Education Performance Outcomes 2019 (Provisional)

What's working well

- Two year old early education take-up in Rotherham is showing a continued increase and is above the national average of 72% as at January 2019.
- At KS1, the greater depth standard (GDS) for mathematics in Rotherham is in line with the national average in 2019.
- At KS2, the expected standard (EXS+) and greater depth standard (GDS) for mathematics has improved in Rotherham in 2019 but remain below the national average.
- At KS4, Attainment 8, grade 4+ and grade 5+ English and mathematics have improved in Rotherham in 2019 but remain below the national average.
- At KS5, the Rotherham 'A' Level or equivalent pass rate (A*- E grades) was 99.0% in 2019. 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.
- Rotherham special schools are all judged good or outstanding by OFSTED.
- The performance of Gypsy Roma Traveller (GRT) pupils have improved in Phonics, KS1 and KS2.
- Primary and secondary attendance figures have increased in 2019 and persistent absence figures have decreased in 2019.
- The overall rate of primary and secondary fixed term exclusions has decreased in 2019.

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.
- Performance in KS1 in reading and mathematics at the EXS+.
- Performance in KS2 in reading and mathematics at both the EXS+ and HS.
- The performance of our more able pupils.
- The performance at KS4 in particular in English and mathematics.
- The lack of collaborative working by some multi academy trusts beyond their own MAT and the impact on their attainment and progress over recent years in some trusts.

What needs to happen

- 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.
- To increase the number of pupils attending (Ofsted) good or outstanding schools and increase the number of good or outstanding schools in Rotherham
- In KS1 and KS2, improve standards in reading and mathematics in order to close the gap to the national average.
- Boosting the performance of our more able pupils must continue to be a high priority.
- Continue to improve the performance in new key measures at KS4 in particular in English and mathematics

2019 Education Performance Outcomes Report
Rotherham Schools and Academies – Overview (at September 2019)
Total number of schools and settings

Type of School/Setting	Number	LA-maintained	Academy
Nursery Schools	3	3	-
Infant Schools	10	6	4
Junior Schools	9	4	5
Infant and Junior Schools	76	23	53
Secondary Schools	16	1	15
Special Schools	6	2	4
Pupil Referral Units	2	2	-
Total	122	41	81

- 68% of Rotherham schools have currently converted to academies. This includes:
  - 65.3% primary schools and a further 10% that have approval from the Regional Schools Commissioner (RSC) board to convert and currently in the conversion process over the next academic year.
  - 94% secondary schools
  - 67% special schools

School OFSTED Inspection Overview
- 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%.

- The Rotherham LA average has declined in the 2018 / 2019 school year. This is due to four primary academies and one primary / secondary phase academy that were judged 'good' before they converted to academies and judged as 'requiring improvement' / 'special measures' in their first inspection following their conversion.

- OFSTED have introduced changes to the statistical reporting of inspection outcomes from June 2018. They now include the grades from the predecessor school for new academies that have not yet been inspected in their current form. This policy has resulted in some academies not being inspected for up to six years and their special measures judgement is still included in the LA aggregated data for this period of time.

Early Years
Two year old early education take-up in Rotherham is showing a continued increase and is above the national average of 72% as at January 2019

	Summer %	Autumn %	Spring%
2017/18	78.1	85.8	81.3
2018/19	78.5	87.6	83.3
2019/20	80.8		

Early Years Foundation Stage Profile (EYFSP)
- In Rotherham, the percentage of pupils achieving a GLD has increased annually and was above the national average up to 2018. This was an established trend.

- In 2019, performance for EYFSP 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.
- The Average Total Points (ATPS) measure has decreased by 0.6 points to 34.0 points and is 0.6 below the national average.
- 2019 GLD outcomes are ranked 11th compared with other LA's in the Yorkshire and Humber region (15 LAs).

Rotherham LA and the National Average Trend for GLD

	2016 GLD %	2017 GLD %	2018 GLD %	2019 GLD %
Rotherham LA	70.4	72.1	73.1	70.3
National	69.3	70.7	71.5	71.9
Roth / Nat Gap	+1.1	+1.4	+1.6	-1.6

Gender
- In 2019, the percentage of girls achieving a GLD was 77.1% (decreased by 2.6% from 2018) compared to 63.6% boys (decreased by 2.7% from 2018). Nationally, the percentage of girls achieving a GLD was 78.4% (static from 2018) compared to 65.6% boys (increased by 0.6% from 2018).
- 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 remained at 13.5% in 2019. This is just above national gender gap of 12.8%.

