

King's Lynn & West Norfolk Education Achievement 2019

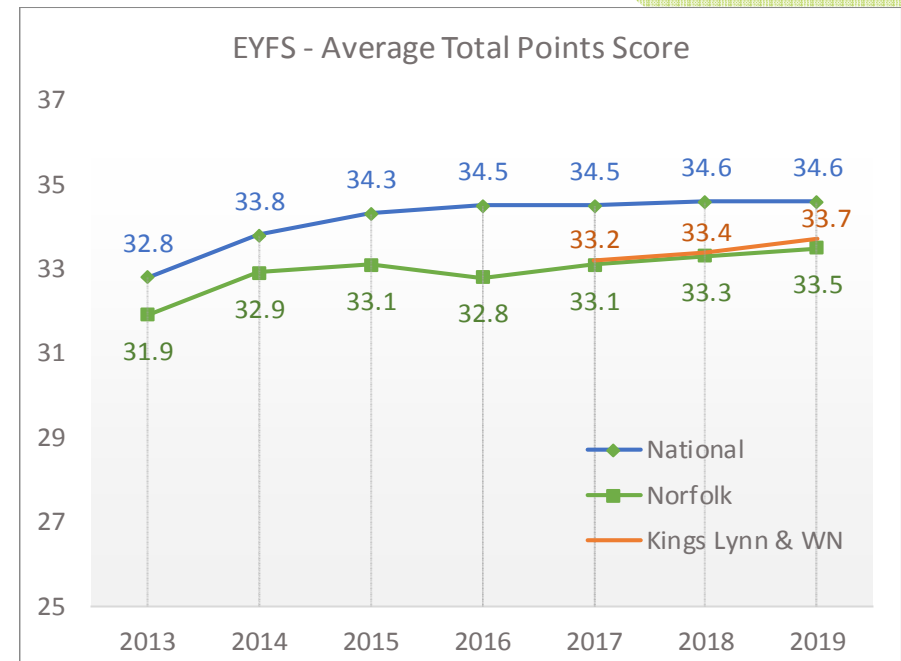
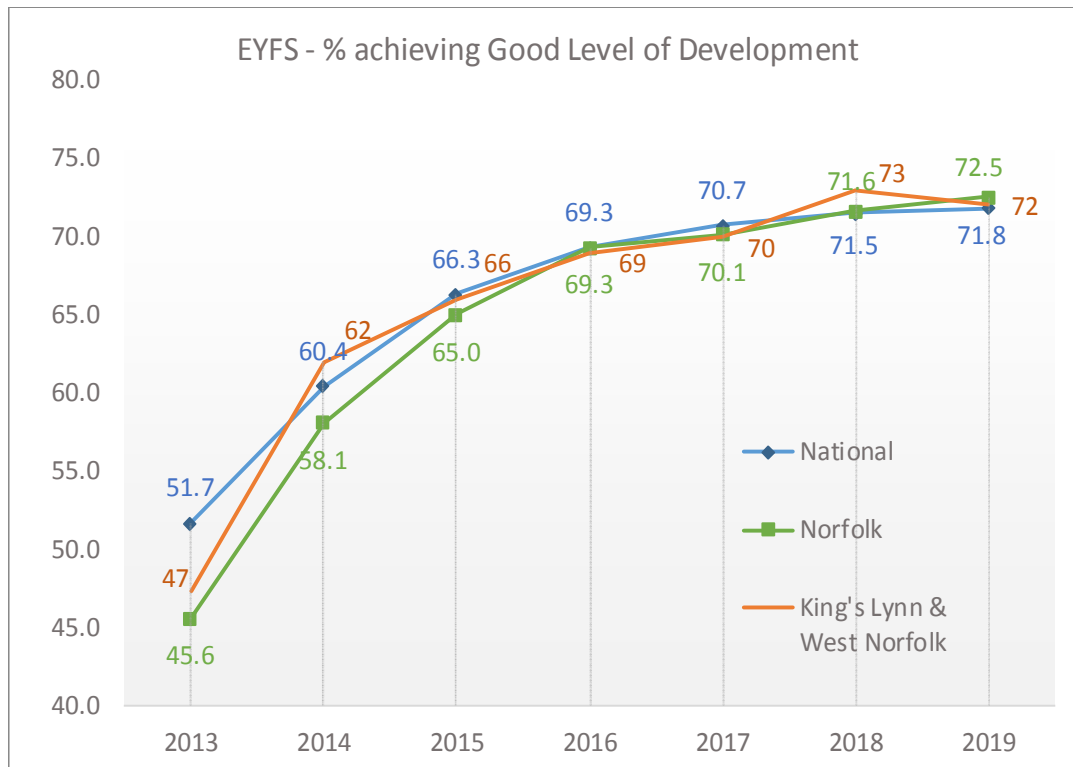
Neil Groves
Education Achievement & Early Years Service

Ofsted Inspection Outcomes

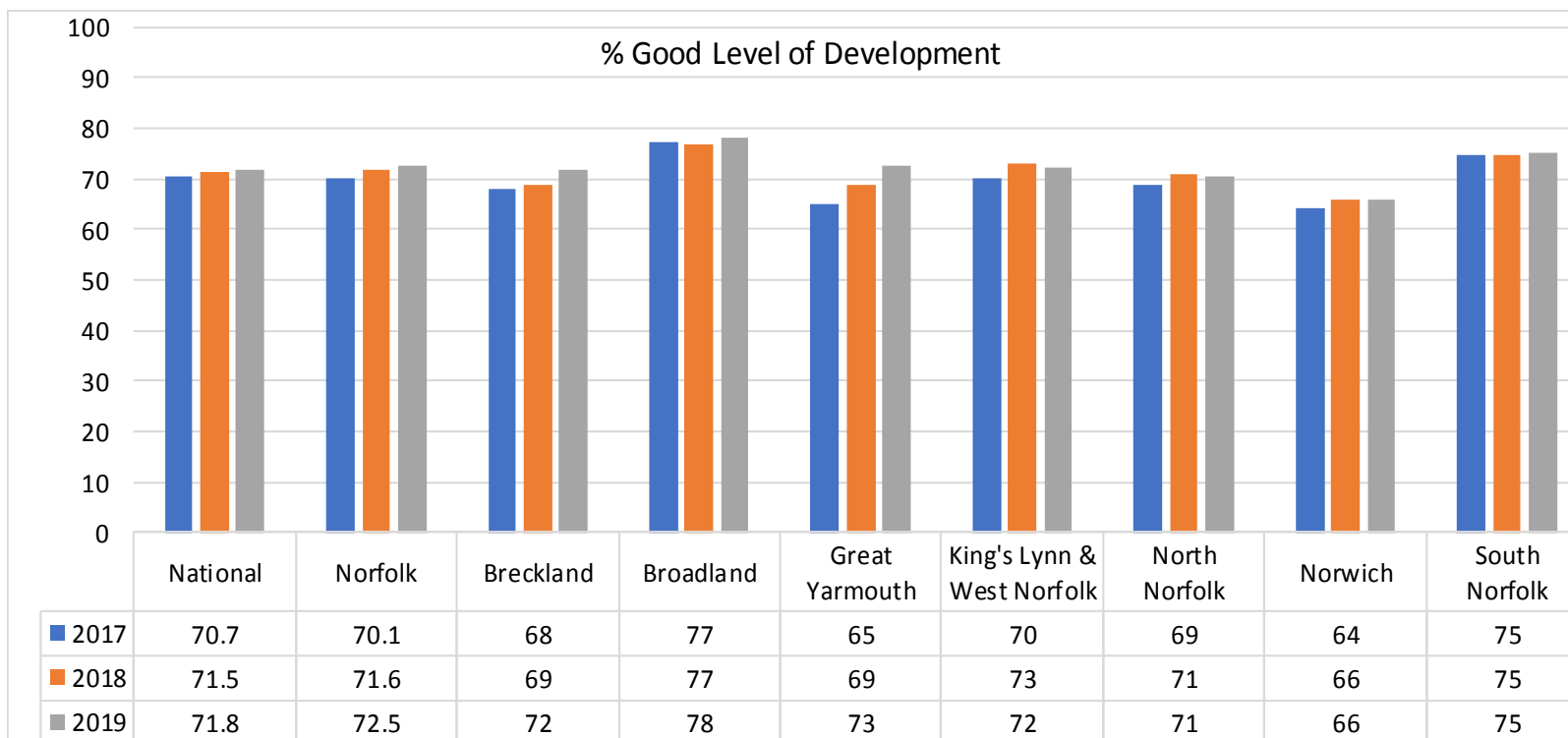
Achieving a Good or Outstanding rating means that Ofsted have judged that the quality of teaching, learning and assessment is at least good, that the school is well led and that safeguarding is effective. It is therefore essential that all children attend a good or outstanding school.

	Latest Norfolk	KL & West	Latest National
% Schools judged Good or Outstanding	84%	78%	86%
% Primary phase schools judged good or better	84%	82%	88%
% Secondary phase schools judged good or better	77%	50%	76%

