

Council Report

Cabinet – 19th November 2018

Title

2018 Education Performance Outcomes (All Wards)

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

Yes

Strategic Director Approving Submission of the Report

Jon Stonehouse – Strategic Director for CYPS

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Ward(s) Affected

All Wards

Executive Summary

The purpose of the report is to present an overview of the provisional un-validated educational outcomes of children and young people in primary, special, secondary schools and academies in Rotherham for the academic year ending in the summer of 2018. National averages in the primary phase are sourced from the National Consortium of Examination Results (NCER) software. The Department for Education (DfE) will publish provisional national averages for all phases later in the Autumn Term 2018. Final validated data for all phases will not be available until February 2019.

Recommendations

It is recommended that the contents of this report are noted to ensure that Cabinet is fully informed of the latest provisional un-validated education outcomes in Rotherham in 2018.

List of Appendices Included

Appendix 1 – Primary and Secondary National Curriculum

Appendix 2 – Education Performance Outcomes 2018

Appendix 3 – Key Actions in Response to Identified Priorities for Improvement

Background Papers

Report to Scrutiny Panel (23rd April 2018)

2017 Education Performance Outcomes (All Wards)

Enabling School Improvement Report to Cabinet Member and Strategic Director
CYPS (January 2018)

DfE Schools Causing Concern guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/680559/Schools_causing_concern_guidance_-_February_2018.pdf

Rotherham School Improvement (RoSIS) Directory of Services to Schools and
Academies 2018/2019

<https://www.rosis.org.uk/directory-of-services-2>

RoSIS Continuous Professional Development Brochure for Schools and Academies
2018/2019

<https://www.rosis.org.uk/cpd-1>

RoSIS School Governance Prospectus

<https://www.rosis.org.uk/gd-training-development>

Consideration by any other Council Committee, Scrutiny or Advisory Panel

No

Council Approval Required

No

Exempt from the Press and Public

No

1. Recommendations

- 1.1 It is recommended that the contents of this report are noted to ensure that Cabinet is fully informed of the latest provisional un-validated education outcomes in Rotherham for 2018.

2. Background

- 2.1 The Department for Education (DfE) made significant changes in the Key Stage 1 (KS1 – Years 1 & 2) Teacher Assessment (TA), Key Stage 2 (KS2 – Years 3 - 6) TA and Test Outcomes and Key Stage 4 (KS4 – Years 10 & 11) and Key Stage 5 (KS5 Years 12 & 13) Examinations in 2016 and further changes in KS4 and KS5 in 2017 and 2018. Therefore, it is not possible to make comparisons to historical data prior to 2016 at KS1 and KS2 and prior to 2018 for the majority of thresholds at KS4 and KS5.
- 2.2 There are 122 schools and settings in Rotherham. As of the 1st September 2018, 78 are academies and 44 are LA maintained schools. A summary by type of school or setting is detailed in Appendix 2.

Summary of Outcomes

- 2.3 The proportion of pupils attending a good or better Rotherham school was 78% as at July 2018 compared to 66% in August 2012. The proportion of Rotherham schools judged as good or better is 81% as at July 2018 compared to 66% in August 2012; this compares to the national average of 86% as at July 2018. The gap to the national average is 5%.
- 2.4 OFSTED have introduced changes to the statistical reporting of inspection outcomes from June 2018. They now include the grades from the predecessor schools for new academies that have not yet been inspected in their current form. This information has been updated on the OFSTED management information system to make a comparison to the national average for the proportion of schools judged as good or better and will be updated on the OFSTED 'Data View' site in the Autumn Term 2018 to make a comparison with national averages for the proportion of pupils attending a good or better school. This has resulted in our proportion of good or better schools decreasing by 2% which is in line with the national average decrease.
- 2.5 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 (by 1.4% in 2018). This is an established trend. 2018 EYFSP GLD outcomes are ranked 3rd compared with other LAs in the Yorkshire and Humber region (15 LAs).
- 2.6 In **Phonics**, the percentage of pupils passing the phonics screening check in year 1 has increased by 2% to 81% in 2018. National averages increased by 1% to 82% in 2018. The gap to the national average is reduced to 1%. 2018

Phonics year 1 outcomes are ranked 8th compared with other LAs in the Yorkshire and Humber region.

