


<b>Cabinet</b>  <b>10 July 2024</b>	 <b>TOWER HAMLETS</b>
<b>Report of:</b> Steve Reddy, Corporate Director, Children's Services	<b>Classification:</b> Open (Unrestricted)
<b>Annual Report on School Performance for 2022 - 2023</b>	

<b>Lead Member</b>	<b>Councillor Mohammed Maium Talukdar Deputy Mayor and Cabinet Member for Education and Lifelong Learning (Statutory Deputy Mayor)</b>
<b>Originating Officer(s)</b>	Lisa Fraser, Director Education
<b>Wards affected</b>	(All Wards);
<b>Key Decision?</b>	No
<b>Reason for Key Decision</b>	N/A
<b>Forward Plan Notice Published</b>	05/12/2023
<b>Exempt information</b>	N/A
<b>Strategic Plan Priority / Outcome</b>	3: Accelerate Education

## Executive Summary

This report provides an overview of the 2022-23 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 neighbours where known.

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 the extraordinary support which they provide to families and local communities.

In Tower Hamlets, 96% of schools are judged to be 'Good' and 'Outstanding' (December 2023), higher than the national average of 89% and in line with the London average of 95% (Statistics, gov.uk, December 2023). 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 30 schools judged to be "outstanding" and 58 schools are judged to be "good".

Good progress continues between outcomes at early years and the outcomes at Key Stage 2.

Pupils continue to perform well at the end of Key Stage 1 and Key Stage 2, above the national average.

There are good outcomes for pupils at the end of KS4, where both attainment scores and progress measures are above average national outcomes.

Outcomes for disadvantaged children are good across all key stages; Early Years, Phonics, Key Stage 1, Key Stage 2 and Key Stage 4. Outcomes are often higher than national, London and Statistical Neighbour averages. In Key Stage 2, pupil outcomes are within the top quartile of all Local Authorities.

Outcomes in Key Stage 5 are improving; however this remains a key area of focus. There needs to be more consistency in attainment with more students achieving higher outcomes. Ensuring there is a strong offer to those students in the Post-16 phase will support the retention of pupils remaining in Tower Hamlets after Key Stage 4. A further challenge is supporting students in the cost-of-living crisis, ensuring they are able to stay in post-16 education.

### **Recommendations:**

The Mayor in Cabinet is recommended to:

1. Note the performance outcomes for Tower Hamlets schools.

### **1 REASONS FOR DECISIONS**

- 1.1 Not applicable as this is a noting report

### **2 ALTERNATIVE OPTIONS**

- 2.1 Not applicable as this is a noting report

### **3 DETAILS OF THE REPORT**

#### **LA EDUCATION RESULTS FROM EARLY YEARS TO KS5 2023**

##### 3.1 Overview of performance

- Pupils make good progress between early years and Key Stage 2.
- Pupils continue to perform well at the end of Key Stage 1 and Key Stage 2, above the national average.
- There are good outcomes for pupils at the end of KS4, where both attainment scores and progress measures are above average national outcomes.

- Outcomes for disadvantaged children are good across all key stages.
- Outcomes in Key Stage 5 are improving; however this is a key area of focus.

#### **4 EARLY YEARS FOUNDATION STAGE (EYFS) RESULTS 2022-23**

The following is a summary of the EYFS results at the end of Reception for 2023.

	<b>Tower Hamlets</b>	<b>National</b>
Good Level of Development (GLD)	65.2%	67.2%
Communication	75.3%	79.7%
Personal, Social and Emotional	80.6%	83.2%
Physical	82.1%	85.2%
Literacy	67.6%	69.7%
Maths	74.1%	77.1%

*Table 1 – EYFS Results 2023 (DfE Explore Education Statistics)*

- There continues to be a gap between the attainment of boys and girls in Tower Hamlets, with 57.7% of boys at a good level of development, and 72.8% of girls at a good level of development.
- Outcomes in the Literacy area (Comprehension, Reading and Writing) were low across the LA. In this learning area, the gap between boys and girls has increased to 14.5 percentage points, with 74.9% of girls and 60.4% of boys at the expected level.
- Children eligible for means-tested Free School Meals (FSM) were less likely to be at a good level of development than their peers. 59.1% of FSM-eligible children were at a good level of development compared to 68.5% of non-FSM eligible children in Tower Hamlets. This gap was smaller than nationally, where 51.6% of FSM-eligible children were at a good level of development compared to 68.5% of non-FSM eligible children.
- Within Tower Hamlets schools, 15.2% (493 pupils) of the cohort in Reception were receiving SEND support or an EHCP. 19.9% of these children were at a good level of development; in line with the national average (19.9%). 73.1% of children with no recorded SEN in Tower Hamlets were at a good level of development; also in line with the national average for children with no recorded SEN (73.2%).
- There were only small variations in the likelihood of children from different ethnic backgrounds being at a good level of development. The percentage and number of children at a good level of development is as follows: 65.9% of Bangladeshi children; 63.5% of White British children; 62.3% of Black/African/Caribbean/Black British children; 65.8% of children from mixed heritage backgrounds.