Free School Meals (FSM)
- In 2019, the number of pupils eligible for FSM was 455 (14.2% of the cohort; 13.6% girls and 14.7% boys). The percentage of pupils eligible for FSM achieving a GLD was 56% (decreased by 3% from 2018) compared to non-FSM at 73% (decreased by 3% from 2018). Nationally, the percentage of pupils eligible for FSM achieving a GLD was 56.4% (decreased by 0.2% from 2018) compared to non-FSM at 74.7% (an increase of 0.4% from 2018). Outcomes for Rotherham FSM pupils were just below their national average counterparts; the gap between FSM and non-FSM pupils in Rotherham has remained at 17% in 2019; this is 1% below the national gap in 2019.

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 %		
	2017	2018	2019	2017	2018	2019
All Pupils	72.1 (3,407)	73.1 (3,303)	70.3(3,213)	70.7	71.5	71.9
White British	74.1 (2773)	74.6 (2,676)	72.1 (2,676)	73.0	73.4	73.5
Asian Pakistani	71.0 (224)	70.4 (206)	68.3 (180)	64.0	65.6	66.6
Gypsy / Roma	20.0 (48)	27.3 (44)	15.4 (39)	31.0	34.6	35.6

- Outcomes have decreased for all groups in Rotherham. The trend of outcomes for Asian Pakistani pupils achieving a GLD trend is still above their national average counterparts. Gypsy Roma pupils equate to 1.2% of the cohort.

Special Educational Needs (SEND)
The following table shows the percentage of pupils in each SEND 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 %		
	2017	**2018**	**2019**	**2017**	**2018**	**2019**
All Pupils	72.1 (3,407)	73.1 (3,303)	70.3(3,213)	70.7	71.5	71.9
No Identified SEND	77.0 (3000)	79.0 (2,917)	76.1 (2,786)	76.0	77.1	77.3
SEND Support	37.0 (350)	32.5 (345)	36.6 (372)	27.0	27.7	28.4
EHC* plan	3.0 (37)	2.4 (41)	1.8(55)	4.0	4.8	4.4

Education, Health and Care Plan

- The percentage of pupils with SEND support achieving a GLD in Rotherham has increased in 2019 and is 8.2% above their national average counterparts. The percentage pupils with a EHC plan achieving a GLD is 2.6% below the national average (this group equates to 1.7% of the overall cohort in 2019 and 26 of the 55 pupils attend special schools that are all judged good or outstanding by OFSTED). Please note the EHC plan outcomes are suppressed by DfE in their publications due to the small number of pupils in the cohort and to protect confidentiality.

Early Years: Areas for Improvement / Priorities
- To improve the Early Years Foundation Stage GLD outcomes to be above national average; including closing attainment gaps between disadvantaged / non-disadvantaged children; and between girls and boys
- Maintain the high level of early years provider Ofsted inspection outcomes which are above national outcomes to ensure children access high quality settings and are 'school ready'
- Maintain access to mainstream early years provision for early years children with SEND to ensure children reach their full potential through accessing early education at the earliest point possible
- To maximise the DFE Social mobility funded projects to increase the speech, language, communication levels for all children by the age of 5; through the development of a highly skilled workforce and a 0-5 SLCN training pathway
- Raise the importance of working with children aged 2 to 4 years; increase the knowledge, skills and understanding of the workforce through implementing the key actions identified below in Appendix 3 (Actions in response to identified areas for improvement).

Key Stage 1 (KS1 – Years 1 & 2)

Phonics
- In Rotherham, the percentage of pupils passing the phonics screening check increased annually up to 2016 and 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 increased by 2% to 81%. National averages increased by 1% to 82% in 2018. The gap to the national average was reduced to 1%.
- In 2019, the percentage of pupils passing the phonics screening check in year 1 has decreased by 1% to 80%. National averages remained static at 82% in 2019. The gap to the national average is 2%.

