

Education and Early Years

Position Statement on Education Standards 2018

Portfolio Holder: Cllr Paul Jacques, Cabinet Member for Education & Culture

Report Author: Adrian Calvert, Education Partnership Leader

Report to the Overview and Scrutiny Performance and Value for Money Select Committee

Date: 5th February 2019

1. Introduction

1.1. Purpose of the report

1.1.1. The purpose of this report is to provide Elected Members with a position statement on education standards in Oldham in 2018, as indicated by outcomes across key stages and in Ofsted inspections, in order to:

- Take informed positions on issues affecting standards in Oldham
- Promote broad, evidence based dialogue
- Influence local policies
- Identify opportunities for capacity building

1.2. Executive Summary

The information within this report refers to all Oldham Schools and Academies. All published data refers to all publically funded establishments.

Key educational outcomes in Oldham schools and settings improved in most areas in 2018. As a consequence the gaps to national figures have narrowed for most borough indicators. The most significant trends from 2017 to 2018 are:

- Improved Key Stage 2 Reading, Writing and Maths at a better than average rate, whilst narrowing the gap in between disadvantaged and all other pupils
- Increased performance in all measures at Key Stage 5, A level
- Increased Key Stage 1 Phonics at the same rate as national.

Despite this, most standards remain below the national average levels that are expected.

2. Early Years Outcomes

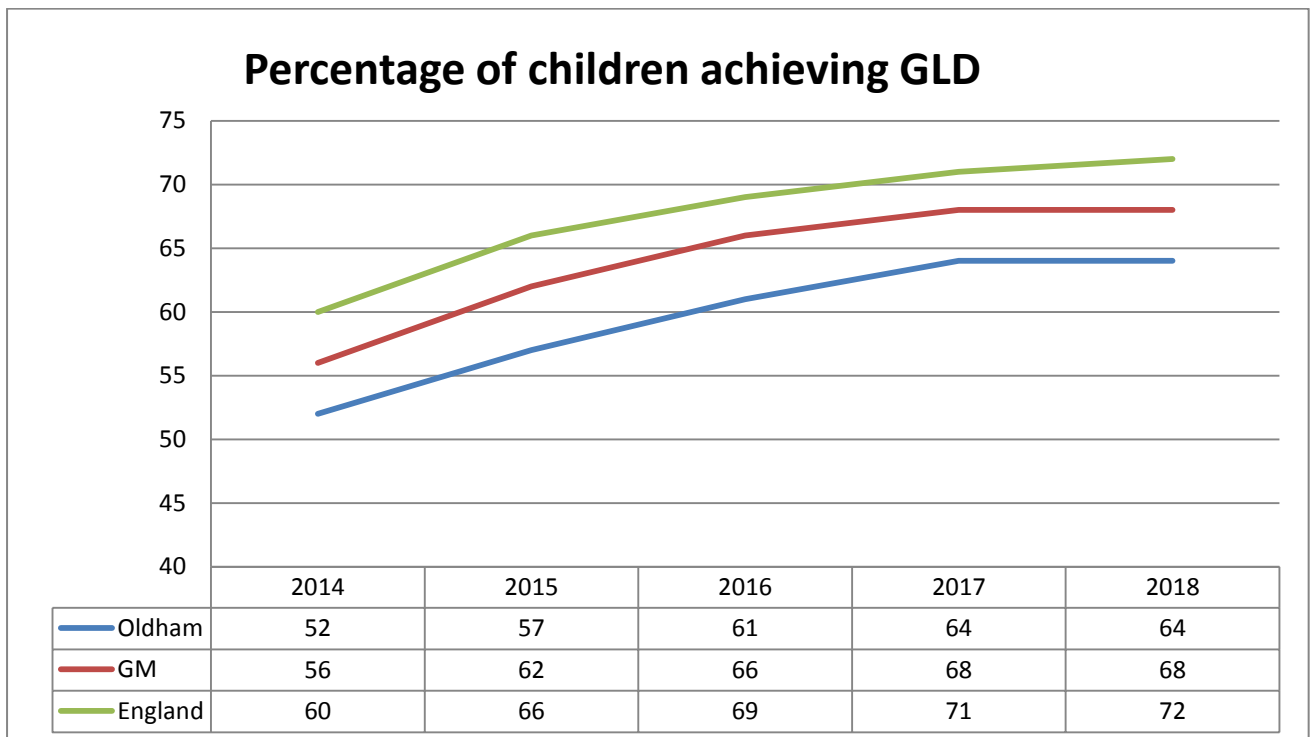
Validated data shows that in 2018, overall EYFSP performance using the national 'good level of development'¹ (GLD) measure in 2018 increased by 0.4ppts to 64.1% compared to a national rise of 0.8ppts to 71.5%.

