

Summary Sheet

Council Report – Overview and Scrutiny Management Board – 21st April, 2016

Title: 2015 Education Performance Outcomes

Is this a Key Decision and has it been included on the Forward Plan? N/A

Strategic Director Approving Submission of the Report

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Report Author(s)

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Ward(s) Affected

All Wards

Executive Summary

The purpose of the report is to present an overview of the educational outcomes of children and young people in primary and secondary schools for the academic year ending in the summer of 2015.

Recommendations

It is recommended that the contents of this report are noted to ensure the Overview and Scrutiny Management Board is fully informed of the latest education outcomes.

List of Appendices Included

Appendix 1- Primary and Secondary National Curriculum

Background Papers

None

Consideration by any other Council Committee, Scrutiny or Advisory Panel

No

Council Approval Required

No

Exempt from the Press and Public

No

2015 Education Performance Outcomes

1. Recommendations

- 1.1 It is recommended that the contents of this report are noted to ensure the Overview and Scrutiny Management Board is fully informed of the latest education outcomes.

2. Background

- 2.1 Pupil outcomes in Rotherham have increased year on year. Key Stage 1 and Key Stage 2 outcomes are still below the national average for a number of indicators however the gap to the national average has reduced significantly. Early Years Foundation Stage and Key Stage 4 outcomes have exceeded the national average for a number of years.

N.B Appendix 1 provides detailed background to the key performance measures.

Early Years Foundation Stage Profile (EYFSP)

- 2.2 Rotherham's Early Years performance has been on an upward trajectory since 2009. The EYFSP assessments changed significantly in 2013; and as a result trend data can only be compared from 2013 onwards.
- 2.3 The expected level to achieve at the end of EYFS is a 'good level of development' (GLD). Rotherham's performance for a GLD has increased by 5.2% to 67.4% in 2015. This is 1.1% above the national average at 66.3% and the third year that Rotherham averages have exceeded the national average.
- 2.4 Average Total Points (ATPS) has increased by 0.1 to 34.4 and just above the national average at 34.3 in 2015.
- 2.5 **Gender** - The percentage of girls achieving a good level of development was 75.2% (an increase of 5.6%) compared to 59.8% boys (an increase of 4.7%) in 2015. Nationally 74.3% of girls achieved a good level of development, compared to 58.6% of boys. The gender gap in Rotherham has increased by 0.9% to 15.4% compared to a national gap of 15.7% in 2015. Girls continue to outperform boys.
- 2.6 **Free School Meals** - The number of pupils eligible for Free School Meals (FSM) was 542 (15.9% of the cohort, 16.7% boys and 15% girls). The percentage of pupils eligible for FSM achieving a good level of development was 51.6% (an increase of 6.6%) compared to non-FSM at 70.4% (an increase of 3.4%). Outcomes for both groups are 1% above the national average and the gap has reduced to 18% and is in line with the national average gap.

Early Years: Key Priorities

- 2.7 Even though Rotherham's boys and girls are performing higher than their national counterparts, the gender gap in favour of girls within Rotherham has increased slightly in 2015. Boy's performance continues to be a priority. The key priority is to further reduce the attainment gap between FSM and non-FSM pupils, especially boys. By focussing support and challenge on those schools

that have larger cohorts of FSM pupils where outcomes for FSM pupils are low and/or the gap between FSM and non-FSM pupils is too wide.

Key Stage 1

Phonics

2.8 The percentage of pupils achieving the standard mark in the national phonics screening check has improved each year. In 2015, 74.4% of pupils in year 1 achieved the standard mark; this is an increase of 5.7%. This compares to the national average of 76.9%, an increase of 2.9%. The gap to the national average is reduced to 2.5% and shows that results in Rotherham have improved at a faster rate than national. More schools each year are meeting and exceeding the national average despite the year on year national increases.

2.9 **Gender** - In year 1 2015, 79.3% of girls (an increase of 6.4%) and 69.7% of boys (an increase of 4.7%) achieved the standard mark. This compares to the national average for girls of 81% and boys 73%. The gender gap in Rotherham increased slightly from 7.9% to 9.6%. This compares to a national average gap of 8%.

