

Cabinet 5th November 2013	 TOWER HAMLETS
Report of: Robert McCulloch-Graham, Corporate Director Education, Social Care and Wellbeing	Classification: Unrestricted
2013 Provisional Exam Results	

Lead Member	Cllr Oliur Rahman, Cabinet Member for Children's Services
Originating Officer(s)	Anne Canning, Service Head Learning & Achievement Diane Warne, Head of Secondary Learning & Achievement
Wards affected	All Wards
Community Plan Theme	Prosperous Community
Key Decision?	No

Executive Summary

The report provides Cabinet with an overview of the 2013 education results from Foundation Stage to Key Stage 5 at Local Authority level, and a summary of how the provisional results compare to last year's and national averages if known. It highlights the successes and challenges that are barriers to further progress, and any support interventions that we think will prove particularly effective in meeting these challenges.

Recommendations:

The Mayor in Cabinet is recommended to note the 2013 Local Authority education results, and to comment on the proposed strategy for support and challenge in the areas identified below to further raise performance:

- support schools to share good practice in pedagogy, particularly related to literacy and higher order academic writing in order to continue to improve the attainment of the most able at all key stages;
- provide continued support and guidance to all sixth forms to offer good transition plans from KS4 into KS5 together with high quality HE advice;
- provide subject specific training in A level teaching;
- widen opportunities available post- KS5 into work and apprenticeships at all levels, by contributing to the borough's Employment Strategy and;
- continue to work with the full range of Early Years providers to ensure two-four year olds receive the best possible start.

1. REASONS FOR THE DECISIONS

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

2. ALTERNATIVE OPTIONS

- 2.1 None

3. DETAILS OF REPORT

- 3.1 At present the examination results are provisional, and are therefore still subject to change. Results are checked with schools in advance of the publication of the DfE achievement and attainment tables in January.
- 3.1.1 Provisional outcomes at Key stages 2 and 4 are securely above national averages.
- 3.1.2 At post-16 the DfE sends out a very provisional set of data, the Statistical First Review (SFR), for schools to check against. Historically our outcomes improve as a result of this checking exercise against the SFR in the January tables.
- 3.1.3 In the SFR Tower Hamlet's results as reported are well below what our schools have reported to us currently and this is because of the way the DfE calculate the scores around age reporting. The DfE assumes that each qualification is completed at the expected chronological age for the course, which is not necessarily the case.

3.2 Early Years Foundation Stage / Age 5

This is the first year of a new statutory assessment for the EYFS, so there is no trend data available.

46% (against 52% nationally) of children achieved a good level of development by the end of the EYFS; a good level means that a child reaches or exceeds the expected level as defined in the early learning goals (ELGs) for the prime areas, literacy and mathematics.

% Prime Development areas: achieving at or above				
Communication and Language	Physical	Personal social emotional	All three	
68	83	75	61	
% Specific Development areas: achieving at or above				
Literacy	Mathematics	Understanding of the world (UW)	Expressive arts and design (EAD)	All four
60	65	67	75	47

3.2.1 A small number of schools show a low achievement in the prime areas with an even lower attainment in UW and EAD. This is a cause for concern about either:

- Poor quality provision impacting on progress and achievement; or
 - Low level of Quality Assurance of the data from the head teacher.
- This combination of ELGs will be one of our focuses next year to improve standards.

Next steps:

- Continue to roll out the Every Tower Hamlets Child a Talker programme, working in partnership across services and sectors.
- Closer working with health colleagues to focus on the needs of the most disadvantaged children, especially the two year olds.
- Intensive support for schools through a “Health Check” approach to develop practitioner reflection and evaluation in order to improve learning and teaching.

3.3 KS1 / Age 7

At KS1 the outcomes for Tower Hamlets continues to improve.

Phonics screening has improved

L2 reading, writing and mathematics in line with national averages.

L2B+ reading and writing has risen from 2012 but mathematics down 1%.

(%) denotes 2012

	LBTH %	National %
Phonics screening yr 1	71 (58)	69
Science L2+	87 (87)	90 (89)
Speaking and Listening	86 (84)	89 (88)
Reading L2B+	78 (76)	79 (76)
Writing L2B+	68 (63)	67 (64)
Mathematics L2B+	77 (78)	78 (76)

3.3.1 Level 3

For Tower Hamlets the percentage of pupils achieving Level 3+ in reading,

science and speaking & listening has increased by 4 points since last year, mathematics has increased by 2 points and writing is 1 point up. We are closing the gap on national in reading and mathematics but maintaining the gap between Tower Hamlets and national in writing at Level 3.

