

Public Report
Improving Lives Select Commission

Committee Name and Date of Committee Meeting

Improving Lives Select Commission – 14 January 2020

Report Title

2019 Education Performance Outcomes

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

Yes

Strategic Director Approving Submission of the Report

Sally Hodges, Interim Strategic Director, Children & Young People's Services

Report Author(s)

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Ward(s) Affected

Borough-Wide

Report Summary

The purpose of the report is to present an overview of the provisional unvalidated 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 2019. Provisional national averages in the primary and secondary phase are sourced from the National Consortium of Examination Results (NCER) software.

Recommendations

1. That the report and education performance outcomes for Rotherham in 2019 be noted.

List of Appendices Included

Appendix 1 Equality Impact Assessment

Appendix 2 Primary and Secondary National Curriculum

Appendix 3 Education Performance Outcomes 2019

Background Papers

Report to Scrutiny Panel (23rd April 2018)

2017 Education Performance Outcomes (All Wards)

Report to Cabinet (19th November 2018)

2018 Provisional Education Performance Outcomes (All Wards)

<http://modgov-p-db/ieListDocuments.aspx?CId=1103&MId=14500>

DfE Schools Causing Concern guidance

<https://www.gov.uk/government/publications/schools-causing-concern--2>

Rotherham School Improvement (RoSIS) Directory of Services to Schools and Academies 2019/2020

https://drive.google.com/open?id=18NwGfEvDaMaw1xgA3-q4Em4mlNbm_Yry

RoSIS Continuous Professional Development Brochure for Schools and Academies 2018/2020

<https://drive.google.com/open?id=1f6MkHq-bPfkknoluio3K7Q-4Szydfe3y>

RoSIS School Governance Prospectus

<https://drive.google.com/open?id=13NvageMwYhxJGDmfzMpnCLGeLZIF6KSp>

Consideration by any other Council Committee, Scrutiny or Advisory Panel

The report was considered by Cabinet at its meeting of December 23, 2019.

Council Approval Required

No

Exempt from the Press and Public

No

2019 Education Performance Outcomes

1. Background

- 1.1 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 with 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.
- 1.2 There are 122 schools and education settings in Rotherham. As of the 1st September 2019, 81 are academies and 41 are LA maintained schools. A summary by type of school or setting is detailed in Appendix 2.

Summary of Provisional Outcomes

- 1.3 The proportion of Rotherham schools judged as good or outstanding was 79.3% as at August 2019; this compares to the national average of 86% as at July 2019. The gap to the national average is 6.7%. The proportion of pupils attending a good or outstanding Rotherham school was 77.2% as at August 2019; this compares to the national average of 84% as at March 2019. The gap to the national average is 6.8%.
- 1.4 Performance in the **Early Years Foundation Stage Profile (EYFSP)** for a 'Good Level of Development' (GLD) has decreased by 2.8% to 70.3%. The provisional national average has increased by 0.4% to 71.9%. Rotherham LA is 1.6% below the national average. 2019 GLD outcomes are ranked 11th compared with other LA's in the Yorkshire and Humber region (15 LAs).
- 1.5 In **Phonics**, the percentage of pupils passing the phonics screening check in year 1 has decreased by 1% to 80%. Provisional national averages remained static at 82% in 2019. The gap to the national average is 2%. 2019 end of year 1 outcomes in Rotherham are ranked 8th compared with other Local Authorities in the Yorkshire and Humber region.
- 1.6 In **Key Stage 1**, 62.2% of pupils met the expected standard (EXS+) in reading, writing and mathematics combined in 2019, compared to 64.8% in 2018. Rotherham has decreased by 2.6% and is 2.8% below the national average at 65.0%. In the greater depth standard (GDS) for reading, writing and mathematics combined at KS1, Rotherham has decreased by 2.7% to 10.0%; this is 1% below the national average at 11.0%. In 2019, the KS1 reading, writing and mathematics combined indicator is ranked 13th at the EXS+ and 11th at GDS compared with other Local Authorities in the Yorkshire and Humber region.