2.10 **Pupil Premium (pp)** - The number of pupils in the year 1 cohort eligible for pp funding was 947 (28.3% of the cohort, 29.8% boys and 26.9% girls). The percentage of pupil's eligible for pp achieving the standard mark increased by 5.6% to 62.8%; this is an increase of 14% from 2013. This compares to the national average of 66%, an increase 9% from 2013. The gap between pp and non-pp pupils in Rotherham was 16.2%; this is 2% above the national average gap.

Key Stage 1 Assessments

2.11 The improvement in overall results in Rotherham in 2015 was in all subjects and levels. The improvements range between 3% and 4%. However, Rotherham remains below the national average in all subjects except Level 3+ (L3+) in writing where Rotherham is 1% above national. The gap to national averages has decreased in reading, writing and mathematics at every level despite national increases.

- Gaps to the National average for all pupils range from 1% above at L3+ writing to -3.9% below at L2b+ reading. The gap is wider at L2+ / L2b+ than at L3+.
- The attainment in reading increased at L2+ (3.5%), L2b+ (3.1%) and L3+ (2.5%). The gap to the national average has decreased at all levels.
- The attainment in writing increased at L2+ (4.2%), L2b+ (4.4%) and L3+ (2.6%). The gap to the national average has decreased at L2+/ L2b+ and is above the national average at L3+.
- The attainment in mathematics increased at L2+ (3.0%), L2b+ (4.0%) and L3+ (2.6%). The gap to the national average has decreased in all levels.

2.12 **Gender** - Boys and girls outcomes have increased in all subjects in 2015. Trends in attainment over time show that girls continue to outperform boys in

reading, writing and mathematics at all levels, with the exception of L3 in mathematics, where boys outperform girls. This follows a similar gender profile to the national average.

- 2.13 **Pupil Premium** - The number of pupils in the year 2 cohort eligible for pp funding was 1,023 (30.4% of the cohort, 30.2% boys and 30.7% girls). The performance of pupils eligible for pp achieving L2b+ reading was 64.5% (an increase of 2.0%), L2b+ writing was 53.9% (an increase of 2.5%) and L2b+ mathematics was 66.9% (an increase of 4.8%) compared to non PP pupils achieving L2b+ reading was 84% (gap 19.5%), L2b+ writing was 77.8% (gap 23.9%) and L2b+ mathematics 83.8% (gap 16.9%) This compares to national average gaps of 14% in reading, 18% in writing and 14% in mathematics in 2015. The attainment gap between the LA and national averages is wider for pupil premium pupils than for non-pupil premium pupils.

Key Stage 1: Key Priorities

- 2.14 To continue to rapidly increase the percentage of pupils achieving the required national standard in phonics, in order to meet or exceed the national average.
- 2.15 To accelerate the rate of progress at the end of Key Stage 1 for all pupils, particularly at L2+ and L2b+.
- 2.16 To improve outcomes for boys and pp pupils at a faster rate than national.

Key Stage 2

- 2.17 In 2014, the Key Stage 2 results significantly increased in all subjects. These improvements have been built on in 2015 and, in most subjects, further gains have been seen. Increases have generally been at a faster rate than 2015 national average, and so the attainment gaps to national have narrowed.
- 2.18 The Key Stage 2 results in 2015 show an increase in all subjects at all levels, except in L5+ reading and mathematics.
- 2.19 The percentage of Rotherham pupils achieving L4+ in reading, writing TA and mathematics combined was 79% in 2015. This shows an increase of 7% from 2013 to 2015 and reduced the gap to the national average to 1%.
- 2.20 Additionally the percentage of Rotherham pupils achieving the Government's 'good level 4' outcome (L4b+ or above in reading, L4+ writing TA and L4b+ in mathematics combined) was 68% in 2015. This shows an increase of 10% from 2013 to 2015 and again reduced the gap to the national average to 1%.
- 2.21 In 2015, the largest gains were seen in Grammar, Punctuation and Spelling (GPS) where the rise at L4+, L4b+ and L5+ were 7.6%, 8.4% and 6.3% respectively.
- 2.22 The number of schools below the Department of Education (DfE) floor standard was reduced from 5 in 2014 to 4 in 2015. This is 4.7% of schools and in line with the national average of 5%.