Oldham's rate of improvement from 2014 to 2018 for the GLD is equal to the national rate of improvement. Oldham's outcomes for the GLD have increased by 12ppts from 52% in 2014 to 64% in 2017. This is the same improvement as nationally where GLD rose from 60% in 2014 to 72% in 2017.

Since 2014, the gap between the Oldham and the national GLD measure has narrowed from 12ppts in 2014 to 8ppts in 2018, but it is still significantly below the national GLD.

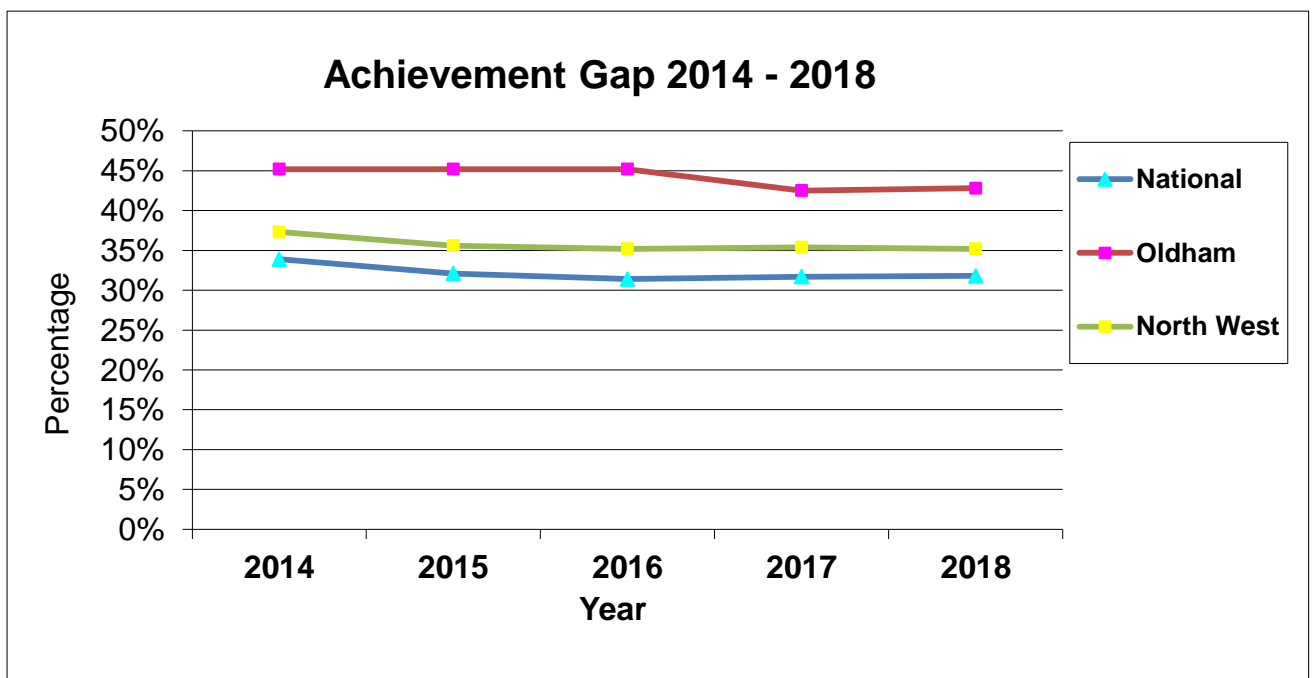
¹ Children are deemed to have reached a good level of development (GLD) if they achieve at least the expected level in every ELG within the three prime areas of learning, (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy. These are 12 of the 17 ELGs.

Figure 1: Oldham, regional, national percentage of children attaining the GLD, from 2014 to 2018.



In 2018 the achievement gap has widened slightly from 42.5 in 2017 to 42.8. The national attainment gap has widened by 0.1 to 31.8.