3.4 KS2 / Age 11

There have been changes to some assessments at the end of KS2 and the way in which the results are being reported. Results for national have just been reported.

- New English grammar, punctuation and spelling outcomes are significantly above national outcomes.
- Reading outcomes have dropped this year.
- Writing teacher assessment (TA) at Level 4+ is still 2% above the national average
- Improvement in mathematics has been particularly marked
- The combined measure of reading, writing and mathematics at Level 4+ is above national
- 4 schools are currently below the 60% floor standard but this should improve once the results are checked.

(%) denotes 2012

	LBTH %	National %
New English grammar, punctuation spelling L4+	79	73
New English grammar, punctuation spelling L5+	54	47

Reading L4+	85 (89)	86 (87)
Reading L5+	44 (50)	45 (48)
Reading L6+	0.4 (0.1)	0 (0)

Writing L4+	85 (85)	83 (81)
Writing L5+	30 (28)	30 (28)
Writing L6+	1.3 (0.4)	2 (1)

Mathematics L4+	88 (86)	85 (84)
Mathematics L5+	41 (35)	41 (41)
Mathematics L6+	6 (3)	7 (3)

Combined RWM L4+	77 (78)	76 (75)
Combined RWM L4B+ "A good Level of Achievement "	64	63
Combined RWM L5+	19 (18)	21 (20)

Progress from KS1 to KS2 is strong

- Reading has decreased, but above national outcomes.
- Writing (TA) has improved and is above outcomes nationally.
- Mathematics improved significantly exceeding national outcomes.

	2 L progress		3 L progress	
	LBTH %	Nat%	LBTH%	Nat%
Reading	89 (90)	88 (n/a)	34 (38)	30 (n/a)
Writing	94 (91)	91 (n/a)	36 (34)	30 (n/a)
Mathematics	92 (90)	88 (87)	38 (30)	32 (27)

3.5 KS4 / Age 16

- Results in key measures continue to rise and remain above national.
- The percentage of students achieving 5A*CEM+ has improved again in 2013, and provisionally is at 65.3% an improvement on last year's by 3.4%. We expect the national score to be in the region of 60% and so for the second year we are above national.

(%) denotes 2012

	LBTH %	National%
5A*-C with En &Ma	65.3 (62)	TBC 60% (58)
5A*-C	86.2 (84)	TBC (82)
A*-C En	73.8 (71.2)	TBC (68)
A*-C Ma	75.4 (74.1)	TBC (65)
5A*-C GCSE only	63 (54.3)	TBC (53)
EBacc	21.5 (9.6)	TBC (18.4)

- We have no school below the current 45% 'basics' measure.
- Three schools made significant improvements of more than 10% bringing their results up to way above national.
- Two schools (at 45% and 49% 5+A*CEM) are below the 2014 basics measure of 50% 5+A*CEM. Both schools were predicting higher standards, above 50%. However, both failed to successfully match those students who got A*-C in English and mathematics. Both schools already have Raising Achievement Plans in place for 2014 and are working intensively with Local Authority Officers to ensure this does not happen in 2014.
- The range of GCSE performance between the LA schools on 5+A*CEM is from 45% to 83% and those schools below 65% are working very hard to raise their standards through more refined tracking of pupil progress

matched to appropriate interventions and high expectations. LA improvement officers are working closely with four of the five schools to raise standards and share good practice.

- However, half the schools are now exceeding the 2012 national English Baccalaureate (EBacc), comprising English, mathematics, science, modern foreign language, history or geography, measure of 18.4%. The Borough average for 2013 has risen from 11.9% to 21.5%. This is in part because, having been in place for two years now, schools have students who have studied EBacc combination of subjects throughout years 10 and 11.

Currently we do not have the data to confirm progress measures from end of key stage two to the end of key stage four. Individual schools who have calculated these results have shown very good progress measures. Results for different subjects are also not yet available but individual schools have reported there have been improvements in history and modern foreign languages.