## 5 **KEY STAGE 1 RESULTS 2022-23**

### 5.1 Year 1 Phonics Screening Check

The following is a summary of the Phonics Screening Check results at the end of Year 1.

	<b>Tower Hamlets</b>	<b>National</b>
Year 1 – Percentage of pupils meeting the expected standard in the phonics screening check	80%	78.9%

*Table 2 – KS1 Y1 Phonics Screening 2023 (DfE Explore Education Statistics)*

- The outcomes for pupils at the end of Year 1 for the phonics screening check continue to be above the national average.
- The percentage of girls meeting the expected standard was 83.4% whereas the percentage of boys meeting the expected standard was 76.7%. However, the proportion of boys meeting the expected standard has increased by 5.4 percentage points from 71.3% in 2022.
- 76.4% of pupils in Tower Hamlets who were eligible for means-tested Free School Meals met the expected standard, compared to 66.5% of pupils eligible for means-tested FSM nationally.
- Within Tower Hamlets schools, 18.3% (614) Year 1 pupils had SEN support or an EHCP. 47.7% of these pupils met the expected standard. This is higher than the national average of 42.2% of Year 1 pupils receiving SEND support/EHCP who met the expected standard. 88% of pupils with no recorded SEN in Tower Hamlets met the expected standard, compared to 85.9% nationally.
- There was some variation in the likelihood of Year 1 pupils from different ethnic backgrounds meeting the expected standard. The percentage and number of pupils achieving the expected standard is as follows: 81% of Bangladeshi children; 76% White British children; 80% of children from a Black/Black British Background; 79% of children from a mixed heritage background.

### 5.2 Key Stage 1 – Year 2 Expected Standard and Above

The following is a summary of the Key Stage 1 (expected standard) results at the end of Year 2

<b>Subjects</b>	<b>Tower Hamlets</b>	<b>National</b>
Reading	69.9%	69.2%
Writing	64.8%	60.1%
Mathematics	72.5%	70.4%

*Table 3 – Key Stage 1 2023 (DfE Explore Education Statistics)*

- Outcomes at the expected standard or above in KS1 were above national average in all subjects. There have been increases in the attainment of all subjects at the expected standard or above when comparing 2023 results to 2022. Reading had the lowest increment at 1.2% followed by writing with 2.1% and maths with 2.8%. Nationally, the proportion of KS1 pupils meeting the expected standard increased by 2.3 percentage points (reading), 2.5 percentage points (writing), and 2.7 percentage points (maths).
- Girls outperformed boys in all subjects, with the largest gap in writing where there was an eleven percentage point gap between the percentage of girls and the percentage of boys achieving the expected standard, Girls from Tower Hamlets achieved higher outcomes in all subjects than girls nationally.
- A higher percentage of disadvantaged pupils (those eligible for means-tested Free School Meals) in Tower Hamlets achieved expected standards than their peers nationally in all subjects. The widest gap between Tower Hamlets' disadvantaged pupils and their peers was in maths; 65.4% of disadvantaged pupils achieved the expected standard or above compared to 76.8% of non-disadvantaged pupils.

Within Tower Hamlets schools, 20.7% (702 pupils) of Year 2 pupils had SEN Support or an EHC Plan. They were more likely than their peers nationally to meet the expected standard in all subjects.

- 66.7% of Bangladeshi pupils met the expected standard in writing; 70.2% met the expected standard in reading; and 72% met the expected in maths. 60.5% of White British pupils met the expected standard in writing; 67.9% met the expected standard in reading; and 67.6% met the expected standard in maths.

### 5.3 Key Stage 1 – Year 2 Greater Depth

The following is a summary of the Key Stage 1 (Greater Depth) results at the end of Year 2. This means that children are working at a greater depth within the expectations for their year.

Subject	Tower Hamlets	National
Reading	19.8%	18.2%
Writing	10.3%	8.2%
Mathematics	19.1%	16.3%

*Table 4 – Key Stage 1 2023 (DfE Explore Education Statistics)*

- Outcomes at greater depth in KS1 were above the national average in all subjects. This is in contrast to 2022 where reading outcomes at greater depth were below the national average of 18%. Both reading and maths greater depth outcomes in 2023 have increased by 2.6 percentage points and 2.5 percentage points respectively when looking at results year on year. These are larger than the increases seen nationally between 2022 and 2023 where reading increased by 0.2 percentage points and maths by 1.2 percentage points.

