to Education Health Care Plans (EHCP's) and the completion of new EHCP's within the statutory 20 week timescale. Three teams provide this service:
- 0-13 - SEND Statutory Case Work Team
  - 14-25 – SEND Progression and Learning (Check the title)
  - Virtual School, Looked After Children in the Education System (LACES) team

## **Output and Outcomes**

- 46 As of January 2017 the teams have:
- Completed or transferred 2237 Education Health Care Plans since the reforms. There are 710 Statements left to convert
  - transferred 826 statements to EHCP's in the last year
  - received 438 new requests for EHCP's needs assessment
  - progressed 280 through to Education Health Care plans
  - completed 86% within 20 weeks
- 47 The teams receive high levels of satisfaction from parents this is reported through the Making Changes Together Forum, Durham's representative parent group for children, young people and families and the SEND Information and Advice Support Service (SENDIASS). This can also be measured in the low level of tribunals and requests for mediation faced by the Local Authority.
- 48 As 2017-2018 is the final year to convert any outstanding statements to EHCP we propose to monitor this across the full year groups to ensure that all children have an EHCP rather than statement by the national deadline of April 2018.
- 49 Progress reports in relation to the transition plan will be prepared regularly so parents, carers, schools and all education, health and care professionals involved in supporting children and young people with SEND can monitor progress. This information will be kept under review and published on the Local Offer

## **Equalities and Inclusion**

- 50 English as an Additional Language (EAL) - The team focusses on meeting the needs of new arrivals who are new-to-English, also new to the country and new to education.

## **Key highlights of the Year**

- 51 Shown below are the highlights:
- 16% increase of new arrivals from 300 to 350.
  - Delivery spread across 180 settings a 63% increase.
  - 193 children and their families in Early Years Foundation Stage (EYFS) settings, as opposed to 153 last year.
  - Fifty referrals were nursery settings with 100 nursery children who have EAL.
  - The team supported a hyper-diverse profile with pupils speaking 53 languages; an increase from 46 last year.
  - The most common languages this year have been Polish, Arabic and Chinese with similar numbers followed by Malay families.

- Work delivering Induction Packages to schools remains the core work stream, this continues to receive excellent participant evaluation.

### **Service delivery- English as an Additional Language Team**

- 52 A key development for the team has been the Syrian Vulnerable Persons Resettlement (SVPR) scheme. The team have been able to advocate for families, settle children into school, provide high quality translation all of which has led to a successful resettlement programme.
- 53 Schools and Parents value the services broad range of interpreting skills with colleagues often acting as an intermediary between parents and schools this is particularly important in Team Around the Family meetings.
- 54 The assessment of English language skills for Nursery and Reception children has been developed to track and monitor English language development in the Early Years. Schools have been able to demonstrate progress in Ofsted inspections.

### **Output and Outcomes**

- 55 Listed below are the outputs and outcomes:
- 180 Schools supported in the year a rise from 110
  - 402 pupils referred
  - Top 3 languages supported Polish, Arabic and Chinese  
When compared against the Local Authority Average
  - 66.2% of EAL students achieving a Good Level of Development in the Early Years compared to the rest 69.1%
  - EAL students achieve a higher standards in Year 1 and 2 phonics
  - EAL students achieve higher standards throughout Key Stage 1 other than in Reading where they achieve a slightly lower rate
  - EAL student achieve higher standards throughout Key Stage 2
  - EAL students have higher attainment 8 scores

### **Education Health Needs Team (Home and Hospital)**

- 56 The Education Health Needs (EHN) team is a county-wide, centrally-retained service within Education. Children and young people taught by the EHN team ages range from 5 -16.
- 57 Effective partnerships with other professionals enable the delivery of integrated services for children, young people and their families. The EHN team has a good understanding of how mental health problems can impact on learning and so work collaboratively with CAMHS to promote good emotional health and psychological wellbeing.

