**County Durham Education and Skills Profile**



The RSN Education and Skills Profile brings together key data to inform and contextualise a local authority areas particular situation. The analysis provides comparison to the authority class and to the rural classifications. The sheets are editable to allow narrative descriptions and to emphasize or delete the graphs/tables as may be appropriate for the intended use and for your local authority area.

The areas covered are:

* [Childcare provision](#Childcare)
* [Secondary education](#Secondary)
* [School inspections](#School)
* [Higher education](#Higher)
* [Skills](#Skills)

**Childcare Provision**

Glossary of terms:

*Early Years Register (EYR)*
The EYR is for providers who care for children in the early years age group, from birth to 31 August following their fifth birthday. Registration is compulsory for such providers and they must meet the requirements of the Early Years Foundation Stage (EYFS).
All providers on the EYR are inspected on a four year cycle.

*Childcare providers*

Childcare providers care for at least one individual child for a total of more than two hours in any one day. This is not necessarily a continuous period of time. They must register to care for children under the age of eight, unless under exceptional circumstances, and can choose to register to care for older children.

*Domestic premises*

These are any premises which are wholly or mainly used as a private dwelling.

*Childcare providers on domestic and non-domestic premises*

If four or more people look after children at any one time in someone’s home, they are providing childcare on domestic premises, not childminding. Childcare providers on non-domestic premises are people or organisations providing care for individual children in premises that are not someone’s home. These premises can range from converted houses to purpose-built nurseries.

*Childminder*

This is a person who is registered to look after one or more children, to whom they are not related, on a domestic premises for reward. Childminders can work with no more than two other childminders or assistants. They must register if they care for children under the age of eight, and can choose to register if they care for older children. They care for:

Children on domestic premises that are not usually the home of one of the children unless they care for children from more than two families, wholly or mainly in the homes of the families.

 At least one individual child for a total of more than two hours in any day. This is not necessarily a continuous period of time.

*Childminder agencies*

Childminder agencies were introduced in September 2014 as an option for childminders to register with. Childminders who register with an agency no longer need to register or be inspected by Ofsted, although the agency itself will receive an inspection.

Childminder agencies are only eligible for inspection by Ofsted when they have childminders on roll. Childminder agencies have the responsibility of inspecting the childminders who are registered with them.

 *Home childcarers*

Home childcarers are usually nannies who care for children of any age up to their 18th birthday wholly or mainly in the child’s own home, and care for children from no more than two families. They are not required to register with Ofsted but may choose to do so on the voluntary part of the Childcare Register.

*Inspection cycles*

All providers on the Early Years Register which were registered before the start of Ofsted’s four year inspection cycle are inspected within the cycle.

*Number of places*Registered places are the number of children that may attend the provision at any one time. Registered places are not the number of places occupied, nor the number of children who may benefit from receiving places through providers offering sessions at different times of the day. Place numbers are only collected for providers on the EYR. Provider type averages are used to estimate the number of places for a very small number of providers whose place numbers are not available at the time of the analysis. There may also be small discrepancies in totals due to rounding.

*EYR Providers*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Early Years Registered Providers** | All provision | Childminder | Childcare on non-domestic premises | Childcare on domestic premises | Home childcarer |
| *As at March 2016* |
|   |   | % of All Provision |   | % of All Provision |   | % of All Provision |   | % of All Provision |   | % of All Provision |
| Durham | 476 | 100.0 | 341 | 71.6 | 133 | 27.9 | 2 | 0.4 | 0 | 0.0 |
| Unitary Authority | 15028 | 100.0 | 9561 | 63.6 | 5427 | 36.1 | 40 | 0.3 | 0 | 0.0 |
| Predominantly Rural | 11470 | 100.0 | 6966 | 60.7 | 4455 | 38.8 | 49 | 0.4 | 0 | 0.0 |
| Urban with Significant Rural | 16796 | 100.0 | 10328 | 61.5 | 6421 | 38.2 | 45 | 0.3 | 2 | 0.0 |
| Predominantly Urban | 40595 | 100.0 | 26743 | 65.9 | 13738 | 33.8 | 114 | 0.3 | 0 | 0.0 |

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| **Early Years Registered Providers** | All provision | Childminder | Childcare on non-domestic premises | Childcare on domestic premises | Home childcarer |
| *As at March 2017* |
|   |   | % of All Provision |   | % of All Provision |   | % of All Provision |   | % of All Provision |   | % of All Provision |
| Durham | 448 | 100.0 | 318 | 71.0 | 129 | 28.8 | 1 | 0.2 | 0 | 0.0 |
| Unitary Authority | 14447 | 100.0 | 9032 | 62.5 | 5380 | 37.2 | 35 | 0.2 | 0 | 0.0 |
| Predominantly Rural | 10924 | 100.0 | 6525 | 59.7 | 4355 | 39.9 | 44 | 0.4 | 0 | 0.0 |
| Urban with Significant Rural | 16124 | 100.0 | 9693 | 60.1 | 6384 | 39.6 | 47 | 0.3 | 0 | 0.0 |
| Predominantly Urban | 39082 | 100.0 | 25241 | 64.6 | 13734 | 35.1 | 107 | 0.3 | 0 | 0.0 |

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| **Early Years Registered Providers** | All provision | Childminder | Childcare on non-domestic premises | Childcare on domestic premises | Home childcarer |
| *As at March 2018* |
|   |   | % of All Provision |   | % of All Provision |   | % of All Provision |   | % of All Provision |   | % of All Provision |
| Durham | 438 | 100.0 | 307 | 70.1 | 131 | 29.9 | 0 | 0.0 | 0 | 0.0 |
| Unitary Authority | 13964 | 100.0 | 8635 | 61.8 | 5289 | 37.9 | 40 | 0.3 | 0 | 0.0 |
| Predominantly Rural | 10507 | 100.0 | 6229 | 59.3 | 4224 | 40.2 | 54 | 0.5 | 0 | 0.0 |
| Urban with Significant Rural | 15563 | 100.0 | 9213 | 59.2 | 6302 | 40.5 | 48 | 0.3 | 0 | 0.0 |
| Predominantly Urban | 38261 | 100.0 | 24354 | 63.7 | 13781 | 36.0 | 126 | 0.3 | 0 | 0.0 |

*EYR Places*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Early Years Registered Places** | All provision | Childminder | Childcare on non-domestic premises | Childcare on domestic premises | Home childcarer |
| *As at March 2016* |
|   |   | % of All Provision |   | % of All Provision |   | % of All Provision |   | % of All Provision |   | % of All Provision |
| Durham | 8337 | 100.0 | 2148 | 25.8 | 6152 | 73.8 | 38 | 0.5 | 0 | 0.0 |
| Unitary Authority | 285954 | 100.0 | 56685 | 19.8 | 228405 | 79.9 | 864 | 0.3 | 0 | 0.0 |
| Predominantly Rural | 205386 | 100.0 | 42101 | 20.5 | 162702 | 79.0 | 1007 | 0.5 | 0 | 0.0 |
| Urban with Significant Rural | 317553 | 100.0 | 61861 | 19.5 | 256609 | 80.2 | 875 | 0.3 | 0 | 0.0 |
| Predominantly Urban | 759120 | 100.0 | 155417 | 20.5 | 609454 | 79.2 | 2266 | 0.3 | 0 | 0.0 |
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| **Early Years Registered Places** | All provision | Childminder | Childcare on non-domestic premises | Childcare on domestic premises | Home childcarer |
| *As at March 2017* |
|   |   | % of All Provision |   | % of All Provision |   | % of All Provision |   | % of All Provision |   | % of All Provision |
| Durham | 8208 | 100.0 | 2172 | 26.5 | 6016 | 73.3 | 20 | 0.2 | 0 | 0.0 |
| Unitary Authority | 286001 | 100.0 | 55666 | 19.5 | 229548 | 80.3 | 787 | 0.3 | 0 | 0.0 |
| Predominantly Rural | 204878 | 100.0 | 41187 | 20.1 | 162702 | 79.4 | 988 | 0.5 | 0 | 0.0 |
| Urban with Significant Rural | 317925 | 100.0 | 60350 | 19.0 | 256609 | 80.7 | 967 | 0.3 | 0 | 0.0 |
| Predominantly Urban | 766264 | 100.0 | 154695 | 20.2 | 609454 | 79.5 | 2115 | 0.3 | 0 | 0.0 |

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| --- | --- | --- | --- | --- | --- |
| **Early Years Registered Places** | All provision | Childminder | Childcare on non-domestic premises | Childcare on domestic premises | Home childcarer |
| *As at March 2018* |
|   |   | % of All Provision |   | % of All Provision |   | % of All Provision |   | % of All Provision |   | % of All Provision |
| Durham | 8319 | 100.0 | 2115 | 25.4 | 6204 | 74.6 | 0 | 0.0 | 0 | 0.0 |
| Unitary Authority | 284390 | 100.0 | 54529 | 19.2 | 228931 | 80.5 | 930 | 0.3 | 0 | 0.0 |
| Predominantly Rural | 202097 | 100.0 | 40294 | 19.9 | 160540 | 79.4 | 1264 | 0.6 | 0 | 0.0 |
| Urban with Significant Rural | 315283 | 100.0 | 58507 | 18.6 | 255784 | 81.1 | 992 | 0.3 | 0 | 0.0 |
| Predominantly Urban | 774876 | 100.0 | 153092 | 19.8 | 619189 | 79.9 | 2595 | 0.3 | 0 | 0.0 |

