

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1	Meeting:	Children and Young People’s Scrutiny Panel
2	Date:	Friday 18th February 2011
3	Title:	GCSE Examination Results, 2010
4	Directorate:	Children and Young People’s Services

5 Summary:

The purpose of this report is to inform the Children and Young People’s Services Scrutiny Panel of the GCSE examination results for 2010 and how they compare to previous years, to the national average and to the results of our statistical neighbours.

6 Recommendations:

That:

- **The report be received.**
- **That the Children and Young People’s Services Scrutiny Panel notes the continued improved levels of performance across all indicators at the end of Key Stage 4.**
- **All schools are encouraged to continue to improve their results, and strive to achieve outcomes at least in line with the national rate of improvement.**
- **That the Children and Young People’s Services Scrutiny Panel endorses the drive to:**
 - **reduce the gap between Rotherham’s performance and the national average performance especially in relation to 5A*-C including English and Maths;**
 - **continue to improve boys’ attainment;**
 - **continue to improve the attainment of black, minority ethnic (BME) pupils and;**
 - **continue to improve the attainment of Looked After Children (LAC).**

7. Proposals and Details

Key Aspects of Performance

A. Summary Overview

- i. Performance at GCSE 5+A*-C across the Local Authority (LA) rose for the eighth consecutive year. The LA average rose 6.4% against a national average increase of 5.4%
- ii. On the now critical 5+A*-C including English and Mathematics indicator, the LA average also increased by 3.7% which was in line with the national average increase of 3.6%.
- iii. Performance at 5+A*-G including English and Mathematics rose 1.9% against a national average increase of 0.4%. Rotherham exceeds national averages at 5+A*-G (by 2.4%) and 5+A*-G including English & Mathematics (by 5.0%).
- iv. The LA average at both 5+A*-C thresholds exceeds Fischer Family Trust (FFT) "D" revised measures for progress from KS2-4, i.e. progress equal to that of the top 25% of students nationally. 11 out of 15 schools matched or exceeded FFT 'D' at 5+A*-C and 8 out of 15 schools matched or exceeded it at 5+A*-C including English and Mathematics.
- v. The Key Stage 2-4 expected progress measures improved in English by 3% to 67% and Mathematics by 3.4% to 56%.
- vi. There was important improvement in key core subject departments in the Borough's most vulnerable schools, notably in English, which is helping to improve the overall performance of boys

B. Priority areas for action 2010/11

- i. The collaborative programme focussed on 5+A*-C including English and Mathematics performance led by a Consultant Headteacher working with senior leaders across the 16 schools has been sustained for a third year. In 2010 it again promoted significant improvement in targeted schools, well above national averages.
- ii. The culture of high expectations now pervasive across the secondary phase is exemplified in the aspirational targets set by schools for 2010 and 2011, which are consistently above the upper FFT 'D' and RAISE online estimates.
- iii. Improvement in the LA's most vulnerable schools – those with the highest proportion of children receiving Free School Meals (FSM) – remains a priority and has seen significant improvement over the last 3 years.
- iv. All Rotherham schools are above the DfE floor target of 30% 5+A*-C including English and mathematics in 2010; this is the first time this has been achieved. However, government have raised the target to 35% plus a progress percentage from 2011 and one school is currently below that new threshold.

C. Strategic focus of School Effectiveness Service

- i. Targeted support for underachievement is coordinated across the School Effectiveness Service (SES), Consultant Headteachers and the nominated three lead consultancy schools. In 2009/10 we further increased our consultancy resources by commissioning additional support from lead schools in English (Wath CS) and Maths (Wales HS).
- ii. The School Improvement Partner (SIP) programme has sharpened school self-evaluation, increased school leadership capacity and toughened the focus on Standards and Achievement. Rotherham's practice is judged to be Outstanding by the National Strategies. The same strengths have informed our approach to the

National Challenge which is equally highly regarded with all three National Challenge Advisers graded 'outstanding' by the external assessors. This work has contributed significantly to the release of secondary schools from the floor targets at GCSE but will cease in March 2011 when government terminate the contract.

