


Cabinet		 TOWER HAMLETS
22 February 2023		
Report of: James Thomas, Corporate Director, Children and Culture		Classification: Unrestricted
LA Education Results from Early Years to KS5 2022		
Lead Member	Councillor Mohammed Maium Miah Talukdar, Cabinet Member for Education, Youth and Lifelong Learning	
Originating Officer(s)	Steve Nyakatawa, Director of Education and Tracy Smith, Executive Director, THEP	
Wards affected	All wards	
Key Decision?	No	
Reason for Key Decision	This report has been reviewed as not meeting the Key Decision criteria.	
Forward Plan Notice Published	3 November 2022	
Strategic Plan Priority / Outcome	3. Accelerating education Through a series of learning interventions and financial support, investing in youth services, and increasing opportunities for younger people to go into further education.	

Executive Summary

This report provides an overview of the 2022 education results from Early Years to Key Stage 5 at Local Authority level (at this stage the only validated results are in KS2).

There is no comparison to previous data in the light of DfE advice:

- *We do not recommend making direct comparisons with data from previous years or between schools or colleges.*
- *The KS2/KS4 school data should be used with caution. It reflects a school's results in 2021/22 but cannot provide information about the factors which may have influenced these results. Comparisons with local and national averages should be made cautiously to put an individual school's results into context.*

Recommendations:

The Mayor in Cabinet is asked to note the report and:

1. The recommendations contained within the report for measures to further improve the performance of Tower Hamlets schools.
2. To note the Equalities Impact Assessment / specific equalities considerations as set out in section 9.

1 REASONS FOR THE DECISIONS

N/A

2 ALTERNATIVE OPTIONS

N/A

LA Education Results from Early Years to KS5 2022

1. Background

1.1 This report provides an overview of the 2021-22 education results from Early Years to Key Stage 5 at Local Authority level, and a summary of how the results compare to national averages and London regions / statistical neighbours¹ where known. It highlights the successes and challenges that are barriers to further progress, and priorities for development.

1.2 DfE Statement relating to statutory data 2022

We do not recommend making direct comparisons with data from previous years or between schools or colleges.

The KS2/KS4 school data should be used with caution. It reflects a school's results in 2021/22 but cannot provide information about the factors which may have influenced these results. Comparisons with local and national averages should be made cautiously to put an individual school's results into context.

For KS4 specifically:

- *Several changes were made to exams and grading. These include advanced tice of exam topics and GCSE, AS and A level grading being based around a midpoint between 2021 and pre-pandemic outcomes.*
- *Changes were also made to the way school and college performance measures were calculated. Results achieved between January 2020 and August 2021 by pupils included in this year's measures are not included in the calculations.*

COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently and because of this, it will make it more difficult to interpret why the results are as they are, using the data alone.

That's why we strongly discourage people from drawing conclusions based on comparisons with performance data from earlier years and based on direct comparisons with other schools' or colleges' performance data. We also advise caution when comparing a school or college's performance with national or local authority averages.

1.3 Highlights detailed in this report include:

1.3.1 Tower Hamlets' schools continue to provide excellent education for the children and young people of the borough. Outcomes are strong in the majority of areas and schools are recognised for their extraordinary support of their families and local communities. This is reflected in the recent achievement of Mayflower Primary School which was ranked the best primary school in the country in The Sunday Times Parent Power League Tables 2023. This follows their success of being named the Sunday Times Primary School of the Year in 2021 and featured in the top three in 2022.

¹ Statistical neighbours are a way of benchmarking the LA's performance against other local authorities that have similar characteristics. Tower Hamlets' statistical neighbours, in order of similarity are: Camden, Newham, Westminster, Islington, Manchester, Hackney, Birmingham. Luton, Hammersmith and Fulham, Haringey.

Mayflower achieved the best Standard Assessment Tests (SATS) results amongst all 1,500 state and independent primary schools surveyed by the Sunday Times across England.

- 1.3.2 97% of schools are Good and Outstanding, which is an improvement in the past year and above the London average. Schools in Tower Hamlets have not only continued to gain excellent judgements from Ofsted inspections but have maintained their position in the light of the more recent framework which is much more rigorous. There are currently 35% schools who are outstanding and a further 5 schools who have been judged to have the potential to move to outstanding. This places Tower Hamlets in the top 5 London Boroughs
- 1.3.3 The progress made between Early years and KS2 is exceptional.
- 1.3.4 Outcomes in Primary schools are excellent; children in primary schools perform well above national levels in nearly every area; this is outstanding performance.
- 1.3.5 The outcomes for children in KS4 are good. Both attainment scores and progress measures are above national outcomes.
- 1.3.6 Outcomes for disadvantaged children are excellent; in Early Years, Phonics, KS1, KS2 and KS4 outcomes are often significantly higher than national data.
- 1.3.7 Outcomes in KS5 are improving and there are examples of very good achievement across different schools. This needs to be more consistent and there needs to be greater improvement across KS5. We need to retain more of our own students and devise strategies to support them with the challenges of the cost-of-living crisis.
- 1.3.8 THE Partnership is commissioned to carry out risk assessment and monitoring of all local authority-maintained schools from Reception to KS4. THEP do not have a commission for KS5 presently. Our work centres on a balance of support and challenge to school leaders to celebrate achievements, identify areas for improvement and signpost the support that may help. THE Partnership also supports schools through leading subject networks to share best practice, through a wide range of professional development that targets areas for improvement, such as oracy and writing in primary schools and academic literacy in secondary schools.

1.4 Key priorities for 2023 - 2024

- 1.4.1 Primary Schools:
 - Continue work on closing any gaps in attainment caused by the pandemic.
 - Continue the focus on language and vocabulary development for all pupils.
 - Strengthening knowledge and skills in reasoning and problem solving in Mathematics

1.4.2 Secondary Schools:

- Narrow the gap in performance between the school's performing least well and those which are excelling.
- Raise attainment and progress, particularly at A Level
- Expand work with Oxbridge admissions tutors to support high potential students' successful applications to Oxbridge and other high-ranking universities.

1.4.3 Commissioning of THEP:

- A key priority is to refresh THEP's commission for 23/24, to lead and drive improvement for KS5. Discussions have already begun with plans to deliver being formalised.

2 Early Years Foundation Stage (EYFS) Results 2021-22

2.1 The following is a summary of the EYFS results at the end of Reception for 2022.

	Tower Hamlets	National
Good Level of Development (GLD)	60.7%	65.3%
Communication	73.2%	79.5%
Personal, social and emotional	78.1%	83.0%
Physical	79.6%	84.8%
Literacy	63.8%	68.0%
Maths	71.7%	75.9%

Table 1 – EYFS results 2022

2.2 There were changes to the EYFS curriculum in 2021-2022.

2.3 The DfE withdrew the need and funding for LAs to carry out statutory moderation of Reception data in 2022.

2.4 There remain significant differences between the attainment of boys and girls. Boys in the LA attained 53.6% GLD and girls attained 67.5% GLD.