*Non-EYR Providers*

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| --- | --- | --- | --- | --- | --- |
| **Non-Early Years Registered Providers** | All provision | Childminder | Childcare on non-domestic premises | Childcare on domestic premises | Home childcarer |
| *As at March 2016* |  |  |  |  |  |
|   |   | % of All Provision |   | % of All Provision |   | % of All Provision |   | % of All Provision |   | % of All Provision |
| Durham | 53 | 100.0 | 29 | 54.7 | 6 | 11.3 | 0 | 0.0 | 18 | 34.0 |
| Unitary Authority | 2374 | 100.0 | 403 | 17.0 | 513 | 21.6 | 1 | 0.0 | 1457 | 61.4 |
| Predominantly Rural | 1742 | 100.0 | 233 | 13.4 | 270 | 15.6 | 0 | 0.0 | 1237 | 71.0 |
| Urban with Significant Rural | 3052 | 100.0 | 439 | 14.4 | 442 | 14.4 | 1 | 0.0 | 2171 | 71.1 |
| Predominantly Urban | 10979 | 100.0 | 1373 | 12.5 | 1797 | 15.5 | 5 | 0.0 | 7898 | 71.9 |
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|  |  |  |  |  |  |  |  |  |  |  |
| **Non-Early Years Registered Providers** | All provision | Childminder | Childcare on non-domestic premises | Childcare on domestic premises | Home childcarer |
| *As at March 2017* |  |  |  |  |  |
|   |   | % of All Provision |   | % of All Provision |   | % of All Provision |   | % of All Provision |   | % of All Provision |
| Durham | 54 | 100.0 | 35 | 64.8 | 4 | 7.4 | 0 | 0.0 | 15 | 27.8 |
| Unitary Authority | 2260 | 100.0 | 384 | 17.0 | 495 | 21.9 | 1 | 0.0 | 1380 | 61.1 |
| Predominantly Rural | 1596 | 100.0 | 223 | 14.0 | 270 | 16.9 | 0 | 0.0 | 1103 | 69.1 |
| Urban with Significant Rural | 2890 | 100.0 | 437 | 15.1 | 442 | 15.3 | 1 | 0.0 | 2010 | 69.6 |
| Predominantly Urban | 10758 | 100.0 | 1370 | 12.7 | 1797 | 16.7 | 6 | 0.1 | 7585 | 70.5 |

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| --- | --- | --- | --- | --- | --- |
| **Non-Early Years Registered Providers** | All provision | Childminder | Childcare on non-domestic premises | Childcare on domestic premises | Home childcarer |
| *As at March 2018* |  |  |  |  |  |
|   |   | % of All Provision |   | % of All Provision |   | % of All Provision |   | % of All Provision |   | % of All Provision |
| Durham | 47 | 100.0 | 28 | 59.6 | 5 | 10.6 | 0 | 0.0 | 14 | 29.8 |
| Unitary Authority | 2231 | 100.0 | 356 | 16.0 | 552 | 24.7 | 1 | 0.0 | 1322 | 59.3 |
| Predominantly Rural | 1572 | 100.0 | 192 | 12.2 | 296 | 18.8 | 1 | 0.1 | 1083 | 68.9 |
| Urban with Significant Rural | 2846 | 100.0 | 387 | 13.6 | 530 | 18.6 | 1 | 0.0 | 1928 | 67.7 |
| Predominantly Urban | 10878 | 100.0 | 1274 | 11.7 | 2014 | 18.5 | 5 | 0.0 | 7585 | 69.7 |

*Overall effectiveness - All Provision*

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| --- | --- | --- | --- | --- | --- | --- |
| **Overall effectiveness of active early years registered providers at their most recent inspection - All Provision** | EYR providers | Total number inspected | Outstanding | Good | Requires improvement | Inadequate |
| *31st March 2016* |
|   | Number of providers | Number of providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers |
| Durham | 476 | 406 | 37 | 9.1 | 317 | 78.1 | 50 | 12.3 | 2 | 0.5 |
| Unitary Authority | 15028 | 12442 | 1826 | 14.7 | 9006 | 72.4 | 1512 | 12.2 | 98 | 0.8 |
| Predominantly Rural | 11470 | 9726 | 1371 | 14.1 | 7136 | 73.4 | 1149 | 11.8 | 70 | 0.7 |
| Urban with Significant Rural | 16796 | 13924 | 2325 | 16.7 | 9820 | 70.5 | 1643 | 11.8 | 136 | 1.0 |
| Predominantly Urban | 40595 | 32684 | 4520 | 13.8 | 23213 | 71.0 | 4547 | 13.9 | 404 | 1.2 |
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| **Overall effectiveness of active early years registered providers at their most recent inspection - All Provision** | EYR providers | Total number inspected | Outstanding | Good | Requires improvement | Inadequate |
| *31st March 2017* |
|   | Number of providers | Number of providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers |
| Durham | 448 | 402 | 50 | 12.4 | 326 | 81.1 | 23 | 5.7 | 3 | 0.7 |
| Unitary Authority | 14447 | 11875 | 2000 | 16.8 | 9170 | 77.2 | 615 | 5.2 | 90 | 0.8 |
| Predominantly Rural | 10924 | 9111 | 1507 | 16.5 | 7099 | 77.9 | 425 | 4.7 | 80 | 0.9 |
| Urban with Significant Rural | 16124 | 13264 | 2464 | 18.6 | 10057 | 75.8 | 636 | 4.8 | 107 | 0.8 |
| Predominantly Urban | 39082 | 31405 | 4800 | 15.3 | 24312 | 77.4 | 1925 | 6.1 | 368 | 1.2 |

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| --- | --- | --- | --- | --- | --- | --- |
| **Overall effectiveness of active early years registered providers at their most recent inspection - All Provision** | EYR providers | Total number inspected | Outstanding | Good | Requires improvement | Inadequate |
| *31st March 2018* |
|   | Number of providers | Number of providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers |
| Durham | 438 | 363 | 53 | 14.6 | 288 | 79.3 | 18 | 5.0 | 4 | 1.1 |
| Unitary Authority | 13964 | 11256 | 2186 | 19.4 | 8496 | 75.5 | 481 | 4.3 | 93 | 0.8 |
| Predominantly Rural | 10507 | 8550 | 1617 | 18.9 | 6537 | 76.5 | 333 | 3.9 | 63 | 0.7 |
| Urban with Significant Rural | 15563 | 12695 | 2601 | 20.5 | 9479 | 74.7 | 510 | 4.0 | 105 | 0.8 |
| Predominantly Urban | 38261 | 30455 | 5278 | 17.3 | 23181 | 76.1 | 1599 | 5.3 | 397 | 1.3 |

*Overall effectiveness - Childminder*

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| --- | --- | --- | --- | --- | --- | --- |
| **Overall effectiveness of active early years registered providers at their most recent inspection - Childminder** | EYR providers | Total number inspected | Outstanding | Good | Requires improvement | Inadequate |
| *31st March 2016* |
|   | Number of providers | Number of providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers |
| Durham | 341 | 285 | 14 | 4.9 | 224 | 78.6 | 45 | 15.8 | 2 | 0.7 |
| Unitary Authority | 9561 | 7712 | 1011 | 13.1 | 5486 | 71.1 | 1175 | 15.2 | 40 | 0.5 |
| Predominantly Rural | 6966 | 5758 | 734 | 12.7 | 4142 | 71.9 | 845 | 14.7 | 37 | 0.6 |
| Urban with Significant Rural | 10328 | 8391 | 1263 | 15.1 | 5834 | 69.5 | 1235 | 14.7 | 59 | 0.7 |
| Predominantly Urban | 26743 | 21163 | 2627 | 12.4 | 14782 | 69.8 | 3518 | 16.6 | 236 | 1.1 |
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|  |  |  |  |  |  |  |  |  |  |  |
| **Overall effectiveness of active early years registered providers at their most recent inspection - Childminder** | EYR providers | Total number inspected | Outstanding | Good | Requires improvement | Inadequate |
| *31st March 2017* |
|   | Number of providers | Number of providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers |
| Durham | 318 | 282 | 20 | 7.1 | 238 | 84.4 | 21 | 7.4 | 3 | 1.1 |
| Unitary Authority | 9032 | 7202 | 1059 | 14.7 | 5621 | 78.0 | 472 | 6.6 | 50 | 0.7 |
| Predominantly Rural | 6525 | 5287 | 779 | 14.7 | 4170 | 78.9 | 296 | 5.6 | 42 | 0.8 |
| Urban with Significant Rural | 9693 | 7776 | 1296 | 16.7 | 5971 | 76.8 | 456 | 5.9 | 53 | 0.7 |
| Predominantly Urban | 25241 | 19948 | 2671 | 13.4 | 15536 | 77.9 | 1519 | 7.6 | 222 | 1.1 |

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| **Overall effectiveness of active early years registered providers at their most recent inspection - Childminder** | EYR providers | Total number inspected | Outstanding | Good | Requires improvement | Inadequate |
| *31st March 2018* |
|   | Number of providers | Number of providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers |
| Durham | 307 | 254 | 21 | 8.3 | 214 | 84.3 | 15 | 5.9 | 4 | 1.6 |
| Unitary Authority | 8635 | 6821 | 1125 | 16.5 | 5331 | 78.2 | 318 | 4.7 | 47 | 0.7 |
| Predominantly Rural | 6229 | 4974 | 840 | 16.9 | 3913 | 78.7 | 193 | 3.9 | 28 | 0.6 |
| Urban with Significant Rural | 9213 | 7424 | 1354 | 18.2 | 5709 | 76.9 | 311 | 4.2 | 50 | 0.7 |
| Predominantly Urban | 24354 | 19179 | 2827 | 14.7 | 14984 | 78.1 | 1135 | 5.9 | 233 | 1.2 |

