

<p>Cabinet</p> <p>7 February 2017</p>	 <p>TOWER HAMLETS</p>
<p>Report of: Debbie Jones, Corporate Director, Children's Services</p>	<p>Classification: Unrestricted</p>
<p>Validated Examination Results</p>	

Lead Member	Councillor Saunders, Cabinet Member for Education & Children's Services
Originating Officer(s)	Christine McInnes – Divisional Director, Education and Partnerships
Wards affected	All
Key Decision?	No
Community Plan Theme	A Prosperous Community

Executive Summary

1.1 This report provides an overview of the 2016 education results from Foundation Stage to Key Stage 5 at Local Authority and school level, and a summary of how the provisional results compare to last year's and national averages where known. It highlights the successes and challenges that are barriers to further progress, and any support interventions that we think will prove particularly effective in meeting these challenges.

Recommendations:

The Mayor in Cabinet is recommended to:

1. Note the 2016 Local Authority education results, and to comment on the proposed strategies for support and challenge in the areas identified below to further raise performance:
 - 1.1. To continue the reform of Early Years provision and support to increase the number of 'school ready', healthy children;
 - 1.2. To further develop schools and providers understanding of new requirements in curriculum, assessment, testing/ examinations and the inspection framework;
 - 1.3. To further develop school and early years capacity across the borough to deliver particularly English and maths;
 - 1.4. To continue to implement targeted, evidence based programmes within a context of sound teaching and learning to close gaps in achievement between identified groups;

- 1.5. To continue to develop school capacity in supporting children and young people with SEND, noting the SEN Review will also be reported shortly, and that pupils with special needs once again show strong comparative data;
 - 1.6. To develop consistently high quality employment, education and training pathways for young people of all abilities and interests; and,
 - 1.7. To work with any school that has significantly underachieved to improve standards through effective leadership, data analysis and improved teaching and learning strategies.
2. Cabinet will also want to consider how the Tower Hamlets Education Partnership will take-on these recommendations and to suggest protocols and procedures that may be necessary. These will include:
- a protocol on results sharing so that results are shared early to allow interventions to be planned in a timely manner
 - to review the performance outcomes within the developing business plan to ensure that the Partnership has the capacity and expertise to address the issues identified in this analysis such as the continuing underperformance of children from a white (free school meal) British background;]

1. REASONS FOR THE DECISIONS

- 1.1 Report requested by Cabinet

2. ALTERNATIVE OPTIONS

- 2.1 Not applicable – the report is on education assessment outcomes for each key stage

3. DETAILS OF REPORT

3. BACKGROUND

- 3.1. Education results for our schools are now available for the assessments, tests and exams taken during the summer term 2016.

3.2 *Changes to KS 1 and 2*

- 3.2.1 Following the introduction of a new primary curriculum in 2014, 2016 was the first year of the associated new assessment and testing procedures for both KS1 (end of Yr2) and KS2 (end of Yr6). These procedures assess against a national standard and as a consequence of the changes,

the results look very different from those of previous years and cannot be compared with them directly.

- 3.2.2** At the end of KS2 results in each test are reported as a percentage of children working at or above the expected standard and percentage of children working above the expected standard or at greater depth.
- 3.2.3** Results are now also reported using a scaled score. A scaled score of 100 represents the expected standard for each test. If a child gets a scaled score of 100 or more it means they are working at the expected standard in the subject. The highest scaled score possible is 120, and the lowest 80 in KS2.
- 3.2.4** The previous 'expected progress' measure, based on pupils making at least two levels of progress between key stage 1 and key stage 2, is no longer produced.
- 3.2.5** This measure has been replaced by a value-added measure with individual pupil progress contributing to the school's progress score. The expected progress score for a school is 0: a + score means pupils have made better than expected progress; a - score, less than expected progress.

Changes to KS 4 and 5

- 3.3.1** Major reforms to KS4 and 5 curricula and assessments began in 2014. The first of these changes was to stop the January sitting of AS and A level exam units and this was followed by similar changes for GCSE modules. Subsequently there has been widespread reform: a move away from modular to linear GCSE and A levels; the reduction or complete elimination of coursework options; changes to assessment in vocational or technical subjects; compulsory GCSE English and Maths re-takes where students have not achieved a C+ grade; a complete change to the Performance Tables.
- 3.3.2** The reforms have been introduced gradually meaning that for the next few years secondary schools will be working in a mixed economy of old and new curriculum and assessment systems. The changes are scheduled to be completed by 2019. One consequence of the reforms is that it is increasingly difficult to compare one year with another. Both progress and attainment are now measured in a new way at both KS4 and 5 as the Department for Education have emphasised the importance of both measures rather than simply outcomes
- 3.3.3** At **KS4** the new measures introduced for 2016 are Progress 8 and Attainment 8 and these are explained further later in this report. Progress 8 data is based on a calculation of pupil progress from the end of primary school to the end of secondary school.
- 3.3.4** Some assessments have remained the same and where this is **the** case comparisons to previous years are provided.