2.5 Outcomes in literacy (reading and writing) were low across the LA. In literacy, the gap between boys and girls has decreased but girls still outperformed boys.

2.6 Disadvantaged children attained 56% GLD compared to 62.1% GLD for non-disadvantaged in the LA.

2.7 Nationally, disadvantaged children attained 49.5% GLD compared to 68.2% GLD for non-disadvantaged.

2.8 Within the LA 12% of the cohort in Reception had SEND support / EHCP – 401 children. These children attained 14.5% GLD compared to 18.8% nationally. Children with no recorded SEND in the LA achieved 68.9% GLD compared to 71% GLD nationally.

- 2.9 White British (310 children) attained 64.8% GLD, Bangladeshi (1,832 children) attained 60.1% GLD, Black / Mixed Caribbean (66 children) attained 53% GLD and Black / Mixed African (187 children) attained 57.2% GLD.

3 Key Stage 1 Results 2021-22

3.1 Key Stage 1 Year 1 Phonics Screening Check

- 3.1.1 The following summarises Phonics Screening Check results at the end of Year 1.

	Tower Hamlets	National
Phonics screening check	75.6%	75.5%

Table 2 – KS1 Y1 Phonics screening check 2022

- 3.1.2 Provisional data suggests that outcomes for the phonics screening check at the end of Year 1 still remain just above national.
- 3.1.3 The percentage of girls achieving the expected standard was 80% whereas boys attained 71.3%.
- 3.1.4 Tower Hamlets disadvantaged pupils attained 70.4% compared to 62.4% nationally.
- 3.1.5 Within the LA 17% of the cohort in Year 1 had SEND support / EHCP – 605 pupils. These children attained 45.6% compared to 38.4% nationally. Children with no recorded SEN in the LA achieved 83.2% compared to 82.1% nationally.
- 3.1.6 White British (333 children) attained 70.6%, Bangladeshi (1,892 children) attained 76.6%, Black / Mixed Caribbean (73 children) attained 64.4% and Black / Mixed African (230 children) attained 77.8%.

3.2 Key Stage 1 Year 2 Expected Standard

- 3.2.1 The following is a summary of the Key Stage 1 (Expected standard) results at the end of Year 2.

	Tower Hamlets	National
Reading	68.7%	66.9%
Writing	62.7%	57.6%
Mathematics	69.7%	67.7%
Combined (reading, writing and maths)	57.6%	53.4%

Table 3 – End of Key Stage 1 Expected standard 2022

- 3.2.2 Outcomes at the expected standard in KS1 were above national in all subjects and the combined. As with national, all results have decreased compared to previous years, but these decreases have been slightly less in the LA at the expected standard.

- 3.2.3 Girls outperformed boys in all subjects, including the combined.
- 3.2.4 Disadvantaged pupils in the LA have performed significantly better than national in all subjects. In the combined, 51% of pupils achieved the expected standard compared to 37% nationally.
- 3.2.5 Within the LA 19% of the cohort in Year 2 had SEND support / EHCP – 644 pupils. These children attained 19.9% in the combined at the expected standard compared to 15% nationally. Children with no recorded SEND in the LA achieved 67.4% compared to 61.1% nationally.
- 3.2.6 In the combined measure at the expected standard, White British (308 children) attained 58.4%, Bangladeshi (1,928 children) attained 57.3%, Black / Mixed Caribbean (72 children) attained 47.2% and Black / Mixed African (200 children) attained 55%.

3.3 Key Stage 1 Year 2 Greater Depth

- 3.3.1 The following is a summary of the Key Stage 1 (Greater Depth) results at the end of Year 2.

	Tower Hamlets	National
Reading	17.2%	18%
Writing	10.1%	8%
Mathematics	16.6%	15.6%
Combined (reading, writing and maths)	6.9%	5.9%

Table 4 – End of Key Stage 1 Greater depth 2022

- 3.3.2 Outcomes at greater depth in KS1 were above national in all subjects except for reading. However, the gap is closing between LA and national and is now only 0.8%pts.
- 3.3.3 Decreases between the 2019 and 2022 results are similar or slightly less when comparing LA and national.
- 3.3.4 At greater depth, girls outperformed boys in English, but boys outperformed girls in mathematics.
- 3.3.5 Disadvantaged pupils in the LA performed significantly better than national in all subjects. In the combined, 4.7% of pupils achieved the expected standard compared to 2.1% nationally.
- 3.3.6 In the combined measure at greater depth, White British (308 children) attained 7.5%, Bangladeshi (1,928 children) attained 6.4%, Black / Mixed Caribbean (72 children) attained 1.4% and Black / Mixed African (200 children) attained 7.5%.

4 Key Stage 2 Results 2021-22

4.1 Key Stage 2 Year 6 Expected Standard, including for disadvantaged pupils

		% achieving expected standard in combined		% achieving expected standard in reading		% achieving expected standard in writing		% achieving expected standard in mathematics	
		All	Disad	All	Disad	All	Disad	All	Disad
Tower Hamlets		67	61	80	76	76	71	78	73
National		59	43	75	63	70	55	72	56
London		66	53	79	70	75	64	78	66
Inner London		66	57	80	73	75	68	77	68
Outer London		66	50	79	68	75	62	78	64

Table 5 – End of Key Stage 2 Expected standard 2022 (Disad = Disadvantaged)

- 4.1.1 All outcomes at the expected standard are above national and above or equal to both inner and outer London averages.
- 4.1.2 Outcomes in Tower Hamlets are in the top quintile nationally at the expected standard (150 LAs).
- 4.1.3 Tower Hamlets is in the top half of London boroughs (32 LAs) at the expected standard for all pupils.
- 4.1.4 Outcomes in writing, mathematics and the combined have all decreased compared to previous years, both nationally and locally. However, reading outcomes have slightly improved both locally and nationally.
- 4.1.5 Within the LA, girls outperformed boys in all subjects at the expected standard except mathematics.
- 4.1.6 Disadvantaged pupils performed significantly better than national disadvantaged pupils (61% in the combined at the expected standard compared to 43% nationally). Tower Hamlets disadvantaged pupils' outcomes were also higher than both inner and outer London averages. In all subjects, our disadvantaged pupils performed better than all pupils nationally.
- 4.1.7 Tower Hamlets disadvantaged pupils outperformed all statistical neighbours at the expected standard apart from Newham and Waltham Forest and are 4th highest in England in the combined measure overall.
- 4.1.8 Within the LA 20% of the cohort in Year 6 had SEND support / EHCP – 697 pupils. These children attained 27% in the combined measure at the expected standard compared to 18% nationally. Inner London average was 28%.