Figure 2: Oldham, regional, national achievement gaps to the lowest attaining 20% of children, from 2014 to 2018.



3. Primary School Outcomes

In Key Stage 2 assessments, the percentage of Oldham pupils achieving the National Standards for Reading, Writing and Maths (RWM) increased by 6% from 57% in 2017 to 63% in 2018.

The Oldham rate of increase is better than the national increase of 3% from 61% to 64%. The strongest area of increase in Oldham was 6% in both Reading and the combined Reading, Writing and Mathematics measure.

Reading is now only 2% below national, writing is only 1% below national and maths is now equal with national average. Combined Reading, Writing and Mathematics is now only 1% below national.

Combined Reading, Writing and Mathematics for disadvantaged pupils is now 1% above the national average.

Figure 3: Percentage of children meeting KS2 threshold in Reading, Writing and Maths

	Reading		Writing		Maths		RWM		GPS	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Oldham	67%	73%	74%	77%	74%	76%	57%	63%	77%	79%
NW	72%	76%	76%	78%	76%	76%	61%	65%	78%	79%
GM	72%	76%	77%	79%	76%	77%	62%	65%	79%	80%
England	72%	75%	76%	78%	75%	76%	61%	64%	77%	78%

4. Secondary School Outcomes

At Key Stage 4 the data available shows that Oldham pupils have on average not improved their attainment and progress from 2017 to 2018.

The key measure of attainment is *good maths & English* and this pass rate decreased to 57.1% (Level 9-4) in 2018 from 59% (Level 9-4) in 2017. The key measure of progress is *Progress 8*; this decreased from -0.20 in 2017 to -0.30 in 2018.

At the school level, there were some excellent performances, with The Blue Coat School and Hathershaw having very good progress and The Blue Coat and Crompton House attaining highly.

Figure 4: GCSE Good maths & English pass

School	A* to C EM / 4+ EM		
	2017	2018	Difference
Waterhead Academy	41.0%	42.0%	1.0%
Co-op Academy Failsworth	53.0%	52.8%	-0.2%
Royton and Crompton School	47.0%	49.3%	2.3%
The Hathershaw College	61.0%	63.5%	2.5%
The Saddleworth School	72.0%	66.7%	-5.3%
North Chadderton School	64.0%	57.8%	-6.2%
The Radclyffe School	64.0%	52.9%	-11.1%
The Blue Coat CofE School	82.0%	85.7%	3.7%
The Crompton House Church of England Academy	79.0%	81.2%	2.2%
Blessed John Henry Newman RC College	59.0%	56.8%	-2.2%
Oasis Academy Oldham	46.0%	47.2%	1.2%
The Oldham Academy North	57.0%	50.9%	-6.1%
Oldham LA	59.0%	57.1%	-1.9%

Figure 5: GCSE Progress 8 - across 8 qualifications including mathematics English, English Baccalaureate subjects and 3 others.

School	Progress 8		
	2017	2018	Difference
Waterhead Academy	-0.56	-0.88	-0.32
Co-op Academy Failsworth	-0.54	-0.82	-0.28
Royton and Crompton School	-0.69	-0.67	0.02
The Hathershaw College	0.35	0.46	0.11
The Saddleworth School	-0.03	-0.24	-0.21
North Chadderton School	-0.05	-0.31	-0.26
The Radclyffe School	0.02	-0.32	-0.34
The Blue Coat CofE School	0.46	0.53	0.07
The Crompton House Church of England Academy	-0.17	-0.04	0.13
Blessed John Henry Newman RC College	-0.12	0.02	0.14
Oasis Academy Oldham	-0.69	-0.77	-0.08
The Oldham Academy North	0.83	0.29	-0.54
Oldham LA	-0.20	-0.30	-0.10

5. Post 16 Outcomes

Un-validated A-Level results for Oldham schools and sixth form college show that 98.4 per cent of students achieved the A*-E pass rate. This means that Oldham outcomes for this measure continue to be above the national average.

At the top grades, 20.0% of Oldham students gained A/A*, which is closes the gap to the National average by 2.2%. These students are included in the 77.9% who gained A*-C which is closes the gap to the National average by 2.5%.

