

<b>CABINET</b> 3 December 2014	 <b>TOWER HAMLETS</b>
<b>Report of:</b> Robert McCulloch-Graham, Corporate Director, Education, Social Care and Wellbeing	<b>Classification:</b> Unrestricted
<b>Provisional Exam Results 2014</b>	

<b>Lead Member</b>	Councillor Gulam Robbani, Cabinet Member for Education and Children's Services
<b>Originating Officer(s)</b>	Anne Canning, Service Head, Learning and Achievement
<b>Wards affected</b>	All ward
<b>Community Plan Theme</b>	A Prosperous Community
<b>Key Decision?</b>	No

### Executive Summary

This report provides an overview of the 2014 provisional education results from Foundation Stage to Key Stage 5 at Local Authority level, and a summary of how the provisional results compare to last year's and national averages where known. It highlights the successes and challenges that are barriers to further progress, and any support interventions that we think will prove particularly effective in meeting these challenges.

### Recommendations:

The Mayor in Cabinet is recommended to note the 2014 Local Authority education results, and to comment on the proposed strategy for support and challenge in the areas identified below to further raise performance:

- plan carefully for the introduction of the two year old health and learning check to ensure any early help needed with cognitive development is identified and planned for;
- continue to work with the full range of Early Years' providers to ensure two to four year olds receive the best possible start;
- continue to support schools to share good practice in pedagogy, particularly related to literacy and higher order academic writing in order to improve the attainment of the most able pupils at all key stages;
- work with any school that has significantly underachieved to improve standards through effective data analysis and improved teaching and learning strategies;
- provide continued support and guidance to sixth forms to offer good transition plans from KS4 into KS5;

- continue to promote information advice and guidance for access to Russell group and Oxbridge and high quality apprenticeships, hence contributing to the borough's employment strategy.

## **1. REASONS FOR THE DECISIONS**

- 1.1 To support continuous improvement in results so that at each phase the outcomes exceed national expectations.

## **2. ALTERNATIVE OPTIONS**

- 2.1 This report is for noting and comment only. The Mayor may suggest changes to the proposed strategy for raising performance.

## **3. DETAILS OF REPORT**

- 3.1 Provisional education results for our schools are now available for the assessments and exams taken during the summer term 2014. The age group and types of assessments reported on are detailed in Appendix A.
- 3.2 At present the examination results are provisional and are therefore still subject to change. Results are checked with schools in advance of the publication of the DfE achievement and attainment tables and as a result of this process we normally expect to see an increase of around one percentage point between provisional and final data.
- 3.3 There have been significant changes to the examination at GCSE in 2014 with: a reduction in coursework; the removal of speaking and listening from the English Language GCSE part way through the two year course; the raising of the grade boundaries which makes year on year assessments less reliable; the realignment of the value of BTec vocational qualifications and; first entries only being counted in the performance measures. This is ahead of further significant changes to follow from 2015 to 2018.
- 3.4 Find below the headline comments from the results.
- At EYFS 55% of pupils achieved a GLD, an improvement on 10% from 2013. The national score is provisionally reported as 60%. We have reduced the LA/national gap by 1% point to 5%.
  - At KS1 the outcomes continue to remain broadly similar to last year – just below the national (in brackets) average for the percentage of Level 2B+ in reading 79% (81%), writing 69% (70%) and mathematics 78% (80%). All measures have increased since 2013 by 1%.
  - At KS2 the combined measure of reading, writing and mathematics at level 4+ is up 3% to 81% (79% nationally). Progress measures are above national. The percentage of level 6 mathematics has significantly risen by 5% to 11% (9% nationally).

- At KS4 the 5+A\*CEM has dipped to 58%, a drop of 6.7%. This is the first drop in GCSE results for at least ten years (52.6% nationally, a drop of 6.6%)
- At KS5 results have improved. The Average Point Score (APS) for the academic measure is 712 (664 in 2013). Three schools have scored over 730 (782 national).

### 3.5 **Provisional Results**

Please note that the results at both KS4 and KS5 are very general as we do not have individual subject/pupil/grade data to analyse at this stage.

### 3.6 **Early Years Foundation Stage / Age 5**

This is the second year of the new statutory assessment for the EYFS. 55% of children were assessed as achieving a GLD, this is an increase of 9% compared to last year.

55 % of children whose first language is not English achieved a GLD, this was 47% last year, compared to 59% of children whose first language is English and this was 49% last year; this latter % is almost at national average.

There was still a 15 percentage point difference between girls and boys as in 2013 and there was a 7 percentage point difference between FSM and non-FSM which has increased from a 5 percentage point difference in 2013.