- At an LA level, there continues to be a gap between girls' and boys' attainment – this reflects the national picture.
- 89.5% of pupils met the expected standard of phonics decoding by the end of year 2 in 2019; this compares to the national average of 91.4%. Rotherham LA is 1.9% below the national average.
- 2019 end of year 1 outcomes in Rotherham are ranked 8th 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

	2016	2017	2018	2019
Rotherham LA	79.0	79.0	81.0	80.0
National Average	81.0	81.0	82.0	82.0
Roth / Nat Gap	-2.0	-2.0	-1.0	-2.0

Gender
- At an LA level, there continues to be a gap between girls' and boys' attainment – this reflects the national picture. In year 1 2019, 83.0% of girls (declined by 1.1% from 2018) and 76.5% of boys (declined by 1.2% from 2018) achieved the standard mark. This compares to the national average for girls of 85.5% and boys 78.5%. The gender gap in Rotherham has increased by 0.5% to 6.5% in 2019; this is 0.5% below the national gap of 7.0%. The proportion of girls meeting the standard mark is 2.5% below their national average counterparts and boys is 2.0% below their national average counterparts.

Free School Meals
- The number of pupils in the year 1 cohort eligible for FSM was 602 (18.0% of the cohort, 17.8% boys and 18.2% girls). The percentage of pupils eligible for FSM achieving the standard mark has decreased by 1.8% to 66.4% from 2018 to 2019. This compares to the national average that has remained static at 70.0% in 2019. The gap between FSM and non-FSM pupils in Rotherham increased by 1.2% to 16.4%; (boys gap – 17.7%, girls gap 15.2%). The national average gap has reduced by 0.2% to 14.4%; (boys gap – 15.9%, girls gap 12.3%). The national average gap is 2.0% 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 %		
	2017	2018	2019	2017	2018	2019
All Pupils	78.8 (3341)	81.0 (3,418)	80.0 (3,340)	81.0	82.0	82.0
White British	80.3 (2712)	82.3 (2,765)	80.7 (2,681)	81.0	82.6	81.9
Asian Pakistani	84.1 (208)	80.9 (220)	81.2 (213)	81.0	82.6	81.7
Gypsy / Roma	23.3 (43)	30.4 (56)	34.0 (53)	39.0	43.7	44.1

- The percentage of Asian Pakistani and Gypsy / Roma pupils meeting the required standard in Rotherham has increased in 2019. Asian Pakistani pupils are just below their national average counterparts in 2019. The percentage of

Gypsy / Roma pupils achieving a GLD has increased by 7% from 2017 to 2018 and a further 4% in 2019; this has narrowed the gap to the national average.

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

	Rotherham LA %			National %		
	2017	**2018**	**2019**	**2017**	**2018**	**2019**
All Pupils	78.8 (3,341)	81.0 (3,418)	80.0 (3,340)	81.0	82.0	82.0
No Identified SEND	85.0 (2,860)	87.0 (2,899)	86.9 (2,789)	87.0	88.5	88.0
SEND Support	46.0 (423)	50.8 (459)	47.7 (470)	47.0	48.3	47.6
EHC* plan	6.0 (52)	13.3 (60)	16.7 (72)	18.0	19.5	19.5

Education, Health and Care Plan

- The percentage of pupils in Rotherham with SEND support meeting the required standard in the phonics screening check has increased each year up to 2018 and was above their national counterparts by 2.5% in 2018. Rotherham outcomes have declined in 2019 but they are in line with their national average counterparts.
- The percentage of pupils in Rotherham with an EHC plan meeting the required standard in the phonics screening check increased in 2018 and 2019 and has narrowed the gap to the national average to 2.8% in 2019. This group of pupils equates to 2.2% of the overall cohort in 2019 and 26 pupils in this group attend special schools and 2 pupils attend a PRU; these are judged by OFSTED as good or outstanding.

Phonics: Areas for Improvement / Priorities
- 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.

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

Rotherham LA Average (expected standard (EXS+)) 2019
- **62.2%** of pupils met the EXS+ in reading, writing and mathematics (R,W&M) compared to **64.8%** last year **(decreased by -2.6%)**
- **71.7%** of pupils met the EXS+ in reading, compared to **72.7%** last year **(decreased by -1.0%)**
- **67.7%** of pupils met the EXS+ in writing, compared to **69.8%** last year **(decreased by -2.1%)**
- **72.6%** of pupils met the EXS+ in mathematics, compared to **74.9%** last year **(decreased by -2.3%)**

National Average (expected standard) 2019
- **65.0%** of pupils met the EXS+ in R,W&M, compared to **65.3%** last year **(decreased by -0.3%)**
- **75.0%** of pupils met the EXS+ in reading, compared to **75.4%** last year **(decreased by -0.4%)**
- **69.3%** of pupils met the EXS+ in writing, compared to **69.9%** last year **(decreased by -0.6%)**

- **75.7%** of pupils met the EXS+ in mathematics, compared to **76.0%** last year **(decreased by -0.3%)**

Rotherham is below the national average in all subjects at the EXS+ in 2019. The gap the between LA and National averages at the EXS+ has also increased in all subjects this year.