2018 Grade Ranges	Oldham LA		Change from 2017
	Number	%	
A*-A	536	20.0%	+2.2%
A*-B	1314	49.1%	+2.4%
A*-C	2082	77.9%	+2.3%
A - E Pass	2631	98.4%	+0.5%
Non Pass	43	1.6%	+0.2%

When we compare to national averages

2018			Oldham Difference to National 2018	Oldham Difference to National 2017	Change when compared to National
Grade Ranges	Oldham	National			
A*-A	20.0%	26.2%	-6.2%	-8.4%	2.2%
A*-B	49.1%	52.7%	-3.6%	-6.2%	2.6%
A*-C	77.9%	78.9%	-1.0%	-3.6%	2.5%
A - E Pass	98.4%	97.6%	0.8%	0.0%	0.8%
Non Pass	1.6%	2.4%	-0.8%	-0.7%	-0.1%

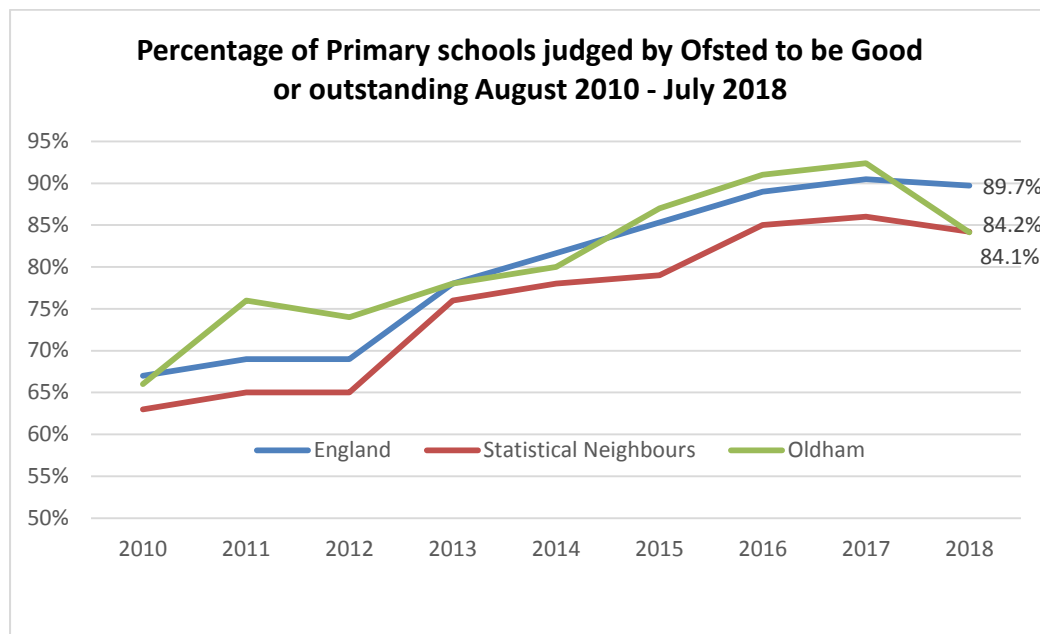
The participation rate of year 11 pupils moving on to education, employment or training has reduced slightly compared to last year, down from 96.3% to 95.8%, this is still 1.5% higher than in 2016. The NEET figure is slightly up from 2.3% to 2.6%, this is 1.4% better than 2016.

Our (16-18) participation data for looked after young people is very positive. Whilst numbers are small, the rate is 89.6%, up on last year's rate of 88.2% and 9.6% better than 2016.