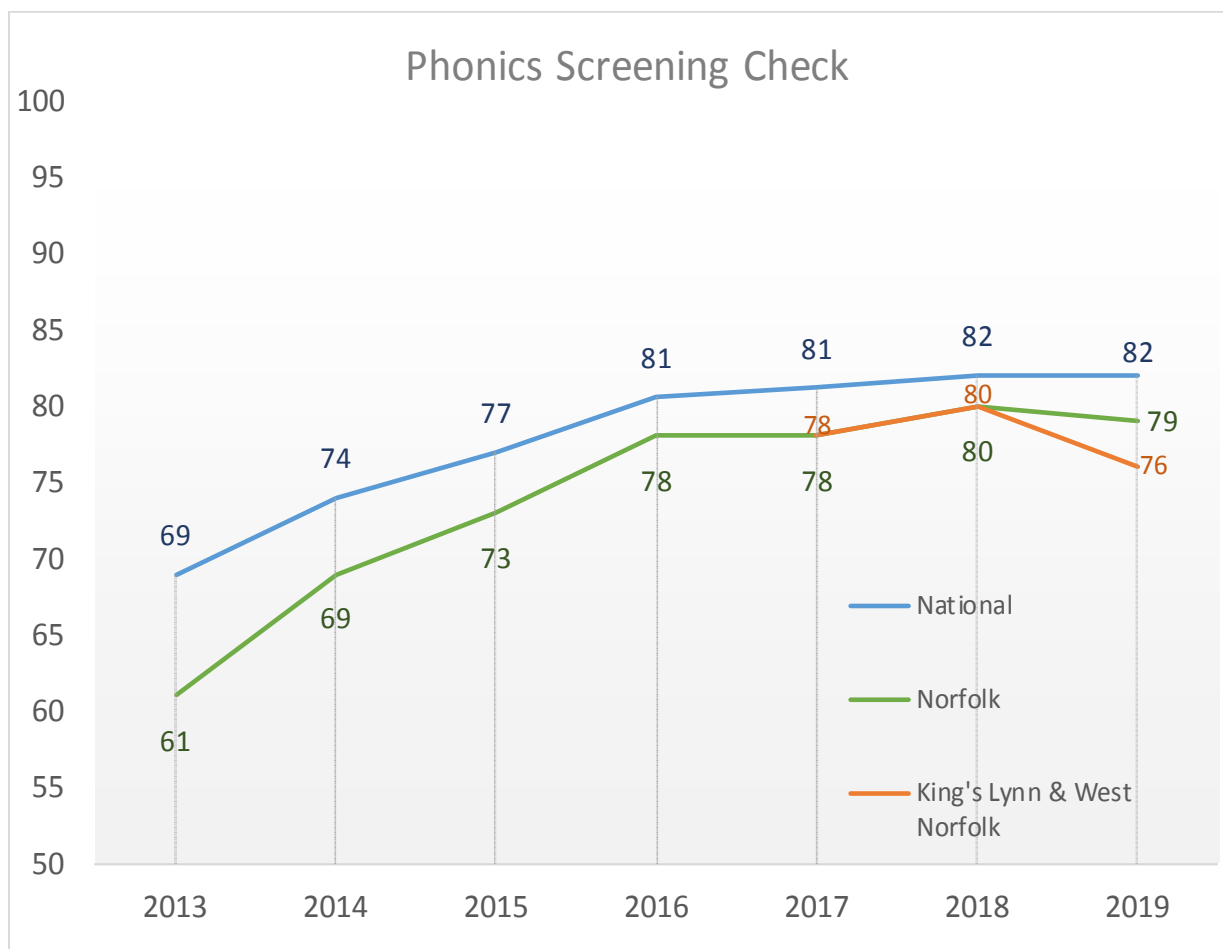
2019 Outcomes: EYFS Profile



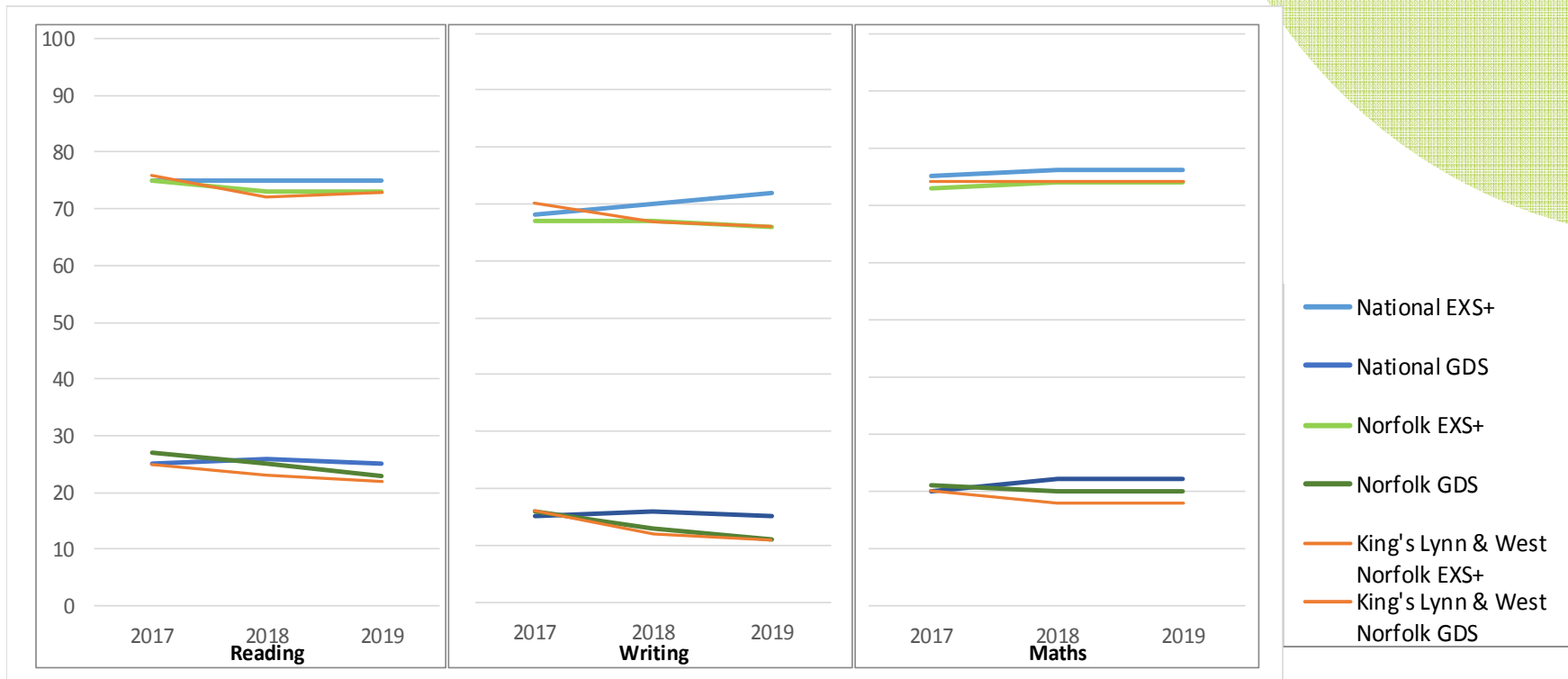
2019 Outcomes: EYFS Profile



2019 Outcomes: Y1 Phonics



2019 Outcomes: KS1 TA



	Reading			Writing			Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
National EXS+	75	75	75	68	70	72	75	76	76
National GDS	25	26	25	15	16	15	20	22	22
Norfolk EXS+	75	73	73	67	67	66	73	74	74
Norfolk GDS	27	25	23	16	13	11	21	20	20
King's Lynn & West Norfolk EXS+	76	72	73	70	67	66	74	74	74
King's Lynn & West Norfolk GDS	25	23	22	16	12	11	20	18	18

Slide 6

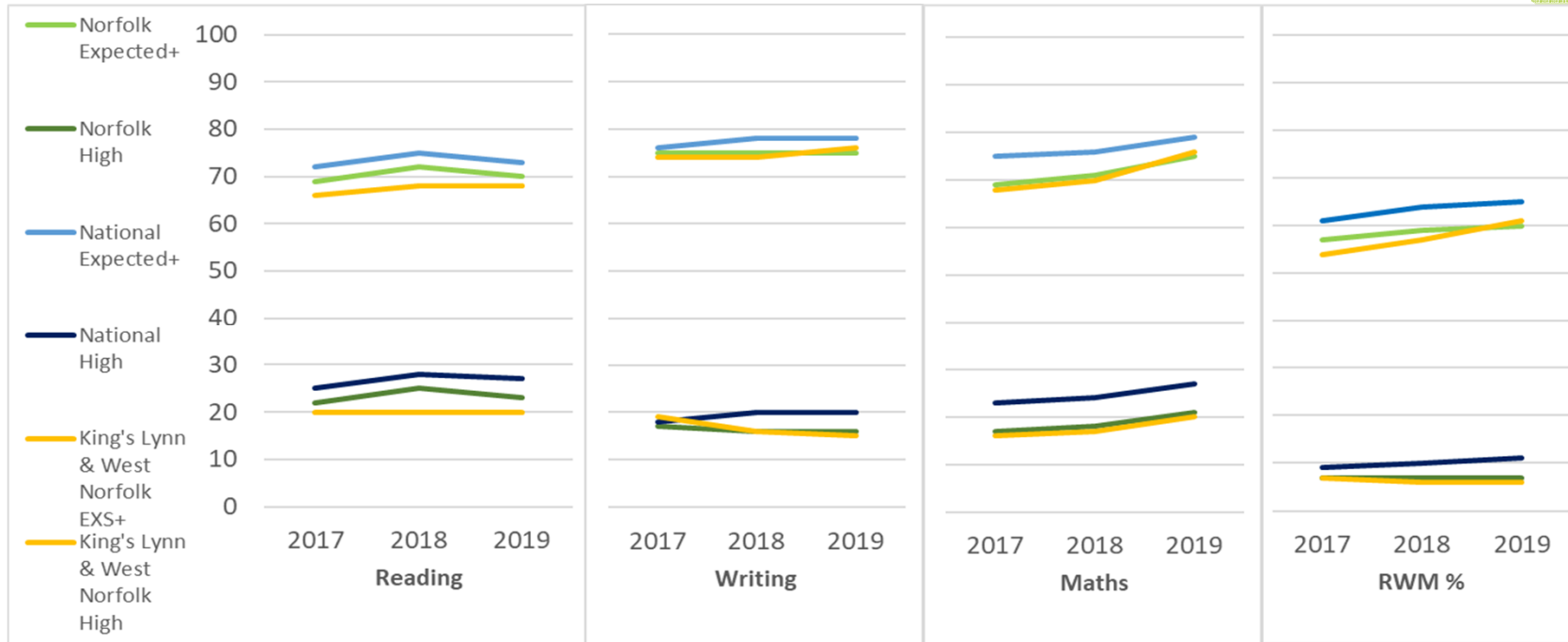
GN1

Unbale to link these three charts. Amend data in: \\norfolk.gov.uk\nccdfs1\SHARED-CSPDC\Dashboard\Achievement Team\2018-19\Data Team\Presentations\Primary Norfolk and National Charts for Master Slides.xlsx