*Overall effectiveness - Childcare on non-domestic premises*

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| --- | --- | --- | --- | --- | --- | --- |
| **Overall effectiveness of active early years registered providers at their most recent inspection - Childcare on non-domestic premises** | EYR providers | Total number inspected | Outstanding | Good | Requires improvement | Inadequate |
| *31st March 2016* |
|   | Number of providers | Number of providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers |
| Durham | 133 | 120 | 23 | 19.2 | 92 | 76.7 | 5 | 4.2 | 0 | 0.0 |
| Unitary Authority | 5427 | 4705 | 809 | 17.2 | 3504 | 74.5 | 335 | 7.1 | 57 | 1.2 |
| Predominantly Rural | 4455 | 3930 | 626 | 15.9 | 2976 | 75.7 | 297 | 7.6 | 31 | 0.8 |
| Urban with Significant Rural | 6421 | 5507 | 1052 | 19.1 | 3976 | 72.2 | 405 | 7.4 | 74 | 1.3 |
| Predominantly Urban | 13738 | 11445 | 1875 | 16.4 | 8386 | 73.3 | 1017 | 8.9 | 167 | 1.5 |
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|  |  |  |  |  |  |  |  |  |  |  |
| **Overall effectiveness of active early years registered providers at their most recent inspection - Childcare on non-domestic premises** | EYR providers | Total number inspected | Outstanding | Good | Requires improvement | Inadequate |
| *31st March 2017* |
|   | Number of providers | Number of providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers |
| Durham | 129 | 119 | 30 | 25.2 | 87 | 73.1 | 2 | 1.7 | 0 | 0.0 |
| Unitary Authority | 5380 | 4643 | 935 | 20.1 | 3526 | 75.9 | 142 | 3.1 | 40 | 0.9 |
| Predominantly Rural | 4355 | 3788 | 719 | 19.0 | 2905 | 76.7 | 127 | 3.4 | 37 | 1.0 |
| Urban with Significant Rural | 6384 | 5458 | 1159 | 21.2 | 4067 | 74.5 | 178 | 3.3 | 54 | 1.0 |
| Predominantly Urban | 13734 | 11376 | 2107 | 18.5 | 8720 | 76.7 | 404 | 3.6 | 145 | 1.3 |
| **Overall effectiveness of active early years registered providers at their most recent inspection - Childcare on non-domestic premises** | EYR providers | Total number inspected | Outstanding | Good | Requires improvement | Inadequate |
| *31st March 2018* |
|   | Number of providers | Number of providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers |
| Durham | 131 | 109 | 32 | 29.4 | 74 | 67.9 | 3 | 2.8 | 0 | 0.0 |
| Unitary Authority | 5289 | 4402 | 1052 | 23.9 | 3141 | 71.4 | 163 | 3.7 | 46 | 1.0 |
| Predominantly Rural | 4224 | 3540 | 765 | 21.6 | 2602 | 73.5 | 138 | 3.9 | 35 | 1.0 |
| Urban with Significant Rural | 6302 | 5238 | 1238 | 23.6 | 3747 | 71.5 | 198 | 3.8 | 55 | 1.1 |
| Predominantly Urban | 13781 | 11188 | 2425 | 21.7 | 8143 | 72.8 | 457 | 4.1 | 163 | 1.5 |

*Overall effectiveness - Childcare on domestic premises*

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| **Overall effectiveness of active early years registered providers at their most recent inspection - Childcare on domestic premises** | EYR providers | Total number inspected | Outstanding | Good | Requires improvement | Inadequate |
| *31st March 2016* |
|   | Number of providers | Number of providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers |
| Durham | 2 | 1 | 0 | 0.0 | 1 | 100.0 | 0 | 0.0 | 0 | 0.0 |
| Unitary Authority | 40 | 25 | 6 | 24.0 | 16 | 64.0 | 2 | 8.0 | 1 | 4.0 |
| Predominantly Rural | 49 | 38 | 11 | 28.9 | 18 | 47.4 | 7 | 18.4 | 2 | 5.3 |
| Urban with Significant Rural | 45 | 25 | 10 | 40.0 | 9 | 36.0 | 3 | 12.0 | 3 | 12.0 |
| Predominantly Urban | 114 | 76 | 18 | 23.7 | 45 | 59.2 | 12 | 15.8 | 1 | 1.3 |
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|  |  |  |  |  |  |  |  |  |  |  |
| **Overall effectiveness of active early years registered providers at their most recent inspection - Childcare on domestic premises** | EYR providers | Total number inspected | Outstanding | Good | Requires improvement | Inadequate |
| *31st March 2017* |
|   | Number of providers | Number of providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers |
| Durham | 1 | 1 | 0 | 0.0 | 1 | 100.0 | 0 | 0.0 | 0 | 0.0 |
| Unitary Authority | 35 | 30 | 6 | 20.0 | 23 | 76.7 | 1 | 3.3 | 0 | 0.0 |
| Predominantly Rural | 44 | 36 | 9 | 25.0 | 24 | 66.7 | 2 | 5.6 | 1 | 2.8 |
| Urban with Significant Rural | 47 | 30 | 9 | 30.0 | 19 | 63.3 | 2 | 6.7 | 0 | 0.0 |
| Predominantly Urban | 107 | 81 | 22 | 27.2 | 56 | 69.1 | 2 | 2.5 | 1 | 1.2 |
| **Overall effectiveness of active early years registered providers at their most recent inspection - Childcare on domestic premises** | EYR providers | Total number inspected | Outstanding | Good | Requires improvement | Inadequate |
| *31st March 2018* |
|   | Number of providers | Number of providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers | Number of providers | % of inspected providers |
| Durham | 0 | 0 | 0 | - | 0 | - | 0 | - | 0 | - |
| Unitary Authority | 40 | 33 | 9 | 27.3 | 24 | 72.7 | 0 | 0.0 | 0 | 0.0 |
| Predominantly Rural | 54 | 36 | 12 | 33.3 | 22 | 61.1 | 2 | 5.6 | 0 | 0.0 |
| Urban with Significant Rural | 48 | 33 | 9 | 27.3 | 23 | 69.7 | 1 | 3.0 | 0 | 0.0 |
| Predominantly Urban | 126 | 88 | 26 | 29.5 | 54 | 61.4 | 7 | 8.0 | 1 | 1.1 |

**Secondary Education**

*GCSE and equivalent entries and achievements of pupils at the end of key stage 4*

Year: 2016/17 Includes entries and achievements by these pupils in previous academic years

Coverage: England

These figures cover achievements in state-funded schools only. They do not include pupils recently arrived from overseas.

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Number of pupils at the end of key stage 4 | Average Attainment 8 score per pupil (1) | English and maths GCSEs |   | English Baccalaureate |   | Progress 8 (1) |
|  | Percentage of pupils entered for components | Percentage of pupils who achieved a strong 9-5 pass (3) | Percentage of pupils who achieved a standard 9-4 pass (3) |   | Percentage of pupils entered for all components | Percentage of pupils who achieved all components (including a strong 9-5 pass in English and maths) (4) | Percentage of pupils who achieved all components (including a standard 9-4 pass in English and maths) (4) |   | Number of pupils included in the measure | Average Progress 8 score (2) | *Lower confidence interval* | *Upper confidence interval* |
| Durham | 4608 | 44.6 | 95.9 | 34.7 | 58.2 |  | 34.9 | 18.1 | 21.2 |  | 4555 | -0.23 | -0.27 | -0.19 |
| Unitary Authority | 119314 | 45.7 | 96.8 | 41.3 | 63.3 |  | 36.3 | 19.2 | 21.4 |  | 113925 | -0.08 | -0.15 | -0.02 |
| Predominantly Rural | 89876 | 46.1 | 97.3 | 42.6 | 66.0 |   | 34.7 | 18.2 | 20.2 |   | 86575 | -0.09 | -0.16 | -0.02 |
| Urban with Significant Rural | 125213 | 46.7 | 96.8 | 43.6 | 65.5 |   | 36.9 | 21.1 | 23.3 |   | 120091 | -0.06 | -0.10 | -0.02 |
| Predominantly Urban | 309843 | 46.4 | 96.8 | 42.6 | 63.5 |   | 40.2 | 22.2 | 24.8 |   | 292238 | 0.00 | -0.05 | 0.05 |