4.2 Key Stage 2 Year 6 Higher Standard, including for disadvantaged pupils

	% achieving higher standard in combined		% achieving higher standard in reading		% achieving higher standard in writing		% achieving higher standard in mathematics	
	All	Disad	All	Disad	All	Disad	All	Disad
Tower Hamlets	10	7	33	28	16	13	29	22
National	7	3	28	17	13	6	23	12
London	11	5	33	23	17	11	30	18
Inner London	11	6	33	25	18	12	29	19
Outer London	11	5	33	21	17	9	31	17

Table 6 – End of Key Stage 2 Higher standard 2022 (Disad = Disadvantaged)

- 4.2.1 Results at the higher standard remain stronger than national in all subjects.
- 4.2.2 At the higher standard girls continue to outperform boys in all subjects except mathematics.
- 4.2.3 For disadvantaged pupils at the higher standard the LA outcomes are significantly above national for similar pupils, particularly in reading (+11%pts) and mathematics (+10%pts).

4.3 Key Stage 2 Year 6 outcomes by ethnic group in Tower Hamlets

	Expected standard				Higher standard			
	Pupils achieving	% pupils achieving	% boys achieving	% girls achieving	Pupils achieving	% pupils achieving	% boys achieving	% girls achieving
All pupils		67				10		
Any other ethnic group	79	71	66	75	4	4	4	4
Asian - Any other Asian background	16	64	63	67	3	12	0	33
Asian - Bangladeshi	1396	69	65	73	201	10	8	12
Asian - Chinese	21	88	71	94	7	29	14	35
Asian - Indian	22	92	87	100	5	21	13	33
Asian - Pakistani	22	76	80	71	3	10	13	7
Black - Any other Black background	20	67	62	71	0	0	0	0
Black - Black African	172	68	64	72	26	10	13	8
Black - Black Caribbean	19	50	44	55	1	3	0	5
Mixed - Any other Mixed background	75	60	55	64	15	12	15	10

	Expected standard				Higher standard			
	Pupils achieving	% pupils achieving	% boys achieving	% girls achieving	Pupils achieving	% pupils achieving	% boys achieving	% girls achieving
Mixed - White and Asian	25	74	72	75	6	18	17	19
Mixed - White and Black African	18	67	62	71	4	15	23	7
Mixed - White and Black Caribbean	15	33	29	38	1	2	0	4
Unclassified	14	50	47	54	2	7	7	8
White - Any other White background	134	75	72	80	21	12	12	12
White - Gypsy/Roma	-	-	c	-	-	-	c	-
White - Irish	6	67	60	75	1	11	20	0
White - White British	161	53	54	53	16	5	7	3

Table 7 – End of Key Stage 2 Expected and higher standard in combined by ethnicity/gender 2022

5 Overall Primary Performance

5.1 Progress from Key Stage 1 to Key Stage 2

- 5.1.1 Progress between KS1 and KS2 is a value-added measure. There is no 'target' for the progress an individual pupil is expected to make. Any amount of progress a pupil makes contributes towards the school's progress score.
- 5.1.2 The expected progress score for the LA would be 0 points. An average positive score indicates pupils have made better than expected progress. An average negative score indicates pupils have made less than expected progress.

	Reading	Writing	Maths
2022	+ 1.26	+ 1.42	+ 1.48

Table 8 – Expected progress scores for Tower Hamlets 2022

5.2 THE Partnership actions

- 5.2.1 From observations in schools, moderation and detailed analysis of pupil outcomes, a number of our actions and interventions have impacted on the data in 2022 in the primary phase as identified below.
- 5.2.2 Focused work with schools, and through central training, on developing communication and language work, specifically in EYFS and KS1, as children's use of spoken English had been severely impacted throughout the pandemic. The continued development of the Tower Hamlets Oracy Hub helped support this work.
- 5.2.3 Focused work with schools where there were previous concerns identified through THEP risk assessment procedures in relation to phonics screening check outcomes in Year 1 and continuing to make available The Partnership phonics scheme of work to schools with supporting resources and assessments (now officially recognised by the DfE as a validated programme).

- 5.2.4 Continuing to provide a responsive and agile professional learning programme through central training and in-school support focused on areas to accelerate pupil progress and outcomes. For example, 'Talk for Teaching and Learning: The Dialogic Classroom', 'Working with the lowest 20% - strategies to accelerate progress', 'Planning for gaps – where are your pupils now?', and 'Numberless word problems – developing reasoning and the language of mathematics'.
- 5.2.5 A continued focus on the use of academic language and vocabulary development in English to support writing.
- 5.2.6 Working with school leaders and teachers to forensically track disadvantaged and vulnerable pupils so quality first teaching and intervention can be targeted appropriately and using the recommendations from the Education Endowment Foundation to support school leaders in making the most effective use of funding to support disadvantaged pupils.
- 5.2.7 Continuing to support moderation and providing clear exemplifications of end of year expectations, and expectations for the end of each term in different year groups, continued to help support teacher subject knowledge and raise expectations.

5.3 Key priorities for 2022-23

- 5.3.1 On the basis of progress made so far in the primary phase, THE Partnership's key priorities for 2022-23 are identified below.
- 5.3.2 To continue work on closing any gaps in attainment caused by the pandemic, so pupil outcomes return to those of previous years and reducing the variation of pupil outcomes between schools.
- 5.3.3 Continuing the focus on language and vocabulary development for all pupils and developing the work of the Oracy Hub to have greater impact across our member schools and supporting them to attain the 'Tower Hamlets Oracy Award'.
- 5.3.4 Strengthening knowledge and skills in reasoning and problem solving in Mathematics.
- 5.3.5 Facilitating and sharing practice and latest research across the system and ensuring strong practice is identified and used to support and strengthen learning and teaching.

