

<b>Committee/Meeting:</b> Cabinet	<b>Date:</b> 5 October 2011	<b>Classification:</b> Unrestricted	<b>Report No:</b> CAB 042/112
<b>Report of:</b> Isobel Cattermole, Corporate Director Children, Schools and Families  <b>Originating officer(s)</b> Anne Canning, Service Head Learning and Achievement		<b>Title:</b> 2011 Provisional Results  <b>Wards Affected: All</b>	

<b>Lead Member</b>	Cllr Oliur Rahman Lead member for Children, Schools and Families
<b>Community Plan Theme</b>	A Prosperous Community
<b>Strategic Priority</b>	Improving educational aspiration and attainment

## 1. **SUMMARY**

- 1.1 This report presents recommendations for Cabinet to consider following the annual exam results publication and supports Cabinet's drive to further raise educational attainment across all stages of provision.

## 2. **DECISIONS REQUIRED**

The mayor is recommended to:-

- 2.1 Note the provisional education results set out in the report.
- 2.2 Agree one-off additional funding of £400,000, to be vired from an education reserve, to deliver school improvement interventions across the Council's post-16 school providers to raise attainment.

## 3. **REASONS FOR THE DECISIONS**

- 3.1 Standards of educational attainment at Key Stage 4 continue to improve and this year increased by 10% for the 5+A\*-C with English and maths measure. This rise in attainment will make Tower Hamlets one of the most, if not the most, improved borough in the country for this measure. However this improvement does not transfer through to our Key Stage 5 (post-16) standards. The Key Stage 4 results show that our students have the ability, supported by their families, and the aspirations to continue to study in higher education or to secure a high quality job.

3.2 Cabinet is particularly concerned that standards at Key Stage 5 (level 3) do not meet national averages and want all providers to offer high quality provision with the opportunity for excellent progression routes to further study or employment.

#### **4. ALTERNATIVE OPTIONS**

4.1 The only alternative course of action would be for the School Improvement (SI) service to continue to try and influence post-16 school providers to prioritise Key Stage 5 delivery. Given the significantly reduced numbers of personnel in the SI service, limited resources and the myriad of other issues schools need to prioritise it is most unlikely that this issue would gain the level of attention needed to raise standards significantly. It has not done so to date, despite our best endeavours.

4.2 Cabinet is determined to raise standards across all areas of educational provision and secure the best possible progression routes for our young adults into quality higher education and employment. The School Improvement service, working in partnership with schools, has a strong record of raising standards and embedding sustainable interventions within school practice, and is committed to doing so at Key Stage 5 for this and next academic year.

#### **5. BACKGROUND**

5.1 Provisional education results are now available for the assessments and exams taken during the summer term 2011. The age group and types of assessments reported on are as follows.

- The Early Years Foundation Stage (EYFS) Profile assesses children's development across thirteen different areas, including communication, language and literacy (CLL) and personal, social and emotional (PSE) development at the age of 5. The EYFS benchmark is achievement of at least 78 points with at least 6 in each of the scales for PSE and CLL.
- Key Stage 1 (KS1) is based on moderated teacher assessments in reading, writing and mathematics at the age of 7. The KS1 benchmark is at least level 2b in reading, writing and maths.
- Key Stage 2 (KS2) comprises externally marked assessments covering English, mathematics and science at the age of 11. The KS2 benchmark is at least Level 4 in English and maths. The KS2 'basics' standard is less than 60% of pupils achieving at least Level 4 in English and maths and fewer pupils than the median average make the expected level of progress between KS1 and KS2 (English 87%, maths 86%).
- Key Stage 4 (KS4) measures performance in public examinations sat typically at age 16, including GCSEs and other vocational qualifications. The KS4 benchmark is at least 5 or more A\*-C GCSEs including English and maths (5ACEM). The KS4 'basics' standard is less than 35% of pupils achieving at least 5+ A\*-C with English and

maths and fewer pupils make good progress between KS2 and KS4 than the national median (English 72%, maths 65% in 2010).

- Key Stage 5 (KS5) measures performance in public examinations sat typically at age 18, including A-levels, AS-levels and the International Baccalaureate. There are neither specified benchmarks nor basic standards at this level.

