Education Performance Outcomes 2018
(NB All of the data below is still at this stage provisional and un-validated)

What's working well

- 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).
- In phonics, the Rotherham LA average has improved by 12% between 2014 to 2018 and narrowed the gap to the national average from 5% to 1% over this period of time.
- At KS1, the greater depth standard (GDS) for R,W&M combined in Rotherham has improved by 0.5% to 12.7% in 2018; this is 1.0% above the national average at 11.7%. In 2018, the KS1 R,W&M combined indicator is ranked 4th at the expected standard (EXS+) and 1st at GDS compared with other LAs in the Yorkshire and Humber region.
- At KS2, the percentage of pupils working at the EXS+ in the writing assessment is 79.4% in 2018, an increase of 2.1% from 2017; this is 1.4% above the national average and the highest performing subject for Rotherham in 2018.
- The average KS1-KS2 progress score for Rotherham LA in in writing is +0.7 in 2018 and identified as significantly above the national average. Writing progress is ranked 4th compared with other LAs in the Yorkshire and Humber region.
- 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

What are we worried about

- The number of pupils attending (Ofsted) good or outstanding schools and increase the number of good or outstanding schools in Rotherham
- Achievement of disadvantaged pupils and Gypsy Roma Traveller (GRT) when compared to other pupils needs to be improved in all phases of education
- In KS1 and KS2, reading at both EXS+ and HS close the gap to the national average
- KS2 mathematics, the decline at both the expected and higher standard in 2018
- The performance of our more able pupils
- The performance in new key measures at KS4 in particular in English and mathematics
- The lack of productive partnership or collaborative working by some multi academy trusts beyond their own MAT and this impact on their attainment and progress over recent years

What needs to happen

- There is a need for the LA to continue 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

- To increase the number of pupils attending (Ofsted) good or outstanding schools and increase the number of good or outstanding schools in Rotherham
- Reducing the gap between the achievement of Gypsy Roma Traveller (GRT) and disadvantaged pupils when compared to other pupils needs to be improved in all phases of education.
- In KS1 and KS2, pupils need to secure further gains in reading at both EXS+ and HS in order to close the gap to the national average.
- Ensure that libraries (through Culture, Sport and Tourism) link into education to help improve reading across the authority
- Make significant improvements in Key Stage 2 mathematics in order to address the decline at both the expected and higher standard in 2018.
- Boosting the performance of our more able pupils must continue to be a high priority.
- Improve the performance in new key measures at KS4 in particular in English and mathematics
- Ensure we link University College Rotherham (UCR - the new HE campus) to the skills plan and education sector more closely.

Rotherham Schools and Academies – Overview (at 1st September 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**	**4**	**5**
Primary Schools	**76**	**24**	**52**
Secondary Schools	**16**	**2**	**14**
Special Schools	**6**	**2**	**4**
Pupil Referral Units	**2**	**2**	**-**
Total	**122**	**44**	**78**

Early Years Foundation Stage Profile (EYFSP)

- Performance in the EYFSP for a GLD has continued to rise and is, again, above the national average. This is an established trend.
- Rotherham's performance for a GLD has improved by 1.0% from 72.1% in 2017 to 73.1% in 2018. **The Rotherham LA average is 1.4% above the national average of 71.7% in 2018.**
- The Average Total Points (ATPS) measure has improved by 0.2 to 34.6 points and is in line with the national average.
- 2018 GLD outcomes are ranked 3rd compared with other LAs in the Yorkshire and Humber region (15 LAs).

Rotherham LA and the National Average Trend for GLD

	2015 GLD %	2016 GLD %	2017 GLD %	2018 GLD %
Rotherham LA	67.4	70.4	72.1	73.1
National Average	66.3	69.3	70.7	71.7
Rotherham / National Gap	+1.1	+1.1	+1.4	+1.4

Gender

- In 2018, the percentage of girls achieving a GLD was 79.7% (an increase of 1.0% from 2017) compared to 66.3% boys (an increase of 0.6% from 2017). Nationally, the percentage of girls achieving a GLD was 78.6% (an increase of 0.9% from 2017) compared to 65.1% boys (an increase of 1.1% from 2016). There continues to be a gap in achievement of the GLD between girls and boys - this reflects the national picture. The gap in Rotherham has increased slightly from 13.0% in 2017 to 13.4% in 2018.   This is just below the 2018 national gender gap of 13.5%.