- 2.7 In **KS1**, 65% of pupils met the expected standard (EXS+) in reading, writing and mathematics (R,W&M) combined in 2018, compared to 64% in 2017. Rotherham has improved by 1% and is in line with the national average at 65.4%. In the greater depth standard (GDS) for R,W&M combined at KS1, Rotherham has improved by 0.5% to 12.7%; this is 1% above the national average at 11.7%. In 2018, the KS1 R,W&M combined indicator is ranked 4th at the EXS+ and 1st at GDS compared with other LAs in the Yorkshire and Humber region.
- 2.8 In **KS2**, 61.5% of pupils met the EXS+ in R,W&M combined in 2018, compared to 60.8% in 2017. Rotherham has improved by 0.7% and is 2.5% below the national average. In the higher standard (HS) for R,W&M combined at KS2, Rotherham improved by 1.1% to 8.2%; this is 1.7% below the national average at 9.9%. In 2018, the KS2 R,W&M combined indicator is ranked 9th at the EXS+ and 12th at the HS compared with other LAs in the Yorkshire and Humber region.
- 2.9 In 2018, the average **KS1-KS2** progress score for Rotherham LA in reading is -0.6 (sig-), in writing is +0.7 (sig+) and in maths is +0.0. The progress measure in reading is identified as significantly below the national average; the progress in writing is identified as significantly above the national average. Reading progress is ranked 11th, writing progress is ranked 4th and mathematics progress is ranked 8th compared with other LA's in the Yorkshire and Humber region.
- 2.10 At **KS4**, the average Attainment 8 score per pupil has decreased by 1.7 points to 43.3 in 2018. The national average increased by 0.1 points to 46.5 (state-funded i.e. LA maintained schools, academies and free schools) and decreased by 0.3 points to 44.3 (all schools including the independent sector). The LA average is 3.2 points below the national average (state-funded schools) and 1.0 point below the national average (all schools).
- 2.11 In 2018, the **KS2-KS4** Progress 8 score is -0.11; this is -0.08 below the national average (state-funded) score of -0.03 and -0.03 below the national average (all schools) score of -0.08. This is the first year the progress 8 score has been below the national level. The Progress 8 measure is ranked 11th compared against other LA's in the Yorkshire and Humber region and 3rd compared against our statistical neighbours.
- 2.12 At **KS4**, the percentage of pupils achieving grade 5 or above in English and maths is 37%; 6.2% below the national average (state-funded schools) and 2.9% below the national average (all schools).
- 2.13 At **KS5**, Rotherham LA overall A* to E pass rate has increased by 0.2% to 99.1% in 2018. Provisional national averages published on the BBC news

website shows that the overall A* to E pass rate has marginally fallen to 97.6%. Rotherham LA average is 1.5% above the national average. *Please note this information was collected directly from secondary schools on results day 2018.*

2.14 Presentation of the data by contextual groups and trends are detailed in Appendix 2.

3. Key Issues

3.1 The lack of productive partnership or collaborative working by some multi academy trusts beyond their own MAT has impacted on their attainment and progress over recent years.

3.2 There is a need for the LA to endeavour 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.

3.3 There are some clear strengths within our educational outcome profile for 2018 but also some areas identified for improvement in each phase of education; these are outlined in Appendix 2.

3.4 Our emerging overall priorities for 2018 / 2019 are:

- To increase the number of children and young people attending (Ofsted) good or outstanding schools and increase the number of good or outstanding schools in Rotherham
- Reducing the gap between the achievement of disadvantaged pupils and other pupil's needs in all phases of education.
- Improve the performance of Gypsy Roma Traveller (GRT) pupils.
- In KS1 and KS2, building on the improvements made in attainment in reading in 2018, we need to secure further gains in reading at both EXS+ and HS in order to close the gap to the national average.
- Make significant improvements in Key Stage 2 mathematics in order to address the decline at both the expected and higher standard in 2018.
- Our performance at the higher standard at Key Stage 2 was well below the national average in all subjects in 2018. Boosting the performance of our more able pupils must continue to be a high priority for us all in 2018/19.
- Improve the performance in new key measures at KS4 in particular in English and mathematics.

4. Options considered and recommended proposal

4.1 There are no options to consider for this report. This is to provide an overview of provisional un-validated educational outcomes of children and young people in Rotherham in 2018 and to provide information about the LA's offer of support and challenge in working with schools to strengthen key areas of their work and thereby improve pupil outcomes.

5. Consultation

- 5.1 The Strategic Director of Children's Services commissioned a report 'Enabling School Improvement' in January 2018 to consider aspects of school improvement, modelling what the offer is and could be. The document was shared with Headteachers, Chair and Vice Chairs of Governors, CEOs of MATs and CEOs of TSAs for consultation in February and March 2018.
- 5.2 The outcome of this consultation was to build a more cohesive approach to school improvement through the establishment of the Rotherham Education Strategic Partnership (RESP) including the appointment of the Assistant Director of Education with the primary aim of establishing this board to help lead educational strategy across the LA.
- 5.3 The overview of provisional un-validated educational outcomes and the emerging priorities were shared and discussed at the Joint Headteachers' meeting on the 20th September 2018, the Governance Leadership forum (previously Chair and Vice Chairs of Governance forum) on the 26th September 2018 and the first RESP meeting on the 24th October 2018.

6. Timetable and Accountability for Implementing this Decision

- 6.1 Following consultation, the Assistant Director of Education has agreed representation for each area of the RESP in order to form the board and agree terms of reference for the first year. The first meeting was on 24th October 2018.
- 6.2 Key actions planned by RoSIS to help schools improve their pupil outcomes from 2019 and beyond are outlined in Appendix 3.

