

How well is Torbay collectively performing for its Children and Young People?

February 2020

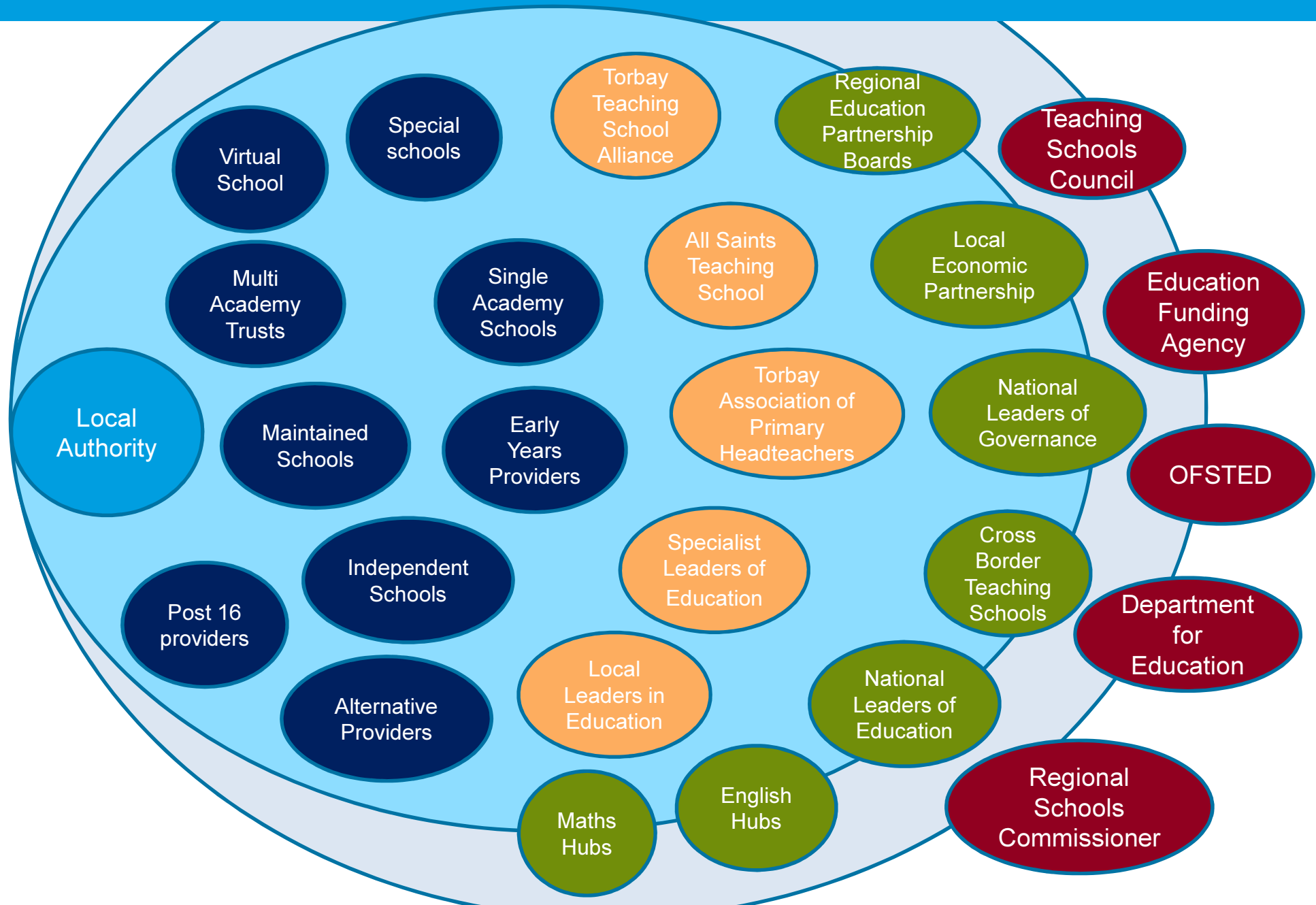


Aims of session

- To provide an overview of the current organisation of schools.
- To provide an overview of current attainment and progress.
- To provide an overview of actions that are being taken to champion attainment and progress of children and young people.