Rotherham LA Average (greater depth standard (GDS)) 2019
- **10.0%** of pupils met the GDS in R,W&M, compared to **12.7%** last year **(decreased by -2.7%)**
- **24.7%** of pupils met the GDS in reading, compared to **27.3%** last year **(decreased by -2.6%)**
- **12.3%** of pupils met the GDS in writing, compared to **16.9%** last year **(decreased by -4.6%)**
- **22.5%** of pupils met the GDS in mathematics, compared to **23.9%** last year **(decreased by -1.4%)**

National Average (greater depth standard) 2019
- **11.1%** of pupils met the GDS in R,W&M, compared to **11.7%** last year **(decreased by -0.6%)**
- **25.0%** of pupils met the GDS in reading, compared to **25.6%** last year **(decreased by -0.6%)**
- **14.8%** of pupils met the GDS in writing, compared to **15.9%** last year **(decreased by -1.1%)**
- **21.8%** of pupils met the GDS in mathematics, this has remained static from 2018.

Rotherham is in line with the national average at GDS in reading and slightly above the national average at GDS in mathematics.

Trend of KS1 R,W&M combined

	R,W&M EXS+ %				R,W&M GDS %			
	2017	2018	2019	18/19 Diff	2017	2018	2019	18/19 Diff
Rotherham LA	64.0	64.8	62.2	-2.6	12.2	12.7	10.0	-2.7
National Average	63.7	65.3	65.0	-0.3	11.0	11.7	11.1	-0.6
Roth / Nat Gap	+0.3	-0.5	-2.8	-2.3	+1.2	+1.0	-1.1	-2.1

In 2019, the KS1 R,W&M combined indicator ranking is 13th at the EXS+ and 11th 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 in all areas other than GDS in maths. This follows a similar gender trend to the national average.
- In 2019, the outcomes of boys and girls in Rotherham are below their national average counterparts at EXS+ and GDS in all subjects except GDS in maths.
- The gap between boys and girls working at the EXS+ in reading, writing and maths combined is 10.2%; this is in line with the national average gap. The widest gap is writing EXS+ at 13.7% and the narrowest gap is maths EXS+ at 2.9%.

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2019	RW&M		Reading		Writing		Maths	
	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS
National								
Boys National Average	60.1	9.5	71	21.7	63	11.1	74.6	23.9
Girls National Average	70.2	13	79.3	28.6	76	18.6	76.8	19.5
Gap	**10.1**	**3.5**	**8.3**	**6.9**	**13**	**7.5**	**2.2**	**-4.4**
LA								
Boys LA Average	57.2	8.3	67	21.4	61.1	9.4	71.2	24.4
Girls LA Average	67.4	11.8	76.9	28.1	74.8	15.3	74.1	20.5
Gap	**10.2**	**3.5**	**9.9**	**6.7**	**13.7**	**5.9**	**2.9**	**-3.9**
Nat/LA Boy Difference	-2.9	-1.2	-4	-0.3	-1.9	-1.7	-3.4	0.5
Nat / LA Girls Difference	-2.8	-1.2	-2.4	-0.5	-1.2	-3.3	-2.7	1

Disadvantaged Pupils

- The number of disadvantaged pupils in the year 1 cohort was 867 (25.1% of the cohort, 24.8% boys and 25.4% girls). The performance of disadvantaged pupils working at the EXS+ in the R,W&M combined measure was 46.4% (decreased by 1.0% from 2018) compared to non-disadvantaged pupils at 67.4% (decreased by 3.5% from 2018); the gap between disadvantaged and non-disadvantaged pupils was 21.0% (the gap is reduced by 2.5% from 2018). This compares to national average gap of 19.0%, the Rotherham gap is 2.0% above the national gap.
- The widest gap to the national average is disadvantaged pupils at the EXS+.