4. **Headline results**

- At **EYFS** 66.5% of pupils achieved a GLD, an improvement of 4.9% from 2015.
- **Phonics screening** Pupils achieved 81.0% and improvement of 2.7% from 2015 and 0.4% above the national average
- **KS1** The percentage of pupils working at or above the expected standard in the combined score of Reading, Writing and Maths was 64.5%, 4.2% higher than the national average of 60.3%. Percentage of pupils working at greater depth was 11.3% which is 2.4% above the national average of 8.9%. This is the first year that KS1 outcomes have been above national averages in reading, writing and maths across the LA. Outcomes for the more able pupils (those working at greater depth) are particularly pleasing.
- **KS2** The percentage of pupils working at or above the expected standard in the combined score of Reading, Writing and Maths was 62%, 9% higher than the national average of 53%. Percentage of pupils working at greater depth was 7% which is 2% above the national average of 5%. Based on outcomes from data, no primary school in the LA will be below the DfE floor standard for 2016.
- **Progress from KS1 to KS2** LA average progress scores at present are +1.1 in reading, +2.1 in writing and +1.8, in mathematics.
- **KS4** Attainment 8 results give an average provisional point score of 50.2 which translates to an average grade of B. This and continues to be above the national average. 63.3% of pupils achieved the new measure of GCSE A*C in English and Maths, a fall of -3.2% compared to 2015 borough average but we are expecting this to be above the national average. Progress 8 data shows how much progress pupils school made between the end of key stage 2 and the end of key stage 4, compared to pupils across England who got similar results at the end of key stage 2 Tower Hamlets schools made 0.15 progress above the national average.
- **A levels and vocational subjects:** The borough average A level point score per entry is 28, equivalent to a C- grade. For vocational subjects (which are not offered by all schools) the average point score per entry is 38, or a Distinction+ which is well above the national average.

4.1. **Early Years Foundation Stage / Age 5**

66.5% of children achieved a good level of development by the end of the EYFS. A good level of development is when a child reaches or exceeds the expected level as defined in the early learning goals for the prime areas,

literacy and mathematics. This means a child must achieve at or beyond the expected level in 12 of the 17 early learning goals. The tests must be completed in English. It is important to note that 76% of children do not speak English at the start of the Reception year (age 4).

4.2. Prime areas:

- 77.9% of children achieved at or beyond the expected level in communication and language. Children now have an excellent home language model by age 5 which supports swifter progress in KS1. Previously, many had very poor home language models which hampered their progress.
- 88.5% of children achieved at or beyond the expected level in physical development. We have no funding to roll out the training in this area (last years cuts to EYS budgets) and would have liked to improve this significantly as it underpins progress in writing at KS2.
- 81.1% of children achieved at or beyond the expected level in personal, social and emotional development. The focus for IEYS school support 2016-17 is in this area 0-5. This and PD are the areas we need to shift to narrow the “Lost Boys” gender gap.
- 74.1% of children achieved at or beyond the expected level in the three prime areas. By the end of EYFS, we move children from bottom (most disadvantaged wards nationally in Tower Hamlets – 151st out of 151 LAs) to around 20th – 26th out of 151 LAs nationally by age 5 (Ofsted HMCI reports). This is achieved through the joint programmes delivered by IEYS and by the interventions in Children’s Centres turning children around (1500+ children annually).

4.3. Specific areas:

- 70.3% of children achieved at or beyond the expected level in literacy.
- 65% of children achieved at or beyond the expected level in mathematics. 2016-17 focus area for programmes.
- 74.4% of children achieved at or beyond the expected level in understanding the world. We began to use this curriculum area for delivery of literacy and mathematics and results are improving across the board as a result.
- 82.7% of children achieved at or beyond the expected level in expressive art and design. This has improved after IEYS support for schools – it supports well-being and PSED.

4.4. Overall:

- 74.1% of children achieved at or beyond the expected level in the four prime areas. Scores have almost doubled since 2014.
- 65.2% of children achieved at or beyond the expected level in the eight specific areas.

- 63.8% of children achieved all the early learning goals. We focus on the language areas in the primes but are broadening the push to include the specific areas. 30% improvement over 2014.