Current Education Landscape



Current Landscape of Schools

Coast Academies

- Preston Primary School
- Eden Park
- Cockington

Single Sponsored Academies

- Hayes
- St Margaret's
- Torre
- Torquay Girls Grammar
- Combe Pafford
- Brixham College
- Churston Grammar

Torquay Boys Grammar
Sponsor of
Torquay Academy

Riviera Trust

- Oldway
- Roselands
- Shiphay Learning Academy

Academies of Character and Excellence

- Galmpton
- Collaton St Mary

St Christopher's Multi Academy Trust

- St Marychurch
- All Saints Babbacombe
- Upton St James

Learning Academy Partnership (LAP)

- Warberry Primary School
- Ilsham
- Ellacombe

Bay Education Trust

- Curledge Street
- Kings Ash
- Paignton Academy

CAST (Catholic and Anglican Trust)

- Sacred Heart
- St Margaret Clitherow
- Queensway
- Priory

Catch 22

- Brunel Academy
- Burton Academy

Academies Enterprise Trust

- Barton Hill

Local Authority

- Sherwell Valley
- White Rock
- Watcombe
- Furzesham
- Brixham Primary
- Homelands
- The Spires
- Mayfield School
- St Cuthbert Mayne

Ofsted Grades

Our ambition : All children and young people attend a good or better school

PRIMARY



Outstanding

3 schools

13.6% of our primary population attend



Good

22 schools

76.5% of our primary population attend



Requires Improvement

5 schools

9.9% of our primary population attend

SECONDARY



Outstanding

3 schools

35.2% of our secondary population attend



Good schools

5 schools

64.8% of our secondary population attend



Early Years Good Level of Development (GLD) Data 2019

LA overall GLD % 2019	National overall GLD % 2019
70.8% (↑)	71.8%

Prime Learning Goals	% of children reaching the expected or exceeding level 2018	% of children reaching the expected or exceeding level 2019
Communication and Languages	79.2%	79.6% (↑)
Physical Development	83.5%	83.6% (↑)
Personal, Social and Emotional Development	82.0%	81.3% (↓)

Specific Learning Goals	% of children reaching the expected or exceeding level 2018	% of children reaching the expected or exceeding level 2019
Literacy	71.6%	72.4% (↑)
Mathematics	76.5%	77.4% (↑)
Understanding the World	83.1%	82.9% (↓)
Expressive Arts and Design	86.8%	88.1% (↑)

Phonics – Year 1 2019

	% achieving expected level in phonics	
	Torbay	National
All Pupils (1415)	84% ↓	82% =
Boys (747)	81% ↓	79% =
Girls (668)	88% ↓	85% ↓
FSM (314)	76% =	70% =
Not-FSM (1091)	87% ↓	85% ↑
FSM boys (184)	75% ↑	65% =
Not-FSM boys (557)	83% ↓	81% =
FSM Girls (130)	78% ↓	75% =
Not-FSM girls (534)	91% ↓	88% =
SEN with EHCP (56)	39% ↑	20% ↑
SEN Support	51% ↓	48% =

- Although overall levels have reduced by nearly 2% it still remains 2% above national.
- All Torbay levels are above national.
- FSM boys and EHCP pupils have improved.
- Arrows indicates direction of travel from 2018.

KS1 attainment 2019

	Reading		Writing		Mathematics		Science		RWM	
	% achieving expected standard		% achieving expected standard		% achieving expected standard		% achieving expected standard		% achieving expected standard	
	Torbay	National	Torbay	National	Torbay	National	Torbay	National	Torbay	National
Pupils (1476)	76% ↑	75% =	69% ↑	69% ↓	75% ↑	76% =	81% ↓	82% ↓	65% ↑	65%
Boys (759)	71% =	71% =	61% ↑	63% =	74% ↑	75% =	78% =	80% =	59% ↑	60%
Girls (717)	82% ↑	79% ↓	78% ↑	76% ↓	77% =	77% =	85% =	85% =	71% =	70%
SEN (322)	64% ↑	60% =	53% ↑	53% =	62% ↑	61% =	70% ↑	69% =	48% ↑	49%
SEN FSM	80% ↑	78% ↓	74% ↑	73% =	80% ↑	79% =	85% =	85% =	70% ↑	68%
SEN - EHCP (54)	15% ↑	13% =	11% ↑	9% =	15% ↑	14% ↑	15% ↓	16% ↑	11% ↑	7%
SEN support (179)	30% ↓	33% =	17% ↓	24% ↓	27% ↓	36% =	39% ↓	46% =	13% ↓	21%
SEN L (83)	77% ↑	72% ↓	76% ↑	68% ↓	82% ↑	75% =	82% ↑	78% ↓	71% ↑	64%

All groups are above National for Reading except SEN Support which has decreased from 2018

SEN EHCP are above national and have increased in all areas, except Science

Arrows indicates direction of travel from 2018.

