

Member Report

GCSE Results in Secondary Schools 2017



Public

To: Cabinet **Date:** 6th February 2018
From: Corporate Director for Children and Families **Decision type:** For information
Portfolio: Children **Forward Plan reference:**
Priority: A brighter future for our children
Ward(s): all

1 What is the purpose of this report?

1.1 This report is to update members on the 2017 performance of secondary schools and academies.

2 What is the background to this report?

2.1 In 2017, students sat reformed GCSEs in English language, English literature and mathematics for the first time. These are now graded on a 9-1 scale with 9 being the best result. New GCSEs in other subjects are being phased in for first teaching over 3 years and will follow the new grading in future.

2.2 The Government has moved from measuring performance based upon the number of A* to C in old GCSEs. The new 2017 headline accountability measures for secondary schools are now:

- Attainment 8,
- Progress 8,
- attainment in English and mathematics at grades 5 or above,
- English Baccalaureate (EBacc) entry and achievement (including a grade 5 or above in English and mathematics), and
- destinations of pupils after key stage 4.

2.3 This report looks primarily at the 2017 headline measures for the ten secondary schools and academies. This data is still subject to minor changes before the national publication of Performance Tables in January 2018. The national data on pupil destinations after secondary school is not yet available.

2.4 Nationally Published Performance Tables

Provisional tables have been published for 2017 by the Department for Education. The official data will be confirmed in January 2018. This provisional data is available publically. This data shows the significant challenge secondary leaders have in raising the performance of schools compared to the national picture.

The table below is taken from the published data and shows the national challenge in Progress measures for many schools.

- Well above average is the top 12%
- Average is the bottom 40%;
- Below average is the bottom 18% and
- Well below average is the bottom 12%

In Redcar and Cleveland only Outwood Academy Bydales is in the top 12% of all schools in England for Progress 8. Two schools are average (bottom 40%), four below average (bottom 18%) and three well below average (bottom 12%):

School name	Type of school	Number of pupils at the end of Key Stage 4	Progress 8 Score and description	Attainment 8 score	Grade 5 or above in English and maths GCSE	Achieving Ebacc at Grade 5/C or above	Entering EBacc	Staying in Education or employment (2015 leavers)
Outwood Academy Bydales	An Outwood Academy	155	Well above average 0.68	57	74%	25%	30%	No published data
Redcar Academy	An Outwood Academy (from 2017)	103	Average 0.23	45.9	45%	7%	10%	86% (120 of 139)
Freebrough Academy	Academy in Teesside Learning trust	111	Average -0.13	41.5	25%	8%	15%	87% (125 of 144)
Nunthorpe Academy	Academy in Nunthorpe Multi-Academy Trust	274	Below Average -0.27	46.1	48%	11%	16%	93% (248 of 266)
Rye Hills School	Academy in Nunthorpe Academy Trust (from 2017)	183	Below average -0.28	44.5	39%	23%	37%	93% (186 of 200)
St Peters Catholic Voluntary Academy	Academy	86	Below Average -0.32	39.6	33%	19%	56%	89% (49 of 55)
Sacred Heart Secondary Voluntary Academy	Academy	144	Below Average -0.37	48.5	48%	26%	30%	93% (137 of 147)
Huntcliff School	Maintained School	106	Well Below average -0.58	42.1	37%	25%	50%	97% (101 of 104)
Laurence Jackson School	Maintained School	247	Well Below Average -0.62	42.7	40%	19%	28%	93% (246 of 264)
Hillsview Academy	An Academies Enterprise Trust Academy	137	Well Below Average -0.84	36.9	18%	1%	2%	92% (179 of 195)
England State Funded		528959	-0.03	46	42.20%	21.10 %	38.10 %	94% (519180 of 553910)
England All Schools		589096	-	44.2	39.10%	19.50 %	34.90 %	-

DfE Published Data December 2017 – available at <https://www.compare-school-performance.service.gov.uk/>

2.5 Outcomes for Attainment and Progress

Outcomes for students are measured in terms of

- ATTAINMENT (their actual results) and
- PROGRESS (their progress from end of Primary school).

Schools get a score based on how well pupils have performed in up to 8 qualifications, which include English, maths, 3 [English Baccalaureate](#) qualifications including sciences, computer science, history, geography and languages, and 3 other additional [approved qualifications](#).

Across Redcar and Cleveland the combined result for attainment 8 is significantly below the national.

For English and maths at Grade 4 schools are in line with national tables. Overall attainment is still below national averages whilst improving.

2.6 Progress 8 Measure

The “Progress 8” measure shows the value added to students as they progress from their starting point in secondary to their result in Year 11 across 8 key subjects. There is a significant challenge to Redcar and Cleveland Schools many children enter secondary education with high results at KS2. Secondary schools are significantly below the national average for this measure in 2017. Additionally progress in English and maths is significantly below national.

