

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1	Meeting:	Cabinet
2	Date:	14th March, 2012
3	Title:	GCSE Examination Results, 2011
4	Directorate:	Children and Young People's Services

5 Summary:

The purpose of this report is to inform the Cabinet of the GCSE examination results for 2011 and how they compare to previous years, to the national average and to the results of our statistical neighbours.

6 Recommendations:

That:

- The report is received.
- That Cabinet note 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 Cabinet endorses the drive to:
 - remove the gap between Rotherham's performance and the national average performance especially in relation to 5+A*-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 attainment for pupils eligible for FSM

7. Proposals and Details

A. Summary Overview

- i. Performance at Key Stage 4 across the Local Authority (LA) rose for the ninth consecutive year. On the now critical 5+A*-C including English and Mathematics indicator, the LA average increased by 5.9% to 56.7% against a national average increase of 5.4% to 58.9%. This has narrowed the gap to national averages to 2.2%.
- ii. The 5+A*-C indicator rose by 8.5% against a national average increase of 4.1%. 81.8% of pupils achieved 5+A*-C against a national average 79.5%. This is the first year that Rotherham averages have exceeded national averages for this threshold.
- iii. Performance at 5+A*-G including English and Mathematics rose 1.1% to 94.8%. Rotherham now exceeds national averages at 5+A*-G by 2.5% (Rotherham 96%, national averages 93.5%) and 5+A*-G including English & Mathematics by 2.7% (Rotherham 94.8%, national averages 92.1%).
- iv. The Key Stage 2 to Key Stage 4 expected progress measures improved in English by 6% (Rotherham 72%, national averages 72%) and Mathematics by 5% (Rotherham 60%, national averages 65%).
- v. All Rotherham secondary schools are above the DFE floor standard of 35% 5+A*-C including English and mathematics and / or above the national median progress in English and mathematics in 2011

B. Priority areas for action 2011/12

- 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 2011 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.

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.
- ii. 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

- iii. Core subject consultancy demonstrated significant impact in underperforming departments in 2011 especially in English. Maths remains the key target area for 2012 which would help drive up overall performance at the threshold
- iv. Partnership between schools and SES is close, responsive and productive. It has lead to the establishment of the Rotherham School Improvement Partnership. Rotherham School Improvement Partnership Mission:
 - all students making at least good progress;
 - no underperforming cohorts;
 - all teachers delivering at least good learning;
 - all schools moving to at least the next level of successful performance

D. Overall GCSE Results

Table D1: Overall 5+ A*-C GCSE Results 2008 - 2011

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
5+ A*-C					
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
2011	81.8	79.5	+2.3	81.3	+0.5

- The percentage of pupils attending special schools in the 2011 cohort was 1.5%.
- The percentage of pupils achieving 5+GCSEs at the higher grade A*-C has increased from 73.3% in 2010 to 81.8% in 2011, against a national average of 75.4% in 2010 to 79.5% in 2011. Rotherham averages are above national and the average of statistical neighbours for the first time.

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 (inc English and maths)					
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
2011	56.7	58.9	-2.2	55.4	+1.3

- In 2011 56.7% of Rotherham pupils achieved 5+A*-C (including English and mathematics), against a national average of 58.9% and a statistical neighbour average of 55.4%. Rotherham has reduced the gap to national averages to 2.2% and is above the average of statistical neighbours by 1.3%.
- In 2011:
 - 67.0% of pupils gained A*-C in English (69.0% nationally). The LA average rose by 5% against the national average increase of 3.0%.
 - 62% of pupils gained A*-C in Mathematics (65.0% nationally). The LA average rose by 4.7% against the national average increase of 4.0%.
 - 56.8% of pupils gained A*-C in English and Mathematics combined (59.0% nationally). The LA average rose by 6.0% against a national average increase of 5.2%.

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)					
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
2011	94.8	92.1	+2.7	93.8	+1.0

- 94.8% of Rotherham pupils gained 5+A*-G (including English and Mathematics), an increase of 1.1% from 2010.
- This is against a national average of 92.1% which increased by 3.4% from 2010 and the statistical neighbour average of 93.8% which increased by 0.5% from 2010.
- Rotherham exceeds both national averages (by 2.7%) and the average of statistical neighbours (by 1.0%).

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					
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
2011	99.4	99.2	+0.2	99.3	+0.1

- Only 0.6% of pupils in Rotherham left school in 2011 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)					
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
2011	338.9	336.6	+2.3	336.8	+2.1

- The capped average points score is calculated from the best 8 GCSEs or equivalent.
- The average (capped) point score for pupils in Rotherham is 338.9, an increase of 14.3 in 2011 compared to a national average increase of 9.
- Rotherham averages are above National averages and the average of Statistical Neighbours in this critical area (now central to Ofsted inspections).