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

LA Average	EXS+ 2019			GDS 2019		
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	%Gap
Reading	57.7	76.5	-18.8	13.5	28.4	-14.9
Writing	52	73	-21	4.2	15	-10.8
Maths	59.1	77.1	-18	13.1	25.6	-12.5
R,W&M Combined	46.4	67.4	-21	3.5	12.2	-8.7
National Average	**EXS+ 2019**			**GDS 2019**		
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	%Gap
Reading	61.9	78.4	-16.5	13.8	28	-14.2
Writing	54.7	73	-18.3	7.2	16.8	-9.6
Maths	62.2	79.1	-16.9	11.8	24.3	-12.5
R,W&M Combined	49.8	68.8	-19	5.1	12.8	-7.7
LA and National Average Difference						
	% Dis	% Non-Dis		% Dis	% Non-Dis	
Reading	-4.2	-1.9		-0.3	0.4	
Writing	-2.7	0		-3	-1.8	
Maths	-3.1	-2		1.3	1.3	
R,W&M Combined	-3.4	-1.4		-1.6	-0.6	

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 %		
	2017	**2018**	**2019**	**2017**	**2018**	**2019**
All Pupils	64.0 (3,422)	64.8 (3,343)	62.2 (3,454)	63.7	65.3	65.0
White British	65.2 (2790)	66.1 (2,706)	63.3 (2,777)	63.8	65.4	64.8
Asian Pakistani	63.3 (207)	69.4 (209)	59.5 (220)	60.9	62.9	63.2
Gypsy / Roma	9.4 (53)	7.3 (41)	16.1(62)	19.4	21.5	22.7

- The percentage of White British and Asian Pakistani achieving the EXS+ in R,W&M combined has declined in 2019. Of the schools with a higher proportion of Asian Pakistani pupils; outcomes have declined in six and improved in two. The percentage of Gypsy / Roma pupils achieving the EXS+ in R,W&M combined has increased by 8.8% in 2019 and narrowed the gap to the national average.

Special Educational Needs (SEND)

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 SEND groups is shown in brackets.

	Rotherham LA%			National LA %		
	2017	**2018**	**2019**	**2017**	**2018**	**2019**
All Pupils	64.0 (3,422)	64.8 (3,343)	62.2 (3,454)	63.7	65.3	65.0
No Identified SEND	72.9 (2865)	75.3 (2,746)	72.0 (2,775)	71.9	73.8	73.2
SEND Support	19.3 (497)	18.3 (525)	24.4 (573)	19.2	20.6	20.6
EHC* plan	7.0 (61)	1.4 (72)	6.6 (106)	7.6	7.4	7.4

Education, Health and Care Plan

- The LA average for the percentage of pupils achieving the EXS+ in R,W&M combined has decreased by 2.6% and the national average has decreased by 0.4%. However, the percentage of pupils identified with SEND support achieving EXS+ in R,W&M combined has increased by 6.1% in 2019 and is 3.8% above their national counterparts. The percentage of pupils in Rotherham with a EHC plan achieving the EXS+ in R,W&M combined has also increased by 5.2% and reduced the gap to the national average to 1% (this group of pupils equates to 3% of the overall cohort in 2019 an increase of 0.8% from 2018; 38 pupils in this group attend a special school and 9 pupils in this group attend a PRU).

KS1: Areas for Improvement / Priorities

- Improve the performance in reading, writing and mathematics at the EXS+ and GDS in order to close the gap to the national average.
- Continue to improve the performance of pupils eligible for pupil premium funding meeting the EXS+.

Key Stage 2 (KS2 – Years 3 - 6)

Rotherham LA Average 2019 (expected standard)
- **59.2%** of pupils met the EXS+ in reading, writing and mathematics, compared to 62.0% last year **(decreased by 2.8%)**
- **66.1%** of pupils met the EXS+ in reading, compared to 71.0% last year **(decreased by 4.9%)**
- **74.6%** of pupils met the EXS+ in mathematics, compared to 74.0% last year **(increased by 0.6%)**
- **72.5%** of pupils met the EXS+ in grammar, punctuation and spelling, compared to 74.3% last year **(decreased by 1.8%)**
- **77.6%** of pupils met the EXS+ in writing TA, compared to 80.0% last year **(decreased by 2.4%)**

National Average 2019 (expected standard)
- **65%** of pupils met the EXS+ in reading, writing and mathematics, compared to 64.0% last year **(increased by 1.0%)**
- **73%** of pupils met the EXS+ in reading, compared to 75.0% last year **(decreased by 2.0%)**
- **79%** of pupils met the EXS+ in mathematics, compared to 76.0% last year **(increased by 3.0%)**
- **78%** of pupils met the EXS+ in grammar, punctuation and spelling, unchanged from last year.
- **78.0%** of pupils met the EXS+ in writing TA, unchanged from last year.

