

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1.	Meeting:	Improving Lives Select Commission
2.	Date:	Tuesday 24 th April 2018
3.	Title:	2017 Education Performance Outcomes (All Wards)
4.	Directorate:	Children’s and Young People’s Services

5. Summary

- 5.1 The purpose of the report is to present an overview of the educational outcomes of children and young people in primary, secondary schools and academies in Rotherham for the academic year ending in the summer of 2017 in comparison to national averages for the same period of time.
- 5.2 The Department for Education (DfE) made significant changes in the Key Stage 1 (KS1) Teacher Assessment (TA), Key Stage 2 (KS2) TA and Test Outcomes and Key Stage 4 (KS4) and Key Stage 5 (KS5) Examinations in 2016 and further changes in KS4 and KS5 in 2017. Therefore, it is not possible to make comparisons to historical data prior to 2016 at KS1 and KS2 and prior to 2017 for the majority of the thresholds at KS4 and KS5.

Rotherham Schools and Academies – Overview (at 1st January 2018)

Total number of schools and settings

Type of School/Setting	Number	LA-maintained	Academy
Nursery Schools	3	3	-
Infant Schools	10	7	3
Junior Schools	9	5	4
Primary Schools	76	27	49
Secondary Schools	16	2	14
Special Schools	6	3	3
Pupil Referral Units	2	2	-
Total	122	49	73

Summary of Outcomes

- 5.3 Performance in the **Early Years Foundation Stage Profile (EYFSP)** for a ‘Good Level of Development’ (GLD) has continued to rise and is, again, above the national average. This is an established trend.
- 5.4 2017 GLD outcomes are ranked joint 1st compared against Rotherham LA statistical neighbours (11 LAs) and joint 2nd compared against other LAs in the Yorkshire and Humber region (15 LAs).
- 5.5 In **Phonics**, the percentage of pupils passing the phonics screening check in year 1 has increased annually up to 2016 but remained static in 2017. National averages also remained static in 2017. The gap to the national average has remained at 2% in 2017.

- 5.6 2017 year 1 outcomes are ranked joint 5th compared against our statistical neighbours and joint 7th compared against other LAs in the Yorkshire and Humber region.
- 5.7 In **KS1**, 64.0% of pupils met the expected standard (EXS+) in reading, writing and mathematics (R,W&M) combined in 2017, compared to 59.8% in 2016. Rotherham has improved by 4.2% and is just above the national average.
- 5.8 In the greater depth standard (GDS) for R,W&M combined at **KS1**, Rotherham has improved by 3.3% to 12.2%; this is 1.3% above the national average.
- 5.9 In 2017, the KS1 R,W&M combined indicator is ranked 4th at the EXS+ and 3rd at GDS against other LAs in the Yorkshire and Humber region.
- 5.10 In **KS2**, 61% of pupils met the EXS+ in R,W&M combined in 2017, compared to 53.9% in 2016. Rotherham has improved by 7.1% and is in line with the national average.
- 5.11 In the higher standard (HS) for R,W&M combined at **KS2**, Rotherham improved by 2.7% to 7.1%; this is 1.5% below the national average.
- 5.12 In 2017, the KS2 R,W&M combined indicator is ranked 3rd at the EXS+ and joint 5th at the HS compared against our statistical neighbours and is ranked joint 2nd at the EXS+ and 7th at the HS compared against other LAs in the Yorkshire and Humber region.
- 5.13 At **KS4**, the average Attainment 8 score has decreased by 3.8 points to 45.0 in 2017. National averages have decreased by 3.7 points to 46.4 (state-funded i.e. LA maintained schools, academies and free schools) and 3.9 points to 44.6 (all schools including the independent sector). The LA average is 0.4 points above the national average (all schools) and 1.4 points below the national average (state-funded schools).
- 5.14 In 2017, the Progress 8 score is +0.06; this is 0.09 above the national average (state-funded) score of -0.03. The Progress 8 score is only calculated at a national level for state-funded schools.
- 5.15 In 2017, the Progress 8 measure is ranked 2nd compared against our statistical neighbours and ranked 5th compared against other LAs in the Yorkshire and Humber region.
- 5.16 At **KS5**, the overall LA 'A' Level or equivalent pass rate (A*- E grades) was 98.9% in 2017; this is 0.3% above 2016 results. The national pass rate remains at 98.1%, showing the Rotherham LA average is 0.8% above the national average.

6. Recommendations

- 6.1 It is recommended that the contents of this report are noted to ensure that Scrutiny Panel is fully informed of the latest education outcomes.**

7. Proposals and Details

2017 Education Performance Outcomes

School Ofsted Inspections

7.1 The proportion of pupils attending a good or better Rotherham school is 82.2% as at January 2018 compared to 66% in August 2012. The latest comparison to the national average is 88% as at August 2017. The gap to the national average is 5.8%.

The proportion of Rotherham schools judged as good or better is 84.2% as at January 2018 compared to 66% in August 2012. This compares to the national average of 89% as at December 2017. The gap to the national average is 4.8%.

7.2 The Department for Education (DfE) academy conversion programme has a significant impact on the improvement of the aggregated Ofsted school profile for Rotherham. The first inspection for all new schools, including academies, will usually take place within three years of opening. If a convertor academy opens they retain their latest Ofsted judgement and this is reported against the school, aggregated LA and national profile until their first school inspection as an academy. When a sponsored academy opens their latest Ofsted judgement is currently removed from the school, LA and national aggregated profile. Schools with a 'requiring improvement' judgement that open as a convertor academy can retain the 'requiring improvement' judgement for up to five years if they were due an inspection at the time of conversion.

Early Years Foundation Stage Profile (EYFSP)

7.3 From 2013 to 2017 Rotherham has achieved better than nationally for a 'good level of development' (GLD), with an upward trajectory each year.

7.4 Rotherham's performance for a GLD has improved from 70.4% in 2016 to 72.1% in 2017. **The Rotherham average is 1.4% above the national average of 70.7% in 2017.**

7.5 The Average Total Points (ATPS) measure has remained static for the last three years at 34.4 points and is 0.1 points below the national average.

7.6 2017 GLD outcomes are ranked joint 1st compared against our statistical neighbours (11 LAs) and joint 2nd compared against other LAs in the Yorkshire and Humber region (15 LAs).

Rotherham LA and the National Average Trend for GLD

	2014 % GLD	2015 % GLD	2016 % GLD	2017 % GLD
Rotherham LA	62.2	67.4	70.4	72.1
National Average	60.3	66.3	69.3	70.7
Rotherham / National Gap	+1.9	+1.1	+1.1	+1.4

EYFSP Statistical Neighbour Comparison 2017

The following table shows the percentage of pupils achieving a GLD for each of our statistical LA neighbours with a comparison to the National average. This also includes the gender gap and ranked by the overall percentage of pupils achieving a GLD.