Free School Meals (FSM)

- In 2018, the number of pupils eligible for FSM was 466 (14.1% of the cohort; 14.7% girls and 13.5% boys). The percentage of pupils eligible for FSM achieving a GLD was 59% (an increase of 2% from 2017) compared to non-FSM at 76% (an increase of 1% from 2017). Nationally, the percentage of pupils eligible for FSM achieving a GLD was 56.6% (an increase of 1% from 2017) compared to non-FSM at 74.2% (an increase of 1% from 2017). Outcomes for Rotherham FSM pupils were 2% above their national average counterparts; the gap between FSM and non-FSM pupils in Rotherham has decreased from 18% in 2017 to 17% in 2018; this is 1% below the national gap in 2018.

Ethnicity

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 %		
	2016	2017	2018	2016	2017	2018
All Pupils	70.4 (3,317)	72.1 (3,407)	73.1 (3,303)	69.3	70.7	71.7
White British	73.2 (2,710)	74.1 (2,773)	74.6 (2,676)	72.0	73.0	73.4
Asian Pakistani	67.7 (201)	71.0 (224)	70.4 (206)	62.0	64.0	65.9
Gypsy / Roma	7.0 (43)	20.0 (48)	27.3 (44)	26.0	31.0	34.7

- 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 each year but remains below the national average in 2018.

Special Educational Needs (SEN)

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

	Rotherham LA %			National %		
	2016	2017	2018	2016	2017	2018
All Pupils	70.4 (3,317)	72.1 (3,407)	73.1 (3,303)	69.3	70.7	71.7
No Identified SEN	76.0 (2,934)	77.0 (3,000)	79.0 (2,917)	75.0	76.0	77.0
SEN Support	34.0 (326)	37.0 (350)	32.5 (345)	26.0	27.0	27.6
Statement / EHC plan	6.0 (34)	3.0 (37)	2.4 (41)	4.0	4.0	4.9

- The percentage of pupils with SEN support achieving a GLD in Rotherham has decreased in 2018 but is above their national average counterparts from 2016 to 2018. The percentage of pupils with a Statement / EHC plan achieving a GLD

is just below the national average (this group equates to 1.2% of the overall cohort in 2018).

Early Years: Areas for Improvement / Priorities
- To continue to exceed the national averages
- To further reduce the attainment gap between FSM and non-FSM pupils, especially boys.
- To further reduce the attainment gap between boys and girls.

Key Stage 1 (KS1 – Years 1 & 2)

Phonics
- 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.
- In 2018, the percentage of pupils passing the phonics screening check in year 1 has increased by 2% to 81%. National averages increased by 1% to 82% in 2018. This is the closest to the national average that we have achieved. The Rotherham LA average has improved by 12% from 2014 to 2018 and narrowed the gap to the national average from 5% to 1% over this period of time.
- 90.2% of pupils met the expected standard of phonics decoding by the end of year 2 in 2018; this compares to the national average of 91.8%. Rotherham LA is 1.6% below the national average.
- 2018 end of year 1 outcomes in Rotherham are ranked 7th compared with other LAs 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

	2015	2016	2017	2018
Rotherham LA %	74.4	79.0	79.0	81.0
National Average %	77.0	81.0	81.0	82.0
Roth / Nat Gap %	-2.6	-2.0	-2.0	-1.0

Gender
- At an LA level, there continues to be a gap between girls' and boys' attainment – this reflects the national picture. In year 1 2018, 84.1% of girls (an increase of 1.1% from 2017) and 77.7% of boys (an increase of 2.6% from 2017) achieved the standard mark. This compares to the national average for girls of 86.0% and boys 79.2%. The gender gap in Rotherham reduced by 1.6% to 6.3% in 2018; this is 0.5% below the national gap of 6.8% in 2018. The proportion of girls meeting the expected standard is 1.9% below their national average counterparts and boys is 1.5% below their national average counterparts.