### **Service Delivery**

- 58 The EHN team supported 573 young people in 2016  
The break down of these numbers in the table overleaf:

	<b>EHN Number</b>
No of pupils supported by EHN	<b>573</b>
No. of referrals for individual teaching	253
no. of pupils referred	244
No. of hospital admissions supported	320
No. of schools referring	67
% of referred pupils on Free School Meals	40%
EHN referrals as % of Local Authority school population	0.4%

## **Group Provision Output and Outcomes**

### **Group for Anxious Pupils (GAP) - Provision for pupils with school-based anxiety**

- 59 For those children attending the Group for Anxious Pupils (GAP) attendance rose from 0% to 81% in a year.
- The Y11 GAP students achieved 100% A\*-C in English, 75% A\*-C in Maths and 100% in Science.
- 60 Young People are being supported in their progression through courses in Animal Care, Childcare, Beauty Therapy and Public Services. All GAP pupils have also completed their European Computer Driving Licence qualification which is an IT qualification accepted by many schools and employers.
- 61 **Small Group Provision** – provision for pupils who are refusing schools being taught, providing them with varying hours of academic provision according to need. Achieving 91% average attendance
- 62 **Young Parent Education Groups** – 20 weeks of teaching covering the pregnancy and post-natal period, linking with the One Point, Midwifery and Health Visiting services.
- 63 A total of 16 girls have used this service from 11 schools girls ranging from year 9 to year 11 a rise from 8 girls last year. Attendance ranged from 72%-100%.
- 64 **University Hospital of North Durham** – Education provision in the hospital classroom. The staff member worked with 320 pupils of statutory school age.

65 Pupils return to school after one or two day recovery period from minor operations or treatments. Seriously ill children requiring long stay on a ward are referred to Newcastle hospitals. 3 GCSE exams were invigilated on the ward for year 11 pupils.

### Individual Provision Output and Outcomes

66 **Early Help** - This year a total of 238 home and /or school visits, 294 multi-agency visits and 163 Team Around the Family (TAF) meetings were attended by 3 staff.

67 **Self-Harm** – The EHN team saw an increase of 44% in referrals due to mental health issues. At present there are 25 children who have made attempts on their lives being educated by the team.

68 **Traded Packages** – A new development this year is the traded provision of individual teaching support packages. 46 packages have been delivered 41 of which are to Looked After Children

### Outcomes for Children and Young People

69 The Educational Health Needs Team have supported 93 young people. The breakdown can be seen below:

<b>Reintegration data for pupils with school-based anxiety - 93 pupils</b>	
	<b>Number</b>
Returned to school/ EHN team involvement ceased	20
Referred to GAP	7
Service involvement continuing to next academic year	34
Supported until they left school Y11	20
Other (all EHE)	3
Provision withdrawn and referred to attendance	9

70 **Gypsy Roma Traveller (GRT) Team** - the team work with schools and the GRT community addressing the seven protected characteristics and respond to the needs of schools in fulfilling equality legislation.

### Outcomes

71 GRT children fair worse than the Local Authority average, this is a typical pattern. When comparing with GRT children nationally County Durham GRT children achieve at a significantly higher level across all age phases. Details can be seen in the table overleaf:

Year 1 Phonics - % pupils having met standard		
Local Authority		82.10%
	White Irish Traveller (WIRT)	White Roma Gypsy (WRG)
National GRT	40%	32%
Durham GRT	66.70%	50%

Year 2 Phonics - % pupils having met standard		
Local Authority		67.80%
	White Irish Traveller WIRT	White Roma Gypsy WRG
National GRT	57%	53%
Durham GRT	100%	78.60%

Key Stage 2 Tests: % of pupils at or above the expected standard								
	READING		GPS		MATHS		R/W/M (TA)	
LA	69.50%		75.50%		74.80%		59%	
	WIRT	WROM	WIRT	WROM	WIRT	WROM	WIRT	WROM
National GRT	62%	44%	42%	31%	59%	45%	43%	29%
Durham GRT	66.70%	47.10%	66.70%	52.90%	100%	58.80%	66.70%	58.80%

GCSE's				
	English		Maths	
<b>National</b>				
<b>LA</b>	74.20%		67.70%	
	<b>WIRT</b>	<b>WROM</b>	<b>WIRT</b>	<b>WROM</b>
<b>National GRT</b>	26%	14%	26%	14%
<b>Durham GRT</b>	28.60%		14.30%	

## Educational Psychology and SEND Support Services

72 This is a broad service area that has the common aim to ensure children and young people in County Durham have good physical and mental health, achieve in their learning and personal development, and ultimately are able to make a positive social and economic contribution to the communities in which they live. The services include:

- Portage
- Educational Psychology
- Emotional Well Being and Effective Learning (including Counselling and Behaviour Intervention)
- Cognition and Learning
- Sensory Service
- The Autism Team
- Speech and Language Support team
- The Movement Team
- Occupational Therapy

73 **(Early Years) The Portage Team** - offering support to parents/carers of early years children with complex needs helping them to understand and positively promote the development of their children.