Local Authority	% achieving a Good Level of Development				Rank all Pupils
	All	Girls	Boys	Gender Gap	% GLD
Barnsley	68.5	77.6	59.4	18.2	8
Doncaster	70.2	76.3	64.3	12.0	4
Dudley	65.4	72.1	59.0	13.1	11
North East Lincolnshire	70.8	77.1	64.8	12.3	3
North Lincolnshire	72.1	78.2	66.4	11.8	1
Redcar and Cleveland	68.8	77.8	60.6	17.2	7
Rotherham	72.1	78.7	65.7	13.0	1
Tameside	66.0	73.2	59.1	14.1	10
Telford and Wrekin	69.7	76.6	63.2	13.4	5
Wakefield	67.7	75.9	60.3	15.6	9
Wigan	69.3	77.1	61.8	15.3	6
Yorkshire and Humber	68.8	75.9	61.9	14.0	
National Average	70.7	77.7	64.0	13.7	
Sheffield	69.8	76.6	63.2	13.4	

Gender

7.7 In 2017, the percentage of girls achieving a GLD was 78.7% (an increase of 0.6% from 2016) compared to 65.7% boys (an increase of 2.5% from 2016). Nationally, the percentage of girls achieving a GLD was 77.7% (an increase of 0.9% from 2016) compared to 64.0% boys (an increase of 1.9% from 2016). The gap in achievement of a GLD between girls and boys continues to be prevalent, but following a focus on improving boys' outcomes in the 2016/17 academic year, this gap has narrowed from 14.9% in 2016 to 13% in 2017. This is also lower than the 2017 national gender gap of 13.7%.

Free School Meals (FSM)

7.8 In 2017, the number of pupils eligible for FSM was 503 (14.8% of the cohort). The percentage of pupils eligible for FSM achieving a GLD was 57% (a decrease of 1% from 2016) compared to non-FSM at 75% (an increase of 3% from 2016). Nationally, the percentage of pupils eligible for FSM achieving a GLD was 56% (an increase of 2% from 2016) compared to non-FSM at 73% (also an increase of 1% from 2016). Outcomes for Rotherham FSM pupils were 1% above the national average; the gap between FSM and non FSM pupils in Rotherham has increased from 14% in 2016 to 18% in 2017; this is 1% above the national gap in 2017.

Ethnicity

7.9 The following table shows the percentage of pupils achieving a GLD compared to the national average. The number of pupils in each of the Rotherham ethnic group cohorts is shown in brackets.

	Rotherham LA %			National %		
	2015	2016	2017	2015	2016	2017
All Pupils	67.4	70.4	72.1	66.3	69.3	70.7
White British	69.3 (2730)	73.2 (2710)	74.1 (2773)	69.0	72.0	73.0
Asian Pakistani	61.1 (208)	67.7 (201)	71.0 (224)	58.0	62.0	64.0
Gypsy / Roma	7.0 (44)	7.0 (43)	20.0 (48)	24.0	26.0	31.0

7.10 The percentage of White British and Asian Pakistani pupils achieving a GLD in Rotherham has increased each year and is above the national average. The percentage of Gypsy / Roma pupils achieving a GLD has increased by 13% in 2017 but remains below the national average.

Early Years: Areas for Improvement / Priorities

7.11 A key priority is to further reduce the attainment gap between FSM and non-FSM pupils, especially boys.

7.12 To further reduce the attainment gap between boys and girls.

Key Actions

7.13 The Rotherham School Improvement Service (RoSIS) traded offer to schools (see Appendix 2 and 3) contains a range of CPD activities linked to the areas for improvement / priorities identified above.

7.14 To continue our drive to narrow the attainment gap between boys and girls by continuing to engage schools and Early Years settings in the *'Improving Outcomes for Boys in the EYFS'* project. Cohort 1 will continue the work developed in 2016/17. Cohort 2 was established September 2017 and a third cohort will start in September 2018. A bid for additional funding to extend the project has been submitted to the Education Endowment Foundation (EEF) and an outcome is expected in the summer term 2018.

7.15 New developments for 2018 include 'Early Engagement of boys in pre-school provision', aimed at changing practice and developing learning opportunities which ensure boys are engaged in their learning as early as possible. Additional to this will be 'Developing provision to meeting the needs of the 2 year olds'. This is aimed at narrowing the gap between FSM and non-FSM children.

7.16 Developing links with the South Yorkshire Futures which is aimed at increasing social mobility and specifically focuses on the under 5's provision. The project will consider additional professional development needed in the sector for both PVI and schools.

7.17 In addition to the 'Boy Projects' we are also trying to make 'engaging/supporting boys' a feature within existing training and network meetings. Each of the 3 EYFS Foundation Leaders Network Meetings will feature 'top tips' for working with boys and an input about engaging boys in writing and 'Expressive Arts and Design'.

7.18 During outreach visits with providers we are also highlighting LA priorities related to the improvement in boys' attainment and other target groups like those in receipt of Early Years Pupil Premium funding.

Key Stage 1

Phonics

- 7.19 In Rotherham, the percentage of pupils passing the phonics screening check has increased annually up to 2016 but remained static in 2017. National averages also remained static in 2017.
- 7.20 79% of pupils in year 1 achieved the standard mark in the national phonics screening check in 2017; this compares to the national average of 81%. The gap to the national average remains at 2% below.
- 7.21 91% of pupils met the expected standard of phonics decoding by the end of year 2 in 2017; this compares to the national average of 92%. The gap to the national average is 1% below.
- 7.22 2017 year 1 outcomes are ranked joint 5th compared against our statistical neighbour comparison (11 LAs) and joint 7th compared against other LA's in the Yorkshire and Humber region (15 LAs).

Rotherham LA and National Average Trend – Percentage of pupils who met the expected standard in the phonics screening check in Year 1

	2014	2015	2016	2017
Rotherham LA %	69.0	74.4	79.0	79.0
National Average %	74.0	77.0	81.0	81.0
Roth / Nat Gap %	-5.0	-2.6	-2.0	-2.0

Year 1 Phonics Statistical Neighbour Comparison

The following table shows the percentage of pupils who met the expected standard in phonics for each of our statistical LA neighbours with a comparison to the National average. This also includes the gender gap and ranked by the overall percentage of pupils meeting the expected standard.

Local Authority	All %	Girls %	Boys %	Gender Gap %	Rank of All Pupils
Barnsley	78.0	84.0	73.0	11.0	9
Doncaster	78.0	83.0	74.0	9.0	9
Dudley	79.0	83.0	75.0	8.0	5
North East Lincolnshire	79.0	83.0	76.0	7.0	5
North Lincolnshire	80.0	86.0	75.0	11.0	4
Redcar and Cleveland	81.0	85.0	78.0	7.0	3
Rotherham	79.0	83.0	75.0	8.0	5
Tameside	79.0	84.0	74.0	10.0	5
Telford and Wrekin	83.0	87.0	78.0	9.0	1
Wakefield	78.0	82.0	74.0	8.0	9
Wigan	83.0	88.0	79.0	9.0	1
Yorkshire and Humber	79.0	83.0	75.0	8.0	
National Average	81.0	85.0	78.0	7.0	
Sheffield	77.0	81.0	73.0	8.0	

Gender

- 7.23 82.8% of girls (decrease of 0.6% from 2016) and 75.1% of boys (an increase of 0.8% from 2016) achieved the standard mark in year 1 in 2017. This compares

to the national average for girls of 85% and boys 78%. The gender gap in Rotherham reduced by 1.0% to 8.0% and is just above the national gap of 7.0% in 2017. The proportion of girls meeting the expected standard is 2% below the national average and boys is 3% below the national average.