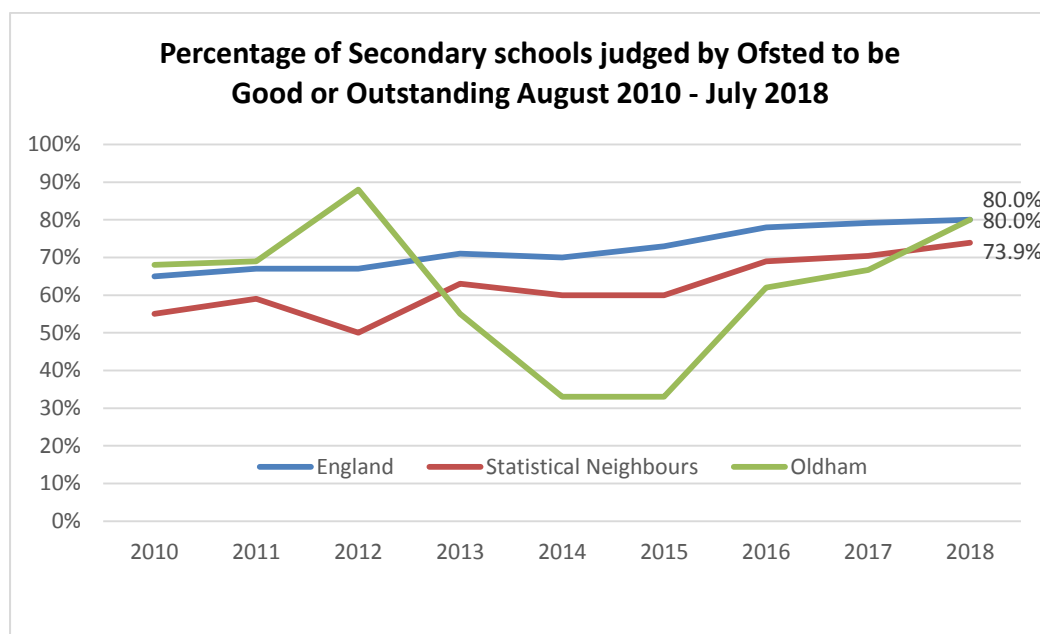
6. Ofsted Outcomes

6.1 Trend over time

Ofsted judgements of overall effectiveness for Oldham schools have improved in recent years when compared to the national average



Oldham's primary schools have consistently outperformed the England average in terms of the percentage of schools that were judged to be good or outstanding although there has been a dip during 2017/18..



Oldham's secondary schools have been inconsistent in performance when compared to the England average in terms of the percentage of schools that were judged to be good or outstanding, recent trends show good levels of improvement.

6.2 Inspections in 2017/18

The 24 Oldham schools in the table below were inspected in the 2017/18 Academic Year:

School (academies in italics)	Phase	Previous Grade	Current Grade
Alt Primary (Harmony Trust)	Primary	I	G
Richmond (Harmony Trust)	Primary	RI	G
Stanley Road	Primary	G	G
Westwood (Harmony Trust)	Primary	I	G
St Margaret's C.E.	Primary	G	G
Higher Failsworth	Primary	G	G
St Hilda's C.E.	Primary	G	RI
Yew Tree	Primary	G	G
Alexandra Park Junior	Primary	G	RI
St Thomas C.E. Moorside	Primary	O	O
St Thomas C.E. Leesfield	Primary	G	G
Delph	Primary	G	G
Holy Family R.C.	Primary	G	RI
Holy Trinity C.E.	Primary	G	G
Blackshaw Lane	Primary	G	RI
Beever	Primary	G	RI
Saddleworth	Secondary	G	G
Diggle	Primary	G	G
Christ Church C.E. (Denshaw)	Primary	G	G
Firbank	Primary	G	G
East Crompton St George's CE Primary (Cranmer Trust)	Primary	G	G
Burnley Brow	Primary	G	G
Mayfield (Cranmer Trust)	Primary	G	G
Hollinwood Academy (New Bridge)	Through Special	New	O

7. Actions being taken

7.1 Vision, priorities and measures

Our vision is of Oldham as a Co-operative Borough where everyone plays their part and everyone benefits. Our Children and Young People should have an education which enables them to achieve.

In order to achieve this vision, we identified five key priorities for improvement:

1. Teaching, learning and assessment;
2. Effective leadership at all levels;
3. Literacy at all ages and stages, through a borough-wide initiative;
4. School readiness, child and family support;
5. Inclusion issues affecting the achievement of SEND, disadvantaged and International New Arrivals.

Delivering on these priorities will enable settings, schools, academies and colleges to produce the best possible outcomes for children in Oldham.

We will know that we are realising our vision if for Children & Young People in Oldham:

- Attainment is in line with their peers in statistical neighbour boroughs;
- Attainment gaps to national averages are closing;
- Disadvantaged students are improving at a faster rate than other students;
- SEND students are improving at a faster rate than other students.