- iii. Programmes promoting the development of senior leadership capacity in the secondary phase are an area of excellence receiving regional and national recognition. The schools' senior leadership group is now working extensively with one of the country's most outstanding schools from Wolverhampton to study their practice
- iv. Core subject consultancy demonstrated significant impact in underperforming departments in 2010 especially in English and Science. Maths remains the key target area for 2011 which would help drive up overall performance at the threshold
- v. Partnership between schools and SES is unprecedentedly close, responsive and productive. It has made the local implementation of the NC relatively straightforward and informs the ambitious vision for Transforming Rotherham Learning (TRL)

D. Overall GCSE Results

Table D1: Overall 5+ A* - C GCSE Results 2003 - 2010

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
5+ A*-C					
2007	54.6	62.0	-7.4	57.9	-3.3
2008	58.3	65.3	-7.0	62.8	-4.5
2009	66.9	70.0	-3.1	69.2	-2.3
2010	73.3	75.4	-2.1	76.9	-3.6

- The percentage of pupils attending special schools in the 2010 cohort was 1.6%.
- The percentage of pupils achieving 5+GCSEs at the higher grade A*-C has increased from 66.9% in 2009 to 73.3% in 2010, against a national average of 70.0% in 2009 to 75.4% in 2010. Rotherham has reduced the gap to national averages by 1.0% but increased the gap to the statistical neighbours' average by 1.3%.

Table D2: Performance at 5+ A* - C (including English and Mathematics)

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
5+A*-C (including English and maths)					
2007	39.0	46.7	-7.7	40.3	-1.3
2008	40.9	47.6	-6.7	42.8	-1.9
2009	47.1	49.8	-2.7	46.7	+0.4
2010	50.8	53.4	-2.6	52.0	-1.2

- In 2010 50.8% of Rotherham pupils achieved 5+A*-C (including English and Maths), against a national average of 53.4% and a statistical neighbour average of 52.0%. Rotherham has reduced the gap to national averages by 2.6% but the gap to statistical neighbours has increased to 1.2%.
- In 2010:
 - 62.3% of pupils gained A*-C in English (66.0% nationally). The LA average rose by 4.0% in line with the national average increase of 4.0%.

- 57.3% gained A*-C in Mathematics (60.0% nationally). The LA average rose by 3.9% against a national average increase of 3.0%.
- 50.8% gained A*-C in English and Mathematics combined (53.8% nationally). The LA average rose by 3.6% against a national average increase of 3.8%.

Table D3: Performance at 5+ A* - G (including English and Mathematics)

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
5+A*-G (including English and maths)					
2007	87.5	87.9	-0.4	88.8	-1.3
2008	90.3	87.4	+2.9	89.9	+0.4
2009	91.8	88.3	+3.5	90.8	+1.0
2010	93.7	88.7	+5.0	92.9	+0.8

- 93.7% of Rotherham pupils gained 5+A*-G (including English and Mathematics), an increase of 1.9% from 2009.
- This is against a national average of 88.7% which increased by 0.4% from 2009 and the statistical neighbour average of 92.9% which increased by 2.1% from 2009.
- Rotherham exceeds both national averages (by 5%) and the average of statistical neighbours (by 0.8%).

Table D4: Performance – Any passes

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
Any passes					
2007	97.0	98.9	-1.9	97.6	-0.6
2008	98.0	98.6	-0.6	98.2	-0.2
2009	98.5	98.9	-0.4	98.5	0.0
2010	99.2	99.0	+0.2	99.1	+0.1

- Only 0.8% of pupils in Rotherham left school in 2010 with no GCSE equivalent passes. Rotherham is slightly above national averages and the average of statistical neighbours.

Table D5: Average Point Score (capped – i.e. results of the best 8 subjects taken)

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
APS (capped)					
2007	281.5	303.1	-21.6	290.2	-8.7
2008	292.9	308.6	-15.7	300.5	-7.6
2009	309.8	318.2	-8.4	313.3	-3.5
2010	324.6	327.6	-3.0	328.2	-3.6

- The capped average points score is calculated from the best 8 GCSEs or equivalent.
- The average (capped) point score for pupils in Rotherham is 327.6, an increase of 14.8 in 2010 compared to a national average increase of 9.4.
- Rotherham has improved its position in relation to National averages and Statistical Neighbour rankings in this critical area (now central to Ofsted inspections).