Free School Meals

7.24 The number of pupils in the year 1 cohort eligible for FSM was 605 (18.1% of the cohort). The percentage of pupils eligible for FSM achieving the standard mark decreased by 2% to 65% from 2016 to 2017. This compares to the national average that decreased by 1% to 68% from 2016 to 2017. The gap between FSM and non-FSM pupils in Rotherham is 17.0% and has remained static; (boys gap – 21%, girls gap 13%). The national average gap is 16.0% an increase of 2% (boys gap – 17%, girls gap 13%).

Ethnicity

7.25 The following table shows the percentage of pupils in year 1 meeting the required standard in the phonics screening check compared to the national average. The number of pupils in each of the Rotherham ethnic group cohorts is shown in brackets.

	Rotherham LA %			National %		
	2015	2016	2017	2015	2016	2017
All Pupils	74.5 (3335)	79.0 (3424)	78.8 (3341)	77.0	81.0	81.0
White British	76.2 (2726)	79.8 (2802)	80.3 (2712)	77.0	81.0	81.0
Asian Pakistani	77.7 (206)	79.9 (214)	84.1 (208)	76.0	81.0	81.0
Gypsy / Roma	8.8 (57)	23.0 (48)	23.3 (43)	32.0	37.0	39.0

7.26 The percentage of White British, Asian Pakistani and Gypsy / Roma pupils meeting the required standard in Rotherham has increased each year. Asian Pakistani pupils were above the national average in 2015, 2016 and 2017. The percentage of Gypsy / Roma pupils achieving a GLD has increased by 14% from 2015 to 2017 but remains below the national average.

Phonics: Areas for Improvement / Priorities

7.27 Continue to increase the percentage of pupils achieving the required national standard in phonics, in order to meet or exceed the national average

7.28 To accelerate the rate of progress in phonics, especially boys, and those eligible for free school meals / pupil premium funding.

Key Actions

7.29 The Rotherham School Improvement Service (RoSIS) traded offer to schools (see Appendix 2 and 3) contains a range of CPD activities linked to the areas for improvement / priorities identified above.

7.30 Teaching and Learning Consultant support including: bespoke training in schools, school based workshops to support parents/carers to help their child to use phonics to decode, central training for Teaching Assistants (TAs), new to the phonics screen check training, phonics reviews and support for the phonic leads, foster carer training.

7.31 A Targeted Support Workshop with a focus on phonics was held during the Autumn Term 2017. Consistently high performing schools and those that have improved significantly are invited to deliver short “best practice” workshops to other schools. These professional learning conversations are organised in a

carousel so that invited schools hear from all of the presenters. Invited schools are encouraged before they leave the session that day to draw up an action plan of what they will change in their school following their attendance at the workshop. NB We have been holding these workshops since 2014 focused on performance areas where the LA average has been below the national average. We have the data over time that demonstrates that these workshops help schools to make significant improvements in these targeted areas of performance the following year and that these improvements are sustained over time.

Key Stage 1 Teacher Assessment

7.32 Rotherham LA Average 2017 (expected standard)

- 64.0% of pupils met the expected standard in reading, writing and mathematics (R,W&M) combined, compared to 59.8% last year **(increased by 4.2%)**
- 73.3% of pupils met the expected standard in reading, compared to 70.9% last year **(increased by 2.4%)**
- 68.6% of pupils met the expected standard in writing, compared to 64.9% last year **(increased by 3.7%)**
- 74.7% of pupils met the expected standard in mathematics, compared to 71.3% last year **(increased by 3.4%)**.

7.33 National Average 2017 (expected standard)

- 63.7% of pupils met the expected standard in R,W&M combined, compared to 60.3% last year **(increased by 3.4%)**
 - 75.5% of pupils met the expected standard in reading, compared to 74% last year **(increased by 1.5%)**
 - 68.2% of pupils met the expected standard in writing, compared to 65.5% last year **(increased by 2.7%)**
 - 75.1% of pupils met the expected standard in mathematics, compared to 72.6% last year **(increased by 2.5%)**.
- Rotherham is above or in line with the national average at the expected standard (EXS+) in writing, mathematics and R,W&M combined and below the national average at the EXS+ in reading.

7.34 Rotherham LA Average 2017 (greater depth)

- 12.2% of pupils met the greater depth standard in R,W&M combined, compared to 8.9% last year **(increased by 3.3%)**
- 25.5% of pupils met the greater depth standard in reading, compared to 21.7% last year **(increased by 3.8%)**
- 16.9% of pupils met the greater depth standard in writing, compared to 12.3% last year **(increased by 4.6%)**
- 22.5% of pupils met the greater depth standard in mathematics, compared to 17.2% last year **(increased by 5.3%)**.

7.35 National Average 2017 (greater depth)

- 10.9% of pupils met the greater depth standard in R,W&M combined, compared to 8.9% last year **(increased by 2%)**

- 25.2% of pupils met the greater depth standard in reading, compared to 23.6% last year (**increased by 1.6%**)
- 15.6% of pupils met the greater depth standard in writing, compared to 13.3% last year (**increased by 2.3%**)
- 20.5% of pupils met the greater depth standard in mathematics, compared to 17.8% last year (**increased by 2.7%**).
- Rotherham is above the national average at the greater depth (GDS) standard in all subjects in 2017.

Rotherham LA and the National Average Trend – Percentage of Pupils achieving EXS+ and GDS in the R,W&M combined measure at the end of KS1

	R,W&M EXS+ %			R,W&M GDS %		
	2016	2017	16/17 Diff	2016	2017	16/17 Diff
Rotherham LA	59.8	64.0	+4.2	8.9	12.2	+3.3
National Average	60.3	63.7	+3.4	8.9	10.9	+2.0
Roth / Nat Gap	-0.5	+0.3	+0.8	0	+1.3	+1.3

7.36 In 2017, the KS1 R,W&M combined indicator is ranked 4th at the EXS+ and above and 3rd at GDS against other LAs in the Yorkshire and Humber region (15 LAs). The statistical neighbour comparison table isn't available for the end of KS1 teacher assessment outcomes as the DfE does not publish the R,W&M combined measure in their statistical release.