Groves, Neil, 30/01/19

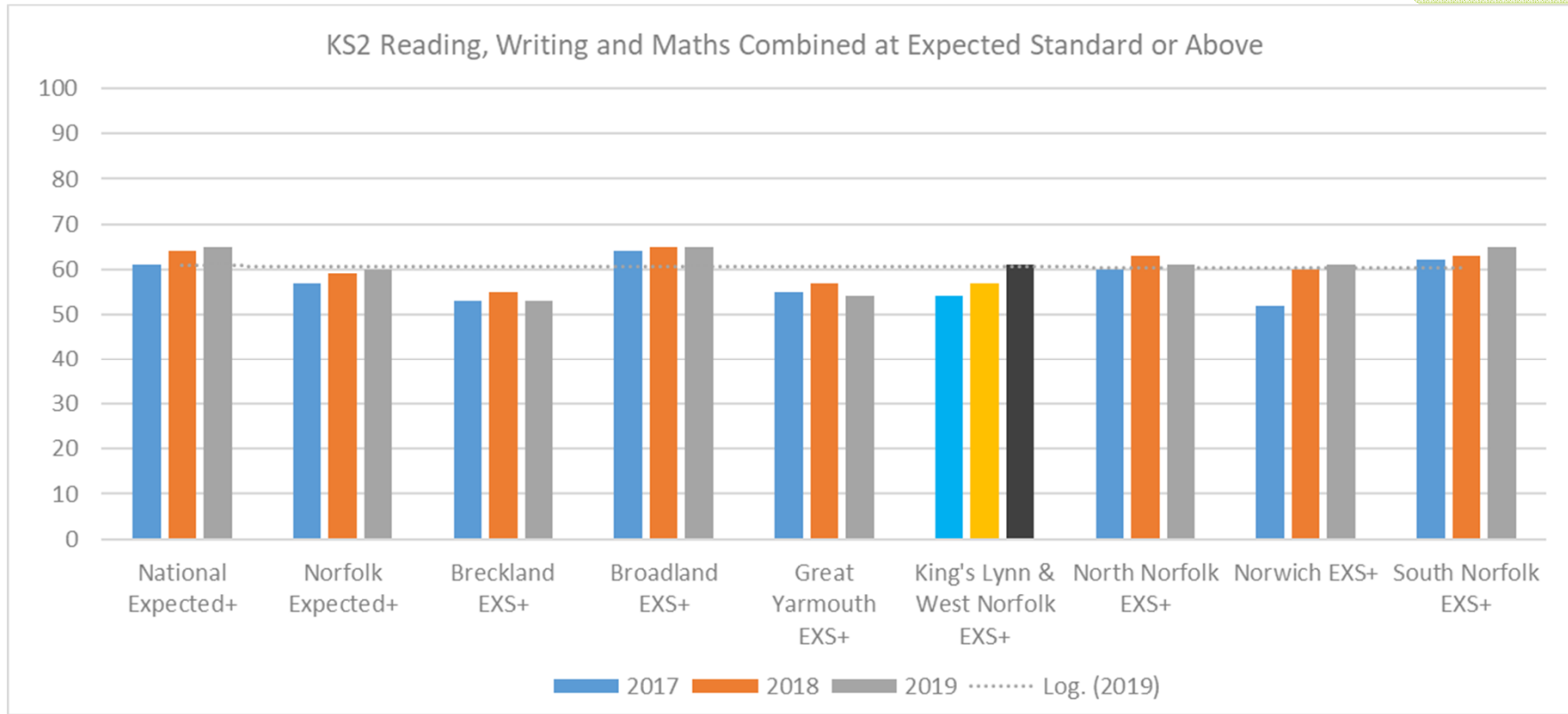
2019 Outcomes: KS2

Key Stage 2 Attainment

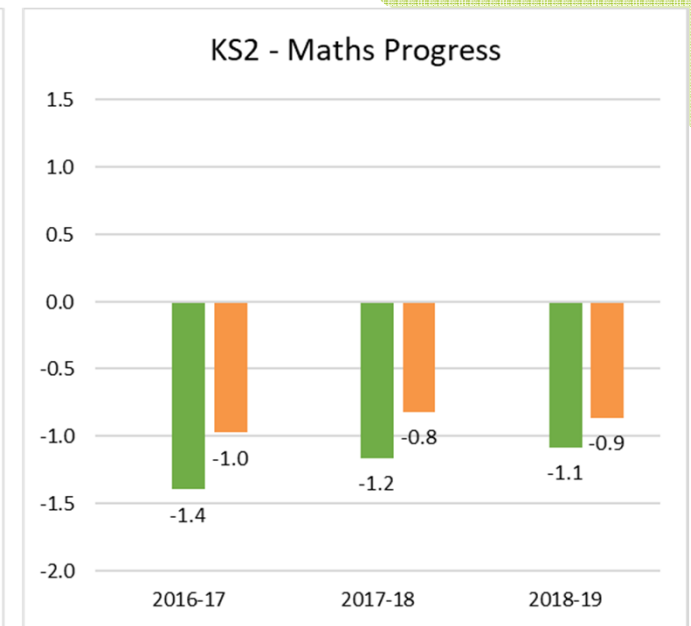
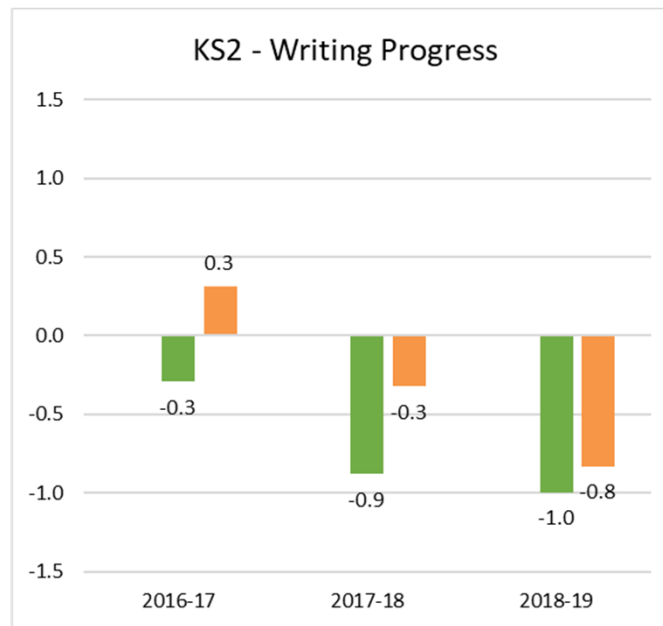
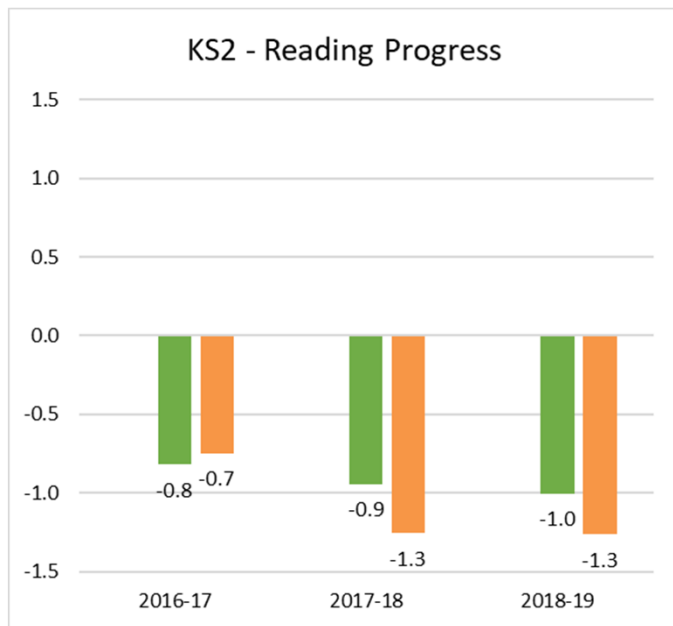


	Reading			Writing			Maths			RWM		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
National Expected+	72	75	73	76	78	78	75	76	79	61	64	65
National High	25	28	27	18	20	20	23	24	27	9	10	11
Norfolk Expected+	69	72	70	75	75	75	69	71	75	57	59	60
Norfolk High	22	25	23	17	16	16	17	18	21	7	7	7
King's Lynn & West Norfolk EXS+	66	68	68	74	74	76	68	70	76	54	57	61
King's Lynn & West Norfolk High	20	20	20	19	16	15	16	17	20	7	6	6

2019 Outcomes: KS2



2019 Progress



School Name	Headteacher	Current MAT	NOR 2018-19	Judgement	EYFS GLD% 3 Years	Yr1 Phonics 3 Years	KS1 RWM EXS+ 3 Years	KS2 RWM EXS+ 3 Years	Overall Absence 2 Term All Pupils	Persistent Absence 2 Term All Pupils	Permanent Exclusions
All Saints Academy	Mrs Katherine Howe	DEMAT	103	RI							
Anthony Curton CE Primary School	Miss Dawn Liddle	DEMAT	199	G							
Ashwick CE Primary School	Ms Sophie Dickson	LA	137	G							
Brancaster CE VA Primary School	Mr Gavin King	LA	34	G							
Burnham Market Primary School	Mrs Rachel Stroulger	Wensum Trust	105	AC							
Castle Acre Church of England Primary	Mrs Kim Stabler	DNEAT	73	G							
Cherry Tree Academy Marham Infant	Mrs Michaela Webb	Cherry Tree	164	G							
Cherry Tree Academy Marham Junior	Mrs Michaela Webb	Cherry Tree	170	G							
Clenchwarton Primary School	Ms Joanne Borley	WNAT	198	G							
Denver CE VC Primary School	Mrs Louise Jones	LA	109	G							
Dersingham VA Primary & Nursery School	Mrs Gayle Platt (Acting)	LA	287	G							
Docking CE Primary School & Nursery	Mr Gavin King	LA	101	G							
Duchy Of Lancaster Methwold CE Primary	Mr Owen Rhodes	DEMAT	109	G							
Eastgate Academy	Mrs Linda Hothersall	EMAT	268	G							
Edmund De Moundeford VC Primary School	Mrs Julie Lillycrop	LA	193	G							
Emmeth Academy	Mr Michael Taylor	EMAT	208	AC							
Fairstead Community Primary & Nursery School	Mr Daniel Farthing	LA	442	G							
Fitcham Church Of England Primary	Mrs Jane Gardener	DNEAT	67	G							
Gayton Church Of England Primary	Mrs Rachael Greenhalgh	DNEAT	146	G							
Gaywood Primary School	Mr Neil Mindham	WNAT	412	G							
Great Massingham CE Primary School	Mrs Ann Beardall	LA	50	G							
Greyfriars Academy	Ms Beverley Barrett	KWEST	282	G							
Harpley CE VC Primary School	Mrs Ann Beardall	LA	52	G							
Heacham Infant & Nursery School	Ms Louise Jackson	WNAT	113	GM							
Heacham Junior School	Ms Louise Jackson	WNAT	165	G							
Highgate Infant School	Mrs Cheryl Kirby	KWEST	82	G							
Hilgay Riverside Academy	Mrs Sarah Turner	DEMAT	67	RI							
Hillcrest Primary School	Mr Matthew Try	LA	499	G							
Holly Meadows School	Mrs Jennie Wildsmith-Gordon	LA	143	G							