- 1.7 In **Key Stage 2**, 59.2% of pupils met the EXS+ in reading, writing and mathematics combined in 2019, compared to 62.0% in 2018. Rotherham has decreased by 2.8% and is 5.8% below the national average. In the higher standard (HS) for reading, writing and mathematics combined at KS2, Rotherham decreased by 0.8% to 7.5%; this is 3.0 % below the national average at 10.5%. In 2019, the KS2 reading, writing and mathematics combined indicator is ranked 15th at the EXS+ and 15th at the HS compared with other Local Authorities in the Yorkshire and Humber region.
- 1.8 In 2019, the average **KS1- KS2** progress score for Rotherham in reading was -1.32 (sig-), in writing was -0.29 (sig-) and in maths was -0.36 (sig-). The progress measures are identified as significantly below the national average. The KS1 prior attainment average points score is 15.9; this was 0.3 below the national average.
- 1.9 At **Key Stage 4**, the average Attainment 8 score per pupil has increased by 0.7 points to 44.3. The national average has remained at 46.6 (state-funded i.e. LA maintained schools, academies and free schools) and remained at 44.5 (all schools including the independent sector). The LA average is 2.3 points below the national average (state-funded schools) and 0.2 points below the national average (all schools).
- 1.10 At **Key Stage 4**, the Progress 8 score has decreased by 0.05 to -0.14; this is 0.11 below the national average (state-funded) score of -0.03. This is the second year the progress 8 score has been below the national level.
- 1.11 At **Key Stage 4**, the percentage of pupils achieving grade 5 or above in English and maths has increased by 0.3% to 37.7%; this is 5.3% below the national average (state-funded schools) and 2.1% below the national average (all schools).
- 1.12 At **Key Stage 4**, the proportion of pupils entered for English Baccalaureate (Ebacc) has increased by 7.4% to 31.2%; this is 8.8% below the national average (state-funded) and 5.3% below the national average (all schools). The Ebacc average points score (APS) has increased by 0.09 to 3.69 compared to the national average (state-funded) of 4.07 and national average (all schools) of 3.86.
- 1.13 At **Key Stage 5**, the Rotherham 'A' Level or equivalent pass rate (A*- E grades) was 99.0%. The national pass rate reported on the BBC news website shows that the overall A*-E pass rate has remained at 97.6% showing the Rotherham LA average is 1.4% above the national average.
Please note the KS4 and KS5 information was collected directly from secondary schools on results day 2019.
- 1.14 Presentation of the data by contextual groups and trends are detailed in Appendix 3.

2. Key Issues

- 2.1 The decline in outcomes in the primary phase in 2019. The national average has declined in some areas but the outcomes in Rotherham have declined more than the national average.
- 2.2 Ensuring that Multi Academy Trusts (MAT's) work collaboratively beyond their own trust remains a key challenge and has impacted on their attainment and progress over recent years in some trusts.
- 2.3 There is a need for the LA to continue to endeavour to maintain positive links and effective communication with all of Rotherham's educational providers and the DfE so that all schools and academies retain a sense of belonging to a Rotherham-wide learning community.
- 2.4 There are areas identified for improvement and priorities in each phase of education; these are outlined in Appendix 2.
- 2.5 Our emerging overall priorities for 2019/2020 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
 - Improving the achievement of disadvantaged pupils by addressing wider issues than only academic outcomes. Preparing pupils for life after school and better equipped to enter the workplace.
 - To improve the Early Years Foundation Stage GLD outcomes to be at or above the national average
 - To improve Key Stage 1 reading, writing and mathematics in order to address the decline at both the expected standard and greater depth in 2019.
 - Improve the performance of our pupils at the end of Key Stage 2
 - Continue to improve the performance at KS4 in particular in English and mathematics to be at or above the national average.
 - Improve the relationships between mainstream and special schools to ensure best provision for students with SEND.

