

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

	Meeting:	CABINET
	Date:	17th December, 2014
	Title:	Education Outcomes in Rotherham Schools and Settings
	Directorate:	CYPS

5. Summary

The purpose of this report is to inform SLT of the education outcomes in Rotherham for 2014, how they compare to previous years and to the national average.

Results included in this report for Key Stage 2 and Key Stage 4 in 2014 are provisional, final published data is released by the Department for Education in January 2015.

6. Recommendations

The contents of this report are noted.

7. Proposals and Details

The National Curriculum is divided into Key Stages that children are taken through during their school life.

Early Years Foundation Stage Profile (EYFS)

The EYFS Profile is assessed when children reach the end of Foundation Stage (age 5) through ongoing and summative teacher assessment. Rotherham's Early Years performance in many areas relating to children's outcomes has been on an upward trajectory since 2009. The framework was revised in 2012 and due to the changes in the way children are assessed at the end of the Foundation Stage it is not possible to make comparisons between 2013 assessments and historical data. The expected level to achieve at the end of EYFS is a 'good level of development'.

- Rotherham's performance for a good level of development has increased by 6.5% to 62.2% in 2014. This is 2% above the national average at 60.3% and the second year that the Rotherham average has exceeded the national average.
- Average Total Points (ATP) has increased by 1.3 to 34.3 and 0.5 above the national average at 33.8.
- The percentage inequality gap was reduced by 3.2% to 32.5%; this is 1.4% below the national average in 2014.

Key Stage 1

Key Stage 1 is taught during Years 1 and 2 of primary school when pupils are aged between 5 and 7. This includes the phonics screening check which is administered to all children in Year 1. It also includes tasks and tests which can be performed at any time during Year 2, so children may not know that they are being formally assessed. These tasks and tests are designed to be administered informally as part of normal classroom activity. The results inform teachers' overall assessments in English, mathematics and science, which are reported to parents and the DfE.

Phonics Screening Check

This is a short assessment that was introduced in 2012 and designed to confirm whether pupils have learned phonic decoding to an appropriate standard by the age of 6. All year 1 pupils in maintained schools, academies and free schools must complete the check.

The phonics check will help teachers identify any children who need extra help so they can receive the support they need to improve their reading skills. These children will then be able to retake the check in year 2.

The standard mark was 32 or more out of 40 in 2012, 2013 and 2014.

- 68.7% of pupils in year 1 achieved the standard mark in the national phonics screening check in 2014; this is an increase of 6.2%. This compares to the

national figure of 74%, an increase of 5%. The gap to the national average is reduced slightly to 5.3%.

End of Key Stage 1 Teacher Assessments

The statutory Key Stage 1 tasks and tests in reading, writing and mathematics are designed to test children's knowledge and understanding of the associated programmes of study. They provide a snapshot of a child's attainment and help inform the final teacher assessment judgement reported for each child at the end of Key Stage 1 (Year 2, aged 7).

Pupils are expected to achieve Level 2b+ or more in reading, writing and mathematics.

- The improvement in results in Rotherham in 2014 was in all subjects and levels. The gap to the national average has reduced in all subjects at L3+.
- Rotherham trends in attainment show that girls continue to outperform boys in reading, writing and maths at all levels.

Key Stage 2

Key Stage 2 is taught during Years 3, 4, 5 and 6 of primary school when pupils are aged between 7 and 11. Programmes of study set out what teachers should cover in every subject during the Key Stage. The Key Stage 2 national curriculum tests are designed to test children's knowledge and understanding of specific elements of the Key Stage 2 programmes of study. They provide a snapshot of a child's attainment at the end of the Key Stage.

Pupils are expected to achieve L4+ in reading, writing and mathematics and make two national curriculum levels of progress from the end of Key Stage 1 to the end of Key Stage 2.

The Department for Education floor standard measure in 2014 has increased to at least 65% of pupils achieving Level 4 and above in reading, writing and mathematics combined and above the national median progress measures between KS1 and KS2 in reading, writing and mathematics.

End of Key Stage 2 Outcomes

The KS2 results in 2014 show an increase in all subjects at all levels. The rise is between 2.4% and 5.4% at L4+, between 5.9% and 7% at L4b+ and between 4.0% and 8.4% at L5+. Progress measures have increased by 5% in reading, 2% in writing and 2% in mathematics. The gap to national averages has narrowed in all subjects at all levels and above the national average in mathematics for the first time. The significant improvement at L4b+ in all subjects has shown an increase of 7.0% in the Government's 'good level 4' outcome.

