


<p>Cabinet</p> <p>2 February, 2016</p>	
<p>Report of: Debbie Jones, Corporate Director, Children's Services</p>	<p>Classification: Unrestricted</p>
<p>End of key stage examinations: Key Stages 2, 4 and 5 (validated results) for 2014/15 academic year</p>	

Lead Member	Councillor Rachael Saunders, Cabinet Member for Children's Services
Originating Officer(s)	Terry Parkin, Interim Service Head, Learning and Achievement
Wards affected	All wards
Key Decision?	No
Community Plan Theme	A fair and prosperous community

Executive Summary

This paper provides an overview of the final validated results for 11, 16 and 18 year olds for the summer of 2015. It reports a very good story at Key Stage 2 and indicates a significant improvement in the outcomes for our more able pupils. We were also able to report a significant improvement at GCSE with 4.9 percentage point improvement in outcomes in the headline figure of 5A*-C including English and mathematics, matching well the 5% improvement reported from the first set of draft figures in late summer. Pleasingly, whereas the provisional data reported in the autumn suggested only small improvements for our 18 years olds, the more complete data sets now available indicates what is probably our best ever overall performance at age 18, with a continuing strong performance in vocational subjects. Taken together, we are above national averages for our 18 year olds for the first time.

Recommendations:

The Mayor in Cabinet is recommended to:

- Ensure that future arrangements for school improvement allows the borough to focus on the continuous improvement of its schools as reported in this paper.

1. REASONS FOR THE DECISIONS

- 1.1 Much of this work is non-statutory and funded through Schools' Forum and DSG. The Mayor and Members are asked to note the validated results for Key Stages 2, 4 and 5.

2. ALTERNATIVE OPTIONS

- 2.1 Any alternative support would need to be funded through our central funds. Schools receive funds directly from the Department for Education to undertake school improvement work and it is for schools, individually and collectively, to buy-in services as they see fit.

3. DETAILS OF REPORT

- 3.1 This report provides the Cabinet with validated results of key stage 2, 4, & 5 examinations in the 2014/15 academic year.
- 3.2 Key Stage 2 outcomes have been available for some time and so a detailed analysis of progress indicators and benchmarking against national outcomes has been possible.
- 3.3 Although we have final validated data for 16 and 18 years olds, and national comparisons at 16, we are still analysing local data for 18 year olds but do not anticipate any further significant changes.
- 3.4 Key Stage 2 Results**
- 3.5 Final Key Stage 2 data indicates that there have been improved outcomes across the local authority in all subjects, and at all levels when compared with 2014 (table 1).
- 3.6 The figures also show that the borough has a higher proportion of pupils achieving both the level 4 and level 4b+ benchmarks than nationally across all four single subject areas and for Reading, Writing & Mathematics combined.
- 3.7 Addressing the needs of the more able has been a major focus of our work in the last year, both in-school and through central training. As a consequence, we have seen very significant improvements at level 4b+ and improvements in the percentage attaining level 5 across all areas, which can be tracked back directly to our work with schools.