4.5. **Priorities**

- Completing the Integrated Early Years restructure.
- Narrowing the gap of the lowest 20% against the median for more advantaged peers (measured by EYFSP).
- Continue to provide support to children with SEN, 365 since December.
- Focus on boys (and particularly white British and Bangladeshi) for:
 - Well-being (initiatives in partnership with Public health being developed to be rolled-out through Children’s Centres)
 - Language development (Early Words Together, Every Tower Hamlets Child a Talker)
 - Maths
- Continue existing programmes aimed at improving school readiness as measured by a comparison to the defined GLD. A Good Level of Development (**GLD**) requires meeting or exceeding all the Prime **Early Learning Goals (ELG)** and Literacy and Mathematics:
 - PD – Forest Schools: Every Tower Hamlets Child a Mover
 - Literacy (story making) – “Helicopter Stories”
 - Healthy eating – focus on reducing dental decay and numbers of children who are hospitalised because of dental caries; also reducing obesity;
 - Healthy start - vitamins especially Vitamin D.

4.6. **KS1 / Age 7**

4.6.1. **Phonics screening check provisional outcomes**

(This assessment has remained the same as previous years and so direct comparisons can be made).

Table 1.

	LA	National	Gap
2014	75.7%	74.2%	+ 1.5 pts
2015	78.3%	76.8%	+1.5 pts
2016	81.0%	80.6%	+ 0.4 pts

Provisional data suggests that outcomes for the phonics screening check at the end of Yr1 have continued to improve across the LA.

The achievement gap between boys and girls is closing slightly compared to 2015.

The gap in achievement between our targeted white British (WBRI) pupils and their peers has closed by 2.6 percentage points compared to 2015.

A robust central training programme continues to be delivered by the Primary Education and Partnerships team for teachers and teaching assistants. Focused work in Nursery Schools and EYFS settings in previous years has also impacted on more children being 'ready' for the Yr1 expectations. This work continues and is being taken up by more settings as part of the SLA provided.

4.7. KS1 provisional outcomes (teacher assessment)

In May 2016, Yr2 pupils took statutory national curriculum tests in reading and mathematics. These test results were used to support teacher assessment in these subjects - based on the Yr2 interim framework for assessment from the DfE. Teacher assessment was also reported in writing and science based on class work from across the key stage. Teacher assessment for KS1 was moderated by the LA in 25% of schools.

Table 2. Percentage of pupils working at or above the expected standard

	LA	National	Gap
Reading	75.8%	74.0%	+1.8% pts
Writing	69.9%	65.5%	+4.4% pts
Maths	75.5%	72.6%	+2.9% pts
Science	79.7%	81.8%	-2.1% pts
RWM	64.5%	60.3%	+4.2% pts

Table 3. Percentage of pupils working above the expected standard (working at greater depth):

	LA	National	Gap
Reading	25.2%	23.6%	+1.6% pts
Writing	16.0%	13.3%	+2.7% pts
Maths	22.2%	17.8%	+4.4% pts
RWM	11.3%	8.9%	+2.4% pts

Although results cannot be compared with previous years, this is the first year that KS1 outcomes have been above national averages in reading, writing and maths across the LA. Outcomes for the more able pupils (those working at greater depth) are particularly pleasing. Science is very hard to interpret as this was a new teacher applied assessment procedure against a new programme of study.

4.8 Analysis by group

- The LA gap between disadvantaged pupils and non-disadvantaged pupils is -5.4% pts in reading, -6.7%pts in writing and -6.4%pts in maths. These gaps are less than the national gaps.
- Outcomes at KS1 are stronger for girls than boys in all subjects. The LA gap is +9.1% pts in reading, +14.4% pts in writing and +4.5% pts in maths. The National Gender Gaps are a little narrower (at +8.7%pts for reading, +14.2% for writing and +1.9%pts for maths).
- The LA gap between WBRI pupils and others is a -3.8%pts in reading, -8.6% pts in writing and -4.4%pts in maths. Nationally WBRI pupils perform slightly better than other pupils. WBRI pupils are not performing as well as national WBRI pupils (gaps LA to National, for WBRI pupils, are; -2.7%pts in reading, -3.6%pts in writing and -1.7%pts in maths).
- Pupils with SEN provision at the end of KS1 are performing stronger than SEN provision pupils nationally (gap of +5.7%pts in reading, +7.1%pts in writing and +8.3%pts in maths).

There has been a comprehensive central training programme in place for the past two years within the LA preparing KS1 teachers and leaders within school for the changes to the national curriculum and the raised expectations. Attendance at these sessions has been exceptionally high throughout the year.