School Name	Headteacher	Current MAT	NOR 2018-19	Judgement	EYFS GLD% 3 Years	Yr1 Phonics 3 Years	KS1 RWM EXS+ 3 Years	KS2 RWM EXS+ 3 Years	Overall Absence 2 Term All Pupils	Persistent Absence 2 Term All Pupils	Permanent Exclusions
Howard Junior School	Mr Gregory Hill	Apollo	215	G							
Hunstanton Primary School	Mrs Di Mapplebeck	LA	183	G							
Iceni Academy	Mr Stephen Plume	ATT	91	G							
Ingoldisthorpe CE VA Primary School	Mr Sean Wright	LA	142	O							
King's Oak Academy	Mrs Ann De'Alh	KWEST	196	G							
Magdalen Academy	Mrs Louise Arowsmith	KWEST	54	G							
Marshland St James Primary and Nursery	Mrs Sarah Durrant	DEMAT	105	RI							
Middleton Church of England Primary	Mrs Jayne Hill	DNEAT	52	RI							
Nelson Academy	Mrs Sarah Wilson	EMAT	428	G							
North Wootton Academy	Mr James Grimsby	EMAT	314	AC							
Reffley Academy	Mr Jonathan Coy	Ad Meliora	401	AC							
Rudham Church Of England Primary	Mrs Belinda Allen	DNEAT	99	G							
Runton Holme Church of England Primary	Mrs Emma Zeil	DEMAT	43	SM							
Sandringham And West Newton Church Of	Mrs Jane Gardener	DNEAT	80	G							
Sedgeford Primary School	Mr Gavin King	LA	30	RI							
Snettisham Primary School	Ms Louise Jackson	WNAT	100	G							
South Wootton Infant School	Miss Joanne Davenport	LA	173	G							
South Wootton Junior School	Mrs Georgie Earl	LA	228	G							
Southery Academy	Mr Barney Rimmer	EMAT	88	G							
St. Edmund's Academy	Ms Jill Graver	Ad Meliora	196	RI							
St. Germans Academy	Mrs Louise Arowsmith	KWEST	93	G							
St. Martha's Catholic Primary School	Mr Aidan McGovern	Stomton the Baptist	351	G							
St. Martin At Shouldham CE Primary Academy	Mrs Katherine Howe	DEMAT	220	O							
St. Michael's Church Of England Academy	Mrs Emma Scarisbrick	DNEAT	204	G							

School Name	Headteacher	Current MAT	NOR 2018-19	Judgement	EYFS GLD% 3 Years	Yr1 Phonics 3 Years	KS1 RWM EXS+ 3 Years	KS2 RWM EXS+ 3 Years	Overall Absence 2 Term All Pupils	Persistent Absence 2 Term All Pupils	Permanent Exclusions
Ten Mile Bank Riverside Academy	Mrs Sarah Turner	DEMAT	30	G							
Terrington St. Clement Community School	Miss Amanda Conner	LA	357	G							
Terrington St. John Primary School	Ms Alison Bailey	LA	62	G							
The Norman Church of England Primary School,	Mr Owen Rhodes	DEMAT	97	RI							
Tilney All Saints CE Primary School	Miss Dawn Liddle	DEMAT	87	G							
Tilney St. Lawrence Community Primary	Ms Alison Bailey	LA	74	G							
Upwell Academy	Mrs Tracey Norman (Acting)	EMAT	185	AC							
Walpole Cross Keys Primary School	Ms Joanne Borley	WNAT	50	G							
Walpole Highway Community Primary	Ms Alison Bailey	LA	52	RI							
Wattlington Community Primary School	Mrs Ruth McGlone	LA	166	G							
West Lynn Primary School	Ms Joanne Borley	WNAT	161	G							
West Walton Community Primary School	Ms Alison Bailey	LA	200	G							
West Winch Primary School	Mr Mark Oldridge	LA	202	G							
Whitefriars Church of England Primary	Mr Mat Tuckwood	DNEAT	408	G							
Wimbotsham & Stow Academy	Mrs Louise Arrowsmith	KWEST	101	G							
Wormegay Church of England Primary School	Mrs Emma Zeil	DEMAT	31	RI							

Impact Example

2016/17 - Docking primary - Changing attitudes to phonics - £2,500

		EYFS	Phonics	KS1				KS2 Reading		KS2 Writing		KS2 Maths			
DfE	School Name	EYFS GLD% ALL	Yr1 Phonics	KS1 Reading	KS1 Writing	KS1 Maths	KS1 RWM Exp Std	KS2 Reading Exp Std	KS2 Reading Progress	KS2 Writing Exp Std	KS2 Writing Progress	KS2 Maths Exp Std	KS2 Maths Progress	KS2 RWM Exp Std	KS2 RWM Exp Std FSM
5217	Docking CE Primary School & Nursery														
3106	Gayton Church Of England Primary Academy														

2015/16 - Gayton – Raising attainment in reading - £2,500

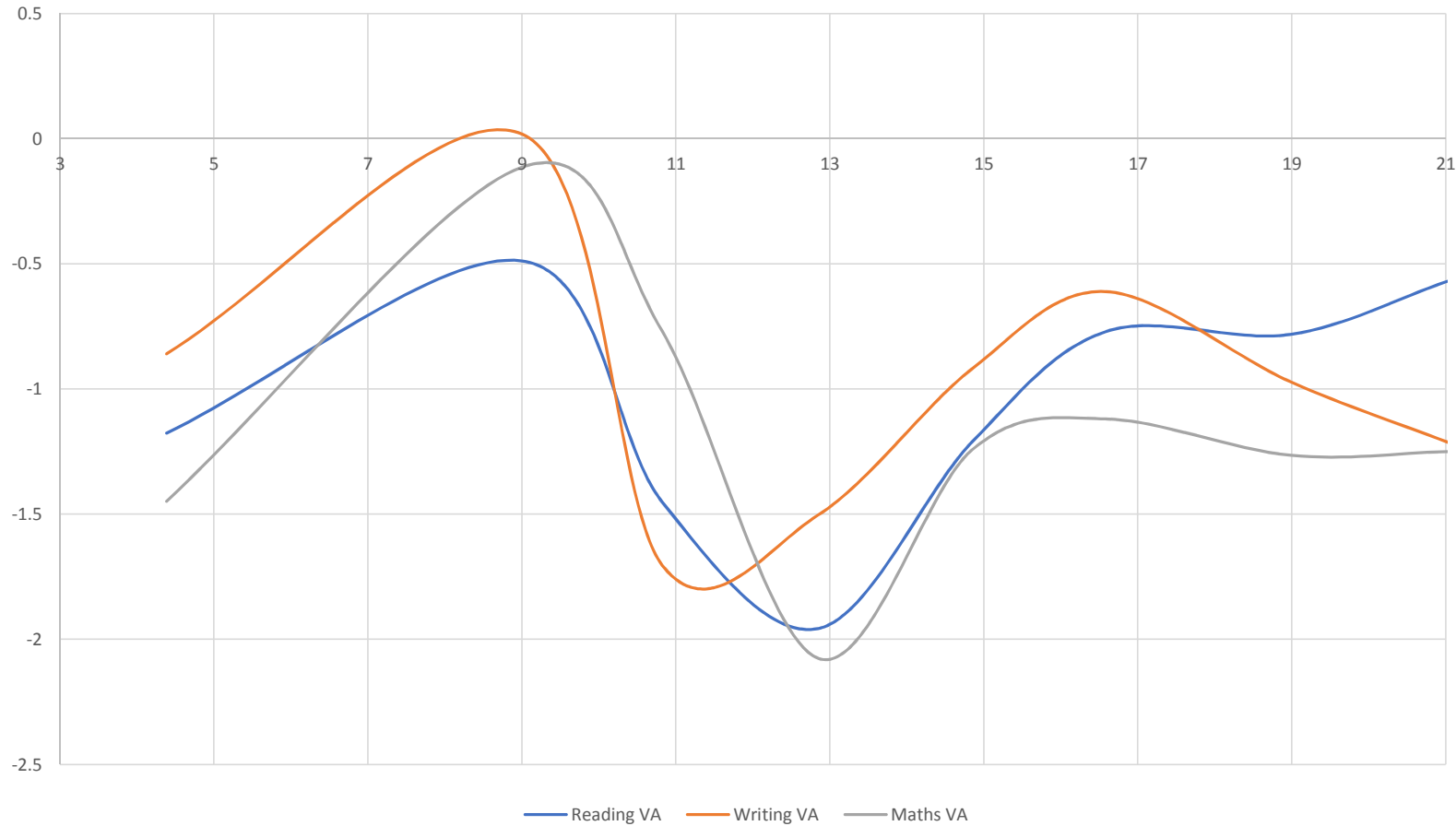
2016/17 - Gayton - Nurture ready steady grow - £2,395