6 Key Stage 4 Outcomes 2021-22

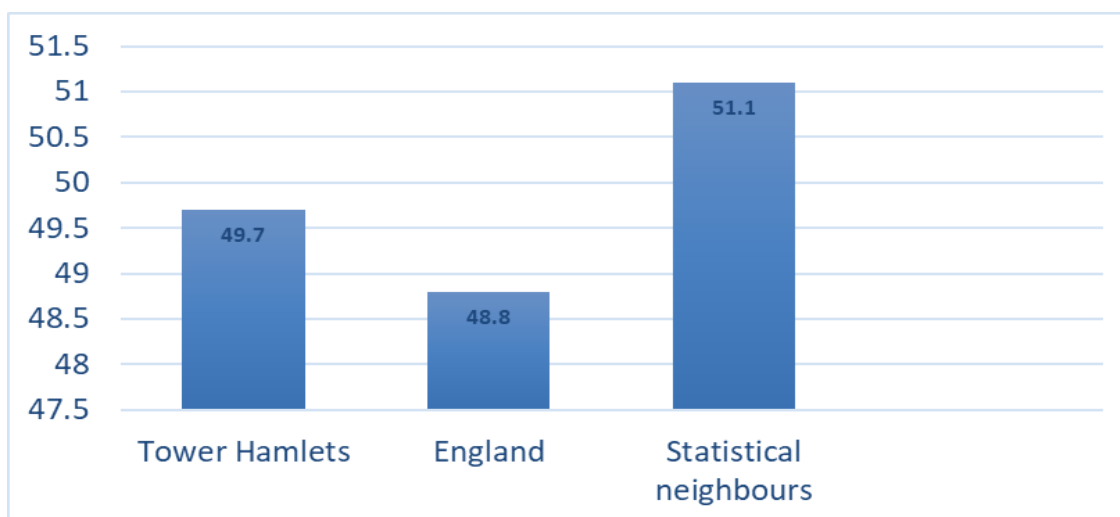
- 6.1 ***All Key Stage 4 data is provisional.*** The Department for Education website indicates that validated data will not be available until at least February 2023.
- 6.2 It should be noted that, in 2022, examination grade boundaries were set mid-way between those applied in 2019 (pre-pandemic) and those applied in 2021 to ensure students taking public examinations in 2022 were not unduly disadvantaged compared to those whose grades were awarded through teacher assessment during the pandemic.

6.3 Attainment 8 Scores

- 6.3.1 Attainment 8 measures a student's average grade across eight subjects – the same subjects that count towards Progress 8. This measure is designed to encourage schools to offer a broad, well-balanced curriculum. The eight subjects fit into three

groups: English and Maths (double weighted), English Baccalaureate (the highest scores from the sciences, computer science, geography, history and languages) and the Open Group (any remaining GCSEs and other approved academic, arts or vocational qualifications).

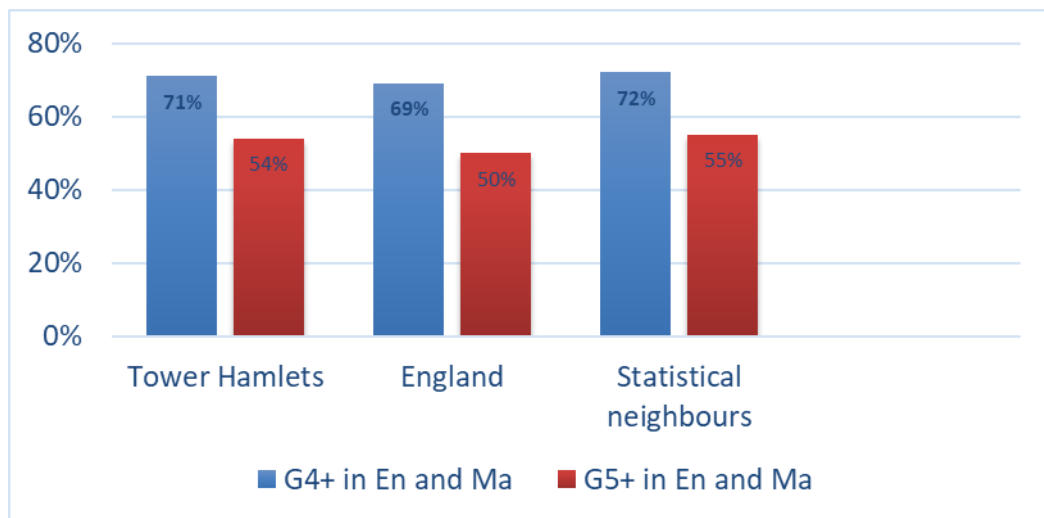
- 6.3.2 A student's Attainment 8 score is calculated by adding up their points for their eight subjects and dividing by 10 to get their Attainment 8 score. Students do not have to take eight subjects, but they score 0 for any unfilled slots.
- 6.3.3 In 2021-22, the average attainment 8 score in Tower Hamlets was 49.7, +0.9 above the England average and -1.4 below the LA's statistical neighbours. This means that in Tower Hamlets, pupils' average GCSE grade across 8 subjects on the scale of 9-1 (with English and mathematics counted double), was 5.0, in England it 4.9, and in the LA's statistical neighbours it was 5.1.
- 6.3.4 These scores reflect attainment that was 7th highest out of 11 statistical neighbours. They place the LA 48th among England's 151 local authorities.



Graph 1 – Attainment 8 Scores 2022

6.4 Outcomes by key subject groups

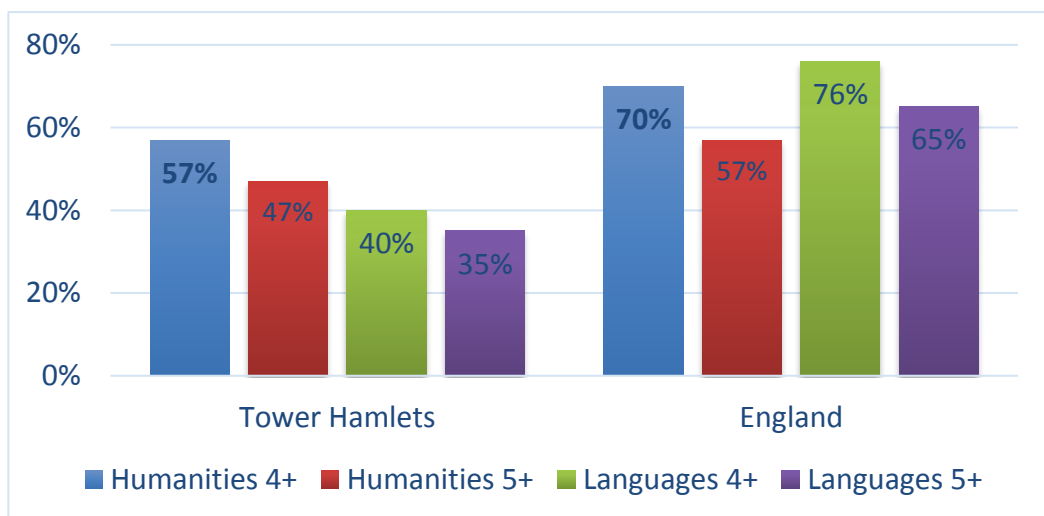
6.4.1 Attainment in English and Mathematics was slightly above the national average and slightly below the average of the LA's statistical neighbours as shown below.