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| 1 | Attainment 8 and Progress 8 are part of the new secondary accountability system that was implemented for all schools from 2016. Users should be cautious when comparing Attainment 8 scores between 2017 and 2016. In 2017, Attainment 8 scores were calculated using slightly different point score scales in comparison to 2016, in order to minimise change following the introduction of 9-1 reformed GCSEs. This means that Attainment 8 scores are likely to look different in 2017, as a result of changes to the methodology. More information on the calculation of these measures is available in the Progress 8 guidance:https: //www.gov.uk/government/publications/progress-8-school-performance-measure |
| 2 | A Progress 8 score of 1.0 means pupils in the group make on average a grade more progress than the national average; a score of -0.5 means they make on average approximately half a grade less progress than average. Progress 8 scores should be interpreted alongside the associated confidence intervals. If the lower bound of the confidence interval is greater than zero, it can be interpreted as meaning that the group achieves greater than average progress compared to pupils in mainstream schools nationally and that this is statistically significant. If the upper bound is negative, this means that the group achieves lower than average progress compared to pupils in mainstream schools nationally and that this is statistically significant. |
| 3 | As a percentage of all pupils at the end of key stage 4. In 2014/15 and earlier, where the English language and English literature option was chosen in English, exams in both must be taken and a C grade or above achieved in English language. From 2015/16, to meet the English requirement of the A\*-C in English and maths attainment measure, a C in either English language or English literature counts and there is no requirement to take both. In 2016/17, following the introduction of the reformed 9 to 1 GCSEs in English, a grade 5 or above in either English language or English literature counts and there remains no requirement to take both in order to achieve a pass. The 9-4 pass shows pupils who achieved a grade 4 or above in either English language or English literature and Mathematics and is shown alongside the headline measure for transparency and comparability. |
| 4 | As a percentage of pupils at the end of key stage 4. In 2014/15 and earlier, where the English language and English literature option was chosen in EBacc English, exams in both had to be taken and a C grade or above achieved in English language. In 2015/16, to meet the English requirement of the EBacc, exams in both had to be taken and a C grade or above achieved in either English language or English literature. From 2017, the definition of 'percentage achieving the English Baccalaureate' has changed to 'the proportion of pupils achieving the EBacc which includes a grade 5 or above in English and mathematics, and grade C or above in unreformed subjects' following the introduction of the reformed 9 to 1 GCSEs in English and mathematics. Exams in both English literature and English language still have to be taken and a grade 5 or above achieved in one to achieve a pass in the English requirement of the EBacc. The 9-4 pass shows pupils who achieved a grade 4 or above in English and mathematics, and a grade C in unreformed subjects and is shown alongside the headline measure for transparency and comparability. |

*Progress 8 scores and components*

Year: 2016/17 Includes entries and achievements by these pupils in previous academic years

Coverage: England

These figures cover achievements in state-funded schools only. They do not include pupils recently arrived from overseas.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | Number of pupils included in the measure |   | Overall Progress 8 score (1) |   | Progress 8 score (1) in English (2) |   | Progress 8 score (1) in mathematics (2) |   | Progress 8 score (1) in English Baccalaureate slots (4) |   | Progress 8 score (1) in open slots (5) |
|   |   | Score (3) | *Lower confidence interval* | *Upper confidence interval* |   | Score (3) | *Lower confidence interval* | *Upper confidence interval* |   | Score (3) | *Lower confidence interval* | *Upper confidence interval* |   | Score (3) | *Lower confidence interval* | *Upper confidence interval* |   | Score (3) | *Lower confidence interval* | *Upper confidence interval* |
| Durham | 4555 |  | -0.23 | -0.27 | -0.19 |  | -0.32 | -0.36 | -0.27 |  | -0.38 | -0.42 | -0.34 |  | -0.36 | -0.40 | -0.31 |  | 0.06 | 0.01 | 0.1 |
| Unitary Authority | 113925 |  | -0.08 | -0.15 | -0.02 |  | -0.10 | -0.18 | -0.01 |  | -0.03 | -0.11 | 0.04 |  | -0.14 | -0.22 | -0.06 |  | -0.05 | -0.12 | 0.0 |
| Predominantly Rural | 86575 |  | -0.09 | -0.16 | -0.02 |  | -0.06 | -0.14 | 0.03 |  | 0.03 | -0.04 | 0.11 |  | -0.13 | -0.21 | -0.05 |  | -0.15 | -0.23 | -0.1 |
| Urban with Significant Rural | 120091 |  | -0.06 | -0.10 | -0.02 |  | -0.08 | -0.13 | -0.04 |  | -0.02 | -0.06 | 0.02 |  | -0.06 | -0.11 | -0.02 |  | -0.08 | -0.12 | 0.0 |
| Predominantly Urban | 292238 |  | 0.00 | -0.05 | 0.05 |  | 0.01 | -0.06 | 0.07 |  | -0.02 | -0.08 | 0.04 |  | 0.00 | -0.07 | 0.06 |  | 0.01 | -0.05 | 0.1 |

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| --- | --- |
| 1 | Progress 8 is part of the new secondary accountability system that was implemented for all schools from 2016. More information on the calculation of this measure is available in the Progress 8 guidance: https://www.gov.uk/government/publications/progress-8-school-performance-measure |
| 2 | New GCSEs in English and mathematics were taught from September 2015 with the first examinations taking place in Summer 2017. New GCSEs in other subjects were phased in for first teaching from September 2016, continuing into 2017 and a very small number from 2018. To ensure all students benefit from the reformed qualifications, only the new GCSEs will be included in the secondary performance tables as they are introduced (for 2017, this includes only reformed GCSEs in English and mathematics). As part of these reforms, a new grading system is introduced from 2017 to replace the A\* to G system with a new 9 to 1 scale for new reformed GCSEs. |
| 3 | A Progress 8 score of 1.0 means pupils in the group make on average a grade more progress than the national average; a score of -0.5 means they make on average half a grade less progress than average. Progress 8 scores should be interpreted alongside the associated confidence intervals. If the lower bound of the confidence interval is greater than zero, it can be interpreted as meaning that the group achieves greater than average progress compared to pupils in mainstream schools nationally and that this is statistically significant. If the upper bound is negative, this means that the group achieves lower than average progress compared to pupils in mainstream schools nationally and that this is statistically significant. |
| 4 | The English Baccalaureate element includes the three highest point scores from any of the English Baccalaureate qualifications in science subjects, computer science, history, geography, and languages. |
| 5 | The open element contains the three highest point scores in any three other subjects, including English language or literature (if not counted in the English slot), further GCSE qualifications (including English Baccalaureate subjects) or any other non-GCSE qualifications on the DfE approved list. |

*Achievement of 5+ A\*-C grades including English and mathematics GCSEs of pupils at the end of key stage 4*

Year: 2009/10 to 2015/16 Including entries and achievements in previous academic years

Coverage: England

In 2016 a new secondary school accountability system was implemented, including new headline measures. The 5+ A\*-C grades including English and maths measure is no longer used to hold schools and local authorities to account, and is published here to provide a comparison over time only. More information on the new headline measures can be found in the Progress 8 guidance:

https://www.gov.uk/government/publications/progress-8-school-performance-measure

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| --- | --- |
|   | Percentage of pupils at the end of key stage 4 achieving at GCSE and equivalents: |
|   | 5+ A\*-C grades including English and mathematics GCSEs |
|   | 2009/10 (2) | 2010/11 | 2011/12 | 2012/13 | 2013/14 (3) | 2014/15 (4) | 2015/16 (1) |
| Durham | 55.8 | 60.0 | 62.5 | 63.1 | 57.6 | 55.1 | 57.6 |
| Unitary Authority | 54.1 | 56.6 | 57.5 | 59.5 | 55.7 | 56.2 | 56.5 |
| Predominantly Rural | 56.5 | 58.5 | 58.4 | 60.1 | 56.9 | 58.3 | 58.3 |
| Urban with Significant Rural | 56.5 | 59.2 | 59.2 | 61.2 | 57.5 | 58.6 | 59.2 |
| Predominantly Urban | 54.6 | 57.9 | 59.1 | 61.1 | 56.8 | 56.7 | 57.1 |

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| --- | --- |
| 1 | Figures for 2015/16 are revised, all other figures are final. |
| 2 | From 2009/2010 until 2012/2013 international GCSEs, accredited at time of publication, have been counted as GCSE equivalents and also as English and mathematics GCSEs. From 2013/14 a number of these qualifications are now regulated as Level 1/2 Certificates and are counted in the same way as a GCSE in this publication (see quality and methodology document of this SFR). |
| 3 | In 2013/14, two major reforms were implemented which affect the calculation of key stage 4 performance measures data: 1) Professor Alison Wolf’s Review of Vocational Education recommendations which: restrict the qualifications counted; prevent any qualification from counting as larger than one GCSE; and cap the number of non-GCSEs included in performance measures at two per pupil, and 2) an early entry policy to only count a pupil’s first attempt at a qualification, in subjects counted in the English Baccalaureate. |
| 4 | In 2014/15, early entry policy, under which only a pupil’s first attempt at a qualification is counted in performance measures, was extended to all subjects. |

*Number of schools below the floor standard*

Year: 2016/17

Coverage: England

A school or college is below the secondary floor standard if its Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero.

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| --- | --- | --- | --- | --- | --- |
|   | Schools assessed against the floor standard |   | Schools below the floor standard |   | Percentage of schools below the floor standard |
| Durham | 31 |  | 6 |  | 19.4 |
| Unitary Authority | 697 |  | 105 |  | 15.1 |
| Predominantly Rural | 560 |  | 59 |  | 10.5 |
| Urban with Significant Rural | 724 |  | 84 |  | 11.6 |
| Predominantly Urban | 1,760 |  | 222 |  | 12.6 |

Includes only those state-funded schools included in the Progress 8 measure with results published in the 2016/17 Secondary School Performance Tables. The standard does not apply to special schools, independent schools, pupil referral units, alternative provision or hospital schools. Schools will be excluded from a Progress 8 floor standard in a particular year where they have fewer than 6 pupils at the end of key stage 4, or where less than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculations of Progress 8. State-funded mainstream schools include academies, free schools and city technology colleges. They exclude state-funded special schools, independent schools, independent special schools, non-maintained special schools, hospital schools, pupil referral units and alternative provision. Alternative provision includes academy and free school alternative provision.