The Primary Education and Partnerships team (PEP) also produced comprehensive 'tools' for reading, writing and maths to support teachers in planning and delivering lessons based on the raised expectations within the curriculum. These have been valued by schools and supported the development of teacher subject knowledge in order to meet the changes in the curriculum. This team is almost entirely funded by the schools themselves and so work must be agreed in partnership with headteacher colleagues.

4.9 KS2

In May 2016, Yr6 pupils took statutory national curriculum tests in reading, grammar, punctuation and spelling (GPS) and mathematics. Writing assessments were based on teacher assessment from the YR6 interim framework for assessment from the DfE. Teacher assessment for KS2 writing was moderated by the LA in 25% of schools.

At the end of KS2 results in each test are also reported using a scaled score. A scaled score of 100 represents the expected standard for each test. If a child gets a scaled score of 100 or more it means they are working at or

above the expected standard in the subject. The highest scaled score possible is 120, and the lowest 80 in KS2.

Table 4. Percentage of pupils working at or above the expected standard:

	LA	National	Gap
Reading	72%	66%	+6%pts
Writing	83%	74%	+9%pts
Maths	79%	70%	+9%pts
GPS	82%	73%	+9%pts
RWM	62%	53%	+9%pts

Table 5. Average scaled scores for each subject:

	LA	National	Gap
Reading	103	103	0
Writing	Not available, as results based on teacher assessment.		
Maths	104	103	+1
GPS	105	104	+1

Table 6. Percentage of pupils working above the expected standard (working at greater depth / higher standard):

	LA	National	Gap
Reading	18%	19%	-1% pts
Writing	19%	15%	+4% pts
Maths	20%	17%	+3% pts
GPS	26%	23%	+3%pts
RWM	7%	5%	+2% pts

NB GPS grammar, punctuation and spelling
RWM reading, writing mathematics combined

4.10 Analysis by group

- Girls have achieved better than boys in all subjects at the expected standard or above in LA. (+8.3%pts in reading, +11.1%pts in writing, +9.9%pts in GPS and +2.7%pts in maths). Girls outperform boys nationally with gaps being +7.8%pts in reading, +12.9%pts in writing, +10.2%pts and +0.1%pts in maths.
- Disadvantaged pupils are not achieving as well as non-disadvantaged pupils in the LA at the expected standard. There are gaps (-6.0%pts in reading, -4.8%pts in writing, -6.9%pts in GPS and -9.3%pts in maths). However, the gaps between disadvantaged pupils and non-disadvantaged

pupils nationally are significantly higher than this. Also, in maths, GPS and writing our disadvantaged pupils are performing better than national non-disadvantaged pupils.

- In the LA, outcomes for WBRI pupils are lower than other pupils at the expected standard in maths (- 7.0% pts), GPS (-10.6%pts) and writing (- 6.5%pts) but are slightly stronger in reading (+1.1%pts). LA WBRI pupils are performing better than WBRI pupils nationally in reading, maths and writing but not GPS
- Further analysis of WBRI pupils, looking at WBRI disadvantaged pupils against WRBI non-disadvantaged pupils, is of concern. Only 44.7% of WBRI disadvantaged pupils attained the expected standard in combined reading, writing and maths, where as 79.2% of WBRI non-disadvantaged pupils achieved the combined measure.
- Although of concern, these figures are both significantly better than national averages (36.2% for WBRI disadvantaged pupils and 60.9% for WBRI non-disadvantaged pupils).

4.11 Progress from KS1 to KS2

The previous 'expected progress' measure, based on pupils making at least two levels of progress between key stage 1 and key stage 2, is no longer produced. This measure has been replaced by a value-added measure. There is no 'target' for the amount of progress 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 a school 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.

- LA data is available for individual schools.
- LA average progress scores at present are +1.02 in reading, +1.99 in writing and +1.67, in mathematics.
- There is no comparative national data available at this point.

4.12 Support for schools

Again, there has been a comprehensive programme of central training in place to support teachers in upper KS2 to prepare pupils for the raised expectations of the curriculum and changes to the testing and assessment procedures. The 'tools' produced by the team have equally supported teachers to develop their own subject knowledge and understand the pitch and expectations of the curriculum at the end of KS2.

Partnership work across groups of schools has also helped to support teachers in understanding the raised expectations of the new curriculum.

Moderation activities, both centrally, within partnerships and within individual schools, has ensured that there has been a common understanding of standards and enabled professional dialogue to take place focused on teaching to support pupil progress.

Priorities

- Facilitating and developing school to school support to learn from best practice, in order to address the variations in results between schools.
- Strengthening and developing reading within schools to expand and enhance pupils' vocabulary and develop fluency and stamina.
- Training and support for schools to develop working at greater depth, in order to improve outcomes in reasoning and problem solving in mathematics.
- Supporting schools to identify effective strategies to narrow the gap between underperformance of particular groups and their peers, including WBRI.