7.2 What we are doing

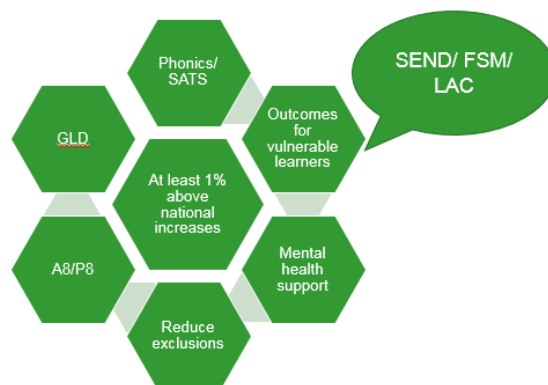
A range of activities and actions have taken place and are continuing to take place including

- We will continue to build on the support for schools that has been put in place in 2017/18 to ensure it is fully embedded. Attainment gaps should narrow between Oldham and national with narrowing gaps between key groups and an increase in Ofsted ratings for Oldham Schools. The quality of leadership should improve and this will lead to a longer term impact in Key Stage 4.
- Further monitoring of the impact of training and development is needed during this academic year to ensure the long term aims of the training are reached and the improvements are seen throughout Oldham.
- Additional support will be in place to specifically support schools with the largest gap for disadvantaged pupils through personalised support being offered through a teaching school to those schools.
- Boys attainment is a particular focus for local head teachers and this is an area for further development.
- The Oldham Education Partnership will also fund additional subject networks for several subjects (mainly EBacc) to further support middle leaders in school.
- We will continue to monitor intelligence and be proactive in identifying schools requiring support and ensure this provided at the earliest opportunity.
- Over the next 12 months the Virtual School will deliver training and development for schools and educational provision in relation to understanding the needs of children looked after and previously looked-after, recognising impacts of attachment / trauma.
- The Virtual School will develop work with partners within Early Years and Post 16 sector around PEP quality and compliance and will explore extending the electronic PEP to Early Years and Post 16.

7.3 Areas for development

Oldham Council, the Oldham Education Partnership (OEP) and the Opportunity Area (OA) priorities for 2018-2021 will drive delivery on the themes of School Ready, Life Ready and Work Ready, by:

- Ensuring all children are school ready by the age of five
- Raising attainment for all, and raising it fastest for disadvantaged pupils
- SEND improvement by increasing resources to build capacity and increase the skill set to deliver inspection outcomes



We have set challenging targets that are as specific as the priorities. The data and self-review returns and School Improvement Partner quality assurance programmes will continue to strengthen the intelligence based model of school improvement. The model will be blended to the requirements of schools and academies, and the resources available.

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The five key priorities and planned developments are:

Key priority 1 Teaching, learning and assessment

Opportunity Area commissions on school-to-school support and CPD, TLIF offer on STEM, SSIF round 2 bids, OEP Hubs, Council commissioned networks, Council commissioned moderation for EY, KS1 and KS2,

Key priority 2: Effective leadership at all levels

Opportunity Area commissions on leadership, TLIF offer on Leadership, TOL Hub, and Council commissioned programme for new Heads, GM cross-authority TLIF bid.

Key priority 3: Literacy at all ages and stages, through a borough-wide initiative

Opportunity Area commission on literacy, T&L Hub, Council commissioned programme for English network, Recruitment of primary literacy lead.

Key Priority 4: School readiness, child and family support

Opportunity Area EY commission, Council EY Plan, EY Hub, SSIF round 2 bids.

Key Priority 5: Inclusion issues affecting the achievement of SEND, disadvantaged and International New Arrival students

Opportunity Area commissions on SEND, SEN Hub, SEND SEF (appendix), INA review of processes, INA hub, SSIF round 2 bid.

8. Challenges and Opportunities

The challenge to improve educational achievement is because Children & Young people in Oldham:

- Start school attaining EYFSP (GLD) at a lower level of development than most of the UK;
- Complete primary school attaining at Key Stage 2 (RWM) well below the national average;
- Complete secondary school progressing (P8) and attaining (4-9 maths & English) at Key stage 4 below the England average.
- Attend schools at well below the national average;
- SEND students at secondary schools attend at well below the national average;
- Disadvantaged and SEND student's attendance has a declining trajectory.

The context of the borough and its residents is relevant when considering challenges to improving educational outcomes. Some significant factors include:

- The ranking of deprivation for Oldham