*Number of schools meeting the coasting definition*

Year: 2016/17

Coverage: England

In 2017, a secondary school meets the definiton of coasting if:

* In 2015, fewer than 60% of pupils achieved 5 A\*-C at GCSE (including English and maths), and the school has less than the national median percentage of pupils who achieved expected progress in English and in mathematics (and a Progress 8 score below -0.25, with the upper band of the 95% confidence interval below zero, for schools which opted in to Progress 8 in 2015); and
* In 2016 and 2017, the school has a Progress 8 score below -0.25 and the upper band of the 95% confidence interval is below zero.
* When a school falls within the coasting definition, Regional Schools Commissioners acting on behalf of the Secretary of State will engage the school to consider whether additional support is required. Details of this process are set out in the Schools Causing Concern guidance: https://www.gov.uk/government/publications/schools-causing-concern--2

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|   | Number of eligible schools (1,2) | Number of schools meeting the coasting definition | Percentage of schools meeting the coasting definition (1,2) |
| Durham | 29 | 2 | 6.9 |
| Unitary Authority | 637 | 63 | 9.9 |
| Predominantly Rural | 521 | 38 | 7.3 |
| Urban with Significant Rural | 675 | 65 | 9.6 |
| Predominantly Urban | 1635 | 168 | 10.3 |

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| --- | --- |
| 1 | Includes state-funded mainstream schools with results published in the relevant year's secondary school performance tables. The coasting definition does not apply to Pupil Referral Units, special schools and special academies or alternative provision academies. A school will also be excluded from the coasting definition if the number of eligible pupils at key stage 4 is fewer than 11 in 2015, or fewer than 6 in 2016 and 2017; the school does not have published results against all relevant performance measures; fewer than 50% of pupils have key stage 2 tests or assessments that can be used as prior attainment in the calculations of progress measures; or the school closed within the academic year and did not re-open as a converter academy. |
| 2 | State-funded mainstream schools include academies, free schools, city technology colleges and further education colleges with provision for 14- to 16-year-olds. They exclude state-funded special schools, independent schools, independent special schools, non-maintained special schools, hospital schools, pupil referral units and alternative provision. Alternative provision includes academy and free school alternative provision. |

*GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by English as a first language*

Year: 2016/17 Includes entries and achievements by these pupils in previous academic years.

Coverage: England, state-funded schools (including Academies and CTCs) - State-funded schools include academies, free schools, city technology colleges, further education colleges with provision for 14- to 16-year-olds and state-funded special schools. They exclude independent schools, independent special schools, non-maintained special schools, hospital schools and alternative provision (including pupil referral units, AP free schools and AP academies as well as state-funded AP placements in other institutions).

|  |  |  |  |
| --- | --- | --- | --- |
|   | Number of eligible pupils (1) |  | Average Attainment 8 score per pupil (2) |
|   | Pupils whose first language is English (3) | Pupils whose first language is other than English (4) | All pupils (5) |  | Pupils whose first language is English (3) | Pupils whose first language is other than English (4) | All pupils (5) |
| Durham | 4490 | 77 | 4608 |  | 44.8 | 56.5 | 44.6 |
| Unitary Authority | 104857 | 14018 | 119314 |  | 45.5 | 48.2 | 45.7 |
| Predominantly Rural | 85459 | 4267 | 89876 |  | 46.1 | 48.0 | 46.1 |
| Urban with Significant Rural | 117181 | 7866 | 125213 |  | 46.7 | 49.0 | 46.7 |
| Predominantly Urban | 239564 | 68885 | 309843 |  | 46.2 | 48.1 | 46.4 |

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| --- | --- |
| 1 | Pupils at the end of key stage 4 who are included in the measure. |
| 2 | Attainment 8 and Progress 8 are part of the new secondary accountability system that was implemented for all schools from 2016. Users should be cautious when comparing Attainment 8 scores between 2017 and 2016. In 2017, Attainment 8 scores were calculated using slightly different point score scales in comparison to 2016, in order to minimise change following the introduction of 9-1 reformed GCSEs. This means that Attainment 8 scores are likely to look different in 2017, as a result of changes to the methodology. More information on the calculation of these measures is available in the Progress 8 guidance: https://www.gov.uk/government/publications/progress-8-school-performance-measure |
| 3 | Includes 'not known but believed to be English'. |
| 4 | Includes 'not known but believed to be other than English'. |
| 5 | Includes pupils for whom first language was not obtained, refused, or could not be determined. This figure also includes pupils at further education colleges: as FE colleges do not complete the school census, we do not have matched pupil characteristics data of pupils in FE colleges and therefore these pupils are not included in characteristics breakdowns. |

*GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by English as a first language*

Year: 2016/17 Includes entries and achievements by these pupils in previous academic years.

Coverage: England, state-funded schools (including Academies and CTCs) - State-funded schools include academies, free schools, city technology colleges, further education colleges with provision for 14- to 16-year-olds and state-funded special schools. They exclude independent schools, independent special schools, non-maintained special schools, hospital schools and alternative provision (including pupil referral units, AP free schools and AP academies as well as state-funded AP placements in other institutions).

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| --- | --- | --- | --- | --- | --- | --- | --- |
|   | Number of eligible pupils (1) |  | Average Progress 8 score (2)(3) |  | Progress 8 lower confidence interval |   | Progress 8 upper confidence interval |
|   | Pupils whose first language is English (4) | Pupils whose first language is other than English (5) | All pupils (6) |  | Pupils whose first language is English (4) | Pupils whose first language is other than English (5) | All pupils (6) | Pupils whose first language is English (4) | Pupils whose first language is other than English (5) | All pupils (6) |   | Pupils whose first language is English (4) | Pupils whose first language is other than English (5) | All pupils (6) |
| Durham | 4457 | 59 | 4555 |  | -0.22 | 0.80 | -0.23 |  | -0.26 | 0.48 | -0.27 |  | -0.19 | 1.11 | -0.19 |
| Unitary Authority | 102308 | 11221 | 113925 |  | -0.15 | 0.64 | -0.08 |  | -0.22 | 0.38 | -0.15 |  | -0.08 | 0.91 | -0.02 |
| Predominantly Rural | 83464 | 2990 | 86575 |  | -0.11 | 0.68 | -0.09 |  | -0.18 | 0.39 | -0.16 |  | -0.04 | 0.97 | -0.02 |
| Urban with Significant Rural | 113808 | 6155 | 120091 |  | -0.09 | 0.60 | -0.06 |  | -0.13 | 0.40 | -0.10 |  | -0.05 | 0.80 | -0.02 |
| Predominantly Urban | 233419 | 57792 | 292238 |  | -0.12 | 0.55 | 0.00 |  | -0.18 | 0.38 | -0.05 |  | -0.06 | 0.72 | 0.05 |

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| --- | --- |
| 1 | Pupils at the end of key stage 4 who are included in the measure. |
| 2 | Attainment 8 and Progress 8 are part of the new secondary accountability system that was implemented for all schools from 2016. Users should be cautious when comparing Attainment 8 scores between 2017 and 2016. In 2017, Attainment 8 scores were calculated using slightly different point score scales in comparison to 2016, in order to minimise change following the introduction of 9-1 reformed GCSEs. This means that Attainment 8 scores are likely to look different in 2017, as a result of changes to the methodology. More information on the calculation of these measures is available in the Progress 8 guidance: https://www.gov.uk/government/publications/progress-8-school-performance-measure |
| 3 | A Progress 8 score of 1.0 means pupils in the group make on average approximately a grade more progress than the national average; a score of -0.5 means they make on average approximately half a grade less progress than average. Progress 8 scores should be interpreted alongside the associated confidence intervals. If the lower bound of the confidence interval is greater than zero, it can be interpreted as meaning that the group achieves greater than average progress compared to pupils in mainstream schools nationally and that this is statistically significant. If the upper bound is negative, this means that the group achieves lower than average progress compared to pupils in mainstream schools nationally and that this is statistically significant. |
| 4 | Includes 'not known but believed to be English'. |
| 5 | Includes 'not known but believed to be other than English'. |
| 6 | Includes pupils for whom first language was not obtained, refused, or could not be determined. This figure also includes pupils at further education colleges: as FE colleges do not complete the school census, we do not have matched pupil characteristics data of pupils in FE colleges and therefore these pupils are not included in characteristics breakdowns.  |

*GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by free school meal eligibility*

Year: 2016/17 Includes entries and achievements by these pupils in previous academic years.

Coverage: England, state-funded schools (including Academies and CTCs) - State-funded schools include academies, free schools, city technology colleges, further education colleges with provision for 14- to 16-year-olds and state-funded special schools. They exclude independent schools, independent special schools, non-maintained special schools, hospital schools and alternative provision (including pupil referral units, AP free schools and AP academies as well as state-funded AP placements in other institutions).

|  |  |  |  |
| --- | --- | --- | --- |
|   | Number of eligible pupils (1) |   | Average Attainment 8 score per pupil (2) |
|   | Pupils known to be eligible for free school meals | All other pupils (3) | All pupils |  | Pupils known to be eligible for free school meals | All other pupils (3) | All pupils |
| Durham | 774 | 3834 | 4608 |  | 33.9 | 46.8 | 44.6 |
| Unitary Authority | 14651 | 103303 | 119314 |  | 32.9 | 47.3 | 45.7 |
| Predominantly Rural | 8630 | 81227 | 89876 |  | 32.8 | 47.5 | 46.1 |
| Urban with Significant Rural | 11324 | 113889 | 125213 |  | 32.5 | 48.2 | 46.7 |
| Predominantly Urban | 48902 | 259600 | 309843 |  | 35.7 | 48.3 | 46.4 |

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| --- | --- |
| 1 | Pupils at the end of key stage 4 who are included in the measure. |
| 2 | Attainment 8 and Progress 8 are part of the new secondary accountability system that was implemented for all schools from 2016. Users should be cautious when comparing Attainment 8 scores between 2017 and 2016. In 2017, Attainment 8 scores were calculated using slightly different point score scales in comparison to 2016, in order to minimise change following the introduction of 9-1 reformed GCSEs. This means that Attainment 8 scores are likely to look different in 2017, as a result of changes to the methodology. More information on the calculation of these measures is available in the Progress 8 guidance: https://www.gov.uk/government/publications/progress-8-school-performance-measure |
| 3 | Includes pupils not eligible for free school meals and for whom free school meal eligibility was unclassified or could not be determined. |

*GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by free school meal eligibility*

Year: 2016/17 Includes entries and achievements by these pupils in previous academic years.