Free School Meals
- The number of pupils in the year 1 cohort eligible for FSM was 559 (16.4% of the cohort, 16.6% boys and 16.1% girls). The percentage of pupils eligible for FSM achieving the standard mark increased by 3.2% to 68.2% from 2017 to 2018. This compares to the national average that increased by 2.0% to 70.0% from 2017 to 2018. The gap between FSM and non-FSM pupils in Rotherham reduced by 2% to 15.1%; (the boys gap is 16.7%, the girls gap is 13.3%). The

national average gap is reduced by 1.4% to 14.6%; (the boys gap is 16.4%, the girls gap is 12.5%). The national average gap is slightly below the LA average gap.

Ethnicity

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 %		
	2016	**2017**	**2018**	**2016**	**2017**	**2018**
All Pupils	79.0 (3,424)	78.8 (3,341)	81.0 (3,418)	81.0	81.0	83.0
White British	79.8 (2,802)	80.3 (2,712)	82.3 (2,765)	81.0	81.0	82.6
Asian Pakistani	79.9 (214)	84.1 (208)	80.9 (220)	81.0	81.0	82.8
Gypsy / Roma	23.0 (48)	23.3 (43)	30.4 (56)	37.0	39.0	43.7

- 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 2017. The percentage of Gypsy / Roma pupils achieving a GLD has increased by 7% from 2017 to 2018 but remains below the national average.

Special Educational Needs (SEN)

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 SEN groups is shown in brackets.

	Rotherham LA %			National %		
	2016	**2017**	**2018**	**2016**	**2017**	**2018**
All Pupils	79.0 (3,424)	78.8 (3,341)	81.0 (3,418)	81.0	81.0	83.0
No Identified SEN	85.0 (2,942)	85.0 (2,860)	87.0 (2,899)	86.0	87.0	88.5
SEN Support	44.0 (422)	46.0 (423)	50.8 (459)	46.0	47.0	48.1
Statement / EHC plan	27.0 (45)	6.0 (52)	13.3 (60)	18.0	18.0	19.7

- The percentage of pupils in Rotherham with SEN support meeting the required standard in the phonics screening check has increased each year and above their national counterparts by 2.7% in 2018. The percentage of pupils in Rotherham with a Statement / EHC plan meeting the required standard in the phonics screening check was above the national average in 2016, declined in 2017, improved in 2018 but remains 6% below the national average. (This group of pupils equates to 1.8% of the overall cohort in 2018 and 29 pupils in this group attend special schools).

Phonics: Areas for Improvement / Priorities

- Continue to increase the percentage of pupils achieving the required national standard in phonics, in order to meet or exceed the national average
- To accelerate the rate of progress in phonics, especially boys, and those eligible for pupil premium funding.

2018 Education Performance Outcomes Report

Key Stage 1 (KS1 – Years 1 & 2) Teacher Assessment

- **Rotherham LA Average 2018 (expected standard [EXS+])**
  - 64.8% of pupils met the EXS+ in reading, writing and mathematics (R,W&M) compared to 64.0% last year **(increased by 0.8%)**
  - 72.7% of pupils met the EXS+ in reading, compared to 73.3% last year **(decreased by -0.6%)**
  - 69.8% of pupils met the EXS+ in writing, compared to 68.6% last year **(increased by 1.2%)**
  - 74.9% of pupils met the EXS+ in mathematics, compared to 74.8% last year **(increased by 0.1%)**

- **National Average 2018 (expected standard)**
  - 65.4% of pupils met the EXS+ in R,W&M, compared to 63.7% last year **(increased by 1.7%)**
  - 75.5% of pupils met the EXS+ in reading, compared to 75.6% last year (**decreased by -0.1%)**
  - 70.0% of pupils met the EXS+ in writing, compared to 68.2% last year **(increased by 1.8%)**
  - 76.1% of pupils met the EXS+ in mathematics, compared to 75.1% last year **(increased by 1.0%)**

- Rotherham is broadly in line with the national average at the EXS+ in writing and R,W&M combined but below the national average at the EXS+ in reading and mathematics. In Rotherham, the gap between LA and National averages at the EXS+ has increased this year in all subjects.