Gayton - raising attainment in maths - £2,500

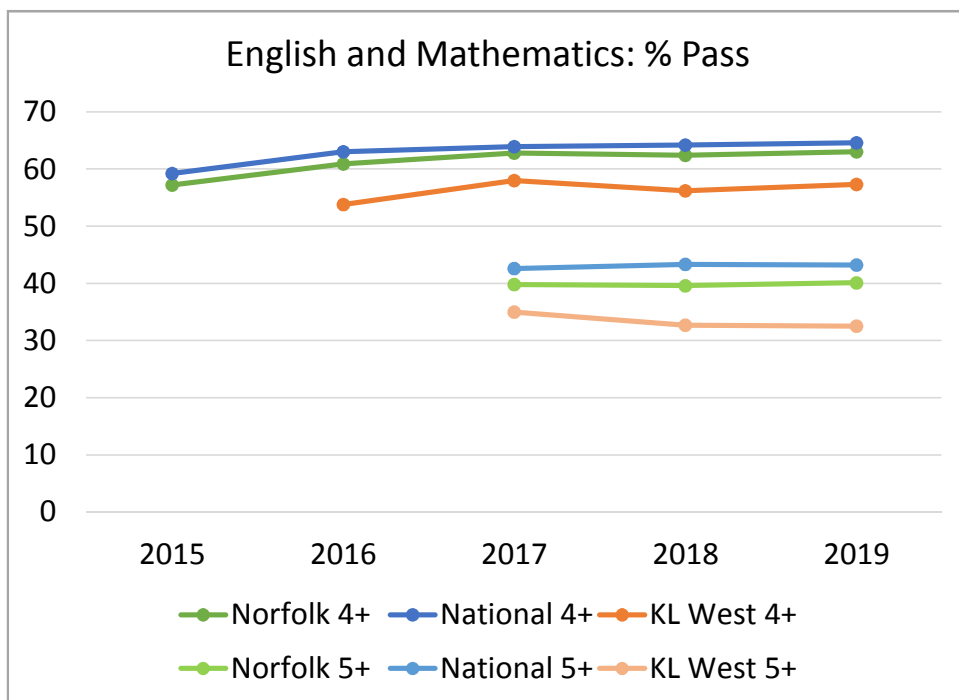
Impact Example

	EYFS	Phonics	KS1				KS2 Reading		KS2 Writing		KS2 Maths				
School Name	EYFS GLD% ALL	Yr1 Phonics	KS1 Reading	KS1 Writing	KS1 Maths	KS1 RWM Exp Std	KS2 Reading Exp Std	KS2 Reading Progress	KS2 Writing Exp Std	KS2 Writing Progress	KS2 Maths Exp Std	KS2 Maths Progress	KS2 RWM Exp Std	KS2 RWM Exp Std FSM	Projects
Brancaster CE VA Primary School															Writing
Eastgate Academy															Maths
West Newton Church Of England Primary															Maths
Sedgeford Primary School															Writing
Shouldham CE Primary Academy															English, Maths, reading
St. Michael's Church Of England Academy															Maths
Upwell Academy															Reading
Whitemars Church of England Primary Academy															Reading

Progress from starting points



2019 GCSE Outcomes: English and Maths



Attainment in English and Mathematics remains slightly below national averages.

Previous to 2017, GCSE grades were reported as G to A*. From 2017, new more demanding GCSEs are reported as 1 to 9.

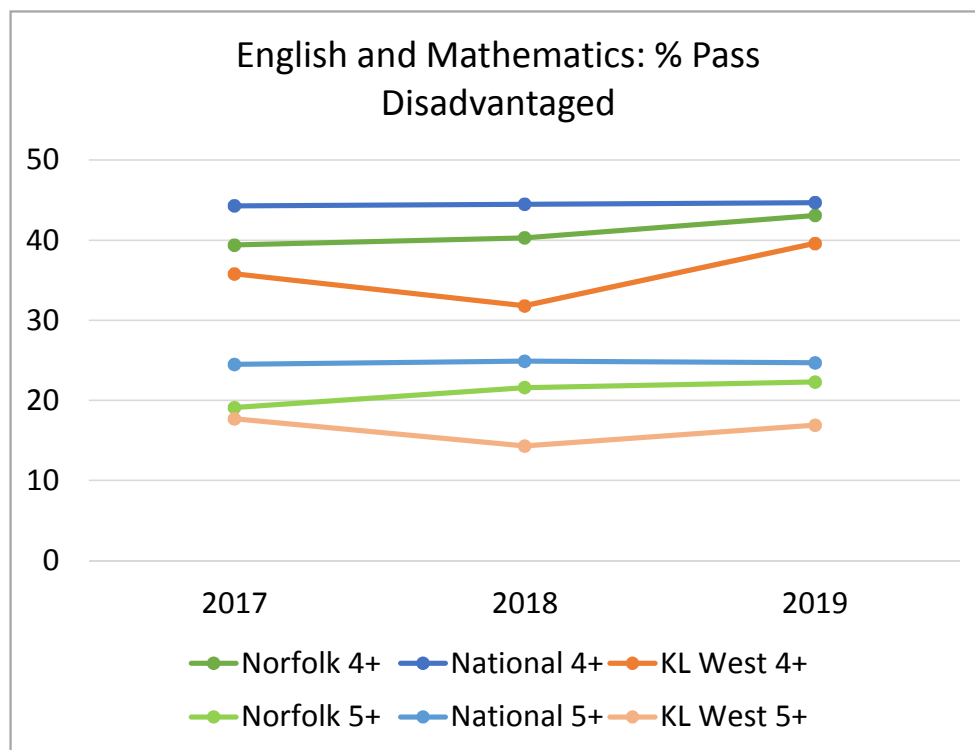
Since 2017, a standard pass has been defined as a grade 4 or above, the equivalent to the previous grade C. A strong pass is a grade 5 or above.

In King's Lynn and West Norfolk, outcomes in English and maths remain below the national and Norfolk averages, although the gap closed slightly at grade 4+.

The cohort was made up of 49% boys, compared to 51% nationally, 23% disadvantaged pupils compared to 27% nationally and 11% SEN compared to 14% nationally.

		2017	2018	2019
% GCSE En & Ma/Grade 9-4	Norfolk	62.8	62.4	63
	National	63.9	64.2	64.6
	KL West	58	56.2	57.3
% GCSE En & Ma/Grade 9-5	Norfolk	39.8	39.6	40.1
	National	42.6	43.3	43.2
	KL West	35	32.7	32.5

2019 GCSE Outcomes: E&M Disadvantaged



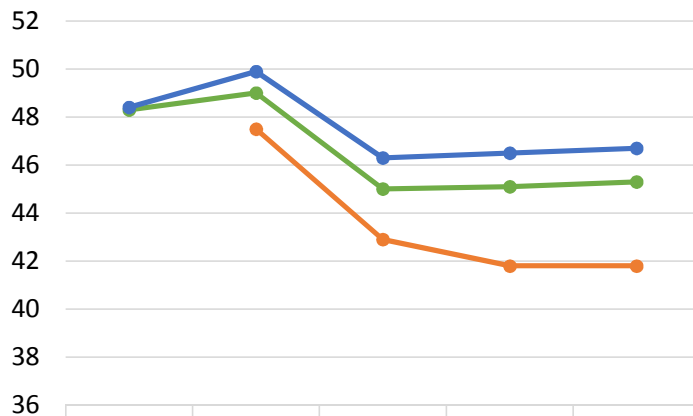
The proportion of disadvantaged pupils achieving GCSE English and maths at grade 4 or above, has increased by almost eight percentage points in King's Lynn and West Norfolk, compared to a three percentage point increase in Norfolk and no increase nationally.

At grade 5 or above there was a two percentage point increase in King's Lynn and West Norfolk, compared to 0.7pp increase across the whole of Norfolk and a 0.2pp decline nationally.

Disadvantaged		2017	2018	2019
% GCSE En & Ma/Grade 9-4	Norfolk	39.4	40.3	43.1
	National	44.3	44.5	44.7
	KL West	35.8	31.8	39.6
% GCSE En & Ma/Grade 9-5	Norfolk	19.1	21.6	22.3
	National	24.5	24.9	24.7
	KL West	17.7	14.3	16.9

2019 GCSE: Attainment 8 & Progress 8

Attainment 8

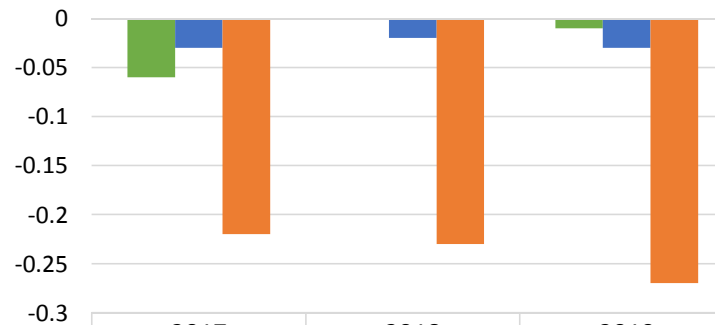


Average GCSE attainment, across a pupil's best eight subjects, remains slightly below the national average in Norfolk. King's Lynn and West Norfolk, remains significantly below the national average

Average progress in 2019 for Norfolk was slightly above the national average, but below in King's Lynn and West Norfolk.

Year on year variation is due to national changes to examinations and point scores.