### Output and Outcomes

74 In the 2015-16 academic year 145 families accessed support

Feedback for parents and carers is consistently very positive in terms of parental satisfaction and a positive impact on the development of their children.

75 **Educational Psychology Team** - The team undertake a diverse range of activities applying psychology to an educational context in order to support the inclusion, achievement and wellbeing of children and young people. Educational psychologists support strategic, development and management

functions within the LA, deliver direct pupil focussed work and develop the school workforce to make adaptation to meet children needs.

### **Output and Outcomes**

76 In the 2015-16 academic year psychological advice was prepared for 289 new education, health and care needs assessments, and 155 pre-school children accessed support:

Over 85% of schools in the County accessed additional Education Psychology (EP) services, 239 schools in total

Feedback evaluation from service users (schools) was positive from over 90% of respondents.

Training and capacity building events are consistently rated as very positive from over 90% of respondents.

77 **Cognition & Learning Team** - The team works in schools to support understanding and meeting needs of children with SEND. A range of approaches are used including assessment, consultation, and training.

### **Output and Outcomes**

- The total number of new referrals received from schools was 560, an increase of 21% on the previous year, indicating high demand for a service which is valued by schools.
- During the 2015-16 academic year the team have worked in 178 schools making 1395 visits supporting 591 children
- 20 central training events have been provided
- Parental satisfaction rates are very high
- School satisfaction rates with the service are high
- All training evaluations are positive with an increased staff confidence referenced

78 **Physical Sensory Movement Support Team** – Supporting individual pupils in early years and school settings through a single visit providing assessment, advice and consultation at no charge. Additional involvement is through service level agreements.

### **Output and Outcomes**

79 In the academic year 2015-2016 **48** pre-school settings have participated in the project with over **1400** young children accessing the programme. The team has offered set up support and advice and undertaking extensive data collection, usually at the outset and completion of the program  
A further **69** school settings access the range of services offered by the Movement Team.

80 **Physical and Sensory Support Team** - The Sensory Team works to support the identification, assessment and support of children with hearing and/or visual impairment.

## Output and Outcomes

- 81 In the 2015-16 academic year 367 children with a hearing impairment and 95 children with a visual impairment have received support from the team.
- 82 Benchmarking data from the 2015-16 cohorts is not yet available but from the 2014-15 cohort children in county Durham with a sensory impairment achieved above national levels in the majority of areas.
- 83 Feedback from capacity building and training events has been noted as increasing skills and confidence in school staff.
- 84 **Autism Support Team** - The activities of the autism team relate to both preventative and also more targeted and specialist levels and includes:
- In-service training to school settings
  - Direct and indirect intervention, and consultation with staff, children and their families in the development, implementation and evaluation of strategies.
  - Developing and sharing information about appropriate resources
  - Supporting school staff in identifying, assessing and planning to meet the needs of their pupils and fulfilling their statutory duties within the SEN Code of Practice
  - Supporting the development of Autistic Spectrum Disorder (ASD) friendly schools across County Durham in both individual schools and groups of schools to increase their inclusive capacity in accordance with the Local Authority strategy for Special Education Needs and accessibility planning.

## Output and Outcomes

	Number
Total number of training packages delivered	46
Centrally organised Continuous Professional Development (CPD) events:	5
Enhanced level	11
Specialist level	
Training to whole schools :	
Introductory level	17
Enhanced level	4
Advanced level	2
Enhanced Mainstream Provision (EMP) staff	3
Staff coaching for individual members of staff to develop a specific skill eg running a social skills group	4

More than 90% of participants reported that they felt they had an increased knowledge and are more confident about meeting the needs of children.

Total number of new referrals this academic year	Cases carried over/continued from previous year	Number of individual pupils receiving targeted support over the year	Number of contacts /visits to school
265	137	367	890

85 Targets fully achieved or partially achieved in **82%** of cases. In **13%** of cases the child moved school or moved out of county and involvement from the team was no longer required.