4.13 KS4 /Age 16

At KS4 the new measures introduced for 2016 are Progress 8 and Attainment 8. The DfE's reasoning for these measures is that 'Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment'.

Attainment 8 will measure the average grade of a pupil across 8 subjects including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.'

Attainment 8 Schools – 2014-2016

Table 8.

Attainment 8 Scores	2014	2015	2016	Difference
Bethnal Green Academy (Green Spring)	50.80	54.30	54.8	+0.5
Bishop Challoner Catholic Collegiate Boys School	43.80	49.90	49.5	-0.4
Bishop Challoner Catholic Collegiate Girls School	48.10	50.70	53.7	+3.7
Bow School	45.50	49.90	49.8	-0.10
Central Foundation Girls' School	52.20	54.20	53.8	-0.40
George Green's School	41.10	45.40	50.5	+5.10
Langdon Park Community School	43.70	45.80	49.5	+3.70
Morpeth School	49.60	49.60	51.4	+1.80
Mulberry School for Girls	56.00	55.60	54.8	-0.8
Oaklands School	51.60	54.50	51.1	-3.4

Raine's Foundation School		44.80	44.90	41.3	-3.6
St Paul's Way Trust School		46.40	50.40	51.8	+1.20
Sir John Cass Foundation		55.80	55.50	53.8	-1.7
Stepney Green Maths & Computing College		51.70	50.40	52.5	+1.1
Swanlea School		48.80	51.60	50.30	-1.3
England (all schools)			48.40	49.9	+0.5
LA Average		49.03	50.97	50.2	-0.07

While being aware of all the caveats above regarding comparability and the number of assessment changes, overall GCSE results showed consistency this year. Attainment 8 results give an average provisional point score of 50.2 which means that the borough's GCSE results average is a B grade – with 10 of our schools achieving this.

Two of our schools made significant progress on this measure adding between a third and half a grade to their average outcome – George Greens and Langdon Park. The range of results across our schools was wide – from 41.3 to 54.8.

On the GCSE A*C in English and Maths measure our schools are again above the national average and this is a consistent trend over many years:

Table 9.

% Achieving A*-C GCSEs in English & maths	2013	2014	2015	2016	Difference
* Bethnal Green Academy	74.0	83.0	92.0	83.0	-9.0
Bishop Challoner Catholic Collegiate Boys School	68.0	43.0	65.0	65	0.0
Bishop Challoner Catholic Collegiate Girls School	79.0	64.0	66.0	76.0	10.0
Bow School	61.0	53.0	55.0	64	+9
Central Foundation Girls' School	67.0	66.0	63.0	62.63	0.0
George Green's School	50.0	44.0	51.0	55	+5.0
Langdon Park Community School	45.0	52.0	72.0	55	-17
Morpeth School	75.0	73.0	74.0	69	-5.00
Mulberry School for Girls	73.0	69.0	70.0	69	-1.00
Oaklands School	68.0	69.0	75.0	66	-9.0
Raine's Foundation School	53.0	48.0	56.0	35	-21
St Paul's Way Trust School	61.0	57.0	60.0	68	+8.0
Sir John Cass Foundation	82.0	84.0	77.0	70	-7.0
Stepney Green Maths & Computing College	67.0	63.0	63.0	70	+7.0
Swanlea School	64.0	62.0	76.0	63	-13.0
England Average (all schools)	60.0	55.5	55.8	63	+7.2
LA Average	65.1	62.0	66.9	63.3	-3.5

There are wide variations of results - from 35% to 83% - with three schools down by a significant percentage (Langdon Park, Raine's Foundation and Swanlea) and four schools making positive gains (Bishop Challoner Girls, Bow, St Paul's Way Trust and Stepney Green). Volatility in results can be

expected with significant curriculum and assessment changes happening and these and the wide variation in outcomes should stabilise once the changes are established. In addition, this is the first year that year 12s who have not achieved a C+ grade in English and Maths at the end of year 11 have had to re-sit exams in these subjects. Schools are examining their results carefully to learn the appropriate lessons and this will help shape future interventions and other student support.

We have one school - Raines - below the current 45% floor target measure. We are working very closely with this school and have put in a range of support measures as well as holding it strongly to account on its results.

The Borough average for the English Baccalaureate (EBacc) dropped slightly to 27.8% with two schools achieving over 40% and 11 scoring 20% or better.

Table 10.