KS2 attainment overall- 2019

	RWM % achieving expected standard		READING % achieving expected standard		WRITING % achieving expected standard		MATHS % achieving expected standard	
	Torbay	National	Torbay	National	Torbay	National	Torbay	National
All Pupils(1449)	66% ↑	65% ↑	75% ↑	73% ↓	78% ↑	79% ↑	79% ↑	79% ↑
Male (738)	60% ↑	60% ↓	71% ↑	69% ↓	71% ↑	73% ↑	77% ↑	78% ↑
Female (711)	72% ↑	70% ↑	79% =	78% ↓	84% =	85% ↑	81% ↑	79% ↑
FSM (274)	52% ↑	47% ↑	69% ↑	58% ↓	64% ↑	63% =	66% ↑	63% ↑
No-FSM (1168)	69% ↑	69% ↑	77% =	76% ↓	81% ↑	82% ↑	82% ↑	82% ↑
SEN with EHCP (89)	9% ↓	9% ↑	16% ↓	16% =	18% ↑	14% ↑	16% =	17% ↑
SEN Support (241)	26% ↑	25% ↓	47% ↑	40% ↓	40% ↑	38% =	50% ↑	46% ↑
EAL (80)	65%	64%	68% ↓	70% ↓	75%	77%	80% ↑	81% ↑

- All Pupils indicators for KS2 Progress have increased since 2018 except EAL
- SEN Support and Disadvantaged pupils have increased in all areas
- Source: National Pupil Database provisional
- Arrows indicate direction of travel since 2018