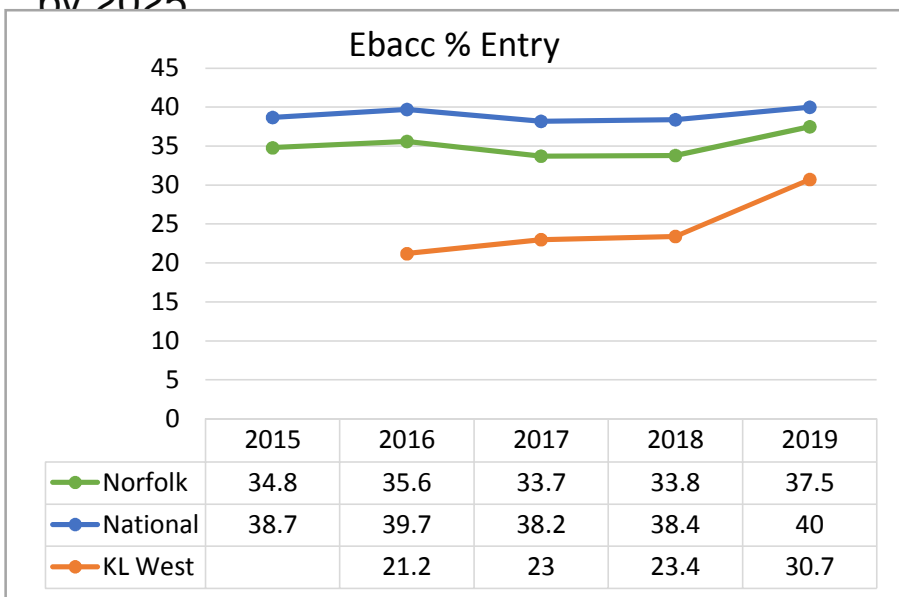
Progress 8



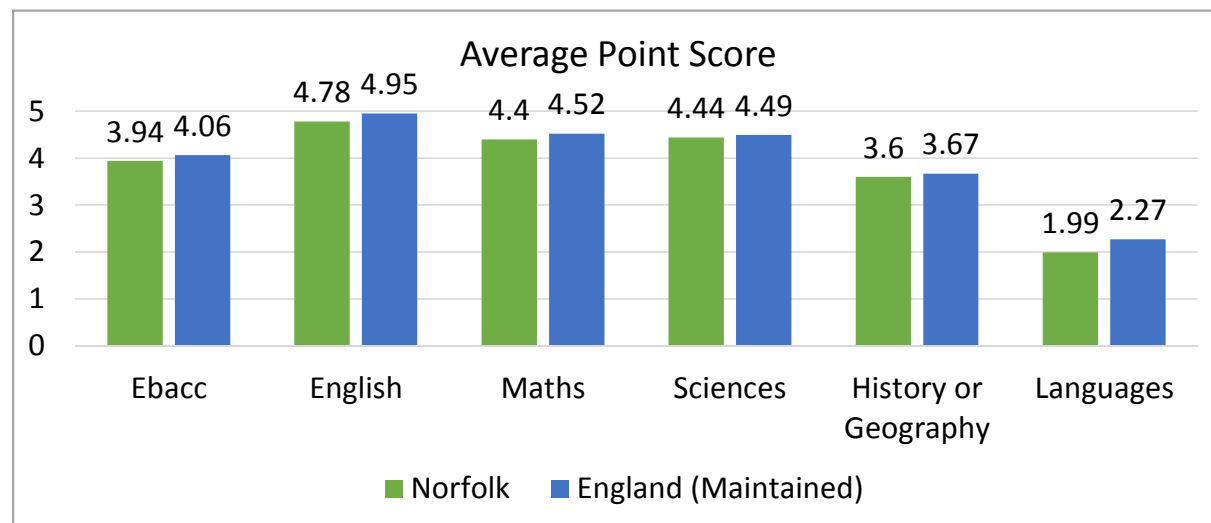
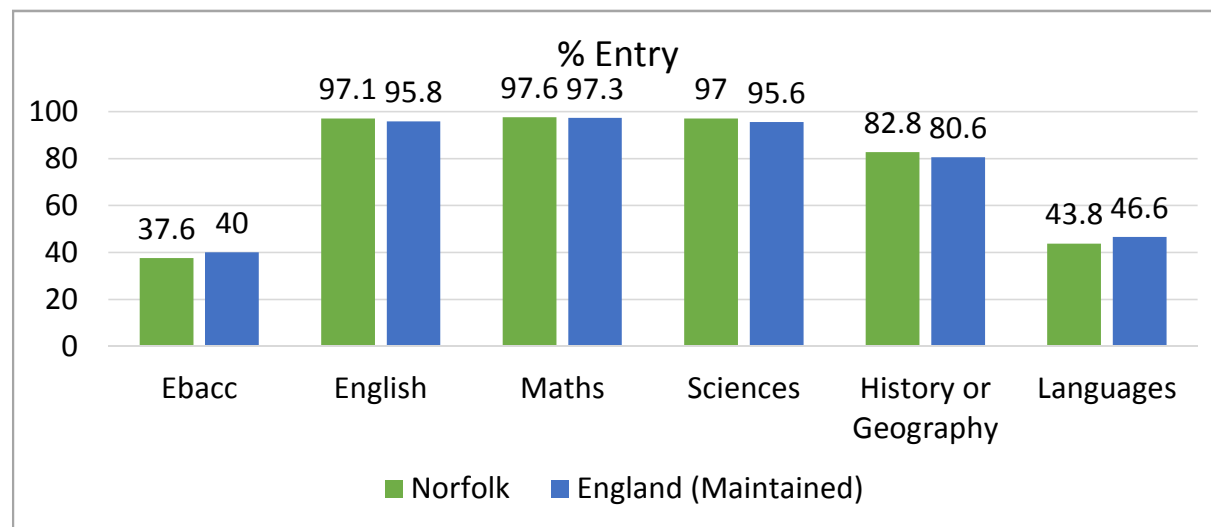
	2017	2018	2019
Norfolk	-0.06	0	-0.01
National	-0.03	-0.02	-0.03
KL West	-0.22	-0.23	-0.27

EBacc

The government's ambition is to see 75% of pupils studying the EBacc by 2022, and 90% by 2025



There are large differences between schools, in the number of pupils entered for all five subjects in the Ebacc, depending on the curriculum offered. There has been a significant increase in King's Lynn and West Norfolk and entry ranges from 6% in one school, to 47% in another.

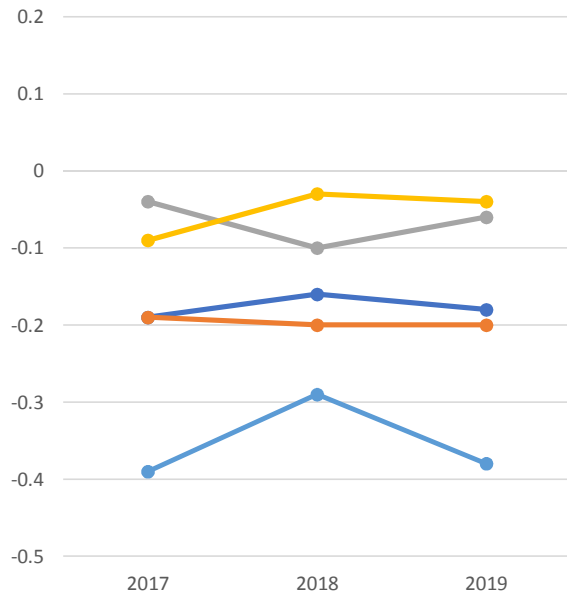


Secondary Profiles

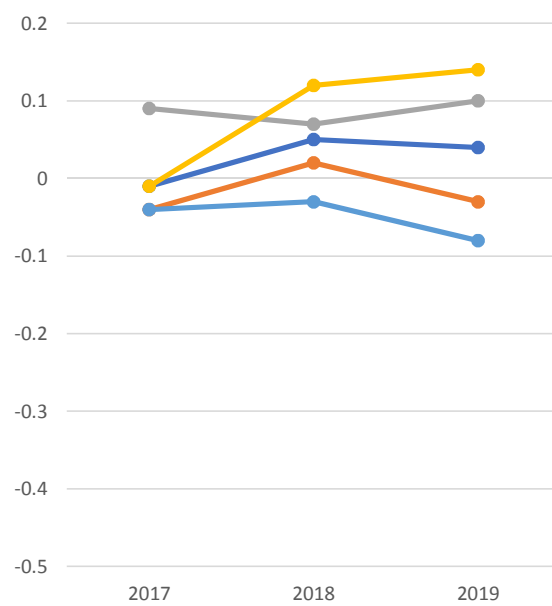
School Name	Current MAT	Academy Conversion / New School Open Date	2019 NOR (2018-19)	All Inspections	Previous	Judgement	P8 - Year comparison					P8 - 3 Years (16/17, 17/18, 18/19)					Basics - 3 Years (16/17, 17/18, 18/19)			EBacc - 3 Years (16/17, 17/18, 18/19)		A8 - 3 Years (16/17, 17/18, 18/19)		Absence - 3 Years (DfE 16/17, 17/18, 18/19)		Exclusions (DfE 15/16, 16/17, 17/18)				
							P8 2017	P8 - 2017 to 2018	P8 2018	P8 2018-2019	P8 2019	P8	P8 Disadv	P8 Bucket - English	P8 Bucket - Maths	P8 Bucket - EBacc	P8 Bucket - Open	BASICS (4-9)	BASICS (5-9)	BASICS Disadv (5-9)	EBacc Entry	EBacc Ach (5-9)	A8	A8 Disadvantaged	Overall Absence 2 Term	Persistent Absence 2 term	Permanent Exclusions			
Downham Market Academy	Cambridge shire Education	01-11-2017	1088	26/04/17	SM	AC	-0.47	↑	-0.26	↑	-0.15	↔	↗	↗	↔	↔	↔	↔	↗	↔	↔	↗	↔	↔	↔	↗	↔	↗	↔	↗
Iceni Academy	ATT	01-01-2013	616	06/07/16	RI	G	-0.04	↓	-0.44	↓	-0.45	↔	↘	↔	↔	↔	↔	↔	↔	↗	↗	↘	↘	↔	↔	↔	↔	↔	↔	↗
King Edward VII Academy	EMAT	01-09-2014	1113	24/09/19	SM	SW	-0.54	↑	-0.34	↓	-0.73	↗	↔	↔	↔	↔	↔	↔	↔	↗	↔	↔	↔	↔	↔	↔	↔	↔	↔	↔
King's Lynn Academy	EMAT	01-09-2010	782	03/10/18	SM	RI	-0.49	↓	-0.81	↑	-0.60	↘	↔	↔	↔	↔	↔	↔	↔	↔	↗	↗	↘	↘	↔	↔	↔	↔	↔	↗
Marshland High School	WNAT	01-11-2015	779	05/06/18	RI	G	0.22	↓	0.17	↓	0.05	↔	↗	↘	↔	↔	↔	↔	↔	↗	↗	↘	↘	↔	↔	↔	↔	↔	↔	↔
Smithdon High School	WNAT	01-01-2017	571	01/10/19	0	RI	-0.42	↑	-0.14	↓	-0.39	↔	↗	↘	↔	↔	↔	↔	↔	↗	↗	↘	↘	↔	↔	↔	↔	↔	↔	↔
Springwood High School	WNAT	01-04-2011	1710	22/02/17	G	G	-0.02	↓	-0.11	↑	-0.03	↘	↘	↔	↔	↔	↔	↔	↔	↔	↔	↘	↘	↔	↔	↔	↔	↔	↔	↔
St. Clement's High School	WNAT	01-02-2014	632	18/01/17	SM	G	-0.04	↑	0.00	↓	-0.13	↗	↗	↔	↔	↔	↔	↔	↔	↔	↗	↗	↘	↘	↔	↔	↔	↔	↔	↗