% of Pupils achieving the EBACC	2013	2014	2015	2016	Difference
* Bethnal Green Academy	14.0	36.0	43.0	37	-6.0
Bishop Challoner Catholic Collegiate Boys School	11.0	14.0	17.0	13	-4.0
Bishop Challoner Catholic Collegiate Girls School	19.0	18.0	22.0	26	+4.0
Bow School	29.0	25.0	21.0	23	+2
Central Foundation Girls' School	15.0	20.0	28.0	25	-3.00
George Green's School	20.0	15.0	16.0	17	1.00
Langdon Park Community School	10.0	18.0	13.0	7.0	-6.00
Morpeth School	25.0	24.0	23.0	23	0.0
Mulberry School for Girls	47.0	48.0	54.0	52	-2.00
Oaklands School	32.0	21.0	44.0	39	-5.00
Raine's Foundation School	7.0	8.0	20.0	16	-4.00
St Paul's Way Trust School	12.0	28.0	34.0	37	+3.00
Sir John Cass Foundation	50.0	48.0	49.0	46	-3.00
Stepney Green Maths & Computing College	21.0	19.0	27.0	32	+5.00
Swanlea School	22.0	24.0	38.0	25	-13.00
England Average (all schools)	23	22.9	22.9	24.7	+1.8
LA Average	22.7	24.7	29.9	27.8	-2.1

4.14 KS5 / Post-16

New performance measures have been introduced for the 2016 KS5 Performance Tables - published on January 19th 2017, with further data due in March. The new performance measures for post 16 are:

1. **Student progress** – published January 2017
2. **Student attainment** – published January 2017
3. **English and Maths GCSE** – published January 2017
4. **Retention** – published March 2017
5. **Destinations** – published January 2017

Performance tables, subject content and assessment methods at KS5 have undergone substantial change. For example January re-sits of AS and A level units were stopped in 2014. These changes continue with 13 reformed A levels due to be examined at the end of the two year course for the first time in 2017. By 2019 all A levels will be examined in this way but until then we will have a mixed system. This means that it is no longer possible to compare year on year data across all the measures.

Attainment

School level attainment data shows overall progress for A levels, Academic and Applied General subjects.

Table 1 – Overall performance - average point score and grade

	A Level	Academic	Applied General
	2016	2016	2016
TH All	28 (C-)	28 (C-)	38 (Dist+)
National	30 (C)	30 (C)	35 (Dist)

Notes: the academic measure includes A levels, AS levels, the International Baccalaureate and the Extended Project Qualification; Applied General qualifications are the main vocational subjects

Commentary

- Tower Hamlets continues to perform at a lower level than national for A levels and Academic qualifications. Performance in the borough has been stable over the past 4 years but this is not comparing like with like as in 2013 and 2014 A levels were fully modular and students had several chances to re-sit modules. Since this system was phased out - and A levels have become more challenging - results have remained consistent and this suggests that schools are more careful about who students they recruit to A level courses and how their progress is monitored and tracked.
- Tower Hamlets Applied General students have continued to outperform National figures. This has been a consistent pattern since the vocational performance measure was introduced in 2013.

Table 2 – Tower Hamlets KS5 providers: performance and attainment

School	A level Average grade and point score	A level Progress Score (between KS4 and end of A levels and expressed as a proportion of a grade above or below national average)	AAB or higher in at least 2 facilitating subjects %	Average grade for a student's best 3 A levels	Academic	Applied General	Applied General Progress Score (between KS4 and end of Applied General and expressed as a proportion of a grade above or below national average)
Bishop Challoner	C-/25	0.14	4.7	C	C-/25	Dist*-/43	0.87
Bow	C/28	-0.08	25	C	C/28	SUPP	SUPP
Central Foundation	C-/28	-0.06	3.7	C	C-/28	Dist+/41	0.43
George Green's	C/29	0.19	SUPP	SUPP	C-/28	Merit-/21	-0.12
Green Spring Academy	C/29	-0.23	18.9	C	C/29	Dist+/47	0.28
Langdon Park	D+/25	-0.06	0	C-	D+/25	Dist+/38	0.1
Morpeth	C/29	-0.08	7.2	C	C/29	Dist+/41	0.6
Mulberry	C/30	-0.23	7.8	C+	C/30	Merit+/28	-0.95
Oaklands	C/30	-0.32	11.1	C	C/30	Dist/36	0.09
Raine's Foundation	D+/25	0.17	8.7	C-	C-/25	Dist+/40	0.73
St Pauls Way Trust	C/31	0.24	10.7	B-	C/31	NA	NA
Sir John Cass	C/29	0.01	5.7	C+	C/30	Dist*/48	1.04
Stepney Green	C-/28	0.07	22.2	C+	C-/28	Dist*-/42	0.44
Swanlea	C+/32	0.39	12	B-	C+/32	Dist*-/44	0.67
Tower Hamlets College	D+/22	-0.37	2.4	D+	D+/22	Merit+/30	-0.4
Tower Hamlets	C-/28	NA	7.7	C	28/C-	38/Dist+	NA
National	C/30	0.00	13.9	C+	31/C	35/Dist	0.00