86 **Emotional Well Being and Effective Learning Team** – A multidisciplinary team consisting of Specialist Educational Psychologists, Mental Health Advisory Teachers, Counsellors and Support Staff. The team deliver complex casework, school and workforce development, project design and delivery, and provision development.

### **Output and Outcomes**

87 In the 2015-16 academic year the team has supported 954 pupils individually and in group.

Provided training and awareness raising support to 847 school based staff.

74% of young people reported an improvement in wellbeing and their ability to cope following intervention.

90% of staff accessing training programmes rated them 9 or 10 out of 10 for satisfaction; and 100% stated that they would recommend the training to other schools.

### **SEND Support Service**

88 Supporting schools to implement the SEND reforms. Ensuring early identification, meeting the needs of and improving outcomes for all children and young people with SEND.

### **Output and Outcomes**

89 268 out of 276 (97%) schools received a 1:1 visit, each tailored to meet individual needs. The other 8 schools are nursery and special and needs were covered by network meetings.

90 Quality assurance of all schools SEND Information Reports, ensuring a high quality and personalised offer from each school.

## **Development of the SEND Toolkit**

- 91 Training to all newly qualified teachers in County Durham.

Delivery of the National Award for Special Education Needs Co-ordination (NASENCO) in Durham, working alongside 'Best Practice Network'. 158 out of 181 Special Education Needs Coordinators (SENCOs) have completed or are currently progressing.

Feedback from school of the services support in consistently positive.

## **Partnership Project with 'Educate and Celebrate'**

- 92 In October 2013, in response to concerns and views expressed by young people at a meeting of the Children and Young Peoples and Families Trust Board, the Education Development Service held a conference to develop skills and understanding of teachers dealing with LGBT issues in schools.
- 93 Partly funded through income from this conference and in partnership with Public Health, Durham has led the way nationally, through partnership with 'Educate and Celebrate', in work with schools to champion the needs of LGBT children and young people. Through the development work with teachers, pupils and the community, 24 Durham schools are recognised as champions of LGBT students. This project was extended in 2016-17 so that a further 15 primary and secondary schools were able to engage with the work, and it is anticipated that a further 15 will become involved in 2017-18.
- 94 Celebration events at each phase of the project, four to date, centre on the experiences of young people who consistently report how this work has had a significant and sometimes dramatic impact on the quality of their life at school.

## **Response to the Pupil Voice**

- 95 In response to the Children and Young People's Survey (2014-15), the Education Development Service has worked with school leaders to raise awareness of the number of school-aged children who have significant responsibilities as carers. The Survey highlighted that many children and young people were key carers in families and this could, and often did, have an impact on their school experience. Through head teacher briefings and EDP visits, heads were encouraged to gain a greater understanding of the lived experiences of this group of pupils, and explore ways of supporting them.
- 96 In the same survey, young people expressed concerns about the poor quality of sex and relationships education in secondary schools, so EDS was commissioned to undertake a two-year project (2015-17) which has directly impacted on the provision of SRE across 12 schools. A showcase event in January 2017 provided evidence of new pupil-centred provision and this represents a significant improvement on previous practice. It is hoped that Commissioning will permit the underspend from this well-managed project to be made available to extend the work to a further 6 schools in 2017-18.