Gender

7.37 Attainment over time shows that girls continue to outperform boys. This follows a similar gender trend to the national average. The gap between boys and girls working at the EXS+ in the R,W&M combined measure is 11.4%, this is 0.6% above the national average gap. The widest gap at both LA and national levels is in writing. Girls in Rotherham are above the national average in all subjects at GDS including the R,W&M combined measure.

Gender Comparison	R,W&M		Reading		Writing		Mathematics	
	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS
2017								
National								
Boys National Average	58.4	9.2	71.4	21.7	61.5	11.4	73.9	22.2
Girls National Average	69.2	12.8	79.9	28.9	75.2	20.1	76.3	18.7
Gender Gap	10.8	3.6	8.5	7.2	13.7	8.7	2.4	-3.5
LA								
Boys LA Average	58.3	10.2	69	21.4	62.2	12.3	73.3	24
Girls LA Average	69.7	14.3	77.7	29.5	75.1	21.5	76.2	21
Gender Gap	11.4	4.1	8.7	8.1	12.9	9.2	2.9	-3
Nat / LA Boy Diff	-0.1	1	-2.4	-0.3	0.7	0.9	-0.6	1.8
Nat / LA Girls Diff	0.5	1.5	-2.2	0.6	-0.1	1.4	-0.1	2.3

Disadvantaged Pupils

7.38 28.4% of the cohort were identified as disadvantaged pupils (please see Appendix 1 for definition) in 2017. The performance of disadvantaged pupils working at the EXS+ in the R,W&M combined measure was 49.3% compared to non-disadvantaged pupils at 69.8%; the gap was 20.5% (an increase of 4.8% from 2016). This compares to national average gap of 18.6%, the Rotherham gap is 1.9% above than the national gap.

The teacher assessment outcomes for disadvantaged and non-disadvantaged pupils at the end of KS1

LA Average	EXS+ 2017			GDS 2017		
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	%Gap
Reading	61.1	78.3	-17.2	15.3	29.5	-14.2
Writing	55.3	74	-18.7	8	20.4	-12.4
Maths	61.4	80.1	-18.7	11.7	26.8	-15.1
R,W&M Combined	49.3	69.8	-20.5	5	15.2	-10.2
National Average	EXS+ 2017			GDS 2017		
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	%Gap
Reading	62.9	79	-16.1	13.9	28.3	-14.4
Writing	54	71.9	-17.9	7.6	17.7	-10.1
Maths	62.1	78.6	-16.5	11	22.9	-11.9
R,W&M Combined	48.9	67.5	-18.6	4.8	12.5	-7.7
LA and National Average Difference						
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	%Gap
Reading	-1.8	-0.7	1.1	1.4	1.2	-0.2
Writing	1.3	2.1	0.8	0.4	2.7	2.3
Maths	-0.7	1.5	2.2	0.7	3.9	3.2
R,W&M Combined	0.4	2.3	1.9	0.2	2.7	2.5

Ethnicity

7.39 The following table shows the percentage of pupils achieving the EXS+ in R,W&M combined compared to the national average. The number of pupils in each of the Rotherham ethnic group cohorts is shown in brackets.

	Rotherham LA %		National %	
	2016	2017	2016	2017
All Pupils	59.8	64.0	60.3	63.7
White British	61.8 (2712)	65.2 (2790)	60.5	63.8
Asian Pakistani	62.6 (211)	63.3 (207)	57.0	60.9
Gypsy / Roma	2.9 (68)	9.4 (53)	16.8	19.4

7.40 The percentage of White British, Asian Pakistani and Gypsy / Roma pupils achieving the EXS+ in R,W&M combined has increased from 2016 to 2017. White British and Asian Pakistani pupils are above their national average counterparts in 2016 and 2017. Gypsy / Roma pupils are 10% points below their national average counterparts in 2017.

Key Stage 1 Assessment: Areas for Improvement / Priorities

7.41 Continue to improve the performance in reading at the EXS+, in order to close the gap to the national average.

7.42 Continue to improve the performance of all pupils, but especially boys and pupils eligible for pupil premium funding.

Key Actions

7.43 The Rotherham School Improvement Service (RoSIS) traded offer to schools (see Appendix 2 and 3) contains a range of CPD activities linked to the areas for improvement / priorities identified above.

7.44 A wide range of reading focussed CPD opportunities including:

- National Literacy Trust – Reading for Enjoyment training / Early Words Together
- Visit to the North East Region to observe best practice in reading in a number of primary schools

7.45 Teaching and Learning Consultant support including: bespoke training in schools for teachers and TAs around the teaching and learning of reading comprehension and mathematics, forming partnerships with external agencies, assessment support for year 2 teachers in literacy and maths, school reading and maths reviews with senior and middle leaders, writing assessment support and moderation, provision of resources (written by LA consultants) to support quality planning in writing, school based workshops to support parents/carers when helping their child with reading and mathematics.

7.46 A Targeted Support Workshop with a focus on KS1 reading was held during the Autumn Term 2017. Consistently high performing schools or those that have improved significantly are invited to deliver short “best practice” workshops to other schools. Invited schools are encouraged before they leave the session that day to draw up an action plan of what they will change in their school following their attendance at the workshop.

Key Stage 2

7.47 Rotherham LA Average 2017 (expected standard)

- 61% of pupils met the expected standard in the R,W&M combined measure, compared to 53.9% last year **(increased by 7.1%)**
- 69% of pupils met the expected standard in reading, compared to 63.5% last year **(increased by 5.5%)**
- 75.9% of pupils met the expected standard in mathematics, compared to 72% last year **(increased by 3.9%)**
- 75.7% of pupils met the expected standard in grammar, punctuation and spelling (GPS) compared to 70.9% last year **(increased by 4.8%)**
- 77.3% of pupils met the expected standard in writing TA, compared to 77.7% last year **(decreased by -0.4%)**

7.48 National Average 2017 (expected standard)

- 61% of pupils met the expected standard in the R,W&M combined measure, compared to 53% last year **(increased by 8%)**
- 72% of pupils met the expected standard in reading, compared to 66% last year **(increased by 6%)**
- 74.9% of pupils met the expected standard in mathematics, compared to 69.7% last year **(increased by 5.2%)**
- 76.9% of pupils met the expected standard in GPS, compared to 72.4% last year **(increased by 4.5%)**

- 76% of pupils met the expected standard in writing TA, compared to 74% last year **(increased by 2.0%)**
- Rotherham is above the national average at the EXS+ in mathematics and writing, in line with the national average at EXS+ in R,W&M combined and below the national average at the EXS+ in reading and GPS.

7.49 Rotherham LA Average 2017 (greater depth / higher)

- 7.1% of pupils met the higher standard in the R,W&M combined measure, compared to 4.4% last year **(increased by 2.7%)**
- 19.2% of pupils met the higher standard in reading, compared to 15.1% last year **(increased by 4.1%)**
- 19.6% of pupils met the higher standard in mathematics, compared to 14.7% last year **(increased by 4.9%)**
- 27.0% of pupils met the higher standard in GPS, compared to 20.1% last year **(increased by 6.9%)**
- 17.8% of pupils met the greater depth standard in writing TA, compared to 13.8% last year **(increased by 4.0%)**.