Table 1: Key Stage 2 Levels

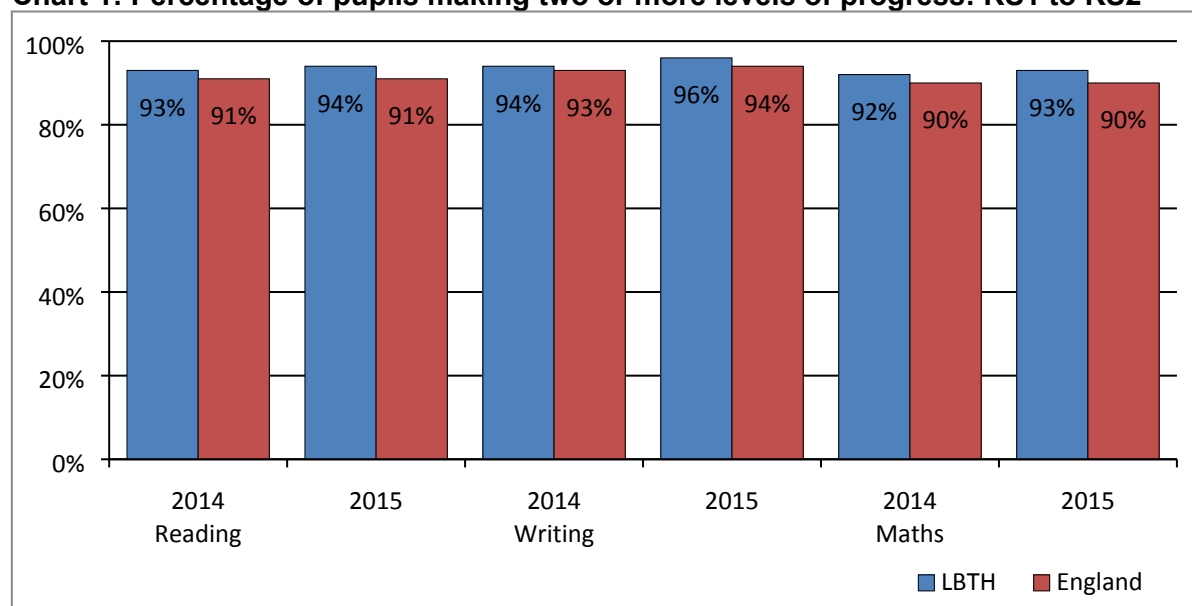
Key Stage 2	Level	LBTH 2014	LBTH 2015	LBTH ppt change 2014 - 2015	England 2015	Ppt variance to England
Reading	L4 +	90%	92%	+2	89%	+3
	L4b+	78%	83%	+5	80%	+3
	L5 +	46%	47%	+1	49%	-2
Writing	L4 +	87%	89%	+2	87%	+2
	L5 +	32%	35%	+3	36%	-1
Mathematics	L4 +	90%	91%	+1	87%	+4
	L4b+	80%	82%	+2	77%	+5
	L5 +	41%	44%	+3	42%	+2
Grammar, Punctuation & Spelling	L4 +	82%	86%	+4	80%	+6
	L4b+	74%	81%	+7	73%	+8
	L5 +	58%	65%	+7	56%	+9
Reading, Writing & Mathematics combined	L4 +	82%	84%	+2	80%	+4
	L4b+	69%	73%	+4	69%	+4
	L5 +	22%	24%	+2	24%	0

Source: DfE_SFR47_2015 KS2_LA_Tables

- 3.8 In **reading** in 2015, 92% of pupils achieved level 4 or higher compared with 89% nationally. This represents a two percentage point increase on last year while national performance remained the same as in the previous year. At level 4b+ (the 'secondary ready' measure), there was a significant increase of five percentage points to 83%, compared with a two percentage point increase nationally (to reach 80%). For level 5+ in reading, the LA has improved by one percentage point to 47%. Nationally, there has been a decrease of one percentage points from 50% in 2014 to 49% in 2015 for achievement of the more able pupils.
- 3.9 In **writing** in 2015, 89% of pupils achieved level 4 or higher compared to 87% last year. This is a two percentage point increase on performance last year and also higher than the 87% achieved nationally in 2015. There is no level 4b+ in writing, as this is teacher assessed and not tested. At level 5+ in writing, the LA has improved by three percentage points to 35%. Nationally, there has been an increase of three percentage points to 36% for achievement of the more able pupils.
- 3.10 In **mathematics** in 2015, 91% of pupils achieved level 4+ compared to 87% nationally. This is a one percentage point increase on last years figure. At level 4b+, there was an increase of two percentage points to 82%, compared to a one percentage point increase nationally to 77%. At level 5+ in mathematics, the LA has improved by three percentage points to 44%. Nationally, outcomes for more able pupils have remained at 42%.