In 2019, Rotherham LA KS2 outcomes at the EXS+ in reading, writing TA, GPS and the R,W&M combined measure have decreased; mathematics has increased. National averages have increased in mathematics and R.W&M combined, decreased in reading and remain unchanged in GPS and writing. Rotherham LA averages are below the national average and the gap has widened in 2019.

Rotherham LA Average 2019 (greater depth / higher standard (HS))
- **7.5%** of pupils met the higher standard in the R,W&M combined measure, compared to 8.3% last year **(decreased by 0.8%)**
- **19.6%** of pupils met the higher standard in reading, compared to 23.0% last year **(decreased by 3.4%)**
- **22.2%** of pupils met the higher standard in mathematics, compared to 19.0% last year **(increased by 3.2%)**
- **28.6%** of pupils met the higher standard in GPS, compared to 30.0% last year **(decreased by 1.4%)**
- **17.0%** of pupils met the greater depth standard in writing TA, compared to 18.0% last year **(decreased by 1.0%)**

National Average 2019 (greater depth / higher standard)
- **10.5%** of pupils met the higher standard in the R,W&M combined measure, compared to 10.0% last year **(increased by 0.5%)**
- **26.9%** of pupils met the higher standard in reading, compared to 28.0% last year **(decreased by 1.1%)**
- **26.6%** of pupils met the higher standard in mathematics, compared to 24.0% last year **(increased by 2.6%)**

- **35.6%** of pupils met the higher standard in GPS, compared to 34.0% last year **(increased by 1.6%)**
- **20.1%** of pupils met the greater depth standard in writing TA, unchanged from last year.

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

	EXS+ %				HS %			
	2017	**2018**	**2019**	**18/19 Diff**	**2017**	**2018**	**2019**	**18/19 Diff**
Rotherham LA	60.8	62.0	59.2	-2.8	7.1	8.3	7.5	-0.8
National Average	61.0	64.0	65.0	+1.0	8.6	10.0	10.5	+0.5
Roth / Nat Gap	0.0	-2.0	-5.8	-	-1.5	-1.7	-3.0	-

- In 2019, the KS2 R,W&M combined indicator ranking is 15th at both the EXS+ and the HS compared with other LAs in the Yorkshire and Humber region (15 LAs).

- 37 Rotherham schools were below the national average at the EXS+ in R,W&M combined, in 34 of these schools the EXS+ in reading was below or significantly below the EXS+ in mathematics.

- The percentage of pupils working at the EXS+ in reading is 66.1% (decreased by 4.9% from 2018) this is 6.9% below the national average. The percentage of pupils reaching the HS is 19.6% (decreased by 3.4% from 2018) this is 7.3% below the national average.

- The percentage of pupils working at the EXS+ in the writing assessment is 77.6% (decreased by 2.4% from 2018) this is -0.4% below the national average and the first time this subject has been below the national average since the introduction of changes in 2016. The percentage of pupils working at GDS in the writing teacher assessment is 17.0%; this is 3.0% below the national average.

- The percentage of pupils working at the EXS+ in mathematics is 74.6% (increased by 0.6% from 2018) this is 4.4% below the national average. The percentage of pupils reaching the HS is 22.2% (increased by 3.2%) this is 4.4% below the national average.

- The percentage of pupils working at the EXS+ in grammar, punctuation and spelling (GPS) is 72.5% (decreased by 1.8% from 2018) this is 5.5% below the national average. The percentage of pupils reaching the HS is 28.6% (decreased by 1.4% from 2018) this is 7.0% below the national average.

KS1- KS2 Progress Measures
- The average progress score for Rotherham LA in reading is -1.32(sig-), in writing is -0.29(sig-) and in maths is -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.

Gender
- Attainment over time shows that girls continue to outperform boys. This follows a similar gender trend to the national average.

- The gap between the performance of boys and girls working at the EXS+ in reading, writing and mathematics combined has increased by 3.2% from 2018 to 8.7% in 2019. However, this is 1.0% smaller than the national average gap.
- The attainment of boys and girls is below the national average in all subjects with writing at the EXS+ being the narrowest gap to the national average.
- The widest gaps to the national average are in reading and GPS at the EXS+ and the HS.
- The proportion of girls meeting the HS is well below their national average counterparts.