- **Rotherham LA Average 2018 (greater depth (GDS))**
  - 12.7% of pupils met the GDS in R,W&M, compared to 12.2% last year **(increased by 0.5%)**
  - 27.3% of pupils met the GDS in reading, compared to 25.5% last year **(increased by 1.8%)**
  - 16.9% of pupils met the GDS in writing, this remained static from 2017
  - 23.9% of pupils met the GDS in mathematics, compared to 22.5% last year **(increased by 1.4%)**

- **National Average 2018 (greater depth)**
  - 11.7% of pupils met the GDS in R,W&M, compared to 11.0% last year **(increased by 0.7%)**
  - 25.7% of pupils met the GDS in reading, compared to 25.2% last year **(increased by 0.5%)**
  - 15.9% of pupils met the GDS in writing, compared to 15.6% last year **(increased by 0.3%)**
  - 21.8% of pupils met the GDS in mathematics, compared to 20.5% last year **(increased by 1.3%)**

- Rotherham was above the national average at the GDS in all subjects in 2017 and 2018.

2018 Education Performance Outcomes Report
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**	**2018**	**17/18 Diff**	**2016**	**2017**	**2018**	**17/18 Diff**
Rotherham LA	59.8	64.0	64.8	+0.8	8.9	12.2	12.7	+0.5
National Average	60.3	63.7	65.4	+1.7	8.9	11.0	11.7	+0.7
Roth / Nat Gap	-0.5	+0.3	-0.6	-0.9	0	+1.2	+1.0	+0.2

- In 2018, the KS1 R,W&M combined indicator ranking is 4th at the EXS+ and 1st at GDS compared with other LAs in the Yorkshire and Humber region (15 LAs).

Gender
- 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 10%, this is 0.4% below the national average gap. The widest gap at both LA and national levels is in writing. The attainment of girls and boys in Rotherham is above the national average in all subjects at GDS including the R,W&M combined measure.

Gender Comparison	R,W&M		Reading		Writing		Mathematics	
2018	**% EXS+**	**% GDS**	**% EXS+**	**% GDS**	**% EXS+**	**% GDS**	**% EXS+**	**% GDS**
National								
Boys National Average	60.3	9.9	71.3	22.3	63.4	11.8	74.9	23.9
Girls National Average	70.7	13.5	79.9	29.2	76.8	20.1	77.3	19.6
Gender Gap	**10.4**	**3.6**	**8.6**	**6.9**	**13.4**	**8.3**	**2.4**	**-4.3**
LA								
Boys LA Average	59.9	10.4	69.1	23.1	63.5	11.9	73.5	25.8
Girls LA Average	69.9	15.2	76.6	31.7	76.4	22.2	76.4	21.9
Gender Gap	**10.0**	**4.8**	**7.5**	**8.6**	**12.9**	**10.3**	**2.9**	**-3.9**
Nat / LA Boy Diff	-0.4	0.5	-2.2	0.8	0.1	0.1	-1.4	1.9
Nat / LA Girls Diff	-0.8	1.7	-3.3	2.5	-0.4	2.1	-0.9	2.3

Disadvantaged Pupils
- The number of disadvantaged pupils in the year 1 cohort was 877 (26.2% of the cohort, 26.7% boys and 24.7% girls). The performance of disadvantaged pupils working at the EXS+ in the R,W&M combined measure was 47.4% (decreased by 1.9%) compared to non-disadvantaged pupils at 70.9% (increased by 1.1%); the gap between disadvantaged and non-disadvantaged pupils was 23.5% (an increase of 3.0% from 2017). This compares to national average gap of 18.9%, the Rotherham gap is 4.6% above than the national gap. Disadvantaged and non-disadvantaged pupils were above the national averages in all subjects at the GDS.

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

LA Average	EXS+ 2018			GDS 2018		
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	%Gap
Reading	57.8	78	-20.2	14.5	31.8	-17.3
Writing	52.8	75.8	-23	8.1	20	-11.9
Maths	62.1	79.5	-17.4	12.7	27.9	-15.2
R,W&M Combined	47.4	70.9	-23.5	5.4	15.3	-9.9
National Average	**EXS+ 2018**			**GDS 2018**		
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	%Gap
Reading	62.3	78.5	-16.2	13.9	28.3	-14.4
Writing	55.2	73.4	-18.2	7.6	17.7	-10.1
Maths	62.7	79.3	-16.6	11.7	24.1	-12.4
R,W&M Combined	50	68.9	-18.9	5.2	13	-7.8
LA and National Average Difference						
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	%Gap
Reading	-4.5	-0.5	4	0.6	3.5	2.9
Writing	-2.4	2.4	4.8	0.5	2.3	1.8
Maths	-0.6	0.2	0.8	1	3.8	2.8
R,W&M Combined	-2.6	2	4.6	0.2	2.3	2.1