2.7 Progress Gap for Key Groups within Schools

Within each school there are important groups where performance is measured to see that intervention strategies used by schools are having impact. In 2017 across Redcar and Cleveland schools there are lower performing groups including:

- Students with Education Health Care Plans
- Students who joined in Year 10 or 11
- Students with Free School Meals (Pupil Premium/Disadvantaged)
- Boys

Data to measure the gap between ‘disadvantaged students’ and ‘other students’ will be confirmed nationally in January 2018. Early indications however, show a significant progress gap for all key groups.

2.8 Redcar and Cleveland Education Improvement Partnership Key Priorities 2018

The Redcar and Cleveland Education Improvement Partnership, representing all educational leaders in schools, colleges and Academies has been working together to analyse the performance and ensuring that their priorities are making the difference. The LA is part of this partnership and supports it in identifying, monitoring and assessing the impact of strategies to support the improvement in key priority areas. The key priorities 2017 -2018 agreed by leaders are:

Priority One - Improving outcomes for disadvantaged students

- Reducing absence
- Reducing persistent absence

- Increasing progress
- Improving attainment

Priority Two– Ensuring outcomes for key groups improve

- Special Educational Needs and Disability
- High achieving students
- Improving outcomes for boys

Priority Three – Improving behaviour

- A focus upon managing behaviour
- Reducing exclusions

Planning across the Education Improvement Partnership is supporting targeted professional development. This is to ensure that under-performing subjects can be supported and accessing the national Strategic School Improvement Fund to support under-performing schools.

A more rapid improvement in secondary education is vital to the plans for the Local Authority. It is essential that more young people are able to attend schools which provide them opportunities to succeed and be part of the flourishing future of Redcar and Cleveland. If standards of education fail to meet floor standards then the quality of education provided to young people will not be adequate and could affect future welfare and prosperity. The LA continues to challenge Multi-Academy Trusts which are not improving academies.

2.9 Government Floor Standards 2017

The Government sets floor standards including the important measure of Progress 8. Secondary schools will be identified as ‘coasting’ in 2017 if they fall below the following standards in all of the three years:

- In 2015: fewer than 60% of pupils achieve 5A*-C at GCSE (including English and maths) and less than the national median percentage achieve expected progress in English and maths.
- In 2016 and 2017: the progress 8 score is below a set threshold (and the upper band of the confidence interval of the score is below 0). In 2016 this threshold was -0.25, and the threshold for 2017 will be announced in autumn 2017.

It is likely that three schools, Hillview Academy, Huntcliff and Laurence Jackson School will be below the floor standard for Progress 8 when data is confirmed in January 2018. The table below shows the likely schools which will be below floor. National figures have still to be confirmed by the Department of Education after their checking exercises.

School	Progress 8
Freebrough Academy	-0.13
Hillview Academy	-0.84
Huntcliff School	-0.58
Laurence Jackson School	-0.62
Nunthorpe Academy	-0.27
Outwood Academy Bydales	0.68
Redcar Academy	0.23
Rye Hills	-0.28
Sacred Heart Academy	-0.37
St Peters Academy	-0.32

2.10

All schools below the floor standard have targeted support from the Education Improvement Partnership. In addition, the LA is supporting the three schools below the floor with intervention and bids to the new national Strategic School Improvement Support Fund. This fund provides support from more successful schools and teaching schools. St Peters which is judged by Ofsted as 'Requires Improvement' is also receiving support through the Strategic School Improvement Fund.

2.11 North East Comparisons

Figures from the Statistical First Release published in December 2017 give comparative data for the North East region. This data concentrates of the three high level measures of English and maths; the English Baccalaureate set of subjects and Progress 8. The English Baccalaureate are those subjects determined by the DfE as the core academic subjects in secondary school.

These show that Redcar and Cleveland Schools are one of the better performing North East LAs for attainment in English and maths GCSE. However, the performance of the North East is below national. 41.2% of Redcar and Cleveland students achieve a really good pass at GCSE in English and maths (9-5) compared to 37.4% in the North East and 39.1 nationally.

25.5% of students in Redcar and Cleveland are entered for the English Baccalaureate set of subjects. This is below both the regional figure (33.5%) and the national figure (34.9%).

There is a significant challenge in improving the Average Progress 8 figure where the LA is in the bottom three regionally.