- 3.11 In **grammar, punctuation and spelling (GPS)**, 86% of pupils achieved level 4+ compared to 80% nationally. This is a four percentage point increase on last year. At level 4b+ there was a significant increase of seven percentage points to 81%, compared to a national five percentage point increase to 73%. At level 5+ in GPS, the LA has again improved by seven percentage point to 65%. Nationally, there has been an increase of four percentage points to 56%.
- 3.12 The **combined measure**, including reading and mathematics tests scores and writing teacher assessment levels, has again risen by two percentage points in 2015 to reach 84%. This continues to be above national outcomes which are 80%. The 'secondary ready' measure at level 4b+ has risen in the LA by four percentage points to 73%. Nationally, this measure has risen by two percentage points to 69%.
- 3.13 On the measure of the **percentage of pupils who make two levels of progress or more** between key stage 1 and key stage 2, the borough had higher performance than nationally for reading, writing and mathematics. Performance in reading increased by one percentage point to be three percentage points higher than the national figure and improvements were seen of two percentage points in writing and one percentage point in mathematics, both remaining above national averages (chart 1).

Chart 1: Percentage of pupils making two or more levels of progress: KS1 to KS2



Source: DfE_SFR47_2015 KS2_LA_Tables

3.14 GCSE Results

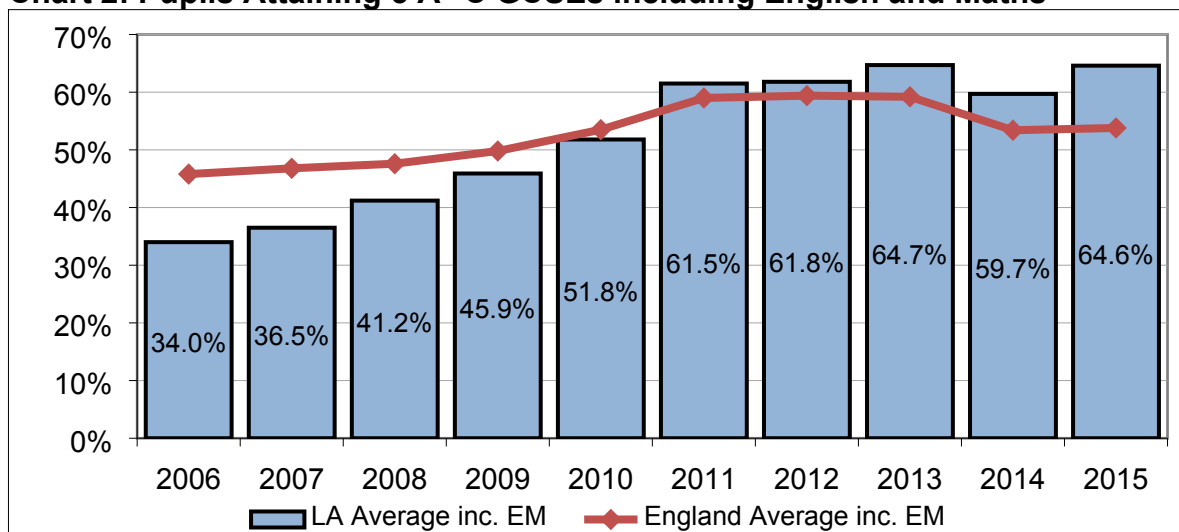
3.15 2015 represents the second year of GCSE results after significant rule changes were made in 2014 to how GCSEs are required to be taught and assessed. These changes contributed to a drop in performance between 2014 and 2015 of 5 percentage points for the borough and of 5.8 percentage points nationally.

3.16 The final 2015 outturn for the headline GCSE measure of the percentage of pupils who attained 5 A* - C Grades including English and Maths (5ACEM) was

64.6%. This is a 4.9 percentage point increase on the 2014 figure and represents a return to a similar level of performance seen in 2013 before the rule changes took place (chart 2).

3.17 Many schools saw significant improvements in their results with a number, including Bethnal Green Academy and Swanlea, reporting their best ever grades. Schools have had to work hard to come to terms with the revised regulations regarding terminal examinations, a reduced ability to allow students to re-sit where grades are poor, and a widely reported change to grade boundaries in subjects where Ministers felt standards were too low, and the deletion of some popular subjects all together.

Chart 2: Pupils Attaining 5 A*-C GCSEs including English and Maths



Source: DfE SFR01_2016_LA_Tables

3.18 The level of improvement seen locally on this measure was not replicated nationally where there was an increase of just 0.4 percentage points, and the London average went down by 0.6 percentage points.