3. Options considered and recommended proposal

- 3.1 This report provides an overview of educational outcomes of children and young people in Rotherham in 2019 and to provide information about the LA's offer of support and challenge in working with schools and academies to strengthen key areas of their work and thereby improve pupil outcomes. Following the sharing of these outcomes RESP will develop an action plan to address the key areas in need of improvement. The key priorities initially identified are:
- Improving the level of Oracy, with a focus on Reading and language acquisition across all stages of education from Early years through to Post 16, with a specific focus for those with SEND.
 - To improve the quality of Leadership and Management across educational establishments, with a particular focus around Governance and the Curriculum offer across all schools.

- To work with external partners to ensure the most effective use of resources to ensure improved outcomes for young people.

4. **Consultation on proposal**

- 4.1 The Rotherham Education Strategic Partnership (RESP) was established in 2018 to build a more cohesive approach to school improvement following the Enabling School Improvement consultation. The first meeting was held on 24th October 2018 and the board have been meeting half termly.
- 4.2 RESP has brought together key partners from across Rotherham's education system enabling their work to be brought together into a coherent and effective strategic plan communicated through the partnership. It aims to maximise outcomes and improve life chances for children and young people, promote inclusion and reduce inequalities.
- 4.3 The overview of un-validated educational outcomes and the emerging priorities were shared and discussed at the Joint Headteachers', Primary and Secondary Headteachers' meetings on the 19th September 2019.
- 4.4 The following actions will be led by Rotherham Education Strategic Partnership (RESP) to inform and steer an action plan for 2019/2020.

Cross phase and Agency

- Co-ordinate a RMBC 'Summit around the Child' bringing together a wide range of key stakeholders with an aim of improving the educational outcomes for children and young people by agreeing a multi-agency plan to respond to the social economic challenges facing the young people of Rotherham.

4.5 **Early Years**

- Improve the outcomes for boys through rolling out the 'Boys, Books and Bicos' audit tools with settings and school.
- Increase professional confidence in early engagement for children where English is an additional language.
- Develop 'Quality Inductions' into early years for new recruits or students.
- Increase practitioners understanding of how to capture the 'Voice of the Child'
- Launch the SEND 'Parents Charter'
- Implement early engagement strategies with children especially boys and disadvantaged children; through developing the 'Forest Schools' model ensuring there is a link to SEMH
- Further develop the 'Literacy' and Maths audits and roll out to schools and settings.
- Implement 'Integrated reviews' to ensure all children needing additional support access early intervention at the earliest point in preparation for school.
- Continue to develop Foundation Stage leaders in Private, Voluntary and Independent Sector.

4.6 **Phonics**

- Work with English hubs whose remit is to improve outcomes in the phonics 2020.
- Ensure Rotherham School Improvement Service (RoSIS) traded offer to schools contains a range of CPD activities linked to the areas for improvement

4.7 **Key Stage 1&2**

- Target a wide range of reading focussed CPD
- Contribute and inform ADCS curriculum development conference January 2020.
- Share 'Enhancing Language Acquisition' -a project focussed on pupils in Year 4 to Year 9
- The 'closing the gap' project -a strategy for KS2 and KS3 pupils to improve writing skills particularly of the most disadvantaged pupils.
- Teaching and Learning Consultant support including- bespoke training in schools for teachers and TAs around the teaching and learning of reading comprehension and mathematics
- Assessment support for year 6 teachers in literacy and maths
- School based workshops to support parents/carers when helping their child with reading and mathematics

4.8 **Secondary**

- Lead secondary practitioners for English and mathematics appointed to support the improvement of English and mathematics
- To improve levels of aspiration through greater connectivity between schools, businesses and career leads.
- Improve attendance and reduce persistent absence through the implementation of the new 'Attendance Pathway'

4.9 **SEND**

- Roll out of SEND Strategy
- Build closer partnerships amongst the special schools and mainstream peers.
- Develop pupils social mobility through the development of language
- Actively work with parent/ carer agencies in developing family champions of co-production

5. **Timetable and Accountability for Implementing this Decision**

5.1 RESP priority areas for the school year 2019 / 20 will be those listed in bullet 2 and within section 4 of this report.