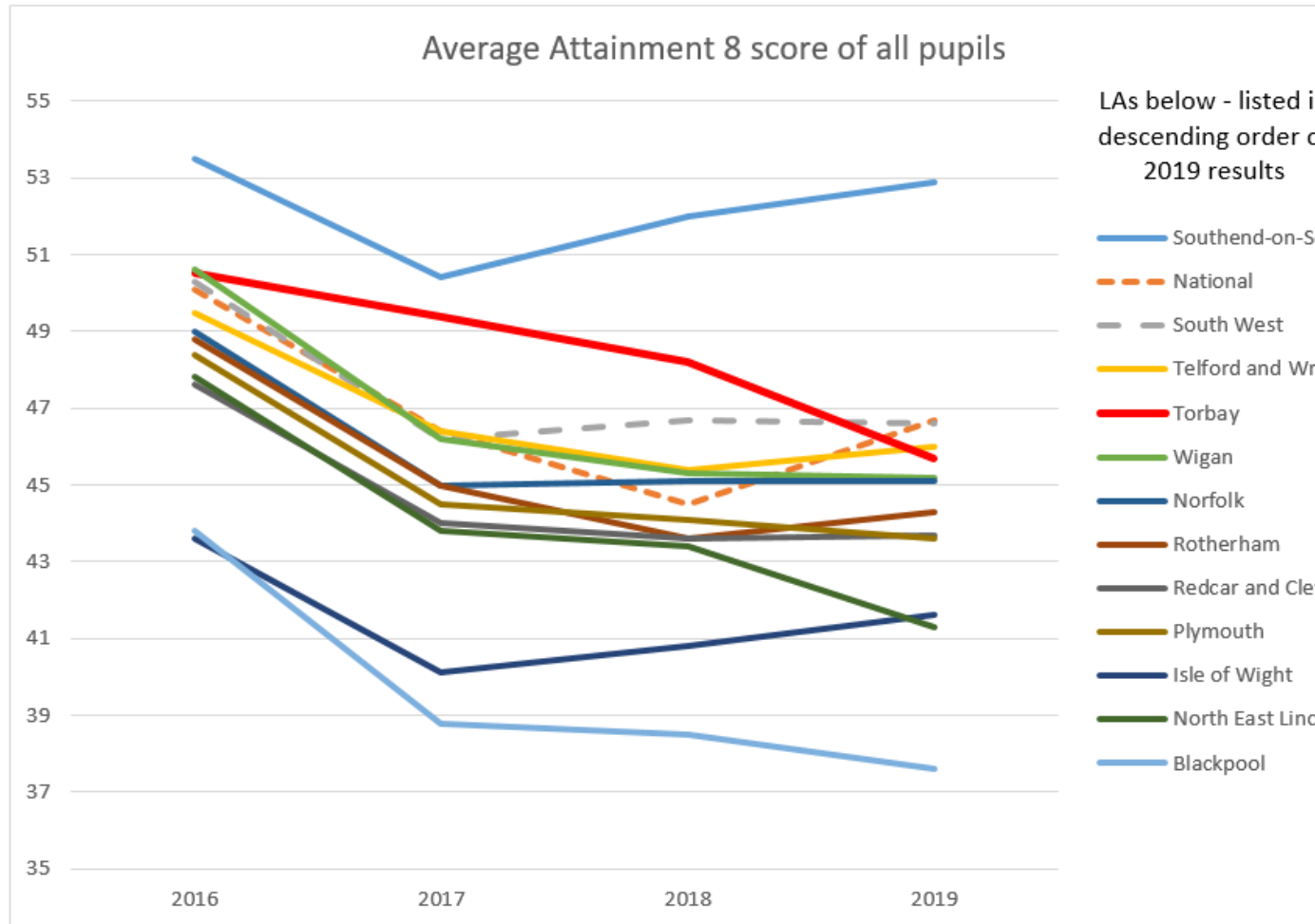
KS4 Attainment - 2019

	Average Attainment 8 score per pupil		% English + Maths who achieved a 9-5 pass		Progress 8 - Average Score	
	Torbay	National	Torbay	National	Torbay	National
All Pupils(1376)	47.7↓	46.8↑	47.8↓	43.3↓	-0.12↓	-0.02=
Male (738)	44.5↓	44.1↑	43.6↓	40.0↓	-0.3↓	-0.27↑
Female (638)	51.3↑	49.5↑	52.7↑	46.7↓	0.08↓	0.23↑
Disadvantaged (356)	33.0↓	36.7↑	21.6↓	24.6↓	-0.69↑	-0.44↑
Non-Disadvantaged (1020)	52.8↓	50.3=	57.0↑	49.8↓	0.08↑	0.13↓
FSM6 (351)	33.2↓	36.8↓	21.9↓	24.7↓	-0.69↑	-0.44↓
Not-FSM (1025)	52.6↓	50.2↑	56.7↑	49.7↓	0.08↑	0.12↓
SEN with EHCP (117)	10.6↑	13.6↑	2.6↑	5.5↑	-1.49↑	-1.17↑
SEN Support (169)	36.9↓	32.4↑	26.6↓	16.6↑	-0.34↓	-0.43=
First Language not Eng (60)	56.9↑	49.1↑	60.0↑	46.9↑	0.36↓	0.3↓

- SEN with EHCP has increased in all areas
- First Language not English is above national in all indicators
- Source: NCER provisional matched to Spring Census 2019
- Arrows indicate direction of travel since 2018

KS4 Attainment 8 scores against Statistical Neighbours - 2019

Average Attainment 8 score for all pupils						
	2016	2017	2018	2019	2019 Rank	Diff between 2016 and 2019
National	50.1	46.4	46.6	46.7		
South West	50.3	46.2	46.7	46.6		
Southend-on-Sea	53.5	50.4	52.0	52.9	1	-0.6
Stafford and Wrekin	49.5	46.4	45.4	46.0	2	-3.5
Torbay	50.5	49.4	48.2	45.7	3	-4.8
Wigan	50.6	46.2	45.3	45.2	4	-5.4
Rotherham	49.0	45.0	45.1	45.1	5	-3.9
North East Lincolnshire	48.8	45.0	43.6	44.3	6	-4.5
North Yorkshire	47.6	44.0	43.6	43.7	7	-3.9
Isle of Wight	48.4	44.5	44.1	43.6	8	-4.8
Isle of Wight	43.6	40.1	40.8	41.6	9	-2.0
East Lincolnshire	47.8	43.8	43.4	41.3	10	-6.5
Blackpool	43.8	38.8	38.5	37.6	11	-6.2



Although Torbay scores have decreased since 2016 this seems to be in line with national trends and Torbay remains high when compared to statistical neighbours