3.19 These results place LBTH 10.8 percentage points above the national average on the 5ACEM measure of 53.8%, and 3.7 percentage points above the London average of 60.9%.

3.20 There were also improvements across the other headline measures of GCSE performance (Table 2) with an increasing proportion of pupils attaining A* - C in English (75.7%) and in Maths (74.1%).

Table 2: GCSE headline measures

Tower Hamlets - Percentage of pupils achieving:	2012	2013	2014	2015	Ppt difference 2014 - 2015
5 A*-C GCSEs including English & maths	61.9%	64.7%	59.7%	64.6%	4.9
5 A*-C GCSEs any subject	84.4%	85.8%	69.2%	73.4%	4.2
5 A*-C GCSEs ONLY Incl English & Maths	54.3%	57.9%	56.6%	61.7%	5.1
A*-C GCSEs in English & maths		65.1%	62.0%	66.9%	3.4
Achieving EBACC	9.6%	22.7%	24.7%	29.9%	5.2
English A*-C GCSE	70.5%	72.7%	72.1%	75.7%	3.1
Maths A*-C GCSE	69.4%	73.8%	70.7%	74.1%	4.2

Source: DfE SFR01_2016_LA_Tables and 2015 Performance Tables

3.21 Progress measures in English and Maths that take in to account prior attainment at Key Stage 2 also showed LBTH performing at a higher level than nationally. In English, 79.5% of pupils made the expected level of progress compared with 71.1% nationally. In Mathematics, 74% of pupils made the expected level of progress which was a slight decrease on the proportion in 2014 (of 0.3 percentage points), but was still 7.1 percentage points above the national figure of 66.9%.

Table 3: % Achieving the expected level of progress between KS2 to KS4

		2009	2010	2011	2012	2013	2014	2015
English	LBTH	62.8%	68.6%	75.5%	72.4%	77.5%	77.5%	79.5%
	England	64.7%	69.3%	71.8%	68.0%	70.4%	71.6%	71.1%
	LBTH Gap to England	-1.9	-0.7	3.7	4.4	7.1	5.9	8.4
Maths	LBTH	57.5%	64%	70.4%	73.7%	74.3%	74.3%	74.0%
	England	57.9%	62%	64.8%	68.7%	70.7%	65.5%	66.9%
	LBTH Gap to England	-0.4	2.0	5.6	5.0	3.6	8.8	7.1

Source: DfE SFR01_2016_LA_Tables

3.22 Attainment of the 5ACEM measure by gender showed that their continues to be an attainment gap both locally and nationally with girls outperforming boys, though in 2015 the gap was narrower in LBTH (at 7.7 percentage points) than nationally (at 9.9 percentage points). It should also be noted that boys in LBTH outperformed boys nationally by 11.8 percentage points, and girls in LBTH outperformed those nationally by 9.6 percentage points.

Table 4: Attainment by Gender

% Attaining 5 A*-C inc. E&M	2011	2012	2013	2014	2015
LBTH all pupils	61.5%	61.8%	64.7%	59.7%	64.6%
Boys	57.0%	57.3%	62.4%	53.6%	60.8%
Girls	66.0%	66.3%	67.2%	65.9%	68.5%
Attainment Gap Boys - Girls	-9.0	-9.0	-4.8	-12.3	-7.7
% Attaining 5 A*-C inc. E&M	2011	2012	2013	2014	2015
England all pupils	59.0%	59.4%	59.2%	53.4%	53.8%
Boys	55.2%	54.7%	53.8%	48.2%	49.0%
Girls	62.8%	64.3%	64.8%	58.9%	58.9%
Attainment Gap Boys - Girls	-7.6	-9.6	-11.0	-10.7	-9.9

Source: DfE SFR01_2016_LA_Tables

- 3.23 Attainment of the 5A*-C GCSE incl E& M (5ACEM) measure by ethnic group shows that some groups have levels of attainment that are significantly below their peers locally. The proportion of White British pupils who attained the 5ACEM measure was 48.7%, more than 15 percentage points below the borough average. The level of attainment for this group was also 2.6 percentage points behind their peers nationally. The performance of pupils of a mixed ethnic background also showed a significant attainment gap of 12.5 percentage points with just 52.1% achieving 5ACEM. Pupils of a Black Ethnic Background also showed a (smaller) attainment gap to the borough average of 2.4 percentage points, with 62.2% attaining 5ACEM, though this group did have higher levels of attainment than the national figure for pupils of the same ethnic background (of +10.2 percentage points).
- 3.24 For pupils of a Somali background (a cohort size of 92 pupils) 59.8% achieved 5ACEM which was 4.8 percentage points below the borough average. There are no national comparator figures for this group.