Key Stage 2 Gender

2019	RWM %		Reading %		Writing TA %		Maths %		GPS %	
	EXS+	HS	EXS+	HS	EXS+	GDS	EXS+	HS	EXS+	HS
National										
Boys	60.1	8.6	68.6	22.2	72.5	15.1	78	28.9	73.6	30.7
Girls	69.8	12.5	78	31.9	84.7	25.4	79.3	24.2	82.6	40.9
Gap	**9.7**	**3.9**	**9.4**	**9.7**	**12.2**	**10.3**	**1.3**	**-4.7**	**9.0**	**10.2**
LA										
Boys	55.1	7.0	61.9	16.7	71.5	13.1	73.9	25.5	67.8	24.6
Girls	63.8	8.1	70.6	22.8	84.3	21.3	75.4	18.6	77.7	33.0
Gap	**8.7**	**1.1**	**8.7**	**6.1**	**12.8**	**8.2**	**1.5**	**-6.9**	**9.9**	**8.4**
Nat / LA Boys Diff	-5.0	-1.6	-6.7	-5.5	-1.0	-2	-4.1	-3.4	-5.8	-6.1
Nat / LA Girls Diff	-6.0	-4.4	-7.4	-9.1	-0.4	-4.1	-3.9	-5.6	-4.9	-7.9

- The KS1 prior attainment average points score was below the national average for both boys and girls.

	Rotherham LA	National
All Pupils	15.9	16.2
Girls	16.3	16.6
Boys	15.6	15.9

- Girls progress in reading was -0.89 (sig-), writing +0.51 (sig+) and mathematics -1.14 (sig-); boys progress in reading was -1.70 (sig-), writing -1.01 (sig-) and mathematics +0.35 (sig+)..

Disadvantaged Pupils
- In 2019, there were 1,225 disadvantaged pupils (36.1% of the cohort, 36.9% girls and 35.4% boys).
- In 2019, the proportion of disadvantaged pupils in Rotherham achieving the EXS+ in reading, writing and maths combined was 46.4% (decreased by 0.2% from 2018) while the non-disadvantaged pupils were 66.5% (decreased by 3.6% from 2018), the gap was 20.1% (narrowed by 3.4% from 2018). The proportion of disadvantaged pupils nationally working at EXS+ in reading, writing and maths combined was 51.2% (increased by 1.1% from 2018) while the non-disadvantaged pupils were 70.8% (decreased by 0.2% from 2018), the gap was 19.6% (narrowed by 1.3% from 2018). The LA gap is in line with the national gap.
- The combined attainment measure for disadvantaged pupils in Rotherham is 4.8% below their national average counterparts. The combined attainment

measure for non-disadvantaged pupils in Rotherham is 4.3% below their national average counterparts.

- In 2019, the performance of disadvantaged pupils working at the EXS+ in reading was 55.7%, in writing was 66.0% and in mathematics was 63.9% compared to non-disadvantaged pupils working at the EXS+ in reading was 71.9% (gap 16.2%), in writing was 84.1% (gap 18.1%) and in mathematics was 80.7% (gap 16.8%).
- The Rotherham gap at the EXS+ in reading, mathematics and R,W&M combined has narrowed in 2019 due to non-disadvantaged pupils outcomes declining while disadvantaged pupil remained static.

Key Stage 2 Disadvantaged Pupils and Non-Disadvantaged pupils

LA Average	EXS+ 2019			GDS / HS 2019		
	Dis %	Non Dis %	Gap %	Dis %	Non Dis %	Gap %
Reading	55.7	71.9	-16.2	12.3	23.7	-11.4
Writing	66	84.1	-18.1	8.6	21.8	-13.2
Maths	63.9	80.7	-16.8	13.4	27.2	-13.8
GPS	62.6	78.2	-15.6	18.2	34.6	-16.4
R,W&M Combined	46.4	66.5	-20.1	3.6	9.7	-6.1
National Average	**EXS+ 2019**			**GDS / HS 2019**		
	Dis %	Non Dis %	Gap %	Dis %	Non Dis %	Gap %
Reading	61.9	78.1	-16.2	16.8	31.3	-14.5
Writing	67.7	83.2	-15.5	11.3	24	-12.7
Maths	67.2	83.7	-16.5	15.5	31.4	-15.9
GPS	67.3	82.7	-15.4	24.3	40.6	-16.3
R,W&M Combined	51.2	70.8	-19.6	4.7	13	-8.3
LA and National Average Diff						
EXS+	Dis %	Non Dis %	Gap %	Dis %	Non Dis %	Gap %
Reading	-6.2	-6.2	0	-4.5	-7.6	-3.1
Writing	-1.7	0.9	2.6	-2.7	-2.2	0.5
Maths	-3.3	-3.0	0.3	-2.1	-4.2	-2.1
GPS	-4.7	-4.5	0.2	-6.1	-6.0	0.1
R,W&M Combined	-4.8	-4.3	0.5	-1.1	-3.3	-2.2