LA officers will continue to focus on how to support children on FSM and those with EAL to further raise standards and narrow the gap.

### 3.7 **KS1 / Age 7**

At KS1 the outcomes continue to remain broadly similar to last year – just below the national (in brackets) average for the percentage of Level 2B+ in reading 79% (81%), writing 69% (70%) and mathematics 78% (80%). All measures have increased since 2013 by 1%.

For the phonics screening in Year 1 we continue to perform above national averages by 2% at 76%. Phonics screening outcomes have improved in Tower Hamlets by 5% on outcomes last year.

There has been a 1% improvement in speaking and listening this year.

In science the Level 2+ Tower Hamlets performance is at 86% which is 4 points below the national average.

The percentage of pupils achieving Level 3+ in mathematics and writing continues to improve and we are closing the gap on national outcomes. There have been improvements in reading, speaking and listening and science at Level 3+, but the gap is not closing between LA and national outcomes fast enough and raising standards at these higher levels remains a priority.

### 3.8 **KS2 / Age 11 (See Appendix B)**

The combined measure of reading, writing and mathematics at Level 4+ is up 3% to 81% for the LA and this continues to be above the national outcome of 79%. There is a new focus on the percentage of pupils achieving Level 4B+ across reading, writing and mathematics, known as a good level of achievement. In Tower Hamlets 68% of pupils achieved Level 4B+ across the three subjects in comparison with 67% of pupils nationally. Pupils achieving at Level 5+ is up 3% to 22%. 2 pupils within the LA attained Level 6 in all subjects this year.

The provisional results for pupils' achievement in the English grammar, punctuation and spelling test at Level 4+ is 81% and at Level 5+ is 57%. This is an improvement on last year. At Level 6, for the most able pupils, the results have improved by 3% to 5%. These outcomes remain significantly above national outcomes at all levels.

3.9 The combined measure of reading, writing and mathematics at Level 4+ is up 3% to 81% for the LA and this continues to be above the national outcome of 79%. There is a new focus on the percentage of pupils achieving Level 4B+ across reading, writing and mathematics, known as a good level of achievement. In Tower Hamlets 68% of pupils achieved Level 4B+ across the three subjects in comparison with 67% of pupils nationally. Pupils achieving at Level 5+ is up 3% to 22%. 2 pupils within the LA attained Level 6 in all subjects this year.

3.10 The provisional results for pupils' achievement in the English grammar, punctuation and spelling test at Level 4+ is 81% and at Level 5+ is 57%. This is an improvement on last year. At Level 6, for the most able pupils, the results have improved by 3% to 5%. These outcomes remain significantly above national outcomes at all levels.

3.11 Reading outcomes improved this year and the percentage of pupils achieving at Level 4+% for Tower Hamlets is provisionally 3% higher than last year at 89% and is currently just above national averages. The percentage at Level 5+ has improved significantly by 6% to 45%.

3.12 Writing teacher assessment (TA) at Level 4+ has fallen by 1% to 85% but is slightly above the national average. Writing TA at Level 5+ has increased by 1% for the LA. The % at Level 6 in writing has risen 1% and is now at 2%. This is nationally a very challenging attainment.

3.13 The percentage of Level 6+ in mathematics has significantly risen by 5% to 11% and is above national outcomes.

### 3.14 **KS4 / Age 16 (See appendix B)**

At KS4 the 5+A\*CEM has dipped to 58%, a drop of 6.7%. This is the first drop in GCSE results for at least ten years and is very disappointing. Two schools made small improvements on 2013 results; others dipped between 1.3% and 14.4%. The range of results is from 79.1% to 39.5%. The national results have dipped by 6.6% to 52.6%. 5A\*-CEM results have dipped slightly more

than nationally but remain well above the national outcomes based on the first statistical release.