5.2 At present the exam results are provisional, and are therefore still subject to change. As a result of this process we normally expect to see an increase of around one percent point between provisional and final data. This checking also takes into accounts any adjustments made due to exam board remarks.

5.3 Appendix 1 compares the latest provisional results with what we know about the national results, (also provisional).

## **6. BODY OF REPORT**

6.1 Overall the picture shows improvements across all key stages. There are no schools below the 'basics' standard measure at KS4 – and all but two schools are above the proposed 50% standard for 2015. At KS2 there are 7 schools below the 'basics' standard measure of 60% and the median progress measures.

6.1.1 Foundation Stage / Age 5:

We continue to achieve steady and sustained improvement with a 4.5% increase to 49.9% of children achieving 78 points across all 13 scales and at least 6+ in Personal and Social Education and Communication, Language and Literacy. We also reduced the gap between the lowest quintile and the rest of the cohort to 32.5%.

6.1.2 KS1 / Age 7:

There continues to be improvement in the % of pupils at level 2b or above in reading (2%) and writing (4%, national increase only 1%). We have also narrowed the gap between boys and girls attainment at level 2b in reading (2%) and mathematics (2%).

6.1.3 KS2 / Age 11:

The results at Key Stage 2 this year overall are more variable – partly as a result of the step change increase in the basics measure up from 55% (level 4+ in English and maths) to 60%; we now have 7 schools below this measure. Our English and maths combined measure at 75% is above the national average of 74%. There have been some significant gains in writing; level 4 improved by 6% to 78% (national comparators are 4% improvement to 75%) and level 5 improved by 1% to 20% and is now in line with the national average.

6.1.4 KS4 / Age 16:

There has been an excellent increase at KS4 to 62% 5+ A\*-C with English and maths – an amazing step change of 10%. We expect this to be above the

national average with our rate of progress likely to be well above the national rate. For 5+ A\*-C (5+AC) we have significantly increased by 6% to 81% - again likely to be above average. We have no schools below the current 35% 'basics' standard.

#### 6.1.5 KS5 / Post 16:

Improvements in this area have been minimal – the average point score (APS) per student has gone up by 1.6 points to 638 and the APS per exam entry has gone up by 12.5 points to 210 for all providers, ie including Tower Hamlets College. For the schools only, an approximate calculation shows the APS per pupil has increased by roughly 49.6 points and the APS per exam entry by 16 points (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 grade 210, etc. It is used for university offers). These results continue to be below the national average (APS per student in 2010 was 745). There have been excellent increases in some sixth forms. Results at the top grades A\*-B have increased by 2.6% points in the schools.

6.2 Over the last few years the results from early years through to KS4 have shown a steady increase towards the national average. This year, for the first time ever the results at KS4 will be above the national average – and by up to 7%. Given that our learners join us in early years with standards below the national average they make significant progress through their schooling to leave with results well above the national average. This journey of school improvement would not have been possible without the unfailing support of members to improve the quality of educational provision in the borough.

6.3 What is particularly pleasing about this year's KS4 results is that the improvements at the top end of the scale have been mirrored at the bottom end. The gap between the best and worst performing school has remained constant at around 30%. It is unlikely that many inner-London boroughs' least-performing school achieves 50% 5+ A\*-C with English and maths. Also, three schools have made improvements of around 20% and 5 have made improvements of around 10% - these are significant step changes by any comparison.

6.4 The context and resources in which we deliver school improvement has completely changed since last year and our work this year other than through Traded Services, will be targeting our lowest performing schools and working with our best leaders to influence and develop school-to-school support. The most significant challenge for the year ahead will be to ensure that the well tried and tested quality assurance methods used through KS1 - 4 are more robustly used in both the Early Years settings and with the post-16 providers.

6.5 For Early Years provision we were successful in a bid to the DfE which has brought in nearly £400,000 of additional funding to support the expansion of the free early education policy for disadvantaged two year olds and a rapid improvement in quality.