## 6 KEY STAGE 2 RESULTS 2022-23

### 6.1 Key Stage 2 - Year 6 Expected Standard or above (including disadvantaged pupils)

	% achieving expected standard in combined		% achieving expected standard in reading		% achieving expected standard in writing		% achieving expected standard in mathematics	
	All	Disadv	All	Disadv	All	Disadv	All	Disadv
Tower Hamlets	68	62	78	74	78	74	81	75
National	60	44	73	61	72	58	73	59
London	67	54	77	68	77	67	79	69
Inner London	68	59	78	71	77	71	80	72
Outer London	66	51	77	66	77	65	79	66

Table 5 – Key Stage 2 2023 (DfE Explore Education Statistics)

- Outcomes at the expected standard or above is higher than the national average for all subjects including the combined reading, writing and maths. The outcomes are also above or in line with the Inner and Outer London averages.
- For reading, writing and maths combined (68%), Tower Hamlets has the 16th best outcome from all local authorities (153) in England.
- For the combined outcome, Tower Hamlets is 15th highest from all London boroughs (33).
- 68.1% of pupils in Tower Hamlets met the expected standard in reading, writing and maths combined. This is an increase of 1.1 percentage points from 2022, when 67% of pupils met the combined standard. This is a greater increase than nationally, which saw an increase of 0.9 percentage points from 2022 to 2023.
- Within Tower Hamlets, more girls than boys met the required standard across all subjects. The biggest gap was in writing, where 82.7% of girls and 69.7% of boys met the required standard: a 13 percentage point gap. The smallest gap was in maths, where 81% of girls and 79% of boys met the expected standard: a 2 percentage point gap.
- 61% of disadvantaged pupils (those eligible for means-tested free school meals) in Tower Hamlets met the expected standard in reading, writing and maths combined. This is a higher proportion than disadvantaged pupils nationally (44.2%), London-wide (54.5%), Inner London (58.7%) and Outer London (51.4%). Disadvantaged pupils in Tower Hamlets were more likely than those in other areas to meet the expected standards in every subjects.

- Tower Hamlets disadvantaged pupils outperformed all statistical neighbours apart from Newham (65.8%) and Hackney (62.9%) in the combined for the expected standard or above.
- Within Tower Hamlets schools, 21.3% (736 pupils) in Year 6 had SEND support or an EHC Plan. 30% of these children met the expected standard in reading, writing and maths combined . This is higher than the National average of 20% and the London average of 27.6%.

## 6.2 Key Stage 2 - Year 6 Higher Standard (including disadvantaged pupils)

	% achieving HS in combined		% achieving HS in reading		% achieving HS in writing		% achieving HS in mathematics	
	All	Disadv	All	Disadv	All	Disadv	All	Disadv
Tower Hamlets	12	8	32	27	19	14	33	27
National	8	3	29	18	13	7	24	13
London	12	6	34	22	18	11	33	20
Inner London	12	7	34	24	20	13	31	21
Outer London	12	5	34	30	18	10	33	18

Table 6 – Key Stage 2 2023 (DfE Explore Education Statistics)

- Outcomes at the higher standard continue to be higher than the national average in all subjects.
- 15.1% of girls in Tower Hamlets met the higher standard in reading, writing and maths combined, compared to 10% of boys. This gender gap is greater in Tower Hamlets than nationally, where 9.1% of girls and 7% of boys met the higher combined standard. At the higher standard girls continue to outperform boys in all subjects except grammar, punctuation and spelling (14% against 19%) and maths (32% against 35%).
- 9% of disadvantaged pupils in Tower Hamlets met the higher standard for reading and 14% of disadvantaged pupils met the higher standard for maths. Disadvantage pupils in Tower Hamlets were more likely to meet the higher standard than their peers nationally.

### 6.3 Key Stage 2 - Year 6 Attainment Outcomes by Ethnic Group – Reading, Writing and Maths Combined

	Percentage of pupils meeting the expected standard in reading, writing and maths (combined)			Percentage of pupils meeting the higher standard in reading, writing and maths (combined)		
	% boys	% girls	% all pupils	% boys	% girls	% all pupils
All pupils	64	72	68	10	15	12
Any other ethnic group	50	63	56	5	0	3
Asian - Any other Asian background	53	69	59	16	8	13
Asian - Bangladeshi	67	74	70	10	16	13
Asian - Chinese	100	69	83	20	31	26
Asian - Indian	89	55	70	56	18	35
Asian - Pakistani	69	67	68	19	21	20
Black - Any other Black background	38	83	60	0	17	8
Black - Black African	57	72	65	8	9	9
Black - Black Caribbean	44	60	52	0	7	3
Mixed - Any other Mixed background	69	73	71	10	16	13
Mixed - White and Asian	73	100	82	14	18	15
Mixed - White and Black African	67	75	71	8	8	8
Mixed - White and Black Caribbean	41	71	56	0	11	5
Unclassified	67	50	56	0	10	6
White - Any other White background	73	79	76	10	32	22
White - Irish	100	100	100	100	100	100
White - Traveller of Irish heritage	0		0	0		0
White - White British	51	62	56	11	8	10

Table 7 – Key Stage 2 2023 (DfE Explore Education Statistics)



## 7 **OVERALL PRIMARY PERFORMANCE**

### 7.1 Progress from Key Stage 1 to Key Stage 2

- Progress between KS1 and KS2 is a value-added measure. There is no progress target which an individual pupil is expected to make. Any amount of progress a pupil makes contributes towards the school's progress score.
- 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.