- 3.15 We have two schools below the current 45% 'basics' measure. One of these schools adopted a policy of entering all students early in the year for their GCSEs and it is these results, and not their summer ones, that are counted in the DfE table. Along with this issue of early entry, the issue of curriculum offer, particularly a dependency on BTec courses, is a significant factor in the dip in these results.
- 3.16 Almost all schools were predicting better results than achieved. Those schools that have performed poorly have forensically analysed their results and are clear about the reasons for their underperformance and have recovery plans in place. The impact of the change of accreditation for the BTec courses contributed to the drop in results; there are two reasons for this – a reduction in their assessment tariff per se and as a result of this some students were studying academic courses as an alternative for which they were less suited.
- 3.17 The percentage of pupils achieving A\*-C in both English and Mathematics is 60.1%, at reduction of 5% points from 2013, but higher than the provisional England average of 54.8% for 2014.
- 3.18 The Borough average for the English Baccalaureate (EBacc) has risen from 21.5% to 24.2% (nationally 22.5%) with two schools achieving 47% Ebacc and all except two close to 20% or better.
- 3.19 The 5+A\*-C GCSE measure for any subject, has dipped considerably to 68.3% from 85.8% in 2013; without question this is down to the reduction in the accreditation value of BTecs.
- 3.20 **KS5 / Post-16**  
The Average Point Score (APS) per student for A-level increased from 662 to 698. Academic Subjects (A levels, Applied A levels, International Baccalaureate, Extended Project) increased from 664 to 712. Vocational subjects improved significantly from 561 to 673.
- 3.21 At A-level the APS per student increased from 662 to 698. The national APS in 2013 was at 733. Three of our schools scored just above 730 APS per student which reflects the drive amongst our schools to raise expectations and improve higher education access to 'above' national. There have been some very encouraging improvements and raising of standards.
- 3.22 On the whole educational standards continue to rise but the GCSE dip has been a real disappointment and schools and the LA will really work to ensure that we are back on track with this next year. Work is already in hand with those schools where there was a significant drop in standards and careful monitoring of curriculum offer and pupil progress will support this improvement.

- 3.23 Early years will benefit from additional support available through our better partnership working with health. In particular the work being developed around the two year old health and learning check should allow a significant opportunity for the early identification of any additional needs that a child may have so that we can address them earlier. Tentative plans on locating this check in some of our children centre locations are underway as this would offer immediate support for families whose children need early help.
- 3.24 Improving attainment for the more able remains a priority. Schools and the LA are working together to address this. For example many primary and secondary schools teach together in year 6 to improve access to the more advanced curriculum needed to secure L5+ outcomes. At KS4 teachers are focusing on the more able to gain good GCSEs at A\*A grades in order to access appropriate A-levels. A focus on literacy skills and the use of academic English, particularly at KS5, remains a focus.

#### **4. COMMENTS OF THE CHIEF FINANCE OFFICER**

- 4.1. This report is identifying the prioritisation of available resources. The recommendations are not seeking any additional funding.

#### **5. LEGAL COMMENTS**

- 5.1 The Council has a general duty under section 13 of the Education Act 1996 to secure that efficient primary, secondary and further education are available in Tower Hamlets to meet the demands of the local population. The Council is additionally required by section 13A of the Education Act 1996 to discharge its relevant education functions with a view to: promoting high standards; ensuring fair access to opportunity for education and training; and promoting the fulfilment of learning potential by every person under 20 and persons aged 20 or over but under 25 who are subject to learning difficulty assessment.
- 5.2 In addition, pursuant Part 3 of the Children and Families Act 2014 the Council and its partner commissioning bodies must make joint commissioning arrangements about education, health and care provision to be secured for children and young people with special educational needs for whom the authority is responsible and those who have a disability. The Authority has a duty to keep such provision under review, cooperate with local partners and publish information in respect of the local offer of services it expects to be available for children and young people with SEN or who have a disability.
- 5.3 The Council's schools are subject to inspection by the Office for Standards in Education (Ofsted) under the Education and Inspections Act 2006. Having regard to these matters, it is appropriate for the Council to consider the results obtained by students in the borough and to consider what steps to take to improve that performance.

## **6. ONE TOWER HAMLETS CONSIDERATIONS**

- 6.1 Measures are proposed for raising performance which aim to improve equality of opportunity, raise aspirations and overcome barriers to learning and progression. A well-educated young adult able to progress onto quality progression post-16 with highly aspirational outcomes contributes to improving the life chances of our young people and gives them an equal opportunity to success. More importantly each success post-16 makes success then imaginable to the next generation which is often one of the biggest drivers to further improvements once an initiative such as this becomes embedded within schools.

## **7. SUSTAINABLE ACTION FOR A GREENER ENVIRONMENT**

- 7.1 This is not applicable to this report.

## **8. RISK MANAGEMENT IMPLICATIONS**

- 8.1. This is not applicable to this report.

## **9. CRIME AND DISORDER REDUCTION IMPLICATIONS**

- 9.1 This is not applicable to this report.

## **10. EFFICIENCY STATEMENT**

- 10.1 This is not applicable to this report.

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### **Linked Reports, Appendices and Background Documents**

#### **Linked Report**

- NONE

#### **Appendices**

- NONE

#### **Background Documents – Local Authorities (Executive Arrangements)(Access to Information)(England) Regulations 2012**

- NONE

#### **Officer contact details for documents:**

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