Table 5: Attainment of 5 A* - C Incl English and Maths by Ethnic Group

	Size of Cohort	LBTH % achieving 5A* - C Inc E&M	Attainment gap to all LBTH pupils	LBTH gap to peers nationally
White	345	54.2%	-10.4%	-2.6%
White British	238	48.7%	-15.9%	-8.4%
Irish	8	87.5%	22.9%	19.3%
Traveller Of Irish Heritage	0	N/A	N/A	N/A
Gypsy / Romany	0	N/A	N/A	N/A
Any Other White Background	99	64.6%	0.0%	12.0%
Mixed	117	52.1%	-12.5%	-6.0%
White and Black Caribbean	55	47.3%	-17.3%	-1.4%
White and Black African	15	53.3%	-11.3%	-5.5%
White and Asian	19	68.4%	3.8%	1.7%
Any Other Mixed Background	28	50.0%	-14.6%	-11.2%
Asian	1,593	68.1%	3.5%	7.0%
Indian	18	72.2%	7.6%	0.1%
Pakistani	25	76.0%	11.4%	24.4%
Bangladeshi	1,525	67.9%	3.3%	5.7%
Any Other Asian Background	25	72.0%	7.4%	6.9%
Black	325	62.2%	-2.4%	10.2%
Black Caribbean	65	56.9%	-7.7%	11.0%
Black African	226	63.3%	-1.3%	7.6%
Any Other Black Background	34	64.7%	0.1%	18.0%
Chinese	17	88.2%	23.6%	11.6%
Any Other Ethnic Group	37	64.9%	0.3%	7.9%
Unclassified	3	66.7%	2.1%	14.5%
All Pupils	2,437	64.6%	--	7.5%

Source: DfE SFR01_2016 and Key to Success pupil level download

3.25 A Level Results

3.26 The provisional figures below exclude Tower Hamlets College, and the national averages will not be available for some time. Locally, the results showed an increase in the overall pass rate - of 0.1 per cent - taking it back to the record level of 98.1 per cent established in 2013 which was followed by the first fall for more than 20 years last year.

3.27 There was a slight fall in the percentage of A*/A grades awarded for the fourth year running from 26 per cent to 25.9 per cent. However, the percentage of A* to C grades awarded rose significantly from 76.7 per cent to 77.3 per cent. At A* grade boys had increased the gap between them and girls from 0.6 per cent to 0.9 per cent. However, at every other level girls were ahead.

Table 6: Key Stage 5 results

QCA Average Point Score Per Pupil (FTE)	2014			2015			APS per student difference 2014 – 2015		
	A Level	Academic	Vocational	A Level	Academic	Vocational	A Level	Academic	Vocational
LA Average	687	697	610	705	710	677	+8	+13	+67
LA Average (exc. THC)	714	724	689						
National Average	773	777	560	764	768	576	-9	-9	+15
QCA Average Point Score Per Examination									
LA Average	206	202	225	209	208	231	+3	+6	+6
LA Average (exc. THC)	210	205	232						
National Average	211	211	217	212	212	219	+1	+1	+2

Source: Locally collated data

3.28 Summary

3.29 Standards at Key Stage 2 remain strong. Most of the school improvement work is delivered in schools by our staff through service level agreements which are anticipated to bring-in around £2m of budgeted income this year. A targeted programme of support for students at level 4 but designed to push them on the higher levels has had a demonstrable impact. This work will continue. The work with the older pupils in our primary schools is of course underpinned by interventions from early years onwards and we have also seen very good results for our phonics work in year 1 reported earlier. There should be a clear expectation on any future partnership arrangement with our schools that school improvement is at the heart of schools working together.