Graph 2 – Attainment at grade 4+ & 5+ in GCSE English & Mathematics 2022

6.4.2 Attainment in Science was similar to England overall. We do not have data to compare this measure with the LA's statistical neighbours.

6.4.3 Attainment was considerably weaker in the EBacc measures for humanities (history or geography only) and languages, as shown below.



Graph 3 – Attainment in Humanities (Geography & History) and Languages 2022

6.5 Progress 8 Scores

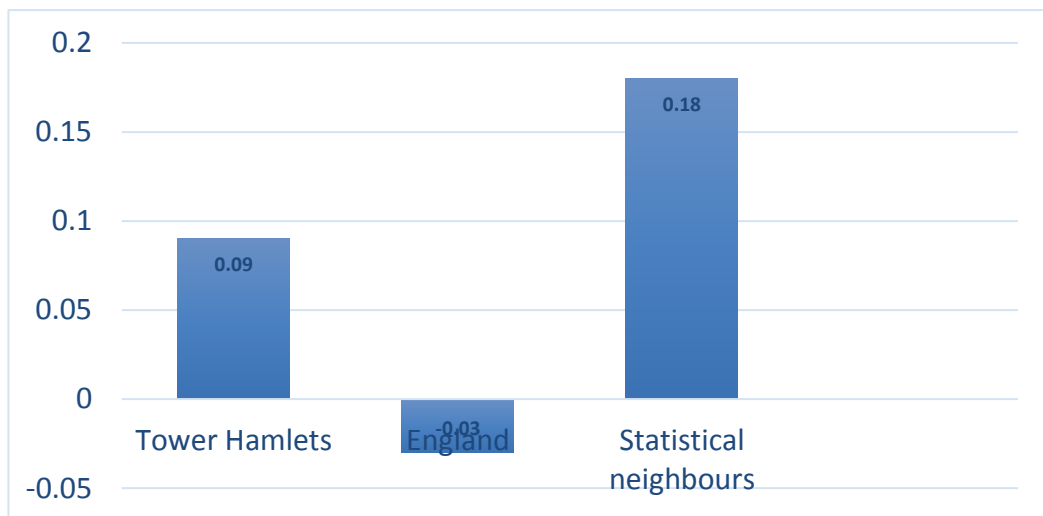
6.5.1 Progress 8 measures a student's progress between Key Stage 2 and Key Stage 4 across eight key subjects. It shows whether students have performed to expectation, based on a value-added measure using Key Stage 2 English and Maths as a baseline. It is checked by getting a sample of Year 11 students to sit English and Maths reference tests in March before their June GCSEs.

6.5.2 A Progress 8 score is calculated for each pupil by comparing their Attainment 8 score with the average Attainment 8 scores of all pupils nationally who had a similar starting point, calculated using assessment results from the end of primary school. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment. A school's Progress 8 score is calculated as the average of its pupils' Progress 8 scores. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools:

- a score of 0 means pupils in this school on average do as well at key stage 4 as other pupils across England who got similar results at the end of key stage 2;
- a score above 0 means pupils made more progress, on average, than pupils across England who got similar results at the end of key stage 2;
- a score below 0 means pupils made less progress, on average, than pupils across England who got similar results at the end of key stage 2.

6.5.3 The Progress 8 scores in Graph 4 indicate that, on average, Tower Hamlets pupils made more progress between Key Stage 2 and Key Stage 4 than did their peers nationally but less progress on average than their peers in statistically similar boroughs.

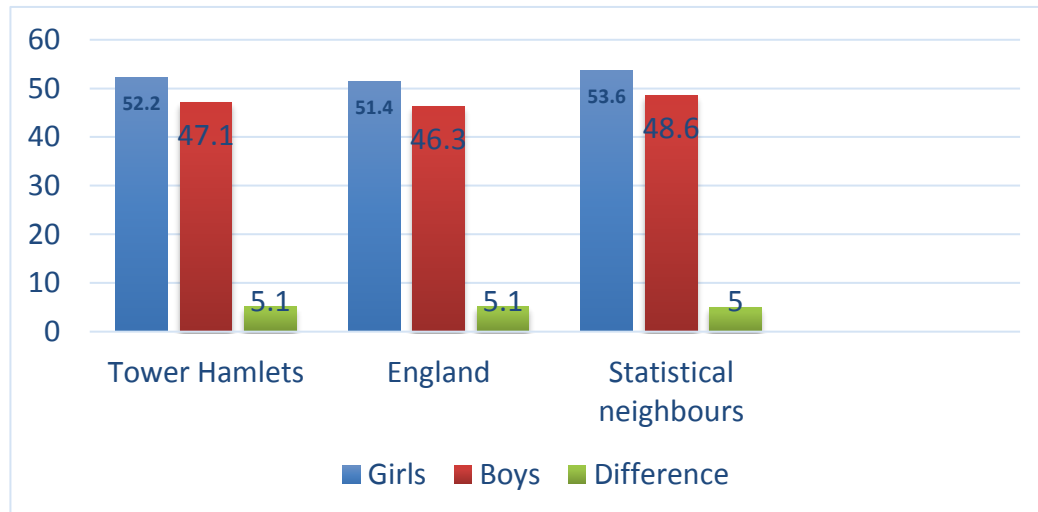
6.5.4 These scores reflect progress that places Tower Hamlets in 6th place compared to its statistical neighbours and 38th among England's 151 local authorities.



Graph 4 – Progress 8 scores 2022

6.6 Attainment and progress by gender

6.6.1 Girls' progress and attainment was higher than boys'. The gap in attainment between boys and girls was 5 points, representing half a GCSE grade across their attainment 8 subjects. This was very similar to the national picture and that of the LA's statistical neighbours. Progress 8 scores reflect a similar picture to the Attainment 8 scores in that, by gender comparison, boys and girls in Tower Hamlets achieved more highly than their peers in England but less well than the average scores in the LA's statistical neighbours.