Key Stage 2	Reading	Writing	Maths
Progress	+0.90	+1.42	+1.95

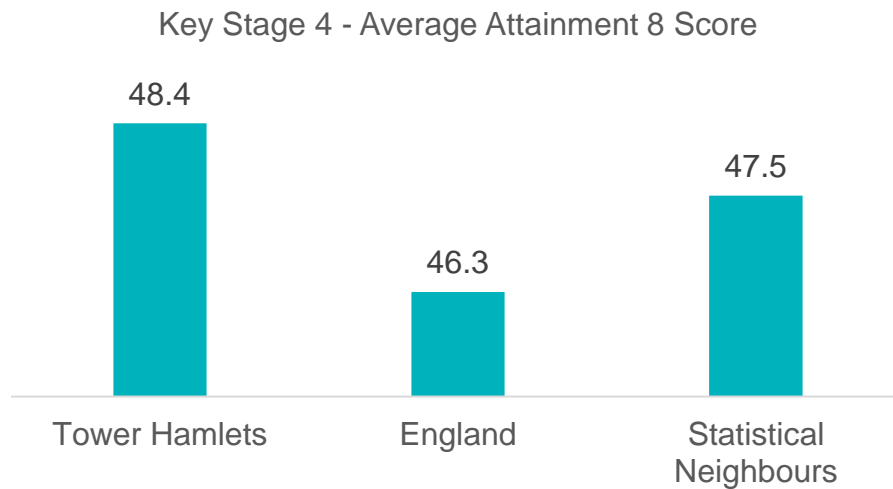
Table 8 – Key Stage 2 2023 (DfE Explore Education Statistics)

## 8 **KEY STAGE 4 OUTCOMES 2022-23**

All Key Stage 4 data is provisional. The Department for Education website indicates the validated data will be available in February 2024.

### 8.1 Attainment 8 Score

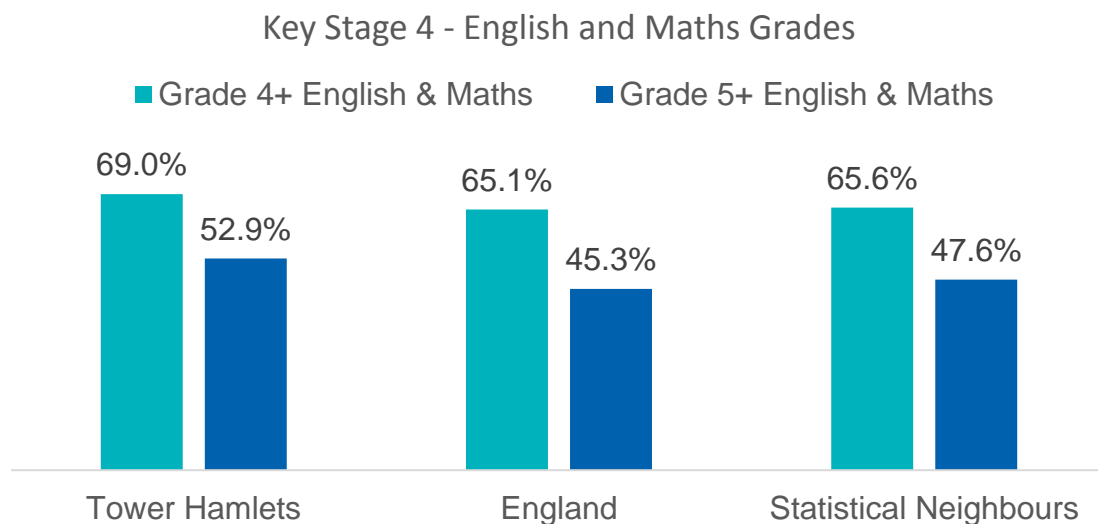
- Attainment 8 measures a student's average grade across eight subjects – the same subjects that count towards Progress 8. This measure is designed to encourage schools to offer a broad, well-balanced curriculum. The eight subjects fit into three groups English and Maths (double weighted), English Baccalaureate (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).
- A student's Attainment 8 score is calculated by adding up their points for eight subjects (with English and Maths double weighted) 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.
- In 2022-23, the average attainment 8 score in Tower Hamlets was 48.4, this is 2.1 points above the England average and 1.9 points above the Statistical Neighbour average, however 1.2 points below the Inner London average. 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 4.8, in England it 4.6, and in the LA's statistical neighbours it was 4.7.
- Using the average attainment 8 score, this places Tower Hamlets 38th in England from a total of 152 local authorities.