KS4 Attainment against Statistical Neighbours - 2019

Percentage of pupils achieving grades 5 or above in English and Mathematics GCSEs				
	2017	2018	2019	
National	42.9	43.5	43.2	2019
South West	42.2	43.2	42.4	Rank
Southend-on-Sea	54.1	55.3	56.7	1
Torbay	x	46.7	45.0	2
Telford and Wrekin	41.5	39.9	40.4	3
Redcar and Cleveland	41.7	40.7	40.0	4
Norfolk	39.8	39.6	39.7	5
Wigan	37.8	38.7	39.2	6
Rotherham	37.1	37.4	37.7	7
Plymouth	38.1	38.5	37.4	8
North East Lincolnshire	35.7	36.6	33.4	9
Isle of Wight	32.6	33.3	33.3	10
Blackpool	27.1	26.6	26.0	11

Although Torbay scores have decreased Torbay remains 2nd when compared to statistical neighbours and above national and SW

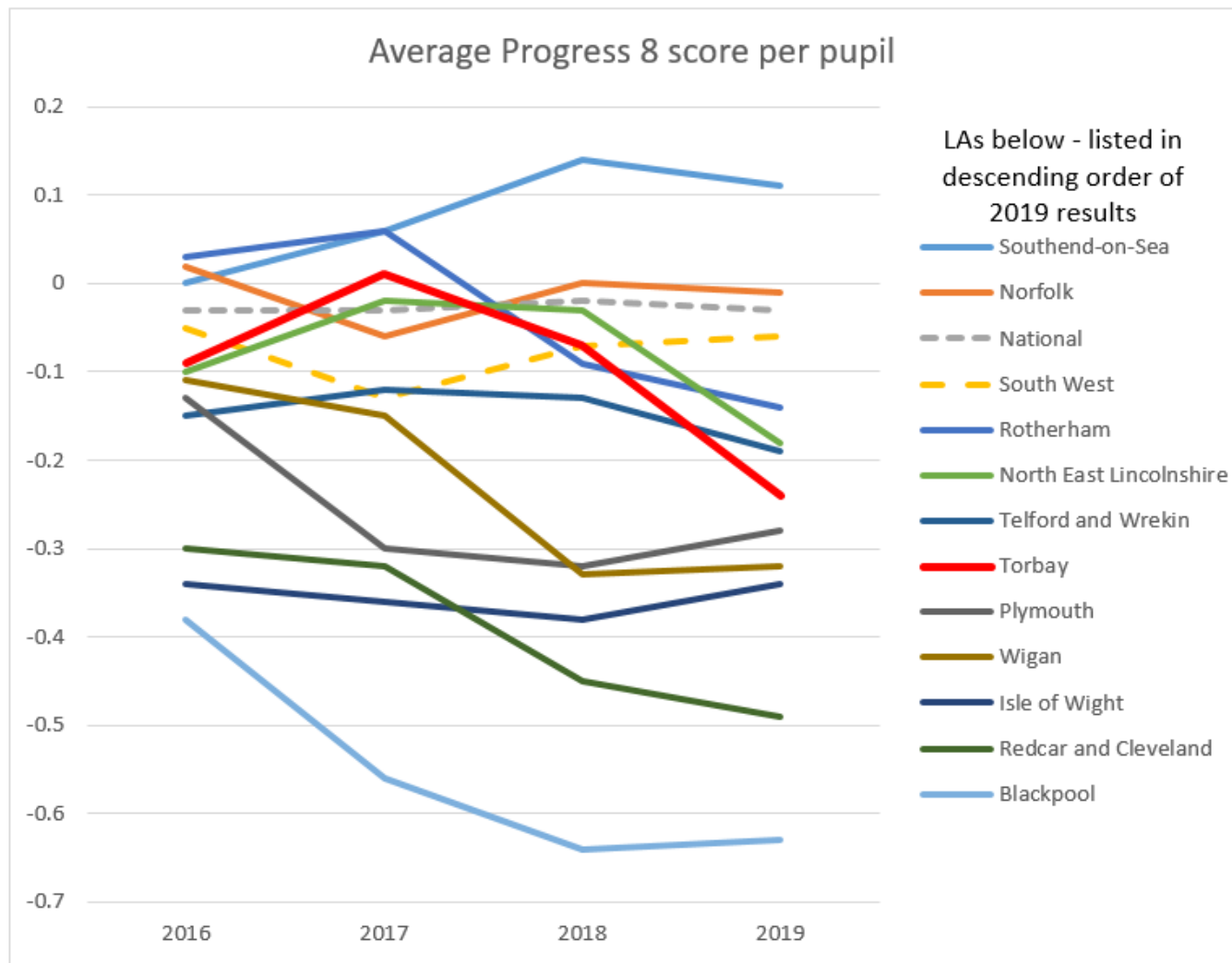
Average EBacc APS score per pupil			
	2018	2019	
National	4.05	4.08	2019
South West	4.06	4.05	Rank
Southend-on-Sea	4.61	4.69	1
Telford and Wrekin	3.99	4.06	2
Norfolk	3.89	3.94	3
Torbay	4.14	3.90	4
Wigan	3.77	3.80	5
Plymouth	3.84	3.78	6
Rotherham	3.60	3.69	7
Redcar and Cleveland	3.63	3.63	8
North East Lincolnshire	3.73	3.60	9
Isle of Wight	3.39	3.53	10
Blackpool	3.10	3.09	11