7.50 National Average 2017 (greater depth / higher)

- 8.6% of pupils met the higher standard in the R,W&M combined measure, compared to 5.4% last year **(increased by 3.2%)**
 - 24.5% of pupils met the higher standard in reading, compared to 18.7% last year **(increased by 5.8%)**
 - 22.6% of pupils met the higher standard in mathematics, compared to 16.6% last year **(increased by 6%)**
 - 30.9% of pupils met the higher standard in GPS, compared to 22.5% last year **(increased by 8.4%)**
 - 17.7% of pupils met the greater depth standard in writing TA, compared to 14.7% last year **(increased by 3.0%)**.
- The gap to the national average is wider at the higher standard (HS) in reading, maths and GPS.

Rotherham LA and the National Average Trend – Percentage of Pupils achieving EXS+ and HS in the R,W&M combined measure at the end of KS2

	RWM EXS+ %			RWM HS %		
	2016	2017	16/17 Diff	2016	2017	16/17 Diff
Rotherham LA	53.9	61.0	7.1	4.4	7.1	2.7
National Average	53	61	8.0	5.4	8.6	3.2
Roth / Nat Gap	0.9	0	-0.9	-1	-1.5	-0.5

7.51 In 2017, the KS2 R,W&M combined indicator is ranked joint 2nd at the EXS+ and 7th at the HS compared against other LAs in the Yorkshire and Humber region (15 LAs). The KS2 R,W&M combined indicator is ranked 3rd at the EXS+ and joint 5th at the GDS / HS compared against our statistical neighbours (11 LAs).

KS2 Statistical Neighbour comparison in 2017

The following table shows the percentage of pupils who achieved the EXS+ and HS in R,W&M combined at the end of KS2 for each of our statistical LA neighbours with a comparison to the National average. This also includes the gender and ranked by the overall percentage of pupils meeting the EXS+.

	% EXS+ R,W&M			% HS R,W&M			% EXS+ Ranked
	All	Boys	Girls	All	Boys	Girls	All
Barnsley	59	55	64	7	6	8	6
Doncaster	54	51	57	6	5	7	11
Dudley	55	52	59	6	5	7	10
North East Lincolnshire	59	56	63	8	7	10	6
North Lincolnshire	59	56	62	7	6	9	8
Redcar and Cleveland	69	65	72	10	8	12	1
Rotherham	61	56	66	7	6	8	3
Tameside	60	56	64	7	5	9	5
Telford and Wrekin	61	58	65	9	8	11	3
Wakefield	57	51	63	7	5	9	9
Wigan	66	62	70	10	7	13	2
Yorkshire and The Humber	58	54	62	7	6	9	
National Average	61	57	65	9	7	10	
Sheffield	60	56	65	9	8	10	

KS1-KS2 Progress Measures

7.52 The average progress score for Rotherham LA in reading is -0.1, in writing is **+1.0 (sig+)** and in maths is **+0.7 (sig+)**. The progress measures in writing and mathematics are identified as significantly above the national average.

7.53 The KS1 prior attainment average points score (APS) for Year 6 pupils was below the national average for both boys and girls in 2017 with boys being the wider gap to their national counterpart.

	Rotherham LA APS	National APS
All Pupils	15.3	15.8
Girls	15.9	16.2
Boys	14.8	15.5

Girls progress in writing was **+1.7 (sig+)** and boys progress in mathematics was **+1.5 (sig+)** in Rotherham in 2017.

KS2 Floor Standards

7.54 A school will be above the floor standard if:

- 65% of pupils meet the EXS+ in R,W&M (ie achieve that standard in all three subjects) or

- The school achieves sufficient progress scores in all of reading, writing and mathematics.

The sufficient progress threshold for 2017 was reading -5.0, writing -7.0 and mathematics -5.0.

7.55 There are three Rotherham primary schools below the floor standard. One school is a sponsored academy and two schools are convertor academies. All other schools are above the floor standard.

KS2 Coasting Schools

7.56 The Education and Adoption Act 2016 (the Act) allows the Secretary of State to identify and support coasting schools for the first time. A coasting school is one that over time does not support its pupils to fulfil their potential. This is based on three years' of data and the expected attainment level and average progress needed to be made by schools in 2017 is the same as in 2016.

For primary schools, the measures are:

- In 2015, fewer than 85% of pupils achieved level 4 in R,W&M and below the national median percentage of pupils achieved expected progress in all of reading, writing and mathematics, and
- In 2016, fewer than 85% of pupils achieved the EXS+ in R,W&M and average progress made by pupils was less than -2.5 in reading, -2.5 in mathematics or -3.5 in writing, and
- In 2017, fewer than 85% of pupils achieved the EXS+ in R,W&M and average progress made by pupils was less than -2.5 in reading, -2.5 in mathematics or -3.5 in writing.

Schools must meet the criteria for three consecutive years to be deemed coasting.

7.57 There are four Rotherham primary schools identified as coasting in 2017, two of which are also below the floor standard. One school is a sponsored academy, two schools are convertor academies and one school is LA maintained. Details of the process that Regional Schools Commissioners (RSCs) follow and the factors they may consider in determining the appropriate support for schools identified as 'coasting' are set out in the published DfE Schools Causing Concern guidance last updated in January 2018.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/676326/Updated_Schools_causing_concern_guidance_-_Jan_2018.pdf

Gender

7.58 This is a similar profile to KS1, girls continue to outperform boys and this follows a similar gender trend to the national average. The gap between the performance of boys and girls working at the EXS+ in the R,W&M combined measure is 10.0%; the gap is 2.0% above the national average gap.

Gender Comparison	RWM*		Reading		Writing TA		Maths	
	% EXS+	% HS	% EXS+	% HS	% EXS+	% GDS	% EXS+	% HS
National								
Boys	57.0	7.0	68.0	22.0	70.0	13.0	75.0	24.0
Girls	65.0	10.0	74.9	27.8	82.0	22.6	75.0	20.9
Gender Gap	-8.0	-3.0	-6.9	-5.8	-12.0	-9.6	0.0	-3.1
LA								
Boys	56.0	6.1	65.2	15.5	70.0	13.0	75.0	22.0
Girls	66.0	8.2	73.0	23.1	85.0	23.0	77.0	18.0
Gender Gap	-10.0	-2.1	-7.8	-7.6	-15.0	-10.0	-2.0	4.0
Nat / LA Boy Diff	-1.0	-0.9	-2.8	-6.5	0	0	0	-2.0
Nat / LA Girl Diff	1	-1.8	-1.9	-4.7	3.0	0.4	2.0	-2.9

Disadvantaged pupils

7.59 36.6% of the cohort were identified as disadvantaged pupils in 2017. The proportion of disadvantaged pupils in Rotherham working at EXS+ in the R,W&M combined measure was 44% while the non-disadvantaged pupils was 71.0%, the gap was 27% (an increase of 5% from 2016). The proportion of disadvantaged pupils nationally working at EXS+ in the R,W&M combined measure was 48% while the non-disadvantaged pupils was 68%, the gap was 20% (a decrease of 1% from 2016). The LA gap is 7% above the national gap.