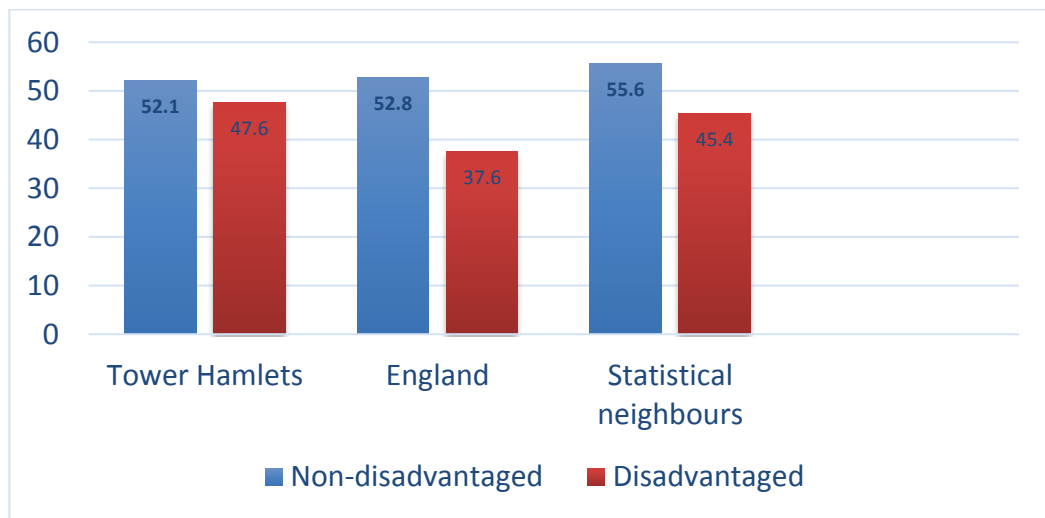
Graph 5 – Attainment 8 scores by gender 2022

6.7 Attainment and progress by disadvantage

6.7.1 In Tower Hamlets, disadvantaged pupils' attainment was higher compared to statistically similar LAs and better compared to disadvantaged pupils in England.

6.7.2 The attainment of disadvantaged pupils placed the LA as 4th highest among its statistical neighbours and 6th highest across the 151 local authorities in England. In terms of progress, disadvantaged pupils' made progress (0.00) that placed the LA 4th among its 11 statistical neighbours (-0.10) and 12th among the 151 LAs in England (-0.55). While non-disadvantaged pupils made good progress with a Progress 8 score of +0.21 and this was better than the England average (+0.15), they made less progress than their peers in similar Local authorities (+0.40).

6.7.3 This is reflected in attainment scores that place the LA 9th among its eleven statistical neighbours and 75th in England overall for non-disadvantaged pupils.



Graph 6 – Attainment 8 scores by disadvantage 2022

6.8 Attainment and progress by ethnicity

6.8.1 It should be noted that the DfE has not yet published data by ethnic sub-group. The initial data release used broad categories: 'Asian', 'Black', 'Chinese', 'Mixed', 'White'. It is not clear whether the validated data, due in February 2023 at the earliest, will divide ethnicities into sub-groups. Hence, the data in Table 8 below compares the achievement of different groups within Tower Hamlets and compares their achievement with students in statistically similar LA's and England, regardless of ethnicity.

6.8.2 The data shows that Bangladeshi pupils, overwhelmingly the largest ethnic group in the cohort, achieved above the LA average, the average for England and the overall average for the LA's statistical neighbours (irrespective of ethnicity).

6.8.3 Other groups that achieved well compared to the LA, England and statistical neighbour averages were Any Other White Background, Any Other Ethnic Group, White and Asian, Any Other Asian Background, Indian and Chinese pupils.

6.8.4 The groups that performed least well were White British, Any Other Mixed Background, White and Black Caribbean and White - Irish.

6.9 Progress by prior attainment

6.9.1 Overall, the pupils with the highest prior attainment secured higher attainment 8 scores than middle and low prior attainers as would be expected.

6.9.2 Progress data suggests that the progress of all groups was above the England average but was considerably stronger for low and middle prior attainers than for high prior attainers, as can be seen in Table 9 below.

	No. of students	Progress 8 score	Attainment 8 score
LA average	-	+0.09	5.0
Bangladeshi	1853	+0.3	5.3
Black – African	254	-0.1	4.9
White – British	182	-0.8	3.9
Any other white background	95	+0.4	5.3
Any other mixed background	64	-0.3	4.8
Any other ethnic group not specified	57	+0.4	5.3
White and Black Caribbean	41	-0.7	4.0
Any other Black Background	33	0.0	5.0
White and Asian	32	+0.3	5.2
White and Black African	29	0.0	5.2
Any other Asian Background	24	+0.4	5.5
Indian	21	+0.5	5.3
Chinese	16	+0.7	5.9
White – Irish	8	-1.0	3.7

Table 8 – Attainment and progress in Tower Hamlets by ethnicity 2022

Prior attainment	Progress 8 score
High	0
Middle	+0.1
Low	+0.1

Table 9 – Progress by prior attainment in Tower Hamlets 2022

6.10 Destinations from Key Stage 4 (2020 finishers)

6.10.1 In 2020-21, 93.1% of Tower Hamlets pupils went on to sustained employment or education destinations, slightly lower than the average for England (93.7%) and the LA's statistical neighbours (93.3%)

6.10.2 The majority of pupils (62.6%) progressed to a school sixth form. This is far higher than the average for England (38%) but not unusual in London which has a higher proportion of schools with sixth forms than elsewhere in England. Just under a quarter (23.6%) of pupils progressed to a Further Education College or other FE provider, which is much lower than England (35.9%)

6.10.3 The proportion of Tower Hamlets pupils progressing to an apprenticeship aged 16 (0.2%) was notably lower than England (2.4%).

6.11 THE Partnership Actions

- 6.11.1 Provided tailored support and challenge for schools which are performing less well than others.
- 6.11.2 Strengthened subject networks in English, mathematics, history, geography and languages.
- 6.11.3 Devised and implemented a project to raise attainment in history and geography from Key Stage 1 to the end of Key Stage 3.
- 6.11.4 Widened our corporate expertise by commissioning a wider range of expert consultants to work with schools, including in mathematics, science, languages and geography.

6.12 Key priorities for 2022-23

- 6.12.1 Narrow the gap in performance between the school's performing least well and those which are excelling.
- 6.12.2 Raise attainment and progress, particularly of high prior attainers and those who are not from disadvantaged backgrounds.
- 6.12.3 Strengthen outcomes in languages and in history and geography, including by strengthening students' skills and understanding in academic literacy.
- 6.12.4 Raise the attainment and progress of groups that perform least well and narrow the gap between this group and their peers – (White British, Any Other Mixed Background, White and Black Caribbean and White – Irish).