Key Stage 4

Key Stage 4 is taught during Years 10 and 11 of secondary school when pupils are aged between 15 and 16. At the end of this stage, pupils in Year 11 (usually aged

16) are normally entered for a range of external examinations. Most frequently, these are GCSE (General Certificate of Secondary Education) exams and a range of other qualifications, including National Vocational Qualifications.

The outcomes for Rotherham pupils improved year on year up to 2013. In 2013 Rotherham exceeded national averages in all the attainment thresholds except English Baccalaureate.

Two major reforms have been implemented which effect the calculation of key stage 4 (KS4) performance measures data:

- **Professor Alison Wolf's Review of Vocational Education recommendations** which;
 - restrict the qualifications counted
 - prevent any qualification from counting as larger than one GCSE
 - cap the number of non-GCSEs included in performance measures at two per pupil
- **An early entry policy** to only count a pupil's first attempt at a qualification.

A brief summary of the changes are:

- 5 A*-C figure can include a maximum of 2 GCSE equivalent qualifications (BTEC, etc.)
- Multiple grades in the same subject will only count once (e.g., double award Health & Social Care = 1 GCSE)
- GCSE English discounts GCSE English literature
- Subjects with a similar content discount each other (e.g. Drama, Performing Arts & Dance; Art, Photography and Graphics)
- Only the first entry in year 11 will count (so if a student sat GCSE Maths in November of Y11 and got a grade D, then re-sat in June and got a C, the D grade would count in the Performance Tables).

The impact of these changes means that 2014 Key Stage 4 results can't be compared with previous years. The Local Authority average in 2014 is above or in line with the national average for the majority of indicators.

Provisional results in 2014

	Rotherham	National Av (SF)*	National Average*
5+A*-C in E&M	56.8%	56.1%	52.6%
5+A*-C	64.4%	65.3%	63.2%
5+A*-G inc E&M	90.6%	91.0%	84.8%
5+A*-G	92.7%	93.4%	89.4%
Any passes	98.8%	98.2%	97.6%
English Progress	76.1%	71.0%	70.9%
Maths Progress	64.0%	65.4%	65.3%

*National Average (SF) – State-funded schools only

*National Average – State-funded and Independent schools

- 5+A*-C including English and mathematics was 56.8%, against the national average of 52.6% (all schools) and 56.1% (state-funded schools). Rotherham LA average is 4.2% above the national average (all schools) and 0.7% above the national average (state-funded schools).
- The 5+A*-C indicator was 64.4%, against the national average of 63.2% (all schools) and 65.3% (state-funded schools). Rotherham LA average is 1.2% above the national average (all schools) and 0.9% below the national average (state-funded schools).
- KS2-KS4 progress by 3 levels in English increased by 0.6% to 76.1%. National averages increased by 0.5% to 70.9%. Rotherham exceeds the national average by 5.2%.
- KS2-KS4 progress by 3 levels in mathematics decreased by 6.4% to 64.0%. National averages decreased by 5.4% to 65.3%. The gap to the national average is 1.3%.

Key Stage 5

In 2010 the Government set out its education policy aims in the White Paper, The Importance of Teaching. One of these was to reform A level qualifications and, in particular, course structures so that examinations are taken at the end of the course, as opposed to a modular approach. As an interim measure, from September 2013 students in England were no longer able to sit A level exams in January, this may have had an impact on the grades they achieved.

Provisional results in 2014 - All Level 3 Qualifications Average Points Score (Statefunded Schools)

	Rotherham	National Av (SF)*	National Average**
Per Student	780.0	771.9	698.5
Per Entry	208.2	214.4	213.4

*National Average (SF) covers all state-funded mainstream schools, academies, free schools and maintained special schools. Excludes FE sector colleges, pupil referral units (PRUs), non-maintained special schools.

** National Average figures include all schools and FE colleges.

Provisional results in 2014 – All Level 3 Qualifications Average Points Score (Statefunded Schools and FE Colleges)

	Rotherham	National Av (SF & Colleges)*	National Average**
Per Student	656.7	680.2	698.5
Per Entry	207.4	210.4	213.4

*National Average (SF & Colleges) - Covers all state-funded mainstream schools, academies, free schools, maintained special schools and FE sector colleges.

** National Average figures include all schools and FE colleges.

8. Finance

N/A

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.

10. Policy and Performance Agenda Implications

N/A

11. Background Papers and Consultation

Appendix 1 – Education Outcomes presented in a graphical format.

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