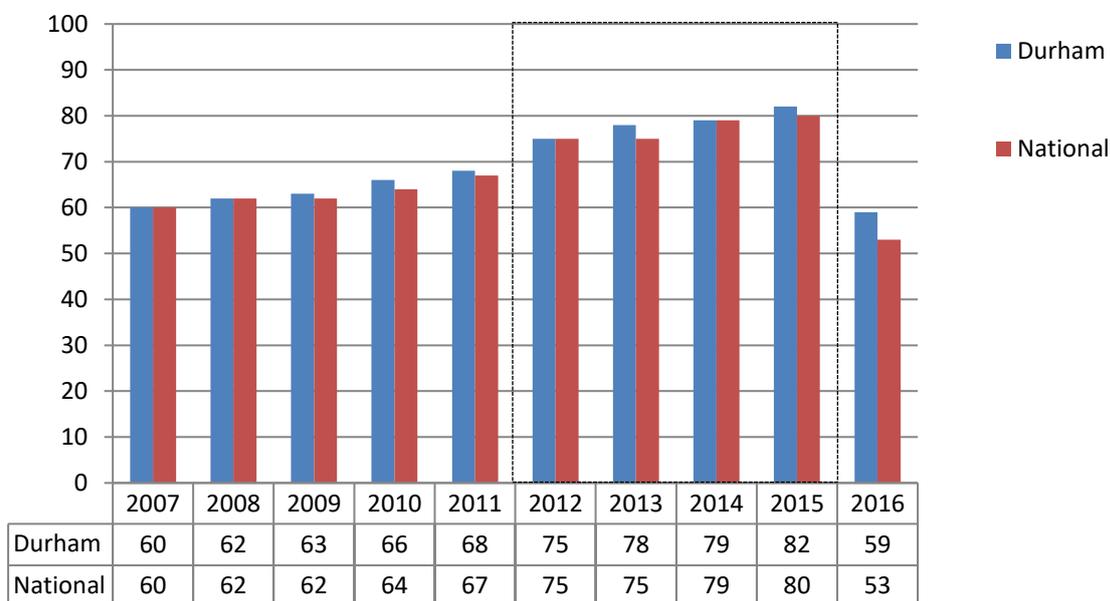
## WORK WITH YOUNG PEOPLE TO DEVELOP AND REVIEW SERVICE ACTIVITY

- 97 Within the Education Service, priority is given to ensuring service activity is responsive to the needs of children and young people. Outlined below are two examples of the way in which young people have been involved in the activities of the service.
- 98 **DurhamWorks** – one of the priorities in the development phase of DurhamWorks was to ensure young people had a key role in influencing the design and delivery of the Programme. An extensive survey and a number of focus groups were undertaken with young people which focused on barriers that prevent young people from obtaining employment, as well as factors that would help young people to get and keep a job. As a result of this feedback, the following strands of activity were identified and integrated into the DurhamWorks Programme, namely:
- Provision of individual guidance and support for young people over a sustained period with specialist support for young people with SEND, those known to the youth offending service and Care Leavers;
  - Programmes which specifically help identified groups of young people, including those with SEND;
  - Specific focus on generating Employment, Apprenticeship and Traineeship opportunities.
- 99 **My Story** - feedback from young people indicated that the original/generic version of 'My Story' which had been designed for all children/young people with SEND was not suitable for young people in year 9 and beyond. As a result, work was undertaken with a group of young people with SEND to develop a more appropriate version for young people from year 9 onwards. This was immediately adopted and feedback from both young people and their parents/carers indicates this document continues to be a good way of young people providing relevant information to inform their Education, Health and Care Plan.

### Overall Summary

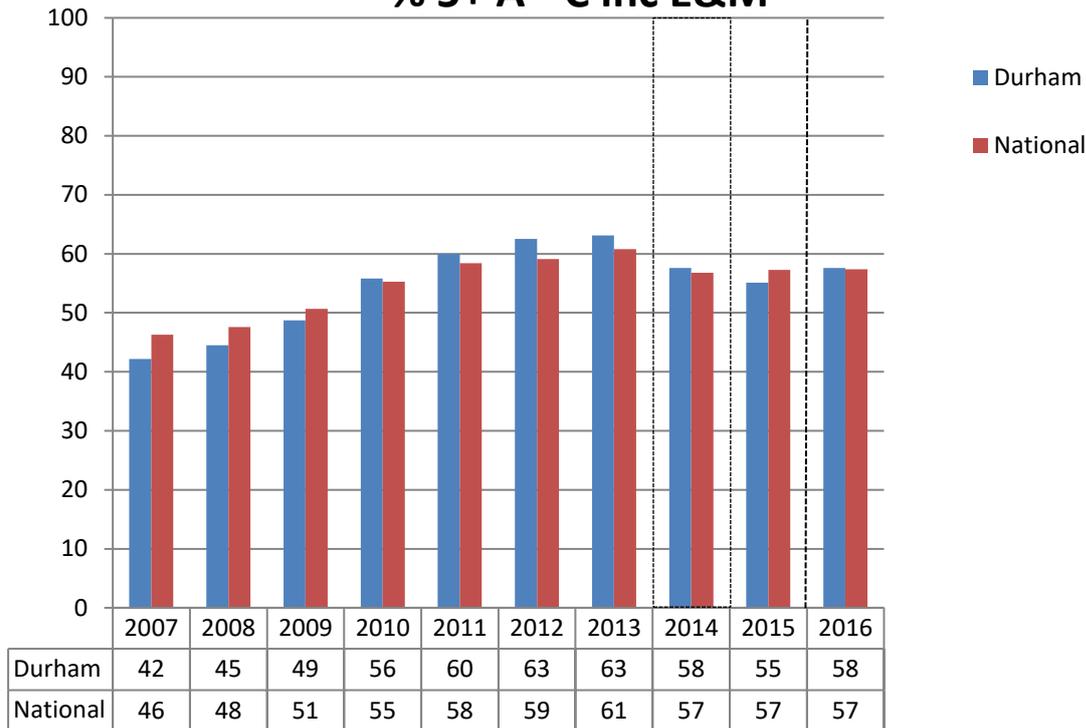
- 100 In terms of end of Key Stage 2 outcomes, results for Level 4+ in Reading tests, Writing TAs and Maths tests for 2012 to 2015 show Durham performing consistently in line with or above national outcomes. Prior to this, benchmark results were for Level 4+ in Reading, Writing and Maths tests and, again, Durham performed consistently in line with or above national. In 2016, there were no Levels; instead pupils needed to achieve the "expected standard" in each subject. Durham's outcomes were 6 percentage points above national.