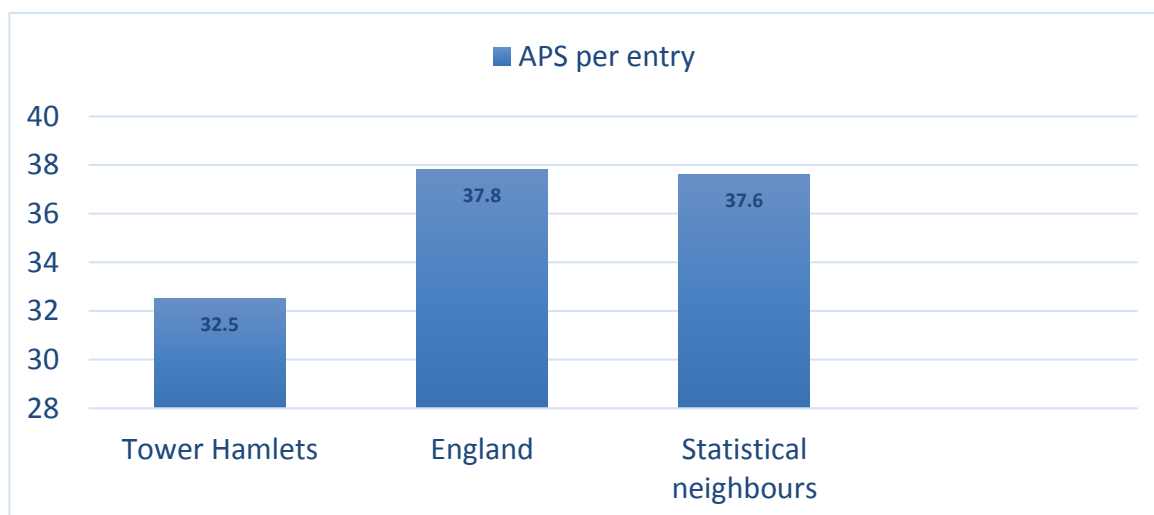
7 Key Stage 5 outcomes 2021-22

7.1 Average Points Scores per entry

- 7.1.1 Average Points Scores (APS) reflect the scores achieved per A level entry as follows:

Grade	APS
A*	60
A	50
B	40
C	30
D	20
E	10
U	0

7.1.2 In 2022, the APS per entry for all students attending Tower Hamlets schools and colleges was 32.5. This means that the average grade achieved per entry was grade C. While the average grade in England and in the LA’s statistical neighbours was also a grade C, the APS was considerably lower in Tower Hamlets than in England and the LA’s statistical neighbours. (It is interesting to note that, unlike at GCSE, the LA’s statistical neighbours’ attainment is slightly below the average for England).



Graph 7 – Average Points Scores per entry 2022

7.1.3 These scores placed Tower Hamlets in 148th place of 151 for attainment in academic qualifications and 11th of the LA’s 11 statistical neighbours.

7.1.4 The average A level grade per entry in Tower Hamlets schools was also lower than for England and for London as can be seen in Table 10.

	A*	A*-A	A* - B	A* - C	A* - E
Tower Hamlets	6.9%	23.1%	51.1%	74.4%	97.2%
London	17.1%	39%	64.1%	82.4%	98.2%
England	14.5%	35.9%	62.2%	82.1%	98.4%

Table 10 – Percentage of entries achieving A level grades A*-E 2022

7.2 Outcomes by gender

7.2.1 Girls’ attainment was slightly higher than boys in line with the national picture and that of the LAs statistical neighbours.

7.3 Outcomes by ethnicity

7.3.1 Data is not yet available on sub-groups such as Bangladeshi and White – British. Data that is available considers the attainment of broader groups, such as ‘Asian’, ‘White’. Initial analysis suggests that Asian students attained more highly than did White – British students but that attainment for all groups was below the average for England and for the LA’s statistical neighbours.

7.4 Outcomes by subject groups (Tower Hamlets Schools only)

7.4.1 Of the major subject areas and at the highest grades, science stood out as the subject with the lowest attainment, as can be seen in Table 11 below.

7.4.2 Beyond these subject clusters, for subjects representing at least 1% of all entries, attainment at the highest grades varied similarly by subject as can be seen in Table 12 below.

Subject groups	% A level grade A*-B	% of all A level entries
English	51%	7%
Maths	52%	12%
Science	38%	19%
Humanities	54%	8%
Arts	67%	3%
Languages	69%	1%

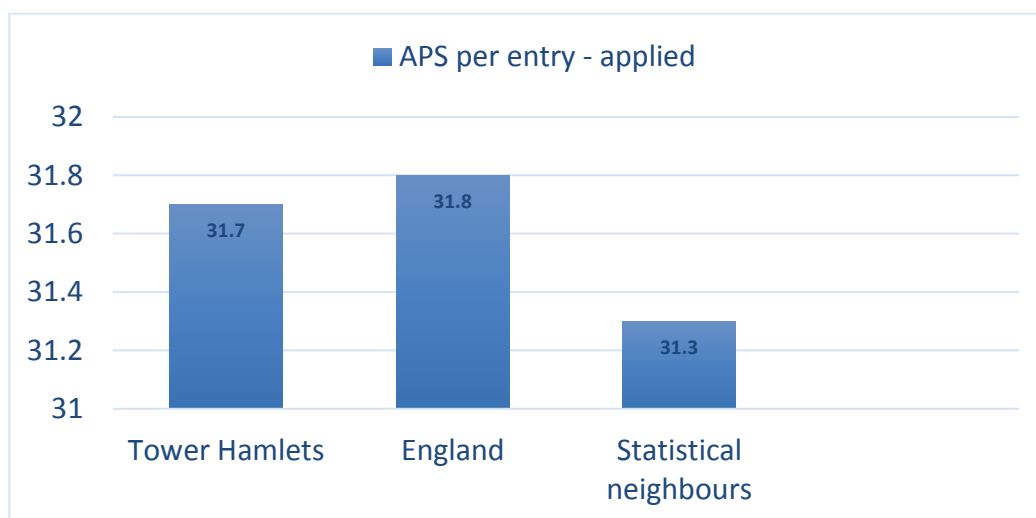
Table 11 – Proportion of A level entries attaining A*-B grades by subject in Tower Hamlets 2022

Subject	% A level grade A*-B	% of all A level entries
Media Studies	69%	2%
Politics	67%	6%
Sociology	66%	10%
Economics	55%	9%
Law	55%	1%
Extended Project	55%	1%
Religious Studies	54%	3%
Psychology	54%	11%
Business Studies	50%	1%
Computer Science	49%	2%

Table 12 – Subjects representing at least 1% of all entries 2022

7.5 Level 3 Applied (Vocational) qualifications

7.5.1 Attainment in applied qualifications compared more favourably with England and with the LA's statistical neighbours as can be seen in Graph 8 below.