7. Financial and Procurement Implications

- 7.1 There are no direct financial or procurement implications arising from this report. The 2018/19 net revenue budget for RoSIS is £443k which reflects the cost of statutory services and is net of traded service income from schools.

8. Legal Implications

- 8.1 All LAs have a legal duty to promote high standards and the fulfilment of children and young people's potential.

Under section 13A of the Education Act 1996 LAs must:

- Promote high standards in schools and other providers
- Ensure fair access to opportunity for education and training
- Promote the fulfilment of learning potential

8.2 Inspection/intervention

The local authority has a duty to:

- Produce an action plan if a school goes into special measures following an Ofsted inspection
- Comply with statutory requirements if the authority decides to use its powers to intervene (s64-66 of the Education and Inspections Act 2006)
- To comply with a direction of the Secretary of State to give a school a warning notice (s60A and 69B of the Education & Inspections Act 2006)

8.3 Schools causing concern

- The Government expects that 'local authorities should act as champions of education excellence across their schools'. The Education Act 1996 states that a local authority must exercise its education functions with a view to promoting high standards. This is enshrined in s64-66 of the Education and Inspections Act 2006. All LAs have the freedom to define their approach to school improvement. The Education Act 2011 encourages a more diverse approach to the provision of school improvement services. This includes working closely with the Regional Schools Commissioner (RSC), Teaching School Alliances (TSAs), National Support Schools (NSS), National Leaders of Education (NLEs), Local Leaders of Education (LLEs), Specialist Leaders of Education (SLEs), National Leaders of Governance (NLGs) and other outstanding providers to continue to support and challenge schools.
- In order to fulfil this role, the local authority needs to:
 - know its schools sufficiently well to make effective judgements about their performance and the progress they are making towards achieving the Rotherham Mission
 - challenge and support all schools, regardless of status, to improve
 - identify, celebrate, share and disseminate effective and outstanding practice
 - have clear processes for early identification of schools requiring external support
 - target support to secure improvement in schools requiring external support
 - intervene in LA-maintained schools as required and use statutory powers where appropriate to secure improvements.
- Where schools have been judged by Ofsted to be 'inadequate', the RSC has a duty to make an academy order in respect of a LA-maintained school; will be responsible for identifying a suitable 'sponsor' and for brokering the new relationship between that sponsor and the maintained school. Local authorities will retain responsibility for ensuring that robust action is taken to address weaknesses identified whilst the school remain LA-maintained.

- Rotherham's Policy for Schools Causing Concern is referenced to the statutory guidance issued by the Department for Education (March 2016). Section 72 of the Education and Inspections Act 2006 places a statutory duty on all local authorities in England, in exercising their functions in respect of schools causing concern to 'have due regard' to this statutory guidance.

9. Human Resources Implications

9.1 There are no Human Resource implications to consider from the Local Authority's perspective.

10. Implications for Children and Young People and Vulnerable Adults

10.1 The level of achievement of Rotherham pupils on leaving statutory education will have a major impact on the re-generation of the area. All schools are encouraged to set challenging targets and strive to drive up the standards of attainment for all pupils in order to improve their employment opportunities and life chances.

11. Equalities and Human Rights Implications

11.1 Protocol 1, Article 2 of the Human Rights Act protects a students' right to an effective education (that is adequate and appropriate).

11.2 Rotherham Metropolitan Borough Council is committed to working with all individual settings, schools and strategic partners to further develop good and outstanding provision. Our ambition is to not only meet national averages, but to exceed them. In order to achieve this, we need to continue working with all schools to ensure there is the collective drive and feeling of shared responsibility for all children across the borough. Although there is much to celebrate across the key stages in 2018 we are still some way off achieving our collective Rotherham Mission.

- All pupils 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

12. Implications for Partners and Other Directorates

12.1 The local school improvement offer continues to grow and develop year on year both because of increased capacity within the schools sector but also because of new working partnerships being established with other strategic partners both in Rotherham and beyond.

12.2 There exists in Rotherham a huge amount of collective expertise, knowledge and experience re school improvement – both within schools and from key strategic partners.

12.3 There are many examples of strong, productive, collaborative work taking place involving school leaders across the borough resulting in improvements to key aspects of provision and thereby pupil outcomes.

13. Risks and Mitigation

13.1 There is a risk of 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 endeavour 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.

14. Accountable Officer(s)

Approvals Obtained from:-

	Named Officer	Date
Strategic Director of Finance & Customer Services	Neil Hardwick	19/10/2018
Assistant Director of Legal Services	Liz Anderton	22/10/2018
Head of Procurement (if appropriate)	Karen Middlebrook	19/10/2018
Head of Human Resources (if appropriate)	Amy Leech	22/10/2018

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