E. Performance Profile of Individual Secondary Schools

	Cohort	5+ A*-C inc E&M	5+ A*-C	5+ A*-G	Eng Bacc	Capped APS	Expected Progress English	Expected Progress maths
Aston Academy	291	79.1	97.0	100.0	12.3	368.6	89.0	69.0
Brinsworth Comprehensive	242	54.1	74.4	99.0	6.2	333.2	63.0	60.0
Clifton - A Community Arts	232	45.0	70.0	96.0	0	321.8	61.0	49.0
Dinnington Comprehensive	230	56.0	77.4	94.0	6.1	330.1	59.0	60.0
Maltby Academy	229	61.0	72.0	100	7.0	326.0	79.0	67.0
Oakwood Technology College	212	49.1	86.0	96.2	10.4	339.7	79.0	57.0
Rawmarsh Community School - A Sports College	178	42.1	78.0	97.0	7.0	334.0	56.0	41.0
Saint Pius X Catholic High	129	57.4	67.4	98.4	13.2	327.4	72.0	61.0
St Bernard's Catholic High	131	64.1	85.5	96.9	6.1	348.9	83.0	65.0
Swinton Community	150	56	81.0	96	8.0	331.4	69.0	55.0
Thrybergh School & Sports College	114	41.2	89.5	97.4	0	340.3	79.0	44.0
Wales High School	243	61.0	91.0	98.0	12.0	356.5	79.0	67.0
Wath Comprehensive	299	56.0	89	97.3	21.0	345.2	76.0	58.0
Wickersley School and Sports College	305	76.0	95	97	30.7	375.3	88.0	77.0
Wingfield Business & Enterprise College	158	46.0	76.0	94.0	3.0	332.8	62.0	51.0
Winterhill School	295	54.1	86.0	97	2.0	345.9	66.0	67.0
LA Average		56.7	81.8	96.0	9.8	338.9	72.0	60.0
National Average		58.9	79.5	93.5	17.6	336.6	72.0	65.0

DFE introduced the new floor standards in 2010 combining attainment and progress:

- less than 35% of pupils at the end of Key Stage 4 (KS4) achieving 5 or more GCSEs A*-C (or equivalents) including English and maths GCSE; **and**
- below average % of pupils at the end of KS4 making expected progress in English (national median = 74%); **and**
- below average % of pupils at the end of KS4 making expected progress in maths (national median for 2010 = 66%)

All Rotherham secondary schools were above the DFE floor standards in 2011.

F. Vulnerable Groups

Table F1: Analysis of Performance by Gender - 5+A*-C grades (including English and Mathematics)

5+A*-C inc E&M	Boys		Girls		Difference	
	LA	Nat	LA	Nat	LA	Nat
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
2011	52.9	55.2	60.9	62.8	8.0	7.6

- The gap between the performance of girls and boys at 5+A*-C (including English and Maths) is 8.0% and increased by 3.1%. Boys' performance improved by 4.8%. Girls' performance improved by 7.9% between 2010/2011.
- The gap in national performance between girls and boys is 7.6%; the national gap is 0.4% below the LA gap.

Table F2: Performance by Ethnicity 2008 – 2011

		Number in Group	3+ A* to A	5+ A* to C inc Eng & Maths	5+ A* to C	5+ A* to G
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%
2011	BME	364	25.8%	50.0%	81.3%	95.1%
	WBRI	3123	29.7%	57.3%	81.7%	95.9%
	ALL	3497	29.3%	56.7%	81.8%	96.0%

(BME) Black and Minority Ethnic background

(WBRI) White British background

Data Source – NCER website

- The percentage of BME pupils has declined slightly from 10.8% in 2010 to 10.4% in 2011.
- The performance of BME pupils continues to improve, there is a significant improvement at 5+A*-C in 2011 (14.2%) closing the gap to the LA average to 0.5%.

Table F3: Performance by Free School Meals (FSM) Eligibility

	5+A*-C in E&M	5+A*-C	1A*-G	A*-C English	A*-C Maths
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
2011	29.3	61.2	97.1	39.8	36.5

FSM cohort average – 14.8%

- The performance of pupils eligible for FSM shows an increase for all indicators in 2011, there is a significant improvement on the percentage of pupils achieving 5+A*-C with an increase of 13.6%.
- The key indicator is 5+A*-C including English and mathematics, 29.3% against 56.7% for all pupils.

Table F4: Gap between the performance of pupils eligible for FSM and pupils not eligible for FSM

The following table shows the gap in attainment of pupils that are eligible for FSM and pupils that are not eligible for FSM. DFE are encouraging schools to compare the level of their FSM pupils' performance to the level of non-FSM performance with the intention of encouraging schools to set more ambitious achievement goals for their FSM pupils.

	5+A*-C in E&M	5+A*-C	1A*-G	A*-C English	A*-C Maths
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
2011	32.0	24.1	1.9	32.0	30.0

- The performance at 5+A*-C is encouraging as the gap is reduced by 5.3% in 2011.

8. Finance:

Resources to drive the school improvement agenda, are a combination of revenue budget, Dedicated Schools Grant and income:

School Effectiveness Service

£M	Funded by :			
Total Budgeted Expenditure 2011/12	Dedicated Schools Grant (DSG)	Early Intervention Grant (EIG)	Revenue	Other
2,680	1,152	121	1,063	344
%	43	4	40	13

Compared to 2010/11 financial year the funding available to the School Effectiveness Service has reduced by £1.28m (37%). The capacity, therefore, of the central team to support all schools including secondary schools is very limited and the team now focuses on the statutory duties and horizon scanning to ensure we are aware of schools that are vulnerable.

For the financial year 2011/12, £1.044m of funding was realigned from Dedicated Schools Grant and Former Standards Fund Grant allocations to the newly formed Rotherham School Improvement Partnership which provides the school on school support and challenge. The LA is a key partner in this partnership.

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 terminated at April 2011 and have been 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 - Report to Cabinet 2006 - 2010.

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