Coverage: England, state-funded schools (including Academies and CTCs) - State-funded schools include academies, free schools, city technology colleges, further education colleges with provision for 14- to 16-year-olds and state-funded special schools. They exclude independent schools, independent special schools, non-maintained special schools, hospital schools and alternative provision (including pupil referral units, AP free schools and AP academies as well as state-funded AP placements in other institutions).

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| --- | --- | --- | --- | --- | --- | --- | --- |
|   | Number of eligible pupils (1) |   | Average Progress 8 score (2)(3) |   | Progress 8 lower confidence interval |   | Progress 8 upper confidence interval |
|   | Pupils known to be eligible for free school meals | All other pupils (4) | All pupils |  | Pupils known to be eligible for free school meals | All other pupils (4) | All pupils |  | Pupils known to be eligible for free school meals | All other pupils (4) | All pupils |   | Pupils known to be eligible for free school meals | All other pupils (4) | All pupils |
| Durham | 768 | 3787 | 4555 |  | -0.57 | -0.16 | -0.23 |  | -0.66 | -0.20 | -0.27 |  | -0.48 | -0.12 | -0.19 |
| Unitary Authority | 14126 | 98493 | 113925 |  | -0.61 | 0.00 | -0.08 |  | -0.78 | -0.06 | -0.15 |  | -0.44 | 0.06 | -0.02 |
| Predominantly Rural | 8414 | 78142 | 86575 |  | -0.65 | -0.01 | -0.09 |  | -0.80 | -0.05 | -0.16 |  | -0.50 | 0.04 | -0.02 |
| Urban with Significant Rural | 11002 | 109089 | 120091 |  | -0.65 | 0.00 | -0.06 |  | -0.77 | -0.04 | -0.10 |  | -0.52 | 0.04 | -0.02 |
| Predominantly Urban | 46606 | 244345 | 292238 |  | -0.45 | 0.08 | 0.00 |  | -0.58 | 0.02 | -0.05 |  | -0.31 | 0.13 | 0.05 |

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| --- | --- |
| 1 | Pupils at the end of key stage 4 who are included in the measure. |
| 2 | Attainment 8 and Progress 8 are part of the new secondary accountability system that was implemented for all schools from 2016. Users should be cautious when comparing Attainment 8 scores between 2017 and 2016. In 2017, Attainment 8 scores were calculated using slightly different point score scales in comparison to 2016, in order to minimise change following the introduction of 9-1 reformed GCSEs. This means that Attainment 8 scores are likely to look different in 2017, as a result of changes to the methodology. More information on the calculation of these measures is available in the Progress 8 guidance: https://www.gov.uk/government/publications/progress-8-school-performance-measure |
| 3 | A Progress 8 score of 1.0 means pupils in the group make on average approximately a grade more progress than the national average; a score of -0.5 means they make on average approximately half a grade less progress than average. Progress 8 scores should be interpreted alongside the associated confidence intervals. If the lower bound of the confidence interval is greater than zero, it can be interpreted as meaning that the group achieves greater than average progress compared to pupils in mainstream schools nationally and that this is statistically significant. If the upper bound is negative, this means that the group achieves lower than average progress compared to pupils in mainstream schools nationally and that this is statistically significant. |
| 4 | Includes pupils not eligible for free school meals and for whom free school meal eligibility was unclassified or could not be determined. |

*GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by disadvantage*

Year: 2016/17 Includes entries and achievements by these pupils in previous academic years.

Coverage: England, state-funded schools (including Academies and CTCs) - State-funded schools include academies, free schools, city technology colleges, further education colleges with provision for 14- to 16-year-olds and state-funded special schools. They exclude independent schools, independent special schools, non-maintained special schools, hospital schools and alternative provision (including pupil referral units, AP free schools and AP academies as well as state-funded AP placements in other institutions).

Disadvantaged pupils include pupils known to be eligible for FSM in any spring, autumn, summer, alternative provision or pupil referral unit census from year 6 to year 11 or are looked after children for at least one day or are adopted from care.

|  |  |  |  |
| --- | --- | --- | --- |
|   | Number of eligible pupils (2) |  | Average Attainment 8 score per pupil (2) |
|   | Disadvantaged pupils (1) | All other pupils (3) | All pupils |  | Disadvantaged pupils (1) | All other pupils (3) | All pupils |
| Durham | 1524 | 3084 | 4608 |  | 36.8 | 48.5 | 44.6 |
| Unitary Authority | 31103 | 86851 | 119314 |  | 35.6 | 49.2 | 45.7 |
| Predominantly Rural | 18377 | 71480 | 89876 |  | 35.2 | 48.9 | 46.1 |
| Urban with Significant Rural | 25561 | 99652 | 125213 |  | 35.0 | 49.7 | 46.7 |
| Predominantly Urban | 98881 | 209621 | 309843 |  | 37.8 | 50.3 | 46.4 |

|  |  |
| --- | --- |
| 1 | Disadvantaged pupils include pupils known to be eligible for FSM in any spring, autumn, summer, alternative provision or pupil referral unit census from year 6 to year 11 or are looked after children for at least one day or are adopted from care. |
| 2 | Pupils at the end of key stage 4 who are included in the measure. |
| 3 | Includes pupils for whom disadvantage information could not be determined. |

*GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by disadvantage*

Year: 2016/17 Includes entries and achievements by these pupils in previous academic years.

Coverage: England, state-funded schools (including Academies and CTCs) - State-funded schools include academies, free schools, city technology colleges, further education colleges with provision for 14- to 16-year-olds and state-funded special schools. They exclude independent schools, independent special schools, non-maintained special schools, hospital schools and alternative provision (including pupil referral units, AP free schools and AP academies as well as state-funded AP placements in other institutions).

Disadvantaged pupils include pupils known to be eligible for FSM in any spring, autumn, summer, alternative provision or pupil referral unit census from year 6 to year 11 or are looked after children for at least one day or are adopted from care.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|   | Number of eligible pupils (2) |  | Average Progress 8 score (2)(3) |  | Progress 8 lower confidence interval |   | Progress 8 upper confidence interval |
|   | Disadvantaged pupils (1) | All other pupils (4) | All pupils |  | Disadvantaged pupils (1) | All other pupils (4) | All pupils |  | Disadvantaged pupils (1) | All other pupils (4) | All pupils |   | Disadvantaged pupils (1) | All other pupils (4) | All pupils |
| Durham | 1511 | 3044 | 4555 |  | -0.48 | -0.11 | -0.23 |  | -0.54 | -0.15 | -0.27 |  | -0.42 | -0.06 | -0.19 |
| Unitary Authority | 30038 | 82581 | 113925 |  | -0.50 | 0.07 | -0.08 |  | -0.61 | 0.01 | -0.15 |  | -0.38 | 0.14 | -0.02 |
| Predominantly Rural | 17950 | 68606 | 86575 |  | -0.54 | 0.05 | -0.09 |  | -0.63 | 0.01 | -0.16 |  | -0.44 | 0.10 | -0.02 |
| Urban with Significant Rural | 24848 | 95243 | 120091 |  | -0.54 | 0.06 | -0.06 |  | -0.62 | 0.02 | -0.10 |  | -0.45 | 0.10 | -0.02 |
| Predominantly Urban | 94358 | 196593 | 292238 |  | -0.36 | 0.16 | 0.00 |  | -0.45 | 0.10 | -0.05 |  | -0.27 | 0.23 | 0.05 |

|  |  |
| --- | --- |
| 1 | Disadvantaged pupils include pupils known to be eligible for FSM in any spring, autumn, summer, alternative provision or pupil referral unit census from year 6 to year 11 or are looked after children for at least one day or are adopted from care. |
| 2 | Pupils at the end of key stage 4 who are included in the measure. |
| 3 | Attainment 8 and Progress 8 are part of the new secondary accountability system that was implemented for all schools from 2016. Users should be cautious when comparing Attainment 8 scores between 2017 and 2016. In 2017, Attainment 8 scores were calculated using slightly different point score scales in comparison to 2016, in order to minimise change following the introduction of 9-1 reformed GCSEs. This means that Attainment 8 scores are likely to look different in 2017, as a result of changes to the methodology. More information on the calculation of these measures is available in the Progress 8 guidance: https://www.gov.uk/government/publications/progress-8-school-performance-measure |
| 4 | Includes pupils for whom disadvantage information could not be determined. |

*GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by SEN provision*

Year: 2016/17 Includes entries and achievements by these pupils in previous academic years.

Coverage: England, state-funded schools (including Academies and CTCs) - State-funded schools include academies, free schools, city technology colleges, further education colleges with provision for 14- to 16-year-olds and state-funded special schools. They exclude independent schools, independent special schools, non-maintained special schools, hospital schools and alternative provision (including pupil referral units, AP free schools and AP academies as well as state-funded AP placements in other institutions).