*Graph 1 – Key Stage 4 2023 (DfE Explore Education Statistics)*

## 8.2 Outcomes by Key Subject Areas

- A key performance measure at the end of Key Stage 4 is the proportion of pupils who achieved a Grade 4 or above and Grade 5 and above in English and Mathematics. For Tower Hamlets, 69% of pupils achieved a Grade of 4 or above in English and Maths, 3.9% higher than the National average (65.1%) and 3.4% higher than the Statistical Neighbour average (65.6%).

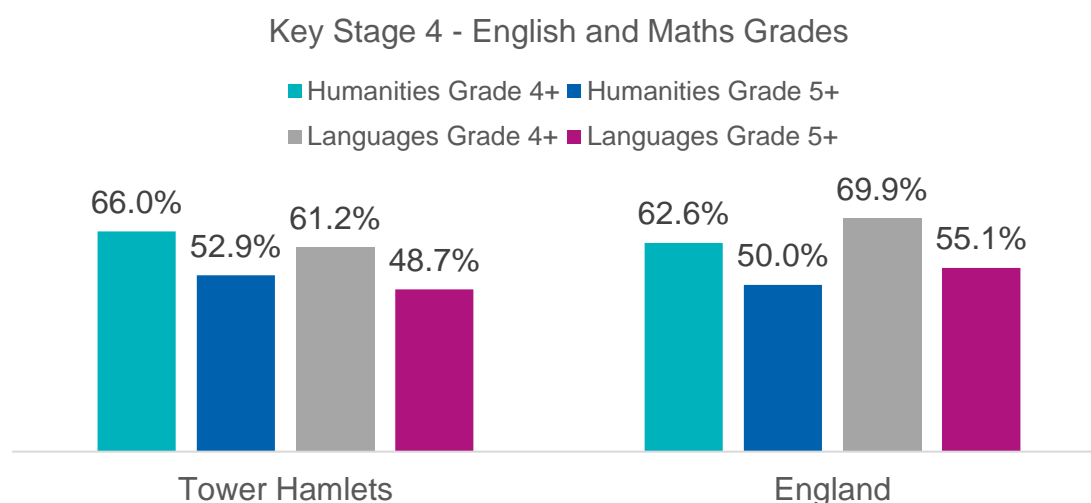


*Graph 2 – Key Stage 4 2023 (DfE Explore Education Statistics)*

- In Science, 68.7% of Tower Hamlets pupils achieved a Grade of 4 and above, 3.1% higher than the National average and 1.3% below the London average. For Grades 5 and above, 52.5% of Tower Hamlets pupils achieved this

outcome in Science, 5% higher than the National average and 3% lower than the London average.

- For Humanities, 66% of Tower Hamlets pupils achieved a Grade 4 or above, 3.4% higher than the National average. This falls to 2.9% for Grade 5 and above with 52.9% of Tower Hamlets pupils achieving this for the Humanities slot and 50% of pupil nationally.
- For Languages, Tower Hamlets pupils achieve lower outcomes than pupils nationally. For the measure Grade 4 and above, 61.2% of pupils achieved this outcome for the Languages component in the Attainment 8 slot, however this is 8.7% lower than pupils nationally.

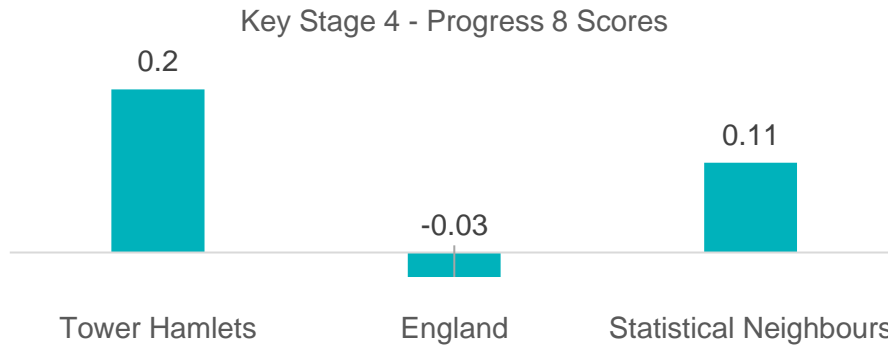


*Graph 3 – Key Stage 4 2023 (DfE Explore Education Statistics)*

### 8.3 Progress 8 Scores

- 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. 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.
- 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 both nationally and when compared with statistical neighbours.