## % Reaching Standards in Reading, Writing and Maths



- 101 In terms of Key Stage 4, outcomes in Durham schools have improved significantly over more than 10 years, catching up with national results in 2010 and maintaining a better than national picture each year except 2015. Results in 2015 were affected by a change in marking methodology of the iGCSE English, which was the qualification adopted by a high number of schools in Durham. This one-year dip was analysed in the report to Cabinet, “Educational attainment and standards 2015” (March 16th 2016), and issues have since been fully addressed.
- 102 In 2013/14, two major reforms were implemented which affected the calculation of key stage 4 performance measures data: 1) Professor Alison Wolf’s Review of Vocational Education recommendations and 2) an early entry policy to only count a pupil’s first attempt at a qualification, in subjects counted in the English Baccalaureate. In 2014/15, the early entry policy was extended to all subjects. These reporting changes account for fluctuations in both national and Durham outcomes in the table overleaf, although Durham has remained above national except in 2015, as described above.

## % 5+ A\*-C inc E&M



103 Therefore, even taking into account the high levels of deprivation in parts of the county which could be expected to adversely impact outcomes, the pattern of achievement for the last 10 years in both Key Stage 2 and Key stage 4 in Durham has been one of marked success. The council's support for students, schools and colleges is contributing to the strong performance of the county's young people.

### Recommendations

104 Children and Young People's Overview and Scrutiny Committee is requested to:

- (i) note the information contained in the report, and note the breadth of work that is being undertaken to improve educational outcomes for children and young people in County Durham.

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## **Appendix 1: Implications**

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**Finance** – The Government has announced changes to the funding formula for schools and will, subject to final consultation, introduce a national funding formula for schools. The financial implications of the new formula will vary between schools and work will continue to understand the full financial implications following closure of the consultation.

**Staffing** – none

**Risk** – none

**Equality and Diversity / Public Sector Equality Duty** – As a public body, the Council must take into account the Equality Act 2010, a consolidating Act which brings together previous Acts dealing with discrimination. Decisions must be reviewed for potential impact on persons with "protected characteristics".

S.149 of the 2010 Act also lays down the Public Sector Equality Duty whereby from the 5 April 2011, local authorities and other organisations exercising public functions must have due regard to 3 key areas:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between those who share a relevant protected characteristic and those who don't; and
- Foster good relations between those who share a relevant protected characteristic and those who don't.

The relevant "protected characteristics" are: age, disability, gender re-assignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

**Accommodation** – Schools with improved accommodation are highlighted in paragraphs 27, 28.

**Crime and Disorder** – none

**Human Rights** – Human Rights are positively promoted by the work highlighted in this report.

**Consultation** – none

**Procurement** – none

**Disability Issues** – none

**Legal Implications** – none