Ethnicity

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	2018	2016	2017	2018
All Pupils	59.8 (3,328)	64.0 (3,422)	64.8 (3,343)	60.3	63.7	65.4
White British	61.8 (2712)	65.2 (2790)	66.1 (2,706)	60.5	63.8	65.4
Asian Pakistani	62.6 (211)	63.3 (207)	69.4 (209)	57.0	60.9	63.5
Gypsy / Roma	2.9 (68)	9.4 (53)	7.3 (41)	16.8	19.4	21.4

- The percentage of White British, Asian Pakistani and Gypsy / Roma pupils achieving the EXS+ in R,W&M combined has increased from 2016 to 2018. White British and Asian Pakistani pupils are above their national average counterparts in 2016, 2017 and 2018. Gypsy / Roma pupils are below their national average counterparts in 2017 and 2018.

Special Educational Needs (SEN)

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 SEN groups is shown in brackets.

	Rotherham LA%			Rotherham LA %		
	2016	2017	2018	2016	2017	2018
All Pupils	59.8 (3,328)	64.0 (3,422)	64.8 (3,343)	60.3	63.7	65.4
No Identified SEN	68.4 (2,779)	72.9 (2,865)	75.3 (2,746)	68.1	71.9	73.8
SEN Support	17.0 (506)	19.3 (497)	18.3 (525)	17.3	19.2	20.6
Statement / EHC plan	9.3 (43)	7.0 (61)	1.4 (72)	7.8	7.6	7.6

- The percentage of pupils in Rotherham with SEN support achieving the EXS+ in R,W&M combined has decreased by 1% in 2018 and just below their national counterparts. The percentage of pupils in Rotherham with a Statement / EHC plan achieving the EXS+ in R,W&M combined has decreased each year from 2016 (this group of pupils equates to 2.2% of the overall cohort in 2018; 32 of the pupils attend a special school).

KS1: Areas for Improvement / Priorities
- Improve the performance in reading at the EXS+, in order to close the gap to the national average.
- Continue to improve the performance of all pupils, but especially boys and pupils eligible for pupil premium funding.

Key Stage 2 (KS2 – Years 3 - 6)

- **Rotherham LA Average 2018 (expected standard)**
  - 61.5% of pupils met the EXS+ in reading, writing and mathematics, compared to 60.8% last year **(increased by 0.7%)**
  - 70.3% of pupils met the EXS+ in reading, compared to 69.0% last year **(increased by 1.3%)**
  - 73.7% of pupils met the EXS+ in mathematics, compared to 75.9% last year **(decreased by 2.2%)**
  - 74.3% of pupils met the EXS+ in grammar, punctuation and spelling, compared to 75.7% last year **(decreased by 1.4%)**
  - 79.4% of pupils met the EXS+ in writing TA, compared to 77.3% last year **(increased by 2.1%)**

- **National Average 2018 (expected standard)**
  - 64.0% of pupils met the EXS+ in reading, writing and mathematics, compared to 61.0% last year **(increased by 3%)**
  - 75.0% of pupils met the EXS+ in reading, compared to 72.0% last year **(increased by 3.0%)**
  - 76.0% of pupils met the EXS+ in mathematics, compared to 74.8% last year **(increased by 1.2%)**
  - 78.0% of pupils met the EXS+ in grammar, punctuation and spelling, compared to 76.9% last year **(increased by 1.1%)**
  - 78.0% of pupils met the EXS+ in writing TA, compared to 76.3% last year **(increased by 1.7%)**

- In 2018, Rotherham LA KS2 outcomes at the EXS+ in reading, writing TA and the R,W&M combined measure have increased; mathematics and grammar, punctuation and spelling have decreased. National averages have improved in all subjects and are above the Rotherham LA average except the writing teacher assessment.