2.23 **Gender** - The gap between the performance of boys and girls increased slightly (by 1%) to 7% in L4+ reading, writing and mathematics combined. There has been a 5 year improving trend in the attainment of both boys and girls at L4+ reading, writing and mathematics combined. As a result, the gap to national average attainment has been narrowing for both boys and girls. In 2015, girls attainment was 0.6% below the national average. For boys, attainment was 1.7% below the national average.

2.24 **Pupil Premium** - In L4+ reading, writing and mathematics combined, Rotherham's pp cohort improved at a faster rate than the pp cohort nationally. The attainment gaps between the pupils in receipt of pp funding and other pupils continued to reduce in 2015, and in some cases gaps to national were closed.

2.25 In 2015, there were 1108 pupils eligible for pp (37% of the cohort, 38% boys and 36% girls) the L4+ reading, writing and mathematics combined attainment of pp pupils improved by 4.4% to 67.6% while the non-pp group improved by just 0.9% to 85.3%. This has reduced the attainment gap to the national average to 2% for the pp cohort and in line with the national average for the non-pp cohort.

2.26 For L4+ reading, writing and mathematics combined the gap between pp pupils and non pp pupils reduced from 21.2% in 2014 to 17.7% in 2015. This narrowed the gap by 3.5%; this is 2.7% above the national average gap of 15%. At L5+ reading, writing and mathematics combined, the gap of 16.3% remained similar to 2014. This is in line with the national gap of 16%.

Key Stage 2: Key Priorities

2.27 To continue to improve outcomes in all subjects to narrow or exceed the national average.

2.28 To accelerate the rate of progress for high ability pupils to meet the national average in reading, writing and GPS.

2.29 To improve outcomes for boys and pp pupils at a faster rate than national.

Key Stage 4

2.33 The outcomes for Rotherham pupils improved year on year up to 2013. In 2013 Rotherham exceeded national averages in all the attainment thresholds except English Baccalaureate. Following the major reforms introduced by the DfE which effect the calculation of Key Stage 4 outcomes in 2014 and 2015, results can't be compared with previous years.

2.34 In 2015 the LA average was above or in line with the national average (all schools) for all threshold measures in the table below except mathematics progress which was 3% below the national average. The LA average is below the national average (state-funded) for the majority of thresholds except any passes and English progress measures.

Results in 2015

	Rotherham	National Av (SF)*	National Average*
5+A*-C in E&M	55.2%	57.1%	53.8%
5+A*-C	64.6%	66.5%	64.9%
5+A*-G inc E&M	90.1%	91.7%	85.7%
5+A*-G	93.3%	94.3%	91.0%
Any passes	98.3%	98.1%	97.9%
English Progress	78.3%	71.3%	71.1%
Mathematics Progress	63.7%	67.0%	66.9%

*National Average (SF) – State-funded schools only

*National Average – State-funded and Independent schools

- 2.35 5+A*-C including English and mathematics (E&M) decreased by 2% to 55.2%, against the national average of 53.8% (all schools) and 57.1% (state-funded schools). Rotherham LA average is 1.4% above the national average (all schools) and 1.9% below the national average (state-funded schools).
- 2.36 The 5+A*-C indicator decreased remained static at 64.6%, against the national average of 64.9% (all schools) and 66.5% (state-funded schools). Rotherham LA average is 0.3% below the national average (all schools) and 1.9% below the national average (state-funded schools).
- 2.37 % A*-C in English was 72.0% in 2015. Rotherham LA average was 6.3% above national average (all schools) and 2.9% above national average (state-funded), this is the fourth year Rotherham averages have exceeded national averages.
Data source National Consortium for Examination Results (NCER).
- 2.38 % A*-C in mathematics was 65.2% in 2015 and in line with the national average (all schools) and 3% below the national average (state-funded). Data source (NCER).
- 2.39 Key Stage 2-Key Stage 4 progress by 3 levels in English increased by 1.5% to 78.3%. National averages decreased by 0.5% to 71.1%. Rotherham exceeds the national average by 7.2%.
- 2.40 Key Stage 2-Key Stage 4 progress by 3 levels in mathematics decreased by 0.7% to 63.7%. National averages increased by 1.4% to 66.9%. The gap to the national average is 3.2%.
- 2.41 In 2015 the percentage of pupils achieving English Baccalaureate decreased by 1.1% to 17.3% compared to the national average of 22.9% (all schools) and 24.3% (state-funded schools). The gap to the national average was 5.6% (all schools) and 7.0% state-funded schools.
- 2.42 No secondary schools were below the DfE Key Stage 4 floor standards in 2015.
- 2.43 **Gender** - The gap between the performance of boys and girls at 5+A*-C (including English and mathematics) is 4.9% and decreased by 4.5% from