Following SEND reforms in 2014/15, SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. SEN support replaces school action and school action plus (grouped as SEN without a statement up to and including 2013/14) but some pupils remain with these provision types in first year of transition.

|  |  |  |  |
| --- | --- | --- | --- |
|   | Number of eligible pupils (1) |   | Average Attainment 8 score per pupil (2) |
|   | Pupils with no identified SEN | SEN support | SEN with a statement or EHC plan | All pupils (3) |   | Pupils with no identified SEN | SEN support | SEN with a statement or EHC plan | All pupils (3) |
| Durham | 3959 | 395 | 213 | 4608 |  | 48.1 | 32.6 | 10.8 | 44.6 |
| Unitary Authority | 101552 | 12507 | 4618 | 119314 |  | 49.2 | 31.1 | 13.4 | 45.7 |
| Predominantly Rural | 77442 | 9042 | 3298 | 89876 |  | 49.5 | 31.3 | 15.2 | 46.1 |
| Urban with Significant Rural | 109558 | 10974 | 4561 | 125213 |  | 49.7 | 31.9 | 14.0 | 46.7 |
| Predominantly Urban | 262420 | 34363 | 11777 | 309843 |  | 49.9 | 32.3 | 13.6 | 46.4 |

|  |  |
| --- | --- |
| 1 | Pupils at the end of key stage 4 who are included in the measure. |
| 2 | Attainment 8 and Progress 8 are part of the new secondary accountability system that was implemented for all schools from 2016. Users should be cautious when comparing Attainment 8 scores between 2017 and 2016. In 2017, Attainment 8 scores were calculated using slightly different point score scales in comparison to 2016, in order to minimise change following the introduction of 9-1 reformed GCSEs. This means that Attainment 8 scores are likely to look different in 2017, as a result of changes to the methodology. More information on the calculation of these measures is available in the Progress 8 guidance: https://www.gov.uk/government/publications/progress-8-school-performance-measure |
| 3 | Includes pupils for whom SEN provision could not be determined. This figure also includes pupils at further education colleges: as FE colleges do not complete the school census, we do not have matched pupil characteristics data of pupils in FE colleges and therefore these pupils are not included in characteristics breakdowns. This means that there are some cases where the individual characteristics breakdowns will not add up to the all pupils figure. |

*GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by SEN provision*

Year: 2016/17 Includes entries and achievements by these pupils in previous academic years.

Coverage: England, state-funded schools (including Academies and CTCs) - State-funded schools include academies, free schools, city technology colleges, further education colleges with provision for 14- to 16-year-olds and state-funded special schools. They exclude independent schools, independent special schools, non-maintained special schools, hospital schools and alternative provision (including pupil referral units, AP free schools and AP academies as well as state-funded AP placements in other institutions).

Following SEND reforms in 2014/15, SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. SEN support replaces school action and school action plus (grouped as SEN without a statement up to and including 2013/14) but some pupils remain with these provision types in first year of transition.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|   | Number of eligible pupils (1) |   | Average Progress 8 score (2)(3) |   | Progress 8 lower confidence interval |   | Progress 8 upper confidence interval |
|   | Pupils with no identified SEN | SEN support | SEN with a statement or EHC plan | All pupils (4) |   | Pupils with no identified SEN | SEN support | SEN with a statement or EHC plan | All pupils (4) |   | Pupils with no identified SEN | SEN support | SEN with a statement or EHC plan | All pupils (4) |   | Pupils with no identified SEN | SEN support | SEN with a statement or EHC plan | All pupils (4) |   |
| Durham | 3915 | 391 | 210 | 4555 |  | -0.13 | -0.44 | -1.34 | -0.23 |  | -0.16 | -0.56 | -1.51 | -0.27 |  | -0.09 | -0.32 | -1.18 | -0.19 |  |
| Unitary Authority | 96801 | 12121 | 4410 | 113925 |  | 0.02 | -0.47 | -1.11 | -0.08 |  | -0.05 | -0.65 | -1.41 | -0.15 |  | 0.10 | -0.30 | -0.81 | -0.02 |  |
| Predominantly Rural | 74559 | 8804 | 3134 | 86575 |  | 0.00 | -0.45 | -1.01 | -0.09 |  | -0.08 | -0.58 | -1.26 | -0.16 |  | 0.07 | -0.32 | -0.76 | -0.02 |   |
| Urban with Significant Rural | 105046 | 10609 | 4354 | 120091 |  | 0.02 | -0.47 | -1.04 | -0.06 |  | -0.02 | -0.60 | -1.24 | -0.10 |  | 0.06 | -0.35 | -0.84 | -0.02 |   |
| Predominantly Urban | 247217 | 32917 | 11148 | 292238 |  | 0.11 | -0.41 | -1.04 | 0.00 |  | 0.05 | -0.57 | -1.30 | -0.05 |  | 0.16 | -0.25 | -0.78 | 0.05 |   |

|  |  |
| --- | --- |
| 1 | Pupils at the end of key stage 4 who are included in the measure. |
| 2 | Attainment 8 and Progress 8 are part of the new secondary accountability system that was implemented for all schools from 2016. Users should be cautious when comparing Attainment 8 scores between 2017 and 2016. In 2017, Attainment 8 scores were calculated using slightly different point score scales in comparison to 2016, in order to minimise change following the introduction of 9-1 reformed GCSEs. This means that Attainment 8 scores are likely to look different in 2017, as a result of changes to the methodology. More information on the calculation of these measures is available in the Progress 8 guidance: https://www.gov.uk/government/publications/progress-8-school-performance-measure |
| 3 | A Progress 8 score of 1.0 means pupils in the group make on average approximately a grade more progress than the national average; a score of -0.5 means they make on average approximately half a grade less progress than average. Progress 8 scores should be interpreted alongside the associated confidence intervals. If the lower bound of the confidence interval is greater than zero, it can be interpreted as meaning that the group achieves greater than average progress compared to pupils in mainstream schools nationally and that this is statistically significant. If the upper bound is negative, this means that the group achieves lower than average progress compared to pupils in mainstream schools nationally and that this is statistically significant. |
| 4 | Includes pupils for whom SEN provision could not be determined. This figure also includes pupils at further education colleges: as FE colleges do not complete the school census, we do not have matched pupil characteristics data of pupils in FE colleges and therefore these pupils are not included in characteristics breakdowns. This means that there are some cases where the individual characteristics breakdowns will not add up to the all pupils figure. |

**School Inspections**

*Most recent overall effectiveness for schools (All schools) inspected by local authority area and region 1*

As at 31 March 2018

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | **Number of open schools** | **Total number not inspected** |   | **Total number inspected** |  | **Number of schools** |   | **Percentage of schools** |
|   |  |  |  | **Outstanding** | **Good** | **Requires improvement** | **Inadequate** | **Outstanding** | **Good** | **Requires improvement** | **Inadequate** |
| Durham | 270 | 2 |  | 268 |  | 61 | 172 | 28 | 7 |  | 23 | 64 | 10 | 3 |
| Unitary Authority | 5070 | 62 |  | 5008 |  | 954 | 3311 | 577 | 166 |  | 20 | 69 | 12 | 3 |
| Predominantly Rural | 4722 | 45 |  | 4677 |  | 767 | 3204 | 512 | 194 |  | 17 | 71 | 11 | 4 |
| Urban with Significant Rural | 5417 | 66 |  | 5351 |  | 1008 | 3659 | 507 | 177 |  | 19 | 70 | 10 | 3 |
| Predominantly Urban | 11810 | 165 |  | 11645 |  | 2739 | 7276 | 1234 | 396 |  | 24 | 65 | 11 | 4 |

|  |  |
| --- | --- |
| 1 | Percentages are rounded and may not add to 100. |

*Most recent overall effectiveness for schools (Nursery) inspected by local authority area and region 1*

As at 31 March 2018

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | **Number of open schools** | **Total number not inspected** |   | **Total number inspected** |  | **Number of schools** |   | **Percentage of schools** |
|   |  |  |  | **Outstanding** | **Good** | **Requires improvement** | **Inadequate** | **Outstanding** | **Good** | **Requires improvement** | **Inadequate** |
| Durham | 11 | 0 |  | 11 |  | 8 | 3 | 0 | 0 |  | 73 | 27 | 0 | 0 |
| Unitary Authority | 96 | 0 |  | 96 |  | 57 | 34 | 4 | 1 |  | 59 | 35 | 4 | 1 |
| Predominantly Rural | 53 | 0 |  | 53 |  | 34 | 18 | 1 | 0 |  | 64 | 34 | 2 | 0 |
| Urban with Significant Rural | 43 | 2 |  | 41 |  | 26 | 15 | 0 | 0 |  | 62 | 36 | 0 | 0 |
| Predominantly Urban | 302 | 0 |  | 302 |  | 188 | 107 | 6 | 1 |  | 62 | 35 | 2 | 0 |

|  |  |
| --- | --- |
| 1 | Percentages are rounded and may not add to 100. |

*Most recent overall effectiveness for schools (Primary) inspected by local authority area and region 1*