- **Rotherham LA Average 2018 (greater depth / higher)**
  - 8.2% of pupils met the higher standard (HS) in the R,W&M combined measure, compared to 7.1% last year **(increased by 1.1%)**
  - 22.4% of pupils met the HS in reading, compared to 19.2% last year **(increased by 3.2%)**

- 18.6% of pupils met the HS in mathematics, compared to 19.6% last year **(decreased by 1.0%)**
- 29.5% of pupils met the HS in GPS, compared to 27.0% last year **(increased by 2.5%)**
- 17.9% of pupils met the GDS in writing TA, compared to 17.8% last year **(increased by 0.1%).**

- **National Average 2018 (greater depth / higher)**
  - 9.9% of pupils met the HS in the R,W&M combined measure, compared to 8.6% last year **(increased by 1.3%)**
  - 28.1% of pupils met the HS in reading, compared to 24.5% last year **(increased by 3.6%)**
  - 23.6% of pupils met the HS in mathematics, compared to 22.6% last year **(increased by 1.0%)**
  - 34.4% of pupils met the HS in GPS, compared to 30.9% last year **(increased by 3.5%)**
  - 19.9% of pupils met the GDS in writing TA, compared to 17.7% last year **(increased by 2.2%).**

- The gap to the national average is wider at the higher standard in all subjects.

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

	EXS+ %				HS %			
	2016	2017	2018	17/18 Diff	2016	2017	2018	17/18 Diff
Rotherham LA	53.9	60.8	61.5	0.7	4.4	7.1	8.2	1.1
National Average	53.0	61.0	64.0	3.0	5.4	8.6	9.8	1.3
Roth / Nat Gap	0.9	0.0	-2.5	-2.4	-1	-1.5	-1.7	-0.2

- In 2018, the KS2 R,W&M combined indicator ranking is 9th at the EXS+ and 12th at the HS compared with other LAs in the Yorkshire and Humber region (15 LAs).

KS1- KS2 Progress Measures
- The average 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 (sig-) the national average and the progress in writing is identified as significantly above (sig+) the national average.

- The KS1 prior attainment average progress score is 15.5; this was 0.5 below the national average.

- The KS1 prior attainment average points score (APS) was 0.5 below the national average in 2018.

	Rotherham LA APS	National APS
All Pupils	15.5	16.0
Girls	15.9	16.4
Boys	15.2	15.7

- Girls progress in reading was -0.5 (sig-), writing +1.2 (sig+) and mathematics -0.7 (sig-); boys progress in reading was -0.8 (sig-), writing +0.2 and mathematics +0.7 (sig+).

KS2 Floor Standards
- 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 2018 was reading -5.0, writing -7.0 and mathematics -5.0.

- Provisional un-validated data indicates three Rotherham primary schools below the floor standard; St Joseph's Dinnington, Thrybergh Academy and Thrybergh Primary. They are all convertor academy schools.

KS2 Coasting Schools
- 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 2018 was the same as in 2016 and 2017.
  For primary schools, the measures are:
  - In 2016, 2017 and 2018 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.

- Provisional un-validated data indicates six Rotherham primary schools identified as coasting in 2018.
  Brookfield Primary Academy,
  Dinnington Community Primary,
  Ferham Primary,
  Maltby Lilly Hall Academy,
  Roughwood Primary,
  St Joseph's Dinnington.
  One school is a sponsored academy, four 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 February 2018.

- DfE consultation will take place in the Autumn Term 2018 to determine a new accountability measures from September 2019. This will replace the 'floor' standard and the 'coasting' standard.

Gender

- 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 5.4%; which has narrowed by 4.9% from 2017. This is due to an improvement in boys attainment and a decline in girls attainment. The gap is 2.6% below the national average gap.