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**	**2019**	**2017**	**2018**	**2019**
All Pupils	61.0 (3,112)	62.0 (3,252)	59.2 (3,388)	61.0	64.0	65.0
White British	61.5 (2558)	62.4 (2,654)	60.8 (2,757)	61.5	64.5	64.7
Asian Pakistani	60.6 (221)	69.5 (214)	51.4 (220)	55.4	61.5	62.3
Gypsy / Roma	9.3 (43)	10.0 (52)	18.6 (43)	16.5	18.6	20.2

- The percentage of White British, Asian Pakistani and Gypsy / Roma pupils achieving the EXS+ in R,W&M combined increased in 2018. White British and Asian Pakistani pupils decreased in 2019 and are below their national average counterparts. *Sitwell Jnr have 34 Asian Pakistani pupils included in the cohort with no results, this has a significant impact on the decline in the Asian Pakistani outcomes for 2019.* Gypsy / Roma pupils increased by 8.6% and have reduced the gap to their national average counterparts to 1.6%.

Special Educational Needs (SEND)

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 SEND groups is shown in brackets.

	Rotherham LA%			National LA %		
	2017	**2018**	**2019**	**2017**	**2018**	**2019**
All Pupils	61.0 (3,112)	62.0 (3,252)	59.2 (3,388)	61.0	64.0	65.0
No Identified SEN	70.0 (2502)	73.4 (2550)	68.7 (2708)	71.0	74.0	74.3
SEND Support	25.0 (507)	21.9 (598)	23.6 (564)	21.0	23.5	24.9
EHC* plan	4.0 (99)	3.1 (104)	6.0 (116)	8.0	8.6	9.2

*Education, Health and Care Plan

- The percentage of pupils in Rotherham with SEND support achieving the EXS+ in R,W&M combined increased in 2019 but outcomes remain just below their national counterparts.
- The percentage of pupils in Rotherham with a EHC plan achieving the EXS+ in R,W&M combined also increased in 2019 but again remains just below the national average (this group equates to 3.2% of the overall cohort in 2019 and 60 of the 116 pupils attend a special school or a PRU that are currently judged good or outstanding by OFSTED).

KS2: Areas for Improvement / Priorities

- To make significant improvements in Key Stage 2 reading in order to address the decline at both the expected and higher standard in 2019 and to narrow the gap to the national average.
- To continue to improve the performance of pupils in mathematics at the EXS+ and HS to meet or exceed the national average.
- To rapidly accelerate the rate of progress for higher ability pupils (particularly girls) to meet or exceed the national average at the HS /GDS.
- To continue to improve the performance of disadvantaged pupils at a faster rate than national.

KS4 (Years – 10 & 11)

Please note this information was collected directly from secondary schools on Key Stage 4 level results day 2019.

- The Rotherham LA average Attainment 8 score per pupil has increased by 1.6 points to 45.2. The provisional national average is 45.7.
- The percentage of pupils achieving grade 5 or above in English and maths has increased by 1.1% to 38.5%. The provisional national average is 42.6%.
- The percentage of pupils achieving grade 4 or above in English and mathematics has increased by 0.8% to 60.0%. The provisional national average is 64.1%.
- The Ebacc average points score (APS) has increased by 0.2 to 3.8.

KS4: Areas for Improvement / Priorities
- Improve the performance for all pupils in English and mathematics at grade 4+ and 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 2019.
- The overall LA 'A' Level or equivalent pass rate (A*- E grades) was 99.0%.
  A*- A grade - was 19.8%.
  A*- B grades – was 42.2%
  A*- C grades – was 71.2%
  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.