5.2 Key actions planned by Rotherham School Improvement Service (RoSIS) to help schools and academies to improve their pupil outcomes from 2019 and beyond are outlined in Appendix 3.

5.3 These will focus on each phase of education including Special Educational Needs and Disability (SEND).

6. Financial and Procurement Advice and Implications

- 6.1 There are no direct procurement implications arising from the content of this report.
- 6.2 There are no direct financial implications within this report

7. Legal Advice and Implications

- 7.1 This report is for information only. Please see paragraph 3.1 above. There are no direct legal implications arising from it. However there are legal duties and powers for local authorities where schools in their area cause concern and in particular those at risk of becoming eligible for intervention by the Secretary of State (in the case of both maintained schools and academies) or the local authority (maintained schools).
- 7.2 Section 72 of the Education and Inspections Act 2006 places a duty on English local authorities to have regard to guidance issued from time to time by the Secretary of State in the exercise of its functions in respect of local authority maintained schools in its area which are causing concern.
- 7.3 The Secretary of State has very recently issued (September 2019) such guidance as a Department for Education publication entitled "Schools causing concern". The guidance describes the processes local authorities may take to ensure underperformance is addressed early in maintained schools and in compliance with legislation including: School Standards and Framework Act 1998; the Education Acts 2002,2005 and 2011; Education and Inspections Act 2006; Apprenticeships, Skills, Children and Learning Act 2009; The School Governance (Transition from an Interim Executive Board) (England) Regulations 2010; Academies Act 2010; Children and Families Act 2014 and the Education and Adoption Act 2016.
- 7.4 With regard to academies the office of the RSC is responsible (on behalf of the Secretary of State) for monitoring challenging and intervening in an academy causing concern. The types of intervention available against an academy are set out in the institution's academy agreement: sections 2A and 2B of the Academies Act 2010 require academy agreements to contain provisions allowing the Secretary of State to terminate the agreement after consulting the proprietor (if the academy is "failing") and to issue a termination warning notice (if the academy is "coasting"). Although the local authority has no statutory powers of intervention in respect of academies causing concern the Council is committed to productive partnership working with the RSC's office including meetings and local information sharing.

8. Human Resources Advice and Implications

- 8.1 The Local Authority has had a part-time Assistant Director - Education from September 2017 and an Interim Head of Education from September 2019.

9. Implications for Children and Young People and Vulnerable Adults

9.1 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 improve skills, standards of attainment and wider opportunities for all pupils in order to improve their employment prospects and life chances.

10. Equalities and Human Rights Advice and Implications

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

10.2 Rotherham Metropolitan Borough Council is committed to working with all individual settings, schools, academies 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 and academies to ensure there is the collective drive and feeling of shared responsibility for all children across the borough. The outcomes in 2019 shows that 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

11. Implications for Partners

11.1 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.

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

11.3 There are many examples of strong, productive, collaborative work taking place involving school leaders across the borough.

12. Risks and Mitigation

12.1. There is a risk of individual schools or some groups of schools or academies (MAT's) becoming isolated and not prepared to work productively and collaboratively with each other. A potential lack of collective buy in from school and academy leaders could lead to further fragmentation of the local educational landscape and a further decline in educational performance. The LA continues 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.

13. Accountable Officers

Pepe Di'lasio - Assistant Director

Sally Hodges – Interim Strategic Director of Children and Young People's Services

Approvals obtained on behalf of Statutory Officers:-

	Named Officer	Date
Chief Executive	Sharon Kemp	05/12/19
Strategic Director of Finance & Customer Services (S.151 Officer)	Judith Badger	26/11/19
Head of Legal Services (Monitoring Officer)	Bal Nahal	27/11/19

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