E. Performance Profile of Individual Secondary Schools

	Cohort	5+A*-C inc Eng & Ma	5+A*-C	5+A*-G	At least one qualification	APS
LA Average	3589	50.8%	73.3%	95.2%	99.2%	445.9
England Average		53.4%	75.4%	92.8%	99.0%	438.5
Aston	311	68%	80%	98%	99.0%	438.5
Brinsworth	244	55%	74%	98%	100%	417.9
Clifton	258	33%	67%	97%	100%	438
Dinnington	241	51%	63%	94%	99%	437.5
Maltby	212	51%	67%	98%	100%	442.3
Oakwood	208	50%	75%	94%	99%	421.1
Rawmarsh	229	41%	72%	99%	100%	442.8
Saint Pius Catholic High	128	55%	70%	98%	100%	407.9
St Bernard's Catholic High	128	66%	92%	98%	99%	485.9
Swinton	193	40%	55%	94%	99%	408.9
Thrybergh	116	45%	81%	95%	100%	434.8
Wales High	246	48%	83%	95%	99%	507.1
Wath	289	56%	83%	94%	100%	494
Wickersley	300	67%	88%	98%	100%	526.5
Wingfield	178	46%	65%	98%	100%	448
Winterhill	308	47%	72%	96%	100%	434

F. Vulnerable Groups

(i) Gender

Table F1: Analysis of Performance by Gender - 5+A*-C Grades

5+A*-C	Boys		Girls		Difference	
	LA	Nat	LA	Nat	LA	Nat
2007	48.8	57.7	60.5	66.4	11.7	8.7
2008	54.1	60.9	62.6	69.9	8.5	7.3
2009	63.2	65.8	70.8	74.4	7.6	8.6
2010	69.9	70.9	76.4	79.0	6.5	8.1

- The gap between the performance of girls and boys at 5+A*-C is 6.5%; this has decreased in 2010 by 1.1%. Boys' performance improved by 6.7%. Girls' performance improved by 5.1% between 2009/2010.
- The gap in national performance between girls and boys is 8.1%; this has decreased by 0.5% from 2009. The gender gap nationally is 1.6% above the Rotherham average gap.

Table F2: Analysis of Performance by Gender - 5+A*-C grades (including English and Mathematics)

5+A*-C	Boys		Girls		Difference	
	LA	Nat	LA	Nat	LA	Nat
2007	32.7	42.4	45.5	51.2	12.8	8.8
2008	37.2	43.2	44.8	52.3	7.6	9.1
2009	44.0	45.7	50.3	54.1	6.3	8.4
2010	48.1	51.2	53.0	59.1	4.9	7.9

- The gap between the performance of girls and boys at 5+A*-C (including English and Maths) is 4.9% and reduced by 1.4%. Boys' performance improved by 4.1%. Girls' performance improved by 2.7% between 2009/2010.

- The gap in national performance between girls and boys is 7.9%; the national gap is 3.0% above the LA gap.

Looked After Children

Table F3: Percentage of Looked After Children (LAC) achieving 5+ GCSEs (or equivalent) at grade A*-G (2006- 2010)

	2006	2007	2008	2009	2010
Rotherham %	50	26	47	45	59.3
Rotherham LAC Cohort No.	30	23	36	25	27

Table F4: Percentage of Looked After Children achieving 1+ GCSEs (or equivalent) at grade A*-G 2006-2010

	2006	2007	2008	2009	2010
Rotherham %	70	61	78	72	96.3
Rotherham LAC Cohort No.	30	23	36	25	27

- Care should be taken in comparing small numbers of pupils year on year but the outcomes reflect committed and successful work by students, the Get Real Team and other colleagues.

Performance by Ethnicity (mainstream schools)

Table F5: Performance by Ethnicity 2007 – 2009

		Number in Group	3+ A* to A	5+ A* to C inc Eng & Maths	5+ A* to C	5+ A* to G
2007	BME	273	16.8%	39.9%	55.3%	93.0%
	WBRI	3427	14.5%	39.8%	55.4%	90.4%
	ALL	3700	14.7%	39.8%	55.4%	90.6%
2008	BME	262	14.5%	34.7%	56.9%	93.5%
	WBRI	3489	17.0%	42.0%	58.7%	92.8%
	ALL	3751	16.8%	41.5%	58.6%	92.9%
2009	BME	295	20.7%	42.4%	63.1%	94.2%
	WBRI	3282	22.2%	48.3%	68.2%	94.8%
	ALL	3616	22.0%	47.7%	67.7%	94.8%
2010	BME	389	22.4%	44.0%	67.1%	95.4%
	WBRI	3196	25.5%	52.4%	74.6%	96.3%
	ALL	3582	25.2%	51.6%	74.1%	96.7%