Key Stage 2 Gender Comparison Trend

2017	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

2018	RWM*		Reading		Writing TA		Maths	
	% EXS+	% HS	% EXS+	% HS	% EXS+	% GDS	% EXS+	% HS
National								
Boys	60.5	8.3	71.6	23.9	72.4	14.7	75.1	25.5
Girls	68.5	11.5	79.2	32.4	84.5	25.3	76	21.6
Gender Gap	**8**	**3.2**	**7.6**	**8.5**	**12.1**	**10.6**	**0.9**	**-3.9**
LA								
Boys	58.9	7.2	67.4	19.9	75.3	13	73.8	20.4
Girls	64.3	9.3	73.3	25.3	83.9	23.3	73.7	16.6
Gender Gap	**5.4**	**2.1**	**5.9**	**5.4**	**8.6**	**10.3**	**-0.1**	**-3.8**
Nat / LA Boy Diff	-1.6	-1.1	-4.2	-4	2.9	-1.7	-1.3	-5.1
Nat / LA Girl Diff	-4.2	-2.2	-5.9	-7.1	-0.6	-2	-2.3	-5

Disadvantaged pupils

- In 2018, there were 1142 disadvantaged pupils (35.1% of the cohort, 36.0% girls and 34.3% boys). The proportion of disadvantaged pupils in Rotherham working at EXS+ in reading, writing and maths combined was 46.4% while the non-disadvantaged pupils were 69.7%, the gap was 23.3% (narrowed by 3.7% from 2017). The proportion of disadvantaged pupils nationally working at EXS+ in reading, writing and maths combined was 50.7% while the non-disadvantaged pupils were 70.4%, the gap was 19.7% (narrowed by 0.5% from 2017). The LA gap is 3.6% above the national gap.

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

LA Average	EXS+ 2018			GDS / HS 2018		
	Dis %	Non Dis %	Gap %	Dis %	Non Dis %	Gap %
Reading	56.9	77.5	-20.6	13.5	27.3	-13.8
Writing	68.7	85.3	-16.6	8.5	23	-14.5
Maths	61.6	80.3	-18.7	10.2	23.2	-13
GPS	62	80.9	-18.9	18.5	35.5	-17
R,W&M Combined	46.4	69.7	-23.3	2.8	11.1	-8.3
National Average	**EXS+ 2018**			**GDS / HS 2018**		
	Dis %	Non Dis %	Gap %	Dis %	Non Dis %	Gap %
Reading	64.2	80.1	-15.9	17.8	32.5	-14.7
Writing	67.5	83	-15.5	11.2	23.5	-12.3
Maths	63.9	80.7	-16.8	13.7	27.9	-14.2
GPS	66.9	82.3	-15.4	23.5	39.2	-15.7
R,W&M Combined	50.7	70.4	-19.7	4.4	12.2	-7.8
LA and National Average Difference						
EXS+	Dis %	Non Dis %	Gap %	Dis %	Non Dis %	Gap %
Reading	-7.3	-2.6	4.7	-4.3	-5.2	-0.9
Writing	1.2	2.3	1.1	-2.7	-0.5	2.2
Maths	-2.3	-0.4	1.9	-3.5	-4.7	-1.2
GPS	-4.9	-1.4	3.5	-5	-3.7	1.3
R,W&M Combined	-4.3	-0.7	3.6	-1.6	-1.1	0.5

Ethnicity

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	2018	2016	2017	2018
All Pupils	54.0 (3,057)	61.0 (3,112)	61.5 (3,252)	53.2	61.0	64.0
White British	55.4 (2,528)	61.5 (2,558)	62.0 (2,654)	53.6	61.5	64.2
Asian Pakistani	51.3 (228)	60.6 (221)	69.2 (214)	46.6	55.4	61.4
Gypsy / Roma	0.0 (41)	9.3 (43)	9.6 (52)	12.9	16.5	18.0

- The percentage of White British, Asian Pakistani and Gypsy / Roma pupils achieving the EXS+ in R,W&M combined has increased in 2018. Asian Pakistani pupils are well above their national average counterparts in 2016, 2017 and 2018. Gypsy / Roma pupils are below the national average each year.

Special Educational Needs (SEN)
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 SEN groups is shown in brackets.