The outcomes for disadvantaged and non-disadvantaged pupils at the end of KS2

LA Average	EXS+ 2017			GDS / Higher 2017		
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	% Gap
Reading	53.8	77.8	-24	10.4	24.3	-13.9
Writing	63.7	85.1	-21.4	8.2	23.3	-15.1
Maths	60.5	84.8	-24.3	10	25.2	-15.2
R,W&M Combined	44.0	71.0	-27.0	3.0	9.5	-6.5
National Average						
	EXS+ 2017			GDS / Higher 2017		
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	% Gap
Reading	59.1	76.8	-17.7	14	29.1	-15.1
Writing	65.3	81	-15.7	9.7	21	-11.3
Maths	62.6	79.9	-17.3	12.4	26.7	-14.3
R,W&M Combined	48.0	68.0	-20.0	3.5	10.8	-7.3
LA and National Average Difference						
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	% Gap
Reading	-5.3	1	6.3	-3.6	-4.8	-1.2
Writing	-1.6	4.1	5.7	-1.5	2.3	3.8
Maths	-2.1	4.9	7	-2.4	-1.5	0.9
R,W&M Combined	-4.0	3.0	7.0	-0.5	-1.3	-0.8

Ethnicity

7.60 The following table shows the percentage of pupils achieving the EXS+ in reading, writing and mathematics combined compared to the national average. The number of pupils in each of the Rotherham ethnic group cohorts is shown in brackets.

	Rotherham LA %		National %	
	2016	2017	2016	2017
All Pupils	54.0	61.0	53.2	61.0
White British	55.4 (2528)	61.5 (2558)	53.6	61.5
Asian Pakistani	51.3 (228)	60.6 (221)	46.6	55.4
Gypsy / Roma	0.0 (41)	9.3 (43)	12.9	16.5

7.61 The percentage of White British, Asian Pakistani and Gypsy / Roma pupils achieving the EXS+ in R,W&M combined has increased in 2017. Asian Pakistani pupils are well above their national average counterparts in 2016 and 2017.

Key Stage 2 Assessment: Areas for Improvement / Priorities

7.62 To continue to improve the performance of pupils in reading at the EXS+ and HS to meet or exceed the national average.

7.63 To accelerate the rate of progress for higher ability pupils to meet or exceed the national average at the HS /GDS.

7.64 To improve the performance of disadvantaged pupils at a faster rate than national.

Key Actions

7.65 The Rotherham School Improvement Service (RoSIS) traded offer to schools (see Appendix 2 and 3) contains a range of CPD activities linked to the areas for improvement / priorities identified above.

7.66 A wide range of reading focussed CPD opportunities including:

- National Literacy Trust – Reading for Enjoyment training / Early Words Together
- KS2 Oxford University Press Impact Study

7.67 Teaching and Learning Consultant support including: bespoke training in schools for teachers and TAs around the teaching and learning of reading comprehension and mathematics, forming partnerships with external agencies, assessment support for year 6 teachers in literacy and maths, school reading and maths reviews with senior and middle leaders, writing assessment support and moderation, provision of resources (written by LA consultants) to support quality planning in writing, school based workshops to support parents/carers when helping their child with reading and mathematics.

7.68 A Targeted Support Workshop with a focus on KS2 reading and KS2 mathematics for more able pupils was held during the Autumn Term 2017. Consistently high performing schools or those that have improved significantly are invited to deliver short “best practice” workshops to other schools. Invited schools are encouraged before they leave the session that day to draw up an action plan of what they will change in their school following their attendance at the workshop.

Key Stage 4

- 7.69 The average Attainment 8 score has decreased by 3.8 points to 45.0. National averages have decreased by 3.7 points to 46.4 (state-funded i.e.LA maintained schools, academies and free schools) and 3.9 points to 44.6 (all schools including the independent sector). The LA average is 0.4 points above the national average (all schools) and 1.4 points below the national average (state-funded schools).
- 7.70 The Progress 8 score is +0.06; this is 0.09 above the national average (state-funded) score of -0.03. The Progress 8 score is only calculated at a national level for state-funded schools.
- 7.71 The percentage of pupils achieving grade 5 or above in English and maths is 37.1%; 2.5% below the national average (all schools) and 5.8% below the national average (state-funded schools).
- 7.72 The percentage of pupils achieving grade 4 or above in English and maths is 59.0%; 0.1% below the national average (all schools) and 5.2% below the national average (state-funded schools).
- 7.73 The percentage of pupils who achieved English Baccalaureate (Ebacc) at grade 5 or above is 14.8%; 4.9% below the national average (all schools) and 6.6% below the national average (state-funded schools).
- 7.74 The percentage of pupils who achieved Ebacc at grade 4 or above is 17.0%; 4.9% below the national average (all schools) and 6.9% below the national average (state-funded schools).
- 7.75 In 2017, the Progress 8 measure is ranked 5th compared against other LA's in the Yorkshire and Humber region and 2nd compared against our statistical neighbours.

KS4 Statistical Neighbour comparison in 2017

The following table shows the percentage of pupils achieving the thresholds for each of our statistical LA neighbours with a comparison to the National average. This also includes the ranking of the Progress 8 measure. (SF = State-funded)

	Att 8 Score	Eng & Maths		Ebacc		Progress 8 Score	Ranking Progress 8
		Grade 5+ %	Grade 4+%	Grade 5+ %	Grade 4+%		
Barnsley	44.0	38.8	59.7	14.8	17.0	-0.15	8
Doncaster	43.6	38.6	58.4	14.5	15.5	-0.17	10
Dudley	43.7	37.1	59.1	15.6	18.5	-0.12	5
North East Lincs	43.8	35.7	59.3	19.0	22.3	-0.02	4
North Lincolnshire	44.8	40.7	64.8	16.2	18.8	0.13	1
Redcar and Cleveland	44.0	41.7	60.5	16.2	17.5	-0.32	11
Rotherham	45.0	37.1	59.0	14.8	17.0	0.06	2
Tameside	44.8	39.3	62.3	17.8	20.4	-0.13	7
Telford and Wrekin	46.4	41.5	62.5	22.5	24.0	-0.12	5
Wakefield	45.5	42.1	63.2	18.3	20.6	0.05	3
Wigan	46.2	37.8	63.3	15.0	17.4	-0.15	8
Yorks & Humber	45.4	40.7	61.8	19.4	21.8	0.03	
National (SF)	46.4	42.9	64.2	21.4	23.9	-0.03	
National (All)	44.6	39.6	59.1	19.7	21.9	.	
Sheffield	44.6	39.1	59.5	19.2	21.2	0.01	
Gap Roth / Nat (SF)	-1.4	-5.8	-5.2	-6.6	-6.9	0.09	
Gap Roth / Nat (All)	0.4	-2.5	-0.1	-4.9	-4.9	-	

KS4 Floor Standards

7.76 In 2017, a school will be below the floor standard if its Progress 8 score is below -0.5, unless the confidence interval suggests that the school's underlying performance may not be below average. Nationally, 365 schools were below the DfE floor standard in 2017 - There are no Rotherham schools below the floor standard.