3.30 Work in our secondary schools is funded through the dedicated schools grant or DSG. Detailed analyses of schools results takes place each year to identify our strengths and weaknesses. At age 16, we see significant underachievement from our white heritage pupils and this is particularly marked from those qualifying for the pupil premium. This work has made good progress and elsewhere it has been recommended that we must now develop a second phase. Funding for the second phase will be sought from Schools' Forum.

3.31 The issue underpinning our A level results is one of too many sixth forms offering too many subjects, meaning that often students are taught in groups too small to allow the full development of ideas. Increasingly, as school budgets become reduced, this will be less and less sustainable with General FE Colleges and Sixth Form Colleges looking at a class size model for post-16 education not appreciably smaller than GCSE groups. We have been working with schools for some time on this matter but it has proved very difficult to resolve. Schools like sixth forms; they are felt to enrich school life but also aid recruitment and retention of teachers who would not otherwise work in a school without the challenge of level 3 (A Level) teaching. Officers are working with

headteachers and heads of sixth form to seek a way forward but as we have no statutory planning powers, we must work through influence rather than by directing change. We would recommend that continuing to secure better co-ordination across 16-19 becomes a priority for the developing Tower Hamlets Education Partnership.

4. COMMENTS OF THE CHIEF FINANCE OFFICER

- 4.1 There are no direct financial implications as a result of the recommendations in this report. Any priorities identified in the next steps segment of this report will be met within existing directorate resources. The service level agreement income of £2m referred to in this report is already included within 2015/16 budgets.

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 what is now dealt with as part of an education and health care needs assessment.
- 5.2 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.
- 5.3 In its consideration of the recommendations/ next steps, the Council has a duty to have due regard to the need to eliminate unlawful conduct under the Equality Act 2010, the need to advance equality of opportunity and the need to foster good relations between persons who share a protected characteristic and those who do not (the public sector equality duty). A proportionate level of equality analysis is required to discharge the duty. There is some information in the report relevant to these considerations.

6. ONE TOWER HAMLETS CONSIDERATIONS

- 6.1 High quality education remains a priority for the borough. Members will want to be aware that our schools at both 11 and 16 outperform similar boroughs locally and many others with far fewer challenges nationally. A good education remains central to helping our community move out of poverty and to take just one indicator, our A Level performance which is a good proxy for later economic success, was, last summer, the highest ever reported.

7. BEST VALUE (BV) IMPLICATIONS

- 7.1 The Best Value duty requires the Council to, make arrangements to secure continuous improvement in the way in which its functions are exercised, having regard to a combination of economy, efficiency and effectiveness. The work in school improvement is very highly rated by schools and funded almost entirely directly by them through the Dedicated Schools Grant or DSG, providing excellent value for the Council Tax payer.

8. SUSTAINABLE ACTION FOR A GREENER ENVIRONMENT

- 8.1 Not applicable.

9. RISK MANAGEMENT IMPLICATIONS

- 9.1 The Council has a legal obligation through its Director of Children's Services to secure high standards in its schools. As is reported in the text above, whilst examination performance is recognised as but one measure of an effective school, it is probably the most important. Good outcomes characterise the local authority as being strong for education and reduces the risk of external intervention from the Department of Education. Further, it also reduces the risk of an Ofsted inspection of our school improvement services, which our developing self-assessment evidenced as being effective. We also know that there is a strong correlation between good outcomes in school and future employment, and an inverse relationship with risk of being involved in crime. A good education, therefore, is a strong preventative factor in the development of our children into adults, reducing any future demands on the state.

10. CRIME AND DISORDER REDUCTION IMPLICATIONS

- 10.1 Generally, well-educated young people are less likely to commit crime or disorder and so these outcomes reduce that risk.

11. SAFEGUARDING IMPLICATIONS

- 11.1 See above.

Linked Reports, Appendices and Background Documents

Linked Report

- NONE .

Appendices

- NONE

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

- List any background documents not already in the public domain including officer contact information.
- These must be sent to Democratic Services with the report
- State NONE if none.

Officer contact details for documents:

N/A (All details of individual school outcomes as well as the local authority outcomes may be found on the relevant DfE website.)