Region/ Local Authority	Number of pupils at the end of key stage 4	English and maths GCSEs		English Baccalaureate		Progress 8
		Percentage of pupils who achieved a 9-5 pass	Percentage of pupils who achieved a 9-4 pass	Percentage of pupils entered for all components	Percentage of pupils who achieved all components (including a 9-4 pass in English and maths)	Average Progress 8 score
Total (state-funded sector)¹	526,328	42.4	63.5	38.2	23.7	-0.03
England¹	589,096	39.1	58.5	34.9	21.7	.
North East	25,251	37.4	59.2	33.5	20.2	-0.21
County Durham	4,619	34.3	57.6	34.9	20.9	-0.23
Darlington	1,065	43.8	62.7	37.5	23.6	-0.23
Gateshead	1,916	39.2	61.7	36.5	23.5	-0.14
Hartlepool	978	36.8	58.5	28.8	12.1	-0.28
Middlesbrough	1,393	35.9	57.9	19.1	14.4	-0.09
Newcastle upon Tyne	2,387	34.4	55.2	37.2	21.7	-0.27
North Tyneside	1,962	43.3	64.6	34.3	24.4	-0.08
Northumberland	3,157	38.5	60.1	28.5	17.6	-0.17
Redcar and Cleveland	1,585	41.2	60.1	25.5	17.4	-0.31
South Tyneside	1,504	34.8	58.1	25.5	14.3	-0.32
Stockton-on-Tees	1,913	41.0	63.1	46.3	23.7	-0.09
Sunderland	2,772	33.5	56.0	38.8	22.0	-0.31

3 Who will this benefit and how?

- 3.1 In developing a “Brighter Future for our Young people” outcomes in secondary schools and academies for many young people need to improve. Too many young people do well at primary and then do not make progress at secondary school. In Key Stage Two we have had strong outcomes for 5 years particularly improvements in maths. We need secondary performance to be as strong as primary when compared to national. Families and business leaders wish to see more rapid change in the performance of secondary schools in helping young people be ready for their next steps.

4 Who have we consulted?

- 4.1 The LA Education Advisers and the Head of Education work closely with the Education Improvement partnership to analyse performance and develop key strategies across all schools. The Intelligence Hub offers intensive support to the EIP in having the correct comparative data to inform decisions.

More recently there has been the development of a Strategic School Improvement Board across the Tees Valley authorities. This brings together the Regional Schools Commissioner Offices; DfE; Diocesan Leads; Teaching Schools and Local Authority leads on education. The purpose of this board is to ensure that Tees Valley priorities are identified and that funding is appropriately targeted for school improvement. Information shared with the board is contained within this report.

5 How will it deliver our priorities and improve our performance?

- 5.1 In developing a “Brighter Future for our Young people” we must improve the outcomes in secondary schools and academies. In recognising and acting upon what this data is telling us we must be able to target support to those areas which need it most as well as sharing the best practice of schools and academies.

6 What are the risks and resource implications?

Type of Risk/ Implication	Applicable?	Details
Health and Safety	No	
Social Value:	Yes	In developing great places to live and working with schools we need students to be well placed to take maximum advantage of the opportunities afforded to them through the development of new and existing job opportunities. Improving outcomes at GCSE is crucial to add social value to our future development as a borough.
Legal	No	
Financial	Yes	Underperforming schools may need emergency support to make more rapid improvements in the short term. The LA will support applications to the Strategic School

		Improvement Fund for this.
Human Resources	Yes	There is a need to have capacity with the School Effectiveness Team to continue to challenge education leaders to effect positive change.
Equality and Diversity	Yes	In supporting young people schools and academies should work to remove or minimise the disadvantages suffered by people due to their protected characteristics. In making maximum use of funding for SEND and for Pupil Premium school leaders should ensure appropriate support is available for young people which enables them to progress on their journey through education.
Carbon Footprint	No	
Other (please specify)	Yes	There is a risk that should standards not improve schools may be forced to become academies. There is also a risk that sponsored academies may be seen as failing and possibly change sponsors adding to concern within the community about the direction of schools and academies. There is an added risk that parental preference may place undue pressure upon more successful schools.

6.1 Equality analyses for Cabinet decisions are published alongside the reports in the 'Cabinet and committee papers section' of our website at www.redcar-cleveland.gov.uk/decisionmaking and should be read in conjunction with the recommendations in the report.

7 What options have been considered?

7.1 N/A

8 What is the reason for the recommended option?

8.1 N/A

9 Recommendations

9.1 It is recommended that Members:

- i. are informed of the changing accountability for secondary education which highlights the lack of adequate progress for many young people from their assessments at the end of primary school;
- ii. acknowledge the key priorities for the Redcar and Cleveland Education Improvement Partnership and continue to hold Academy and School leaders to account for the impact of their interventions to support improvement.

10 Appendices and further information

11 Background papers

11.1 No background papers other than published works were used in writing this report.

12 Contact officer

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Remember that each Cabinet report will need to be accompanied by a completed checklist and an equality analysis.

The checklist is available on the Council intranet at
<http://intranet/intra.nsf/web+full+list/51a719dd128c34908025755f004fd597?opendocument>

The equality analysis proforma can be downloaded at
<http://intranet/intra.nsf/Web+Full+List/02CBC87D1F11E89F80257380002E2D1D?OpenDocument>