2019 Norfolk Progress 8

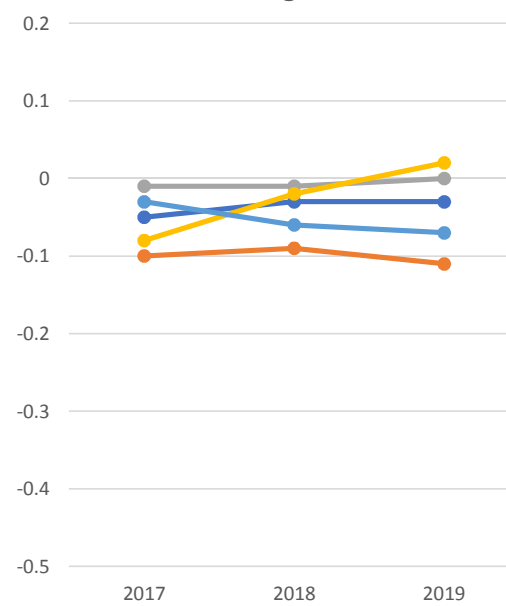
Low PA



Middle PA



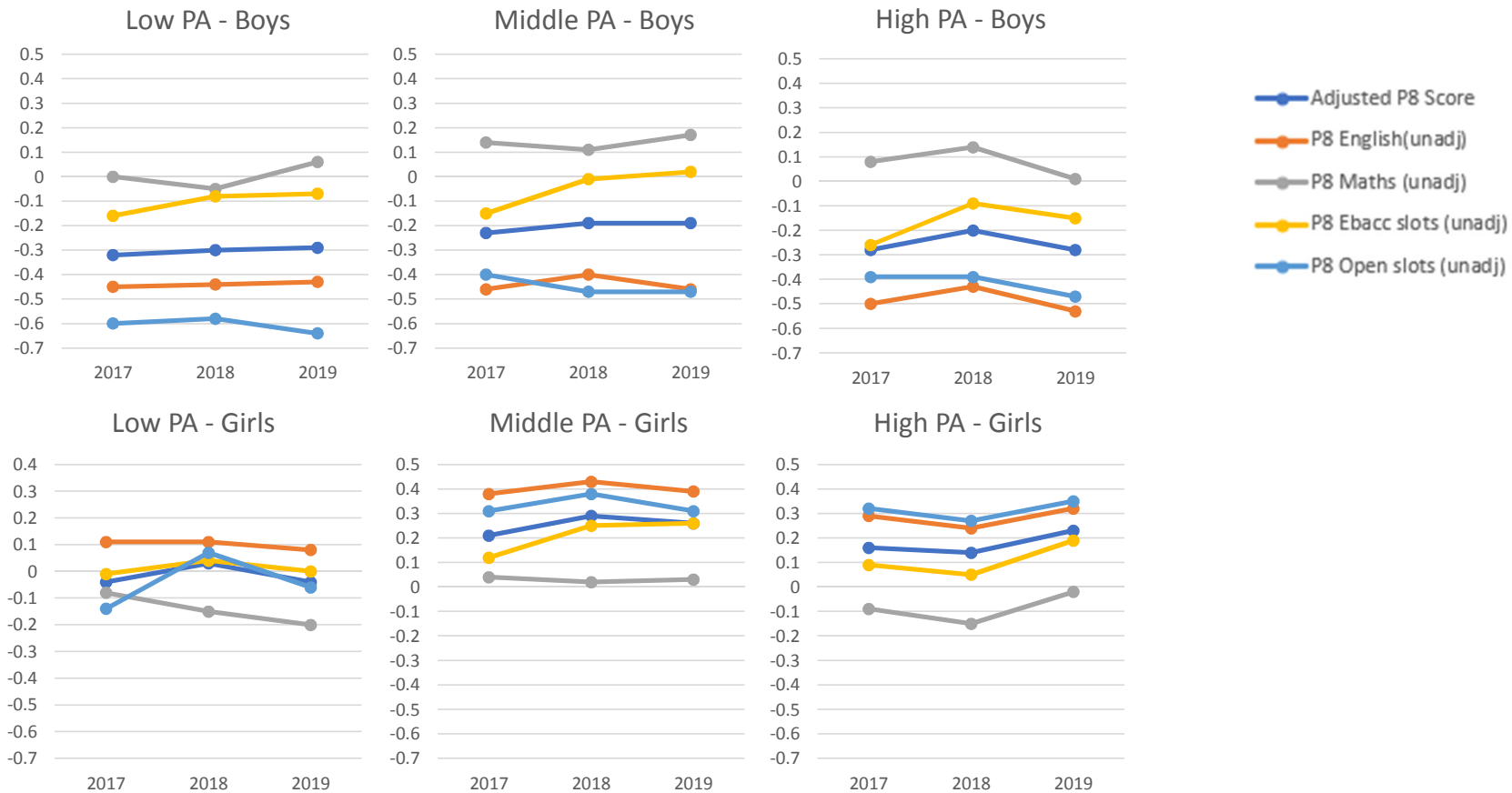
High PA



- Adjusted P8 Score
- P8 English (unadj)
- P8 Maths (unadj)
- P8 Ebacc slots (unadj)
- P8 Open slots (unadj)

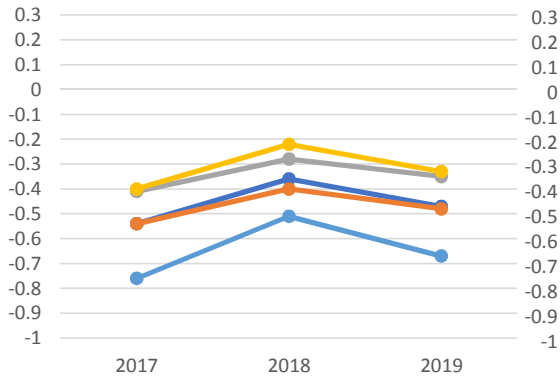


2019 Progress 8 - Gender

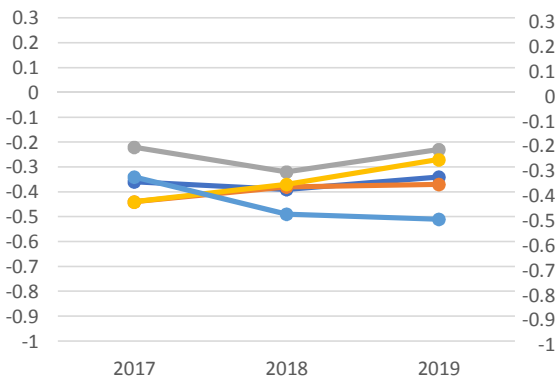


2019 Progress 8 - Disadvantaged

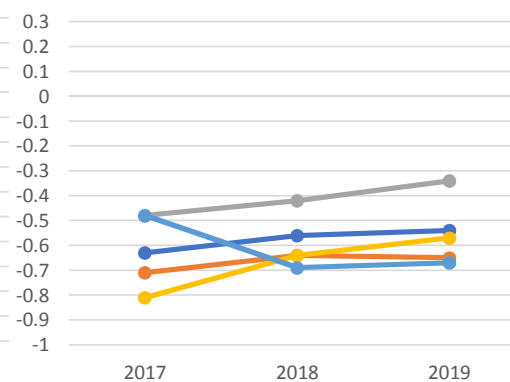
Low PA - Disadvantaged



Middle PA - Disadvantaged

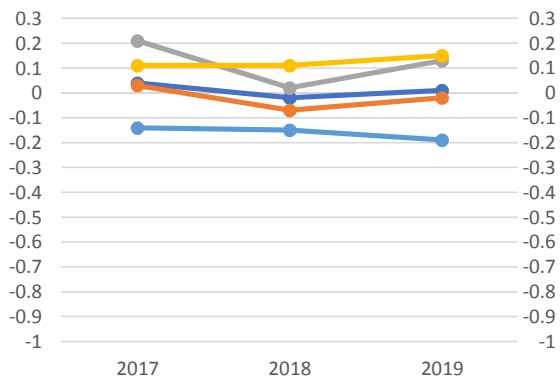


High PA - Disadvantaged

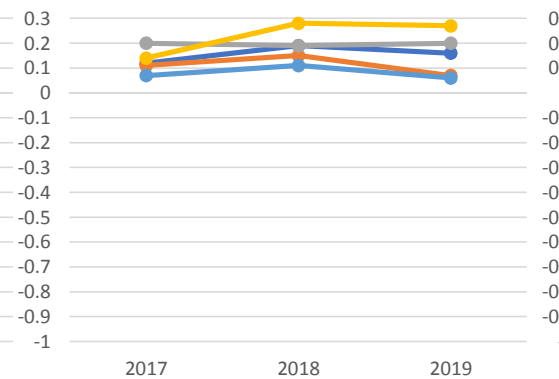


- Adjusted P8 Score
- P8 English (unadj)
- P8 Maths (unadj)
- P8 Ebacc slots (unadj)
- P8 Open slots (unadj)