Only one statistical neighbour is above national with Torbay 4th when ranked for 2019

KS4 Progress 8 scores against Statistical Neighbours - 2019

Average Progress 8 score per pupil						
	2016	2017	2018	2019		Diff between 2016 and 2019
National	-0.03	-0.03	-0.02	-0.03	2019 Rank	
West	-0.05	-0.13	-0.07	-0.06		
Southend-on-Sea	0.00	0.06	0.14	0.11	1	0.11
Wigan	0.02	-0.06	0.00	-0.01	2	-0.03
Rotherham	0.03	0.06	-0.09	-0.14	3	-0.17
East Lincolnshire	-0.10	-0.02	-0.03	-0.18	4	-0.08
Telford and Wrekin	-0.15	-0.12	-0.13	-0.19	5	-0.04
Torbay	-0.09	0.01	-0.07	-0.24	6	-0.15
Isle of Wight	-0.13	-0.30	-0.32	-0.28	7	-0.15
Blackpool	-0.11	-0.15	-0.33	-0.32	8	-0.21
Isle of Wight	-0.34	-0.36	-0.38	-0.34	9	0.00
Redcar and Cleveland	-0.30	-0.32	-0.45	-0.49	10	-0.19
South West	-0.38	-0.56	-0.64	-0.63	11	-0.25

Torbay scores have decreased since 2018 however Torbay remains mid table when compared to statistical neighbours



English Baccalaureate - 2019

	% entered for all components		APS		% achieved including 9-5 pass English LL		% achieved including 9-5 pass Maths	
	Torbay	National	Torbay	National	Torbay	National	Torbay	National
All Pupils(1376)	26.7↓	40.0↑	4.1↓	4.1=	61.8↓	60.7↑	53.1↑	49.2↑
Male (738)	20.6↓	32.4↑	3.8↓	3.8=	53.1↓	52.2↑	50.7↓	48.7↓
Female (638)	33.9↓	45.9↑	4.46=	4.3=	71.9↑	69.6=	55.8↑	49.6↓
Disadvantaged (356)	11.8↑	27.3↑	2.73↓	3.1=	35.4↓	42.4↑	27.2↑	29.9↓
Non-Disadvantaged (1020)	32.0↓	44.4↑	4.58↓	4.4=	71.1↑	67.1↓	62.1↑	55.9↑
FSM6 (351)	12.0↑	27.3↑	2.74↓	3.1=	35.9↓	42.5↓	27.6↑	30.0↓
Not-FSM6 (1025)	31.8↓	44.3↑	4.57↓	4.4=	70.7↑	67.0↑	61.8↑	55.8↓
SEN with EHCP (117)	0.9↑	3.9↑	0.82↑	1.1↑	6.8↑	10.4↑	5.1↑	8.1↑
SEN Support (169)	20.1↓	16.6↑	3.12↓	2.6=	37.9↓	29.3↑	30.2↓	22.3=
First Language not Eng (52)	40.4↓	49.9↑	4.5↓	4.3=	67.3↓	61.8↑	55.8↓	50.5↓

- SEN with EHCP has increased in all areas
- SEN Support is above national in all indicators
- Source: NCER provisional matched to Spring Census 2019
- Arrows indicate direction of travel since 2018