KS4 Coasting Schools

7.77 The 'coasting' definition covers school performance over 3 years. A school is identified as coasting if:

- In 2015 had fewer than 60% of children achieving 5+ A*-C GCSEs including English and maths, and below the median percentage of pupils making expected progress in English and maths; and
- In 2016 and 2017 the Progress 8 measure falls below -0.25.

7.78 Nationally, 271 schools meet the coasting definition in 2017 - One Rotherham secondary academy is identified as coasting. Details of the process that Regional Schools Commissioners (RSCs) follow and the factors they may consider in determining the appropriate support for schools identified as 'coasting' are set out in the published DfE Schools Causing Concern guidance.

Gender

7.79 As in previous years, girls continue to perform better than boys. The gap between the performance of girls and boys achieving Attainment 8 was 4.8 points (reduced by 0.2 points from 2016). The gap in national performance (state-funded) between girls and boys achieving Attainment 8 was -5.3 points; the Rotherham gender gap is 0.5 points less than with the national gender gap.

7.80 The performance of boys and girls is well below the national average (state-funded) at grade 5+ and grade 4+ in English and maths, with the girls gap to the national average being wider than the boys gap at -6.8% grade 5+ and -6.3% grade 4+.

7.81 Rotherham LA Progress 8 measures are 0.12 above the national average for boys and 0.05 above the national average for girls. The Rotherham LA gender gap for the Progress 8 measure is 0.07 less than the National gender gap.

Gender Comparison

Boys	National (SF)	National (All)	Rotherham	Roth / Nat (SF)	Roth / Nat (All)
Attainment 8 Score	43.8	41.8	42.6	-1.2	0.8
Progress 8 Score	-0.24	-	-0.12	0.12	-
English & maths 5+%	39.9	36.4	35.3	-4.6	-1.1
English & maths 4+%	60.6	55.2	56.8	-3.8	1.6
Ebacc 4+%	18.8	17.1	13.3	-5.5	-3.8
Girls	National (SF)	National (All)	Rotherham	Roth / Nat (SF)	Roth / Nat (All)
Attainment 8 Score	49.1	47.6	47.4	-1.7	-0.1
Progress 8 Score	0.18	-	0.23	0.05	-
English & maths 5+%	45.9	42.9	39	-6.8	-3.8
English & maths 4+%	67.9	63.1	61.3	-6.3	-1.6
Ebacc 4+%	29.1	26.9	20.7	-8.3	-6.2
Gender Gap	Nat (SF) Gap	Nat Gap (All)	Roth Gap		
Attainment 8 Score	-5.3	-5.8	-4.8		
Progress 8 Score	-0.42	-	-0.35		
English & maths 5+ %	-6	-6.5	-3.7		
English & maths 4+ %	-7.3	-7.9	-4.5		
Ebacc 4+%	-10.3	-9.8	-7.4		

Disadvantaged Pupils

7.82 31% of the year 11 cohort was identified as disadvantaged pupils in 2017 (31% boys and girls). In 2017, the Attainment 8 Score for disadvantaged pupils in Rotherham was 35.4; the gap between disadvantaged pupils and non-disadvantaged pupils was 14.0 points (an increase of 1.2 points from 2016). The Attainment 8 Score for disadvantaged pupils nationally was 37.1; the gap between disadvantaged pupils and non-disadvantaged pupils was 12.8 points (an increase of 0.5 points from 2016).

7.83 The Progress 8 score for disadvantaged pupils in Rotherham was -0.25 compared to the national counterpart average (state-funded) of -0.40. The performance in Rotherham is 0.15 better than the national average.

7.84 In 2017, the Rotherham gap between disadvantaged pupils and non-disadvantaged pupils is lower than the national average gap for the Progress 8 measure, grade 5+ English and maths and Grade 5+ Ebacc and above the national average gap for the Attainment 8 score and grade 4+ English and maths.

The outcomes for disadvantaged and non-disadvantaged pupils at the end of KS4

	2017		
LA Average	Disadvantaged	Non Disadvantaged	Gap
Attainment 8 Score	35.4	49.4	-14
Progress 8 Score	-0.25	0.20	-0.45
Grade 5+ E&M %	20.5	44.8	-24.3
Grade 4+ E&M %	38.1	68.6	-30.5
Grade 5+ Ebacc %	6.2	18.8	-12.6
	2017		
National Average	Disadvantaged	Non Disadvantaged	Gap
Attainment 8 Score	37.1	49.9	-12.8
Progress 8 Score	-0.40	0.11	-0.51
Grade 5+ E&M %	24.5	49.7	-25.2
Grade 4+ E&M %	44.5	71.5	-27
Grade 5+ Ebacc %	9.9	25.8	-15.9
	2017		
LA and National Av Diff	Disadvantaged	Non Disadvantaged	
Attainment 8 Score	-1.7	-0.5	
Progress 8 Score	0.15	0.09	
Grade 5+ E&M %	-4	-4.9	
Grade 4+ E&M %	-6.4	-2.9	
Grade 5+ Ebacc %	-3.7	-7	

Ethnicity

7.85 The following table shows the Progress 8 measure compared to the national average. Due to the variation on the ethnic cohorts the number of pupils in each of the Rotherham ethnic groups is shown in brackets.

	Rotherham LA Score		National Score	
	2016	2017	2016	2017
All Pupils	+0.04	+0.06	-0.03	-0.03
White British	+0.02 (2866)	+0.02 (2571)	+0.11	-0.14
Asian Pakistani	+0.15 (201)	+0.07 (193)	+0.13	+0.25
Gypsy / Roma	-0.12 (48)	-0.55 (30)	-0.69	-0.82

7.86 The overall Progress 8 score is significantly above the national average in 2016 and 2017 and the Progress 8 score for Asian Pakistani pupils is significantly above the national average in 2016. The progress of Gypsy / Roma pupils is above their national average counterparts in 2016 and 2017.

Key Stage 4: Areas for Improvement / Priorities

7.87 Improve the performance for all pupils in English and mathematics and English Baccalaureate at grade 5+ and grade 4+ to meet or exceed the national average.

7.88 Improve the performance for disadvantaged pupils eligible for pupil premium funding.

Key Actions

- 7.89 Secondary school performance data shared at the Joint Headteachers and the Secondary Headteachers meeting.
- 7.90 Signposting secondary school leaders to relevant sections of the RoSIS Directory of Services
- 7.91 Signposting secondary schools to relevant mathematics support at no cost from the South Yorkshire Maths hub.
- 7.92 Consulting with secondary school leaders regarding the RoSIS Directory of Services and CPD brochure for 2018-19.