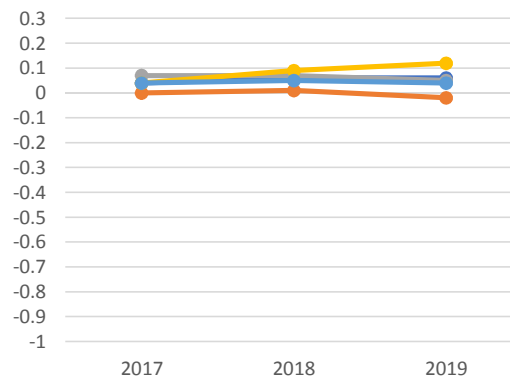
Low PA - Non Disadvantaged



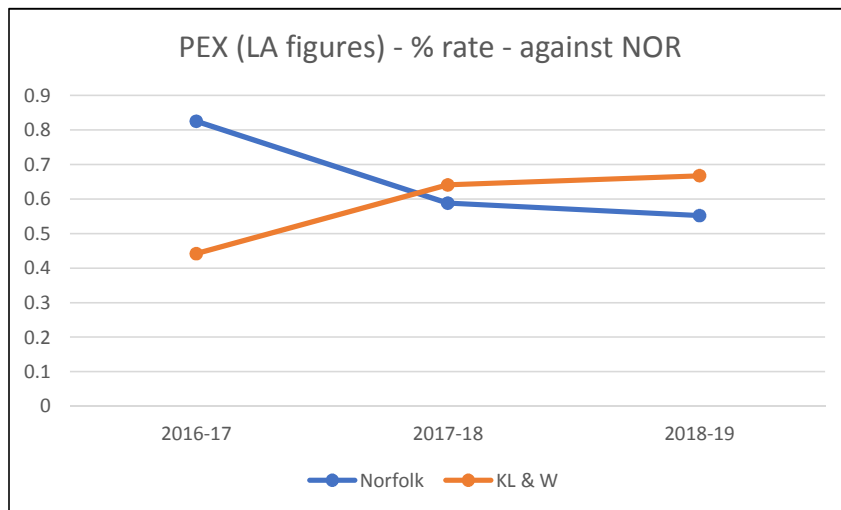
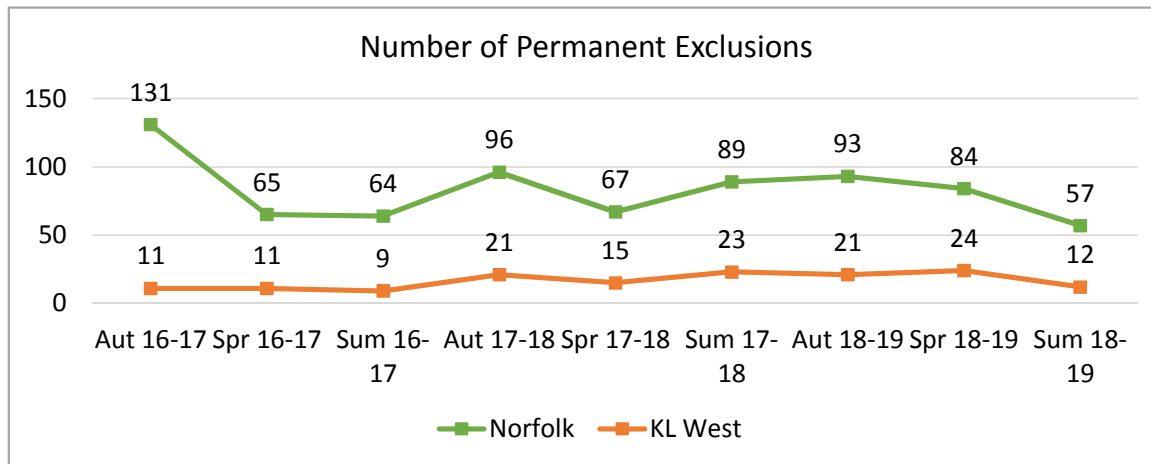
Middle PA - Non Disadvantaged



High PA - Non Disadvantaged



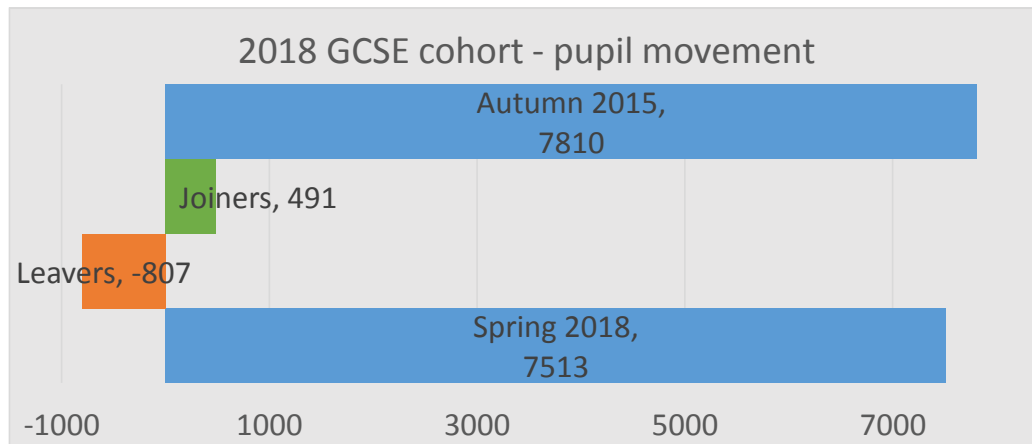
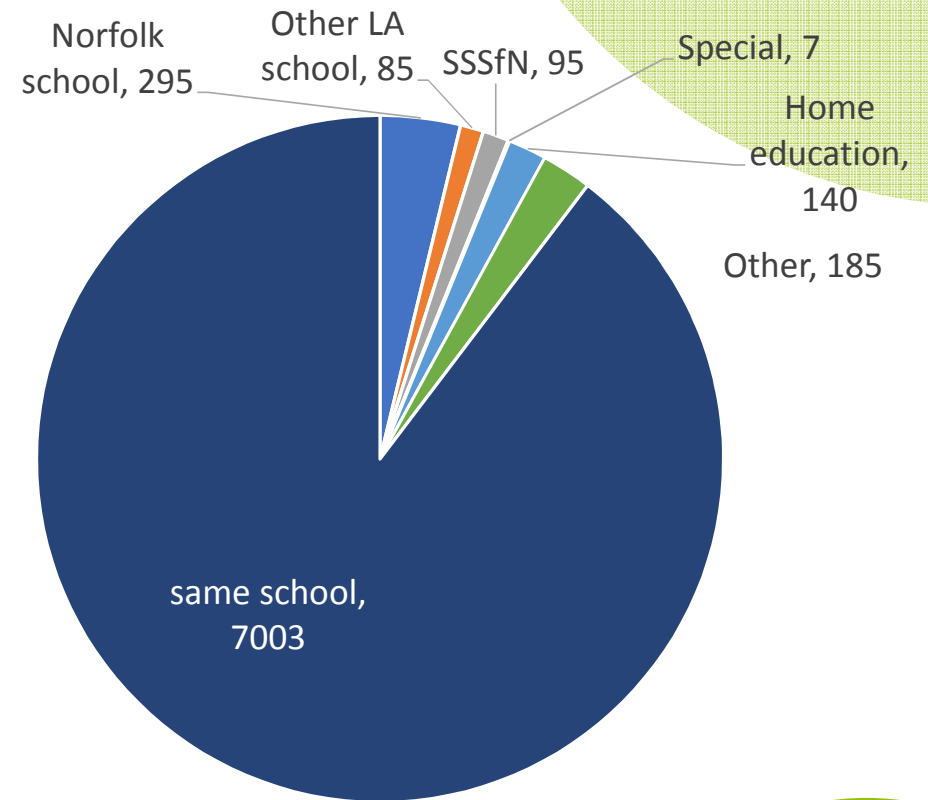
Inclusion/Exclusion



- The number of permanent exclusions has continued to reduce, although at a slower pace:
 - Of the 57 Norfolk permanent exclusions in Summer 2018-19 11 are from primary schools and 46 are from secondary schools.
- The incidence of exclusion increases as pupils get older, with the highest rate of exclusion being in years 9-11.
- The Inclusion Helpline set up by the Vulnerable Groups Achievement & Access Service (VGAAS), is now providing a limited amount of in-school support and advice.
- Reducing Exclusions has become a higher priority for schools who have signed the Norwich Opportunity Area's Inclusion Charter.

Pupil Movement: 2018 GCSE cohort since Autumn 2015

- Net reduction in the total Norfolk cohort of 316 pupils
- 85 pupils moved to another LA
- 240 not on a maintained school roll
- 399 pupils changed school during this period
- 155 pupils were excluded, 95 remained on the roll of the Short Stay School



Pupil Movement: 2018 GCSE cohort since Autumn 2015

GCSE Cohort **7490** pupils

62% passed English and Mathematics

4644 pupils passed

If we add in pupils who do not count in National, LA or school figures:

7490 pupils + 95 in SSSfN + 140 Home Educated + 185 Other =

7910 pupils

If we assume the same 4644 pupils passed English and Mathematics

⇒ **59% of ALL pupils passed?**

10 Norfolk schools gained pupils, 1 stayed the same 40 lost pupils

Fulfilling the Vision of Family-based Care through 'No Wrong Door' Model



Good enough for my child?

Residential care is short term

No out of area placements

No young person is *unfosterable*

High support high challenge

Right support right place right time

No move unless it's the right move

Forward looking and aspirational

The No Wrong Door Model aligns perfectly with our Vital Signs Vision and will allow us to deliver for the young people with the most complex needs

We also see the No Wrong Door culture influencing practice well beyond the residential hubs at the core of the model

SEND Transformation

- We have embarked on a major transformation of the SEN system
- We are investing £120m to transform the education structural landscape
- We are also engaging the whole system in the redesign of support
- We are investing £3m in increasing capacity, improving inclusion

Develop new approaches to enabling early intervention and support

Build up to 4 more special schools

Challenge culture of poor inclusion, off rolling, exclusion

Double the number of SRBs

Drive down culture of demand – high referrals for EHCPs/ pursuit of diagnosis

Build student support hubs, nurture provision

Transformation of the support for children's emotional wellbeing and mental health



Instead of moving a child or young person around the system, we will move the system around the child or young person. Our new model will embrace some core principles:

- **0—25 yrs:** any child, young person or young adult up to their 26th birthday will be served by this model.
- **A focus on Thriving:** investing in early prevention and aiming to return those with difficulties to a Thriving state.
- **Working as a single system,** with shared case management, performance management and assessments across providers.
- **Clear access routes** for children, young people, young adults and professionals.
- **Community Based:** serving local communities and building community capacity.
- **Relationship focused:** reducing 'hand offs' and reducing the amount of times children and young people need to tell their story.
- **Multi-agency multi disciplinary teams** that provide support to families, professionals, and universal settings (especially schools).
- **Goal-Focused & Episodic Interventions:** involving children, young people and young adults in setting goals and making choices.

Priorities & Key Issues through 2020

Completing the implementation of the new social care operating model

Embedding the new practice vision and ways of working to achieve consistently high quality – Ofsted inspection due end of 2020 or early 2021

Establishing our version of the No Wrong Door Model in Norfolk – and using that to establish the culture where we succeed for every young person no matter how high their needs or how challenging their situation

Completing the design of a new Inclusion Model and implementing from September onwards – supporting more children to be included in mainstream school whilst still meeting specialist needs

Progressing the major capital programme around special educational needs

Completing the design of the transformed mental health system and starting to make a reality of early support for emotional wellbeing

Expanding and strengthening our early intervention offer – getting further upstream to help children and families well before they reach the point of needing statutory or specialist help