Free School Meal Ever 6 - 2019

					9-5							
	Attainment 8 score		Progress 8 Avg Score		Ebacc Eng. LL		Ebacc Mat.		E&M		Ebacc APS	
	Torbay	National	Torbay	National	Torbay	National	Torbay	National	Torbay	National	Torbay	National
All Pupils (1376)	47.7↓	46.8↑	-0.12↓	-0.02=	61.8↓	60.7↑	53.1↑	49.2↓	47.8↓	43.3↓	4.1↓	4.1
FSM6 (351)	33.2↓	36.8↓	-0.69↑	-0.44↓	35.9↓	42.5↓	27.6↑	30.0↓	21.9↓	24.7↓	2.74↓	3.1
Not-FSM6 (1025)	52.6↓	50.2↑	0.08↑	0.12↓	70.7↑	67.0↑	61.8↑	55.8↓	56.7↑	49.7↓	4.57↓	4.4
FSM6 boys (203)	31.1↓	33.8↓	-0.80↑	-0.69↓	30.5↑	33.4=	28.6↑	29.5↓	21.7=	21.9↓	2.59↓	2.8
Not-FSM6 boys (535)	49.5↓	47.6↑	-0.01=	-0.12↓	61.7↓	58.5↑	59.1↓	55.3↓	52.0↓	46.1↓	4.3↓	4.2
FSM6 girls (148)	35.7↓	39.7↓	-0.53↓	-0.18=	43.2↓	51.8↓	26.4↑	30.5↓	22.3↑	27.6=	2.96↓	3.3
Not-FSM6 girls (480)	56.0↑	52.9↑	0.28↓	0.38↑	80.6↑	75.8↓	64.7↑	56.3↓	61.8↑	53.3↓	4.91↓	4.7

Source: NCER provisional matched to Spring Census 2019

Arrows indicate direction of travel since 2018

Purpose and Function of the Local Education Board

The purpose of the **TORBAY Education Board** is to improve educational outcomes in all schools by bringing together different parts of the school improvement system to identify good practice and address issues. The board will provide a coordinated approach to improving education outcomes within a diverse education system and will be the vehicle for the delivery of the Torbay Education Strategy 2016-2020.

Open and professional engagement between local schools, academies and academy sponsors, and with local government and the agencies of national government

Enabling cultures for partnerships and alliances as the building blocks of a self-improving system

Early support, challenge and intervention for all schools and academies to address causes of underperformance – minimising the risk of formal failure

Quick turnarounds for any school or academy that does become inadequate

A coordinated approach to ensuring high quality outcomes for our most vulnerable children and young people

Long term stability within the education sector – supporting strong, sustainable schools for the future

Purpose and Function of the Local Education Board

Specifically, the Board will:

determine the overall strategy for school improvement and promote this to schools;

identify good practice locally and nationally and use this to celebrate and drive forward priorities

review the performance data and other outcomes based evidence relating to the progress of schools individually and collectively;

set school improvement priorities for Torbay as a whole;

commission, broker and signpost school improvement support;

encourage and sustain robust professional challenge and support between schools/MATs;

use intelligence to advise and guide on the future system planning

ensure that no schools are left out; and

evaluate the impact of support;

provide up to date information to the Sub-Regional School Improvement Board.

What has been achieved to date?

Ensuring that all partners recognise their own role within the system

Ensuring that all partners recognise the interface across agencies and maximise the opportunities available.

Agreeing the priority areas of action.

Delivering the Education Disadvantage Strategy and associated action plan.

Ensured that Torbay's priorities are reflected in the regional and national priorities of groups. Torbay is now the regional lead for Disadvantage.

Reviewing the data for all schools and identifying strengths and areas for development.



What has been achieved to date?

Brokered support for schools that have required challenge and support.

Supported the development of the Continual Professional Development offer delivered by the Teaching Schools

Identified schools to be part of the School Improvement Fund for Maths and Phonics

Worked with All Saints Teaching School, Ilsham Academy to become an English Hub.

Set up a sub- group to deal specifically with School Standards

Established a Primary Partnerships Network



How are we ensuring children and young people can achieve the best that they can?

Principles of working for the benefit of all children

- Shared vision
- Shared ownership of issues
- Focus on all pupils
- Collective decision making
- Sector led support
- Offering quality statutory services

Challenge

Facilitating conversations regardless of governance

Holding the mirror to poor performance

Holding people to account

Asking the difficult questions

Support

Working across agencies

Acting as a champion for individual pupils

Ensuring leadership capacity is good for now and into the future

Ensuring a strong CPD offer that is focused on meeting the needs of pupils