2014. The gap in national performance between girls and boys decreased slightly. The Rotherham gap is below the national gap. The performance of boys is in line the national average (state-funded) and 3.7% above the national average (all schools); however, the performance of girls is 4.5% below the national average (state-funded) and 1.3% below the national average (all schools).

	Boys	Girls	Gap
Rotherham LA	52.7%	57.6%	4.9%
National Average (SF)	52.7%	62.1%	9.4%
National Average	49.0%	58.9%	9.9%

2.44 **Pupil Premium** - In 2015 attainment for pupils eligible for pp at 5+A*-C including E&M was 36.0%, the attainment gap to pupils not eligible for pp was 27.8%. The gap was narrowed by 5.8% from 2014. National averages for attainment of pupils eligible for pp was 37.0%, the attainment gap to pupils not eligible for pp was 27.4%. The Rotherham gap is narrowed to 0.4% above the national gap. *Data source (NCER).*

Key Stage 4: Key Priorities

2.45 Following the decline in results in 2014 and 2015, improve attainment and progress to meet the new DfE Progress 8 measures.

2.46 To continue to improve the performance for pupils eligible for pp and reduce the gap to non-pp pupils.

2.47 To improve outcomes for girls at a faster rate than national.

3. Key Issues

3.1 Whilst the performance at Key Stage 1 and Key Stage 2 remains below the national average, there has been a significant improvement over the last two years which has in most areas been faster than national and this has reduced the gap to the national average in all areas. However, the rate of progress in Key Stage 1 and some areas of Key Stage 2 need to continue to improve at a faster rate than national to meet or exceed the national average.

4. Options considered and recommended proposal

4.1 The above information within this report shows positive achievement and progress in Rotherham schools.

4.2 Schools and Rotherham LA are committed to the continued improvements in outcomes for all Rotherham pupils.

5. Consultation

5.1 A consultation is not applicable to the content of this report.

6. Timetable and Accountability for Implementing this Decision

6.1 No decision is required as this report is for information purposes.

7. Financial and Procurement Implications

N/A.

8. Legal Implications

8.1 There are no legal implications.

9. Human Resources Implications

9.1 There are no human resources implications.

10. Implications for Children and Young People and Vulnerable Adults

10.1 The effective identification of underperformance allows the School Improvement Service to challenge school leaders in maintained schools and notify the Regional School Commissioner of any concerns in Rotherham Academies.

10.2 The level of achievement of Rotherham pupils on leaving statutory education will have a major impact on the re-generation of the area. Schools are setting challenging targets and are striving to drive up the standards of attainment for all pupils.

11. Equalities and Human Rights Implications

11.1 Rotherham Local Authority and its partner schools and settings, are fully committed to raising standards for all pupils.

12. Implications for Partners and Other Directorates

12.1 The DfE set minimum requirements for schools. If a school's performance falls below this minimum standard, then the school will come under scrutiny through inspection. In some cases intervention may be required, and could result in the school becoming a sponsored academy.

13. Risks and Mitigation

13.1 N/A

14. Accountable Officer(s)

Karen Borthwick – Assistant Director Education and Skills

Approvals Obtained from:-

Strategic Director of Finance and Corporate Services:- Named officer

Director of Legal Services:- Named officer

Head of Procurement (if appropriate):-

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