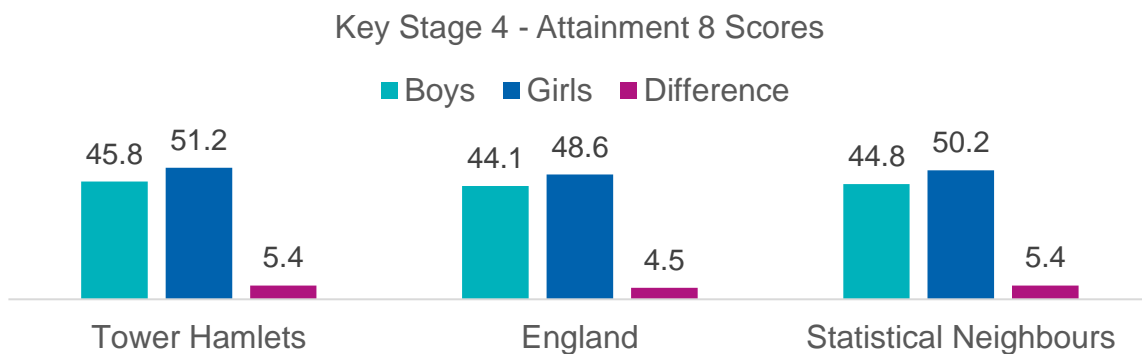
- These progress scores show Tower Hamlets as being middle of the Statistical Neighbours, which shows Westminster with a progress 8 score of 0.48 and both Islington and Camden with a progress score of -0.03. At the National level, Tower Hamlets has a progress score that places it 30th from a total of 152 local authorities.



Graph 4 – Key Stage 4 2023 (DfE Explore Education Statistics)

#### 8.4 Attainment and Progress by Gender

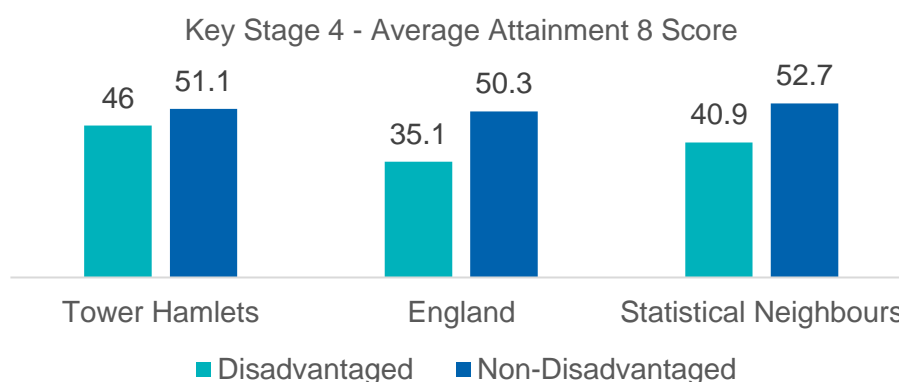
- At the end of Key Stage 4, girls perform better than boys overall when comparing Attainment 8 scores. In Tower Hamlets, girls achieved an Attainment 8 score of 51.2 compared to 45.8 for boys, a gap of 5.3 (rounding). This is in line with the National and Statistical Neighbour picture where girls achieve higher outcomes. There is a smaller gap between girls and boys nationally, however the average attainment 8 score for girls (48.6) and boys (44.1) is lower than those of pupils in Tower Hamlets.



Graph 5 – Key Stage 4 2023 (DfE Explore Education Statistics)

## 8.5 Attainment and Progress - Disadvantaged

- In Tower Hamlets, disadvantaged pupils' attainment was higher compared to statistical neighbours and the national average.
- Tower Hamlets disadvantaged pupils achieved an average Attainment 8 score of 46 in 2023. This was 11 points higher than similar pupils Nationally (35.1) and five points higher than statistical neighbours (40.9). Overall, Tower Hamlets places as the sixth highest LA for the average attainment 8 score from a total of 152 local authorities.
- For progress, Tower Hamlets has an average progress 8 score of 0.05 for disadvantaged pupils. This indicates pupils achieve better progress than their peers with the same starting point (Key Stage 2 outcomes). This average progress 8 score places Tower Hamlets as the ninth best Local Authority in England (from 152). In comparison to statistical neighbours, Tower Hamlets has the second-best progress 8 score after Westminster with a 0.28 progress 8 score for disadvantaged pupils.