6.6 The real challenge remains to drive improvements at Key Stage 5. The SI

service have researched and identified a number of key interventions we know will make a difference. These include:

	Budget (£,000) 11/12	Budget (£,000) 12/13
1:1 tuition where our students are given ten one hour sessions with a specialist subject teacher or local undergraduate students	130	70
Promote and support the delivery of the AS Extended Project which provides opportunities for students to engage in in-depth study of an area of academic work	25	15
Provide additional cultural and academic experiences to extend students' wider intellectual development	35	20
A carefully planned induction programme at the start of year 12 and 13 to raise expectations, identify barriers to learning and agree learning targets	35	20
Revision and masterclasses (including at weekends and during the school holidays)	35	15
	260	140

## **7. COMMENTS OF THE CHIEF FINANCIAL OFFICER**

- 7.1 This report is seeking £0.400m one-off additional revenue funding for the Secondary School Improvement service, which would be spent in accordance with the plan in section 6.6. £0.260m of the funding would be applied in 2011/12 financial year, with the remaining £0.140m applied in 2012/13 financial year.
- 7.2 £1.5m funding had originally been set aside within reserves to provide for transitional costs arising from the introduction of the Early Intervention Grant in 2011/12. This formed part of a larger reserve of £4m for a range of potential risks within Children Schools and Families Department, including redundancy costs for other grant funded activities. The actual costs associated with the reduction of EIG are now projected to be nearer £0.5m and, therefore, it is proposed to vire £0.400m from this reserve to fund the one-off additional cost of this initiative.

## **8. CONCURRENT REPORT OF THE ASSISTANT CHIEF EXECUTIVE (LEGAL SERVICES)**

- 8.1 The Council has general duties under sections 13 and 15ZA of the Education Act 1996 to secure that sufficient primary, secondary and further education are available to meet the needs of the population of Tower Hamlets. This

duty is supplemented by a further obligation under section 13A of the Education Act 1996, which requires the Council to exercise 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 to 25 who are subject to learning difficulty assessment. It is appropriate, having regard to these general education duties, for members to receive information about education results in the borough.

- 8.2 It is proposed that £400,000 be allocated to deliver school improvement interventions. The Council's Budget and Policy Framework Procedure Rules permit funds to be vired across budget heads within limits specified in the Council's financial procedure rules. Relevantly, the financial procedure rules require Cabinet approval if the amount exceeds £250,000 and further that the virement does not create any additional overall budget liability.
- 8.3 Before agreeing the funding allocation, 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. The report sets out information relevant to these considerations.

## **9. ONE TOWER HAMLETS CONSIDERATIONS**

- 9.1 This proposal aims equality of opportunity, raises aspirations and overcomes 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 become embedded within schools.

## **10. SUSTAINABLE ACTION FOR A GREENER ENVIRONMENT**

- 10.1 There are no specific environmental issues.

## **11. RISK MANAGEMENT IMPLICATIONS**

- 11.1 The risks to the Cabinet would be that the strategies would not successfully raise attainment and schools are unable to sustain this provision post 2013. These risks are mitigated by our current experience in working with schools over the last ten or more years – the SI service has well tried and tested working processes to ensure that our interventions are successful and that schools fully appreciate their responsibility to embed these interventions and prioritise the funds from within their budgets to deliver these interventions after 2013.

## **12. CRIME AND DISORDER REDUCTION IMPLICATIONS**

12.1 This proposal proposes to engage more young adults in quality higher education and employment thus indirectly reducing crime and disorder which might be as a result of disaffection and low aspirations.

**13. EFFICIENCY STATEMENT**

13.1 The strategies proposed in the report to raise standards will be delivered in such a manner that they are both a sustainable curriculum delivery model and that schools will plan to take over the financial responsibility of delivering them after 2013. Schools and the SI team have considerable experience of working in such a manner and most of the successful interventions to raise attainment have used such an approach.

**14. APPENDICES**

Appendix 1 – 2011 Provisional Results Presentation

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**Local Government Act, 1972 Section 100D (As amended)  
List of “Background Papers” used in the preparation of this report**

Brief description of “background papers” x	Name and telephone number of holder and address where open to inspection.
<b>None</b>	N/A