Key Stage 5

7.93 The overall LA 'A' Level or equivalent pass rate (A*- E grades) was 98.9%; this is 0.3% above 2016 results.

A* - A grade - was 30.8%.

A* - B grades – was 54.7%

A* - C grades – was 78.4%

The national pass rate reported on the BBC news website remains at 98.1%, showing the Rotherham LA average is 0.8% above the national average.

7.94 The Average Points Score (APS) per entry in 2017 has remained static at 28.81. National averages have increased by 0.69 points to 31.13 from 2016-2017 (state-funded) and 0.60 points to 32.39 (all schools). The LA average is 3.58 points below the national average (all schools) and 2.32 points below the national average (state-funded schools) in 2017.

Level 3 Attainment at the end of 16-18 Study

The following table shows the average score (APS) per entry for A level, applied general and tech levels studies for Rotherham compared to LA statistical neighbours and national averages. This also includes ranking of the A Level APS per entry.

LA	A Level ¹		Tech Students ²		Applied General ³		A Level
	APS per entry	APS as a grade	APS per entry	APS as a grade	APS per entry	APS as a grade	APS Rank
Barnsley	27.59	C-	32.16	Dist-	35.75	Dist	10
Doncaster	28.07	C-	32.15	Dist-	37.36	Dist+	9
Dudley	29.82	C	31.84	Dist-	32.78	Dist-	7
North East Lincolnshire	27.10	C-	30.73	Dist-	35.01	Dist	11
North Lincolnshire	30.43	C	32.47	Dist-	38.87	Dist+	4
Redcar and Cleveland	32.52	C+	34.13	Dist	42.32	Dist*-	2
Rotherham	28.81	C	29.81	Merit+	34.62	Dist	8
Tameside	29.89	C	34.19	Dist	38.62	Dist+	6
Telford and Wrekin	32.18	C+	27.34	Merit+	36.68	Dist+	3
Wakefield	30.10	C	30.86	Dist-	38.58	Dist+	5
Wigan	33.33	C+	34.69	Dist	37.42	Dist+	1
Yorkshire & Humber	30.25	C	31.89	Dist-	36.88	Dist+	
National (SF)	31.13	C	32.25	Dist-	35.69	Dist	
National	32.39	C+	32.26	Dist-	35.72	Dist	
Sheffield	30.69	C	30.65	Dist-	33.45	Dist	

1. **A Level** - Covers students at the end of advanced level study who were entered for at least one A/AS level, applied single A/AS level, applied double A/AS level or combined A/AS level during 16-18 study.
2. **Tech Students** -Covers students at the end of advanced level study who were entered for at least one tech level qualification during 16-18 study
3. **Applied General** - Covers students at the end of advanced level study who were entered for at least one applied general qualification during 16-18 study.

7.95 In 2017, the A Level APS per entry is ranked 11th compared against other LAs in the Yorkshire and Humber region (15 LAs). The A Level APS is ranked 8th compared against our statistical neighbours (11 LAs).

Rotherham 2017/2018 Overall Priorities

- 7.96 Improve the percentage of our good and better schools so that Rotherham meets at least the national average.
- 7.97 Reducing the gap between the achievement of pupil premium and non-pupil premium groups needs to remain high on our agenda in all phases of education.
- 7.98 In KS1 and KS2, building on the improvements made in attainment in reading in 2017, we need to secure further gains in reading at both expected and higher standards.
- 7.99 While the percentage of pupils achieving expected or above in the KS2 R,W&M combined measure was good in 2017, our performance at the higher standard is still below the national average. Boosting the performance of our more able pupils must continue to be a high priority for us all in 2017/18.
- 7.100 Improve the overall performance of our secondary schools at Key Stage 4. In particular in English, mathematics and Ebacc at grade 5+ and grade 4+.
- 7.101 Our ambition is to not only meet national averages, but to exceed them. We believe there is the drive, knowledge and feeling of shared responsibility for children across the borough to make this a reality. Although there is much to celebrate across the key stages in 2017 we are still some way off achieving our collective Rotherham Mission.
- All students making at least good progress
 - No underperforming cohorts
 - All teachers delivering at least good learning
 - All schools to moving to at least the next level of successful performance
- 7.102 There has never been a more important time to collaborate together and tap into the excellent practice across the borough and beyond in order to capitalise on the collective expertise there is available to us.

Overall Key Actions

- 7.103 **Rotherham Disadvantaged Pupils Research Project in association with Kyra Research School** – This is being led by Kyra Research school; 17 Rotherham schools (primary, secondary and special phase) and staff from the RoSIS are involved in the project. A visioning session was held in December with further meetings arranged in the Spring Term 2018.
- 7.104 RoSIS is a partner in the successful bid by the Forge Teaching School to the DfE Strategic School Improvement Fund (SSIF), a grant to support schools to

improve school performance and pupil attainment. The SSIF will fund the 'Enhancing Language Acquisition' project from January 2018 to April 2019. The project will be delivered by Forge Teaching School Alliance in partnership with Bedrock Vocabulary. The project is to focus on pupils in Year 4 to Year 9; to narrow the gap between disadvantaged and non-disadvantaged pupils in language acquisition and in outcomes in reading, while improving outcomes for all learners, by improving teaching of key academic vocabulary and enhancing teaching and learning resources.

7.105 Training of 35 Rotherham Senior Leaders to undertake nationally accredited Pupil Premium Reviews in schools.

7.106 Training of a group of Rotherham Senior Leaders to undertake SEND Reviews in schools across Rotherham.

7.107 Submission of a bid in April 2018 in round 3 of the DfE's SSIF funding targeted at improving outcomes for pupils in writing in KS2 and KS3.

8. Finance

8.1 There are no direct financial implications arising from this report. The 2017/18 net revenue budget for RoSIS is £437,445 plus the traded service income from schools.

9. Risks and Uncertainties

9.1 Individual schools or groups of schools e.g. MATs becoming isolated and not prepared to work productively and collaboratively with other schools. A potential lack of collective buy in from school leaders could lead to further fragmentation of the local educational landscape and a decline in educational performance. There is a need for the LA to maintain or re-establish positive links and effective communication with all of Rotherham's educational providers so that all schools retain a sense of belonging to a Rotherham-wide learning community.

9.2 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.

10. Policy and Performance Agenda Implications

10.1 Children and young people start school ready to learn for life. Children, young people and their families are ready for the world of work.

11. Background Papers and Consultation

- **Appendix 1** – Primary and Secondary National Curriculum; this provides a detailed background to the primary and secondary curriculum and the changes in 2016 and 2017.
- **Appendix 2** – RoSIS Directory of Services 2017/2018
- **Appendix 3** – RoSIS Continuous Professional Development Brochure 2017/2018

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