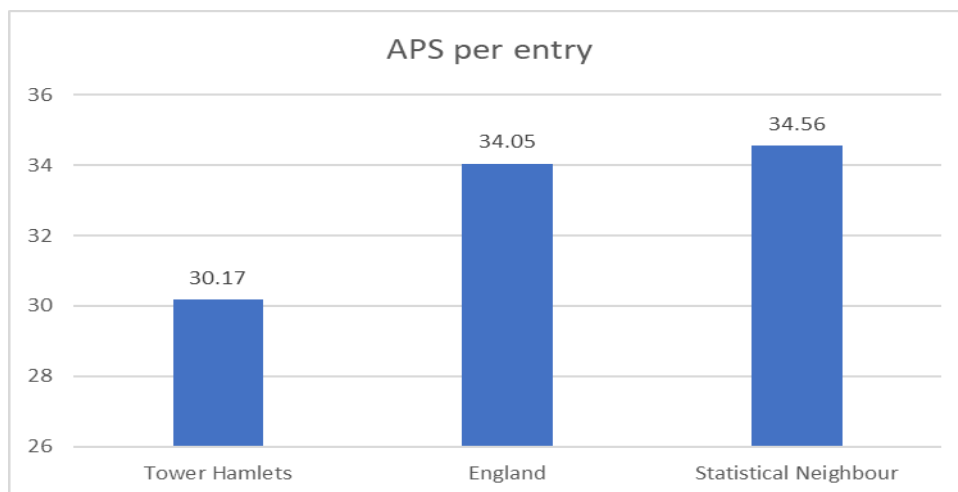
Graph 6 – Key Stage 4 2023 (DfE Explore Education Statistics)

## 9 **KEY STAGE 5 OUTCOMES 2022-23**

- 9.1 Average Point Score (APS) Per Entry – A Level, 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

- In 2023, the APS per A Level entry for all students attending Tower Hamlets schools and colleges was 30.17, which means that the average grade achieved per entry was a Grade C. Whilst this is the same as the average grade for England and the LA's statistical neighbours, the APS was considerably lower.



Graph 7 – Key Stage 5 2023 (DfE Explore Education Statistics)

- The average A level grade per entry in Tower Hamlets schools was lower than England and London (Table 9). This was across all grades from A\* to E.

	A*	A*-A	A*-B	A*-C	A*-D	A*-E
Tower Hamlets	3.0%	14.6%	38.6%	65.2%	84.0%	94.9%
London	8.3%	26.1%	52.2%	74.7%	89.2%	96.6%
England	8.8%	26.8%	52.9%	75.5%	89.9%	97.1%

Table 9 - Key Stage 5 2023 (DfE Explore Education Statistics)

## 9.2 Outcomes by Gender

- Females achieve slightly better attainment outcomes at A-Levels when compared to male students (30.75 against 29.4 APS). This is in line with National where females achieve slightly better than male pupils (34.7 against 33.3 APS). Although the gender gap is very similar for both Tower Hamlets and England, the outcomes nationally are greater than Tower Hamlets.

## 9.3 Outcomes by Subject Groups (Tower Hamlets School Only)

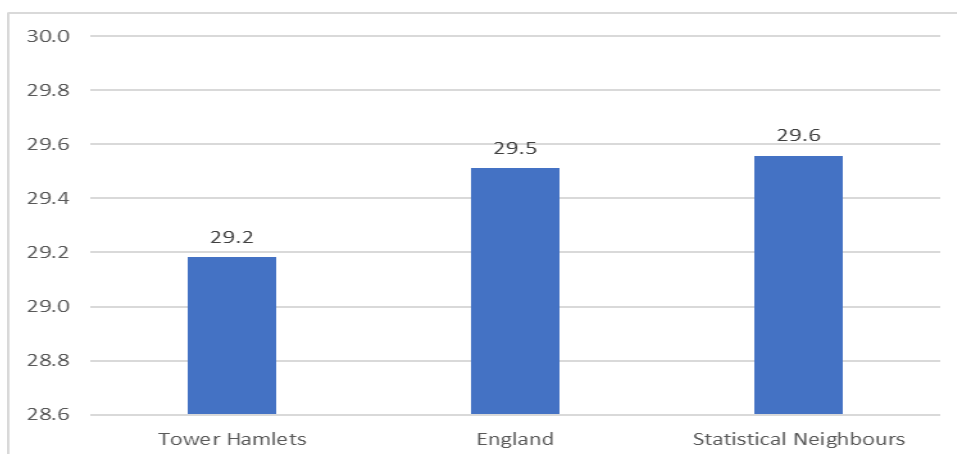
- Of the major subject areas and at the highest grades, science (all subjects) remains the subject with the lowest attainment (Table 10). Table 10 shows the proportion of A Level entries attaining A\* to B grades by subject.