Commentary

- 7 of our 15 providers are making above average A level progress
- 10 of our 13 providers are making above average Applied General progress
- 4 of our 15 providers are above average for A level attainment
- 13 of our 15 providers are above average for Applied General attainment

4.15 GCSE English and Maths – year 12 re-sit

Students who did not achieve a GCSE C+ in English Language and/or Maths have to re-sit either or both subjects in year 12. This is part of the government's exam reforms and this is the first year group to be required to do this. However not all of our providers offer GCSE English and Maths for post 16 students or numbers are so small that they are suppressed in the performance tables.

These scores show how much progress students at this school or college made in English and maths qualifications such as GCSE re-takes, between the end of key stage 4 and the end of the 16 to 18 phase of education. A positive score means that, on average, students got higher grades at 16 to 18 than at key stage 4. A negative score means that, on average, students got lower grades than at key stage 4. Students are included in these measures if they did not achieve a grade C or higher in their GCSE or equivalent by the end of key stage 4 in that subject.

School	Year 12 GCSE English progress score	Year 12 GCSE Maths progress score
Bishop Challoner	SUPP	SUPP
Bow	NA	NA
Central Foundation	0.82	0.46
George Green's	0.42	0.02
Green Spring Academy	1.5	SUPP
Langdon Park	SUPP	SUPP
Morpeth	SUPP	0.63
Mulberry	-0.22	-0.14
Oaklands	0.37	0.50
Raine's Foundation	-0.27	0.05
St Pauls Way Trust	SUPP	NA
Sir John Cass	0.34	-0.60
Stepney Green	SUPP	SUPP
Swanlea	0.29	0.23
Tower Hamlets College	-0.22	-0.25
Tower Hamlets	0.02	-0.10
National	-0.10	-0.13

Commentary

- Tower Hamlets is above national for both GCSE English and Maths progress in year 12
- 6 of our 10 providers are above national for GCSE English progress
- 6 of our 9 providers are above national for GCSE Maths progress

Destinations

School	Students staying in education or employment for 2 terms after 16-18 study %
Bishop Challoner	94
Bow	NA
Central Foundation	83
George Green's	77
Green Spring Academy	83
Langdon Park	NA
Morpeth	78
Mulberry	86
Oaklands	92
Raine's Foundation	97
St Pauls Way Trust	79
Sir John Cass	91
Stepney Green	NA
Swanlea	86
Tower Hamlets College	88
Tower Hamlets	87
National	88

Commentary

- Tower Hamlets is slightly below national for destinations
- 5 of our 12 providers are above national
- There is a wide variation for our providers – ranging from 79% to 97%

4.16 Recent developments for KS5

Tower Hamlets Progression Award – this award is funded by the Mayor and is being used in a variety of ways by providers. The aim of the award is to:

To support young people to progress into further /higher education, apprenticeships and work.

To promote remaining in education and training post-school or college;

o promote a wider range of university and apprenticeship options post 18 for example by helping students travel to interviews; and,

To utilise funding to build capacity to support schools in preparing future Apprentices, Graduates and Workers

Schools and the College have developed a variety of activities. These include:

- a) Targeted work on groups of students not currently succeeding
- b) Development of supported Internships for young people with Special Educational Needs
- c) Development of alumni groups

- d) Widening access to selective universities
- e) Focus on educating parents on post school activities
- f) Developing employability skills ,social and cultural capital

Merger of THC with Hackney College – this has resulted in the creation of a very large local provider. This is set to get even bigger with an arrangement Redbridge College

Re-launch of subject networks – these are now well established and seen as extremely valuable for teachers, especially for the reformed A level subjects. This initiative is now being extended to BTEC vocational subjects.

SEND review and implications for sixth forms – there has been a lot of work done recently, following the SEND review, on post 16 provision. There is now a greater awareness of the variety of needs amongst this group of students and where there are gaps in provision.