	Rotherham LA%			Rotherham LA %		
	2016	**2017**	**2018**	**2016**	**2017**	**2018**
All Pupils	54.0 (3,057)	61.0 (3,112)	61.5 (3,252)	53.2	61.0	64.0
No Identified SEN	63.0 (2,445)	70.0 (2,502)	73.1 (2,550)	62.0	71.0	73.5
SEN Support	21.0 (528)	25.0 (507)	21.7 (598)	16.0	21.0	23.6
Statement / EHC plan	1.2 (80)	4.0 (99)	3.0 (104)	7.0	8.0	8.3

- The percentage of pupils in Rotherham with SEN support achieving the EXS+ in R,W&M combined increased in 2017 and decreased in 2018; this is 1.9% below their national counterparts. The percentage of pupils in Rotherham with a Statement / EHC plan achieving the EXS+ in R,W&M combined also increased in 2017 and decreased slightly in 2018 and remains below the national average (this group of pupils equates to 3% of the overall cohort in 2018).

KS2: Areas for Improvement / Priorities
- To continue to improve the performance of pupils in reading at the EXS+ and HS to meet or exceed the national average.
- To rapidly accelerate the rate of progress for higher ability pupils to meet or exceed the national average at the HS / GDS.
- To improve the performance of pupils eligible for pupil premium funding at a faster rate than national.
- Make improvements in mathematics in order to address the decline at both the EXS+ and HS in 2018.

KS4 (Years – 10 & 11)
- The Rotherham LA 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).
- The 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 percentage of pupils achieving grade 5 or above in English and mathematics is 37.0%; 6.2% below the national average (state-funded schools) and 2.9% below the national average (all schools).
- The percentage of pupils achieving grade 4 or above in English and mathematics is 58.9%; 5.3% below the national average (state-funded schools) and 0.2% below the national average (all schools).
- 23.7% of the pupils were entered for English Baccalaureate (Ebacc), this is 14.8% below the national average (state-funded) and 11.4% below the national average (all schools).

- The Ebacc average points score (APS) is 3.59 compared to the national average (state-funded) of 4.04 and national average (all schools) of 3.83.
- In 2018, 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.

KS4 Floor Standards

- In 2018, 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. Provisional un-validated data indicates that Dinnington High school will be below the floor standard; this school converted as an OFSTED good school to an academy in February 2015 but was deemed RI at its last inspection November 2017.

KS4 Coasting Schools

- The 'coasting' definition covers school performance over 3 years. A school is identified as coasting if:
  - In 2016, 2017 and 2018 the Progress 8 measure falls below -0.25.

- Provisional un-validated data indicates that Dinnington High school will also be identified as coasting and this will be the second year the school has fallen into this category. Details of the process that the 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

- As in previous years, girls continue to perform better than boys. This follows a similar trend to the national average. The gap between the performance of girls and boys achieving Attainment 8 was 5.8 points (this has increased by 1.0 point from 2017). The gap in national performance (state-funded) between girls and boys achieving Attainment 8 was 5.5 points; the Rotherham gender gap is 0.3 points above the national gender gap.

- The performance of boys and girls is below the national average (state-funded) at grade 5+ and grade 4+ in English and maths, with the boys gap to the national average being wider than the girls gap. Boys are 7.2% below their national counterparts at grade 5+ and 6.3% below at grade 4+.

- The gap in the Progress 8 measure between boys and girls is in line with the national average gap. The progress of boys in Rotherham is -0.09 below the national average (state-funded); the progress of girls is -0.08 below the national average (state-funded).

KS4: Areas for Improvement / Priorities

- Improve the performance for all pupils in English and mathematics at grade 5+, the Ebacc APS and the Progress 8 score to meet or exceed the national average.
- Rapidly improve the performance of boys in all areas.
- To improve the performance of pupils eligible for pupil premium funding at a faster rate than national.

KS5 (Years 12 & 13)

- Please note this information was collected directly from secondary schools on A level results day 2018.
- The overall LA 'A' Level or equivalent pass rate (A*- E grades) was 99.1%; this is 0.2% above the 2017 results day collection.
  A*- A grade - was 22.1%.
  A*- B grades – was 44.5%
  A*- C grades – was 75.6%
  The national pass rate reported on the BBC news website shows that the overall A*-E pass rate has marginally fallen to 97.6% showing the Rotherham LA average is 1.5% above the national average.

- The Average Points Score (APS) per entry in 2018 for A level pupils has increased by 0.42 to 29.23. National averages have increased by 0.71 points to 31.84 (state-funded) and 0.66 points to 33.05 (all schools). The LA average is 2.61 points below the national average (state-funded schools) and 3.82 points below the national average (all schools) in 2018.