Graph 8 – Progress by prior attainment in Tower Hamlets 2022

7.5.2 The LA's overall APS placed it 5th of 11 statistical neighbours and 80th out of 151 LAs.

7.5.3 Girls' attainment was higher than boys' reflecting the national picture.

7.5.4 Again, data is not yet available by ethnic sub-group, but data shows that pupils from Asian backgrounds in Tower Hamlets attained more highly on average than in England and compared to the LA's statistical neighbours. Students from White backgrounds attained less well than their counterparts nationally and, in the LA's, statistical neighbours.

7.6 Destinations from Key Stage 5 (all providers including colleges) in 2021

7.6.1 In Tower Hamlets, 82.1% of students progressed to education, employment and training. This was lower than the national picture, with the figure for England being 85.5%.

7.6.2 Over half progressed to a UK Higher Education Institution. Smaller proportions than seen nationally progressed to a Top Third or Russell Group institution.

7.6.3 Fewer students than nationally progressed to an apprenticeship.

7.6.4 The proportion of students who did not sustain their place at their chosen destination was higher than the national average.

Destination	Tower Hamlets	England
Overall education or employment/training destination	82.1%	85.5%
Further education college or other FE provider	8.6%	7.2%
Apprenticeships	2.3%	4.1%
UK Higher Education Institution	56.6%	52.3%
Top third of HEIs	15.8%	17.1%
Russell Group	14.8%	15.3%

Destination	Tower Hamlets	England
Sustained employment or training destination	13.7%	19.6%
Destination not sustained	13.4%	10.5%

Table 13 – Destinations for KS5 students completing studies in Tower Hamlets in 2021

7.7 THE Partnership Actions

- 7.7.1 Established and strengthened the Post 16 Leadership Forum, including first-hand visits to schools to identify and cascade the most effective practice.
- 7.7.2 Devised events for Headteachers of the strongest performing sixth forms to share strategies for success with other schools.
- 7.7.3 Established a two-year programme to raise attainment in A level biology, chemistry and physics in association with STEM learning.
- 7.7.4 Devised programmes to support the high-quality teaching of A level mathematics in partnership with the London South East+ Maths Hub.
- 7.7.5 Devised and implemented a 'Getting to Oxbridge' event for the most able Year 10 and Year 12 students in Tower Hamlets in partnership with the University of Oxford.

7.8 Key priorities for 2022-23

- 7.8.1 Ensure work to raise attainment in the A level sciences and in mathematics is sustained and has demonstrable impact.
- 7.8.2 Establish A level subject-specific networks led by high quality practitioners to support improvements at subject level.
- 7.8.3 Continue to identify and implement mechanisms to share best post-16 leadership and teaching practice.
- 7.8.4 Expand work with Oxbridge admissions tutors to support high potential students' successful applications to Oxbridge and other high-ranking universities.

8 CONCLUSION

- 8.1 The Local Authority has delegated the majority of its responsibilities for School Improvement to Tower Hamlets Education Partnership and school standards is one of the key performance indicators for judging the success of THE Partnership. The work of THE Partnership in securing the best possible outcomes and life chances for children and young people is diverse and wide ranging, from strategic planning down to operational delivery at a classroom level. It has established itself as an integral part of the educational landscape in Tower Hamlets, working in close alignment with the local authority and other partners.
- 8.2 Performance in primary schools is very strong and by the end of KS4 outcomes are good. Performance at the end of KS5 is less positive, particularly attainment at the higher grades. A key task for THE Partnership is to continue to reduce the variation in outcomes between schools and this will contribute to raising the average outcome for the borough at key stages 4 and 5.
- 8.3 Over recent years there have been a plethora of changes in curriculum, assessment, testing / examinations, and the school inspection framework. An

important part of the work of THE Partnership is to further develop schools' and providers' understanding of new requirements.

- 8.4 Currently 97% of Tower Hamlets schools are good or better with 35% outstanding; this is better than outcomes in England (88% of schools are good or better with 19% outstanding) and London (95% of schools are good or better with 35% outstanding)
- 8.5 The quality of teaching and learning is key to improving standards and THE Partnership actively promotes developments in this aspect of school practice, alongside the use of targeted, evidence-based programmes to close gaps in achievement between identified groups.
- 8.6 Tower Hamlets has a commitment to inclusive schools and THE Partnership supports schools to develop school capacity in supporting vulnerable children and young people including those with SEND.
- 8.7 Whilst the quality of educational provision in schools is the key priority for THEP, the organisation also plays a critical role in working with partners to develop consistently high-quality employment, education, and training pathways for young people of all abilities and interests.
- 8.8 Schools are dynamic organisations and can get into a downward spiral which is difficult to reverse. An important part of the work of THE Partnership is monitoring schools to identify those which may be at risk and these schools are called schools of concern. Schools of concern are provided with more intensive monitoring and support to enable improvements. THE Partnership consultants work with any school that has significantly underachieved to improve standards and close achievement gaps through effective leadership, data analysis and improved teaching and learning strategies.
- 8.9 A key priority for THE Partnership moving forward will be to continue to support schools in addressing gaps in pupils' learning at all key stages arising from the impact of the pandemic.

9 EQUALITIES IMPLICATIONS

- 9.1 The key equality implications are concerned with the ability of all children and young people to access effective and high-quality education provision to enhance their life chances, ensuring every child has every chance. The work of THE Partnership extends to all monitoring the performance of all schools in the borough and supporting those which are members and or maintained schools, which accounts for 97% of schools. Schools of concern have enhanced support and in addition intensive work takes place to address areas of poor performance with regard to subjects as well as and with target groups who are under-attaining in relation to national averages, such as with children on free school meals.

10 OTHER STATUTORY IMPLICATIONS

- 10.1 THE Partnership provides good value for money for the Council through delivering statutory school improvement services through a lean and flexible structure. Its effective operation reduces the risk of school standards deteriorating and thus schools providing poor opportunities for children and young people than is currently the case. Effective schools make a key contribution to keeping children and young people safe and additionally leads to crime reduction.

12 COMMENTS OF THE CHIEF FINANCE OFFICER

- 12.1 There are no direct financial implications in this report which focuses on attainment and outcomes.

13 COMMENTS OF LEGAL SERVICES

- 13.1 Sections 13 and 13A of the Education Act 1996 impose duties on local authorities to ensure that efficient primary, secondary and further education is available to meet the needs of the population of their area, and that these functions are exercised with a view to promoting high standards, ensuring fair access to opportunity and training, and promoting the fulfilment of learning potential for the pupils.
- 13.2 The Public Sector Equality Duty, set out in the Equality Act 2010, requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different groups of people when carrying out their activities.
- 13.3 The matters set out in this report demonstrate the Council's commitment to meeting these duties and comply with the above legislation.

Linked Reports, Appendices and Background Documents

Linked Report

- None.

Appendices

- None.

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

- None.