4.17 Priorities for KS5

- Smooth transfer of post 16 tasks and responsibilities to the THEP
- Continue to improve A level outcomes
- Continue to address the unevenness FE provision
- Support schools in the implementation of the exam component for vocational courses
- Support the development of more high quality alternative provision placements
- Work to the full implementation of study programmes
- Improve progression to Russell Group and other top 50 universities
- Improve progression to apprenticeships
- Implement SEND reforms at post 16

4. COMMENTS OF THE CHIEF FINANCE OFFICER

- 4.1 This report is identifying the prioritisation of available resources. The recommendations are not seeking any additional funding. However, the services supporting schools to achieve improvement at all key stages face reductions in Education Services Grant (ESG) funding. This may, potentially, mean that the Local Authority is unable to support improvement activities that it does at current levels. Further government guidance is awaited on the role of Local Authorities in improving schools.
- 4.2 The Education Partnership (THEP) work will be important in supporting schools in the future. The integration of early years and Children's centres will also focus on improving the achievement of 0 to 4 year olds.

5. LEGAL COMMENTS

- 5.1 The Council's functions in relation to children include a duty under section 11 of the Children Act 2004 to make arrangements to ensure that its functions are discharged having regard to the need to promote the welfare of children. Section 17 of the Children Act 1989 introduced a general duty for local authorities to promote the welfare of children within their area who are in need, including children with disabilities.
- 5.2 The Council has a general duty under section 13 of the Education Act 1996 to secure that efficient primary, secondary and further education are available in Tower Hamlets to meet the demands of the local population. The Council is additionally required by section 13A of the Education Act 1996 to discharge its relevant education functions with a view to: promoting high standards; ensuring fair access to opportunity for education and training; and promoting the fulfilment of learning potential by every person under 20 and persons aged 20 or over but under 25 now subject to education, health care needs assessment.
- 5.3 Additionally, the Education Act 2002 places a duty on Local Authorities and schools to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and to prepare pupils for the opportunities, responsibilities and experiences of later life. Fulfilling this duty requires a broad and inclusive strategy, part of which focuses on ensuring that the provision of education and care is of the highest quality.
- 5.4 The Childcare Act 2006 ("the 2006 Act") imposes a general duty on the Council to (a) improve the well-being of young children in their area; and (b) reduce inequalities between young children in their area in respect of various matters, including education, training and recreation, the contribution made by them to society and social and economic well-being. The Council must make arrangements to secure that early childhood services in its area are provided in an integrated manner, which is calculated to facilitate access to those services, and to maximize the benefit of those services to parents, prospective parents and young children.

- 5.5 Having regard to the Council's duties set out above, it is appropriate that the Mayor's Advisory Board should consider and comment on the proposed strategies to improve education results as recommended..
- 5.6 It is important to note that data kept on pupils is personal data and must be managed in accordance with the requirements of the Data Protection Act 1998.
- 5.7 In the exercise of its functions, the Council must with the public sector equality duty to eliminate unlawful conduct under the Equality Act 2010, the need to have regards to equality of opportunity and the need to foster good relations between persons who share a protected characteristic, including ethnicity, and those who do not.

6. ONE TOWER HAMLETS CONSIDERATIONS

- 6.1 High quality education remains a priority for the borough. Members will want to be aware that our schools at both 11 and 16 out perform similar boroughs locally, and many others with far fewer challenges nationally. A good education remains central to helping our community move out of poverty.]

7. BEST VALUE (BV) IMPLICATIONS

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

8. SUSTAINABLE ACTION FOR A GREENER ENVIRONMENT

- 8.1 Not applicable..

9. RISK MANAGEMENT IMPLICATIONS

- 9.1 Members will be aware that the integration of the early years and children's centres teams is underway. This group will take responsibility for the performance of 0-4 year olds, three-quarters of whom speak a language other than English at home. Members will want to reaffirm the focus on this area, which remains with the Council under the THEP developments.
- 9.2 THEP identified the issues extent within this Report in their developing business plan and included outcome measures in their Report to Cabinet earlier this year. Members may want to reassure themselves, however, that the business plan is sufficiently robust to address the performance issues identified in this Report. Members will also note that this is not a school level report although some schools are mentioned. Detailed school level planning will be needed if the Borough intends to ensure that it remains in its position of having no schools in an Ofsted category. (The Report does identify that

Raines Foundation school remains at very significant risk following the collapse in its mathematics results this summer.)

- 9.3 We have also invested significant sums in our parent partnership work: this team helps families access our services and has particular reach into our poorest communities. However, it is clear that at every stage, it is our white heritage families living in or close to poverty that struggle to find success in our schools, with the gap between white British achievement and our borough average narrowing but remaining too wide. The work underway in this area will need to be reviewed at regular intervals to ensure it impacts on the target groups.

10. CRIME AND DISORDER REDUCTION IMPLICATIONS

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

11. SAFEGUARDING IMPLICATIONS

- 11.1 See above
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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:

N/A