(BME) Black and Minority Ethnic background

(WBRI) White British background

Data Source – NCER website

- The percentage of BME pupils has increased slightly from 2009 (8.1%) to 2010 (10.8%)
- While the performance of BME pupils continues to improve, the rate of improvement needs to be accelerated and monitored carefully
- The BME cohort does not yet reflect the significant numbers of EU migrant children now entering the secondary school system

Free School Meals

Table F6: Performance by Free School Meals (FSM) Eligibility

	5+A*-C in E&M	5+A*-C	1A*-G	A*-C English	A*-C Maths
2007	15.3	28.5	89.1	23.4	24.7
2008	14.9	28.4	92.9	24.7	21.6
2009	20.8	39.2	93.3	30.1	27.7
2010	24.0	47.6	94.3	33.6	31.4

FSM cohort average – 17.5%

- The performance of pupils on FSM shows an encouraging rise on all indicators

Table F7: Gap between the performance of pupils eligible for FSM and pupils not eligible for FSM

	5+A*-C in E&M	5+A*-C	1A*-G	A*-C English	A*-C Maths
2007	27.8	30.5	8.3	32.2	27.8
2008	30.7	35.3	5.1	32.5	32.4
2009	30.7	32.2	4.9	33.1	30.3
2010	31.2	29.4	4.5	33.6	30.4

- The performance of pupils eligible for FSM has increased for all indicators in 2010 but the gap to mainstream pupil performance remains too wide.

G. Contextual Value Added (CVA)

Table G1: Overall CVA – Number of schools designated in each category

	2008	2009*	2010*
Number of Schools 1000+	9	6	5
Number of Schools less than 1000	7	10	10
Number of Schools Significant -	4	0	4
Number of Schools Significant +	1	2	5

Minus sign (-) means significantly below national average

Plus sign (+) means significantly above national average

- The outcome measure used in the KS2-KS4 2010 overall CVA model has changed to reflect an increased emphasis on English and Mathematics outcomes. The outcome measure for the overall CVA is now capped at the best 8 GCSE or equivalent qualifications plus a separate bonus for English and Mathematics performance.
- 6 schools are in line with the national average, 5 schools are significantly above the national average and 4 schools are significantly below the national average in 2010.

8. Finance:

Resources, within the Council, to drive the school improvement agenda, are a combination of core budget, DfE grant through the Standards Fund and income. Funding to SES has already been significantly reduced and will fall sharply from April 2011. The capacity, therefore, of the central team to support secondary schools will be very limited and other core drivers will need to develop quickly to fill that space. This challenge is currently being addressed with Secondary Headteachers.

Schools also receive additional funding, through Standards Fund, to address the National Strategies agenda re raising standards. These areas are in doubt for 2011/12 and the full scope of school budgets in relation to previous income remains unclear.

9. Risks and Uncertainties:

The level of achievement of Rotherham pupils on leaving statutory education will have a major impact on the re-generation of the area. Schools, working with the LA, are setting challenging targets and are striving to drive up the standards of attainment for all pupils.

The coherent implementation of a range of nationally funded projects has been instrumental in achieving this improvement but they will now terminate at April 2011 and must be replaced by other locally designed and delivered approaches.. This is a fundamental shift in practice and provision which must be managed successfully or students will be the losers. Failure to achieve the targets will limit the economic prospects of the young people and damage their life chances.

10. Policy and Performance Agenda Implications:

Any plans arising from an analysis of this report should be consistent with the Community Strategy, the Corporate Plan and the Children and Young People's Single Plan. The improvement actions should address the Corporate Priorities for:

- | | |
|----------------|--|
| Regeneration | - improving the image of Rotherham;
- providing sustainable neighbourhoods of quality, choice and aspiration. |
| Equalities | - promoting equality;
- promoting good community relations. |
| Sustainability | - improving quality of life;
- increasing employment opportunities for local people. |

11. Background Papers and Consultation:

GCSE Examination Results 2005 - Report to Cabinet 2006.

GCSE Examination Results 2006 - Report to Cabinet 2007.

GCSE Examination Results 2007 - Report to Cabinet 2008.

GCSE Examination Results 2008 - Report to Cabinet 2009.

Contact Name:

David Light
Head of School Effectiveness

T: 01709 255274

E: david.light@rotherham.gov.uk