3.6 KS5 / Post-16

- 3.6.1 The data used in this report is based on the exam results submitted by schools to the LA during August and September 2013. As stated earlier, this analysis is based on school reported results which have yet to be checked against the DfE data sets.
- 3.6.2 There have been some improvements in this area and given that national measures are expected to decline, the relative improvements against national rates are of particular note. However it must be noted that the analysis of post-16 data is quite complex and the data tables provided by the DfE really only provide a partial view of the system.
- 3.6.3 There is a slight improvement on several measures with 3 schools and Tower Hamlets College making significant progress; two schools making steady improvement; two others were down on 2012 and one down marginally.
- 3.6.4 One of the issues with analysing post-16 results is the fact that this is not a universal measure (as are KS2 SATs and GCSEs, for example) and different data systems can often analyse different cuts of the population.
- 3.6.5 Another significant issue for us is that some of our students study courses that include a mixture of Level 3 systems, e.g. International Baccalaureate and A levels, and this makes national comparisons difficult.
- 3.6.6 The measures used in analysing KS5 results are Average Point Score (APS) per student or per examination. The 'point' score assigns a certain number of points to each qualification with more points for higher grades. For example, at A2 an A grade is 240 points, B is 210 etc.

	LBTH	National
APS per student	679 (645)	TBC (733)
APS per examination	215 (202)	TBC (213)
A*-E grades	97 (96)	98.1 (98)
A* grades	2.9 (3.6)	7.6 (7.9)
A*A grades	13	26.3 (27)
A*B grades	41	52.9 (53)
A/S failure rate	16 (18)	12

- The average point score (APS) per student has risen . We are continuing to improve better than nationally and are closing the gap.
- The APS per exam entry has risen above the 2012 national average of 213. Indications are that the national measure will remain at about the same level.
- Schools and Tower Hamlets College have improved and 7 of our 9 institutions are now scoring over 200 APS per examination.
- The overall increase in the numbers of students studying L3 courses reflects the continuing improvement in GCSE results.
- L3 students are expected to take 3.5 subjects – 3 full A levels or equivalent and one AS level or equivalent (students generally start 4 AS levels and take 3 of these to A2).
- The data for 2013 shows that students in 3 of our schools are doing this; 2 are close to this standard; in 2 schools and the college students are doing less than 3 subjects.
- A* grades have shown a slight decline reflecting a national pattern, albeit that we start off well below the national average figure. A*A grades have declined both nationally and locally we are still well below the national average. A* - B grades have improved and indications are that we are getting far more B grades than in previous years.
- AS levels (year 12) show a reasonable improvement on 2012.
- The balance between A levels and vocational or other routes continues to favour the former.
- Destination measures for 2013 are not yet available and will be reported by the end of the year. Indications are that more students are going to university and more are gaining places at a Russell Group.

3.6.7 The results from early years through to KS5 have continued to improve and most exceed the national average. English and mathematics is secure. KS5 remains a priority, including the further development of apprenticeships and alternative provision. Our work with schools, and other providers: continues to embed best practice; targets our lowest performing institutions; identifies our best leaders to influence and develop institution to institution support; encourages staff at all levels to prioritise the raising of standards for the most able and; ensures schools have effective curriculum pathways which provide meaningful progression to employment at all levels.

4. COMMENTS OF THE CHIEF FINANCE OFFICER

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

5. LEGAL COMMENTS

- 5.1. The Council is required by section 13 of the Education Act 1996 to secure that efficient primary, secondary and further education are available in Tower Hamlets to meet the demands of the local population. The Council is additionally required by section 13A of the Education Act 1996 to discharge its relevant education functions with a view to: promoting high standards; ensuring fair access to opportunity for education and training; and promoting the fulfilment of learning potential by every person under 20 and persons aged 20 or over but under 25 who are subject to learning difficulty assessment. 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.
- 5.2. When considering its strategy for raising performance, the Council must 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 don't. Some form of equality analysis will be required and officers will have to decide how extensive this should be.

6. ONE TOWER HAMLETS CONSIDERATIONS

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

7. SUSTAINABLE ACTION FOR A GREENER ENVIRONMENT

- 7.1 This is not applicable to this report.

8. RISK MANAGEMENT IMPLICATIONS

- 8.1 This is not applicable to this report.

9. CRIME AND DISORDER REDUCTION IMPLICATIONS

9.1 This is not applicable to this report.

10. EFFICIENCY STATEMENT

10.1 This is not applicable to this report.

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:

- N/A