As at 31 March 2018

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | **Number of open schools** | **Total number not inspected** |   | **Total number inspected** |  | **Number of schools** |   | **Percentage of schools** |
|   |  |  |  | **Outstanding** | **Good** | **Requires improvement** | **Inadequate** | **Outstanding** | **Good** | **Requires improvement** | **Inadequate** |
| Durham | 215 | 0 |  | 215 |  | 44 | 153 | 14 | 4 |  | 20 | 71 | 7 | 2 |
| Unitary Authority | 3855 | 26 |  | 3829 |  | 675 | 2659 | 402 | 93 |  | 18 | 72 | 11 | 3 |
| Predominantly Rural | 3809 | 24 |  | 3785 |  | 579 | 2681 | 396 | 129 |  | 16 | 74 | 11 | 4 |
| Urban with Significant Rural | 4291 | 44 |  | 4247 |  | 728 | 3015 | 377 | 127 |  | 18 | 73 | 9 | 3 |
| Predominantly Urban | 8676 | 72 |  | 8604 |  | 1777 | 5767 | 846 | 214 |  | 21 | 69 | 10 | 3 |

|  |  |
| --- | --- |
| 1 | Percentages are rounded and may not add to 100. |

*Most recent overall effectiveness for schools (Secondary) inspected by local authority area and region 1*

As at 31 March 2018

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | **Number of open schools** | **Total number not inspected** |   | **Total number inspected** |  | **Number of schools** |   | **Percentage of schools** |
|   |  |  |  | **Outstanding** | **Good** | **Requires improvement** | **Inadequate** | **Outstanding** | **Good** | **Requires improvement** | **Inadequate** |
| Durham | 32 | 1 |  | 31 |  | 8 | 11 | 9 | 3 |  | 26 | 35 | 29 | 10 |
| Unitary Authority | 791 | 26 |  | 765 |  | 135 | 424 | 144 | 62 |  | 19 | 59 | 20 | 9 |
| Predominantly Rural | 645 | 14 |  | 631 |  | 99 | 377 | 97 | 58 |  | 17 | 63 | 16 | 10 |
| Urban with Significant Rural | 799 | 12 |  | 787 |  | 167 | 464 | 113 | 43 |  | 22 | 61 | 15 | 6 |
| Predominantly Urban | 1937 | 72 |  | 1865 |  | 472 | 919 | 331 | 143 |  | 27 | 53 | 19 | 8 |

|  |  |
| --- | --- |
| 1 | Percentages are rounded and may not add to 100. |

*Most recent overall effectiveness for schools (Special) inspected by local authority area and region 1*

As at 31 March 2018

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | **Number of open schools** | **Total number not inspected** |   | **Total number inspected** |  | **Number of schools** |   | **Percentage of schools** |
|   |  |  |  | **Outstanding** | **Good** | **Requires improvement** | **Inadequate** | **Outstanding** | **Good** | **Requires improvement** | **Inadequate** |
| Durham | 10 | 0 |  | 10 |  | 1 | 4 | 5 | 0 |  | 10 | 40 | 50 | 0 |
| Unitary Authority | 240 | 4 |  | 236 |  | 75 | 136 | 18 | 7 |  | 33 | 60 | 8 | 3 |
| Predominantly Rural | 158 | 4 |  | 154 |  | 49 | 88 | 14 | 3 |  | 33 | 59 | 9 | 2 |
| Urban with Significant Rural | 225 | 5 |  | 220 |  | 77 | 132 | 7 | 4 |  | 36 | 63 | 3 | 2 |
| Predominantly Urban | 660 | 12 |  | 648 |  | 263 | 331 | 31 | 23 |  | 42 | 53 | 5 | 4 |

|  |  |
| --- | --- |
| 1 | Percentages are rounded and may not add to 100. |

*Most recent overall effectiveness for schools (Pupil referral unit) inspected by local authority area and region 1*

As at 31 March 2018

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | **Number of open schools** | **Total number not inspected** |   | **Total number inspected** |  | **Number of schools** |   | **Percentage of schools** |
|   |  |  |  | **Outstanding** | **Good** | **Requires improvement** | **Inadequate** | **Outstanding** | **Good** | **Requires improvement** | **Inadequate** |
| Durham | 2 | 1 |  | 1 |  | 0 | 1 | 0 | 0 |  | 0 | 100 | 0 | 0 |
| Unitary Authority | 88 | 6 |  | 82 |  | 12 | 58 | 9 | 3 |  | 15 | 73 | 11 | 4 |
| Predominantly Rural | 57 | 3 |  | 54 |  | 6 | 40 | 4 | 4 |  | 12 | 78 | 8 | 8 |
| Urban with Significant Rural | 59 | 3 |  | 56 |  | 10 | 33 | 10 | 3 |  | 19 | 62 | 19 | 6 |
| Predominantly Urban | 235 | 9 |  | 226 |  | 39 | 152 | 20 | 15 |  | 18 | 72 | 9 | 7 |

|  |  |
| --- | --- |
| 1 | Percentages are rounded and may not add to 100. |

**Higher Education**

*Estimated percentage of 15 year old pupils from state-funded and special schools in receipt of Free School Meals who entered Higher Education by age 19*

Years 2006/07 to 2014/15

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
| Durham | 7% | 8% | 10% | 7% | 9% | 12% | 12% | 10% | 14% |
| Unitary Authority (UA) | 10% | 10% | 12% | 13% | 14% | 15% | 16% | 16% | 18% |
| Predominantly Rural | 9% | 9% | 10% | 10% | 13% | 13% | 14% | 14% | 15% |
| Urban with Significant Rural | 10% | 10% | 11% | 12% | 13% | 13% | 14% | 15% | 16% |
| Predominantly Urban | 15% | 16% | 18% | 19% | 21% | 22% | 24% | 23% | 25% |

*Estimated percentage of 15 year old pupils from state-funded and special schools not in receipt of Free School Meals who entered Higher Education by age 19*

Years 2006/07 to 2014/15

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
| Durham | 29% | 30% | 31% | 33% | 34% | 35% | 34% | 36% | 38% |
| Unitary Authority (UA) | 30% | 31% | 33% | 34% | 36% | 37% | 38% | 37% | 39% |
| Predominantly Rural | 31% | 32% | 35% | 35% | 37% | 37% | 37% | 36% | 38% |
| Urban with Significant Rural | 34% | 34% | 35% | 36% | 37% | 38% | 39% | 38% | 40% |
| Predominantly Urban | 33% | 34% | 36% | 37% | 39% | 40% | 42% | 42% | 44% |

*Estimated percentage of all 15 year old pupils from state-funded and special schools who entered Higher Education by age 19*

Years 2006/07 to 2014/15

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
| Durham | 25% | 26% | 27% | 28% | 29% | 31% | 31% | 31% | 34% |
| Unitary Authority (UA) | 28% | 28% | 31% | 31% | 33% | 34% | 35% | 34% | 36% |
| Predominantly Rural | 29% | 30% | 33% | 33% | 35% | 35% | 35% | 34% | 36% |
| Urban with Significant Rural | 32% | 32% | 33% | 34% | 35% | 36% | 37% | 36% | 38% |
| Predominantly Urban | 30% | 31% | 33% | 34% | 36% | 37% | 39% | 38% | 40% |

*Estimated percentage of pupils from state-funded and special schools aged 15 with Free School Meal status*

*Year: 2014/15*

|  |  |
| --- | --- |
| Durham | 17% |
| Unitary Authority (UA) | 13% |
| Predominantly Rural | 9% |
| Urban with Significant Rural | 9% |
| Predominantly Urban | 18% |

Notes:

Local authority refers to the location of the school the pupil attended, rather than their home address.

Percentage figures are rounded.

**Skills**

Annual population survey, percentage of population aged 16-64 with NVQs

|  |  |  |  |
| --- | --- | --- | --- |
|  | **% with NVQ4+ - aged 16-64** | **% with NVQ2+ - aged 16-64** | **% with no qualifications (NVQ) - aged 16-64** |
|  | Jan 2008-Dec 2008 | Jan 2017-Dec 2017 | Jan 2008-Dec 2008 | Jan 2017-Dec 2017 | Jan 2008-Dec 2008 | Jan 2017-Dec 2017 |
| Durham | 23.1 | 30.2 | 62.8 | 70.1 | 13.8 | 10.9 |
| Unitary Authority | 26.3 | 36.2 | 63.6 | 74.5 | 12.9 | 7.5 |
| Predominantly Rural | 27.6 | 36.2 | 65.6 | 76.4 | 11.3 | 6.1 |
| Urban with Significant Rural | 28.4 | 37.9 | 66.4 | 76.7 | 11.5 | 5.8 |
| Predominantly Urban | 28.5 | 39.0 | 62.2 | 73.7 | 14.3 | 8.3 |

Annual population survey, proportion (%) of employees and self-employed that received job related training in last 4 weeks

(employees and self employed aged 16-64)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Apr 2014-Mar 2015 | Jan 2015-Dec 2015 | Apr 2015-Mar 2016 | Jan 2016-Dec 2016 | Apr 2016-Mar 2017 | Jan 2017-Dec 2017 | Apr 2017-Mar 2018 |
| Durham | 12.9 | 13.7 | 14.1 | 11.5 | 10.8 | 9.5 | 11.1 |
| Unitary Authority | 13.3 | 13.6 | 13.6 | 13.2 | 13.4 | 13.1 | 13.2 |
| Predominantly Rural | 13.2 | 13.7 | 13.6 | 12.9 | 12.7 | 12.8 | 12.8 |
| Urban with Significant Rural | 13.2 | 12.5 | 12.6 | 13.0 | 13.2 | 12.3 | 12.9 |
| Predominantly Urban | 13.2 | 13.0 | 12.9 | 12.7 | 12.9 | 12.7 | 12.5 |

**Statistical sources**

Department for Education - GCSE and equivalent results in England 2016/17

Department for Education - Widening participation in higher education: 2017

Office for National Statistics - Annual Population Survey

Office for Standards in Education - Inspection and performance of schools

Office for Standards in Education - Childcare providers and inspections