Subject	% A level grade A*-B	% of all A level entries
Science - Chemistry	28.9%	19.3%
Science - Biology	34.1%	21.2%
Maths	45.8%	29.3%
Science - other	14.3%	1.0%
English	41.4%	17.8%
Modern languages	63.9%	4.0%
Science - Physics	29.5%	8.4%
Arts	32.5%	14.0%

Table 10 - Key Stage 5 2023 (DfE Explore Education Statistics)

#### 9.4 Level 3 Applied (Vocational) Qualifications

- Attainment in applied qualifications for Tower Hamlets students was an APS of 29.2. This was just below the National average of 29.5 and the Statistical Neighbour average of 29.6. This places Tower Hamlets 85th from 150 Local Authorities and fifth from all statistical neighbours.
- Similar to A-Levels, females outperform their male peers for APS in Applied General. Female pupils in Tower Hamlets achieved an APS of 30.1 compared to an APS of 28.3 for males. This is similar at the National level where females achieved an APS of 30.7 compared to males with an APS of 28.2. As females achieve a higher outcome nationally than peers in Tower Hamlets, the gap (2.5) is slightly wider at the National level when compared to the gender gap in Tower Hamlets (1.8).
- Average Point Score per Applied in Tower Hamlets:



Graph 8 – Key Stage 5 2023 (DfE Explore Education Statistics)

From observations in schools, feedback from Leadership Consultants and detailed analysis of pupil outcomes, a number of actions and interventions are already underway to support improved performance at Key Stage 5:

- The post 16 Forum has a focus on raising attainment at A\*- A and sharing good practice from schools across the borough
- All schools have nominated 30 high achieving students to work with 'The Elephant Project' an organisation supporting young people to access Russell group universities and Oxbridge, through regional conferences, mentoring and additional online support
- Our second Year 12 Oxbridge conference for 15 students from every school gave students insight, practical advice and guidance
- Links established with Cambridge on the BBPP (Black, Bengali and Pakistani Project). All schools have nominated five students for mentoring, guidance and support from Oxford University
- Pilot A Level Subject networks are underway, led by high quality practitioners

#### 9.6 Key Priorities for academic year 2023-24

On the basis of progress made so far in the Post 16 phase, key priorities for the Post 16 phase are identified below:

- Deliver the Mayor's commitment to improving post-16 outcomes through an Institute of Academic Excellence.
- Raising A\*- A grades across all schools
- Increasing the numbers of students who attend Russell Group universities.
- Supporting Oxbridge candidates with access to extracurricular activities to support applications.

To support these priorities we are developing and will consult on a comprehensive Key Stage 5 improvement plan, to include :

- A council commitment to support local young people to remain in education in Tower Hamlets in outstanding provision.
- Development of the curriculum offer in close coordination with Higher Education providers, and informed by work to understand the interests and aspirations of students currently in Key Stage 4 and below.
- Identification of opportunities to improve the current offer and take-up across Tower Hamlets, drawing on evidence from other local areas with outstanding outcomes.



- Agreement with all local providers on a shared vision for the improvements we want to see at Key Stage 5 and a roadmap to achieve them.
- Focus on particular cohorts who are performing less well.
- A programme of Continuing Professional Development for post sixteen teachers, led by current staff in excellent provision and informed by local higher education providers.

## **10 CONCLUSION**

- The administration is committed to supporting all children and young people in Tower Hamlets to fulfil their academic potential. Key commitments include the delivery of an Institute for Academic Excellence and our Annual Delivery Plan will set out the steps to achieve this in 2024-25.
- Performance in primary schools remains strong and pupils achieve good outcomes at the end of Key Stage 2. This continues as pupils attend secondary schools with good outcomes at the end of Key Stage 4. Performance at the end of Key Stage 5 is an area of focus for improvement, particularly attainment at the higher grades. A key task for Tower Hamlets is to continue to reduce the variation in outcomes between schools as this will contribute to raising the average outcome for the borough at both Key Stages 4 and 5.

## **11 EQUALITIES IMPLICATIONS**

- 11.1 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.

## **12 OTHER STATUTORY IMPLICATIONS**

- 12.1 This section of the report is used to highlight further specific statutory implications that are either not covered in the main body of the report or are required to be highlighted to ensure decision makers give them proper consideration. Examples of other implications may be:

- Best Value Implications,
- Consultations,
- Environmental (including air quality),
- Risk Management,
- Crime Reduction,
- Safeguarding.
- Data Protection / Privacy Impact Assessment.

- 12.2 [Report authors should identify any other specific issues relevant to consideration of this report. Including, but not limited to, the issues noted above. This section of the report can also be used to re-emphasise particular issues that Members must have considered before taking the decision (for example issues that may come up if an objection was taken to court). Note – Paragraph 5.1 MUST NOT be deleted.]

### **13 COMMENTS OF THE CHIEF FINANCE OFFICER**

13.1 This report does not contain any financial implications.

### **14 COMMENTS OF LEGAL SERVICES**

14.1 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.

14.2 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.

14.3 The matters set out in this report demonstrate the Council's commitment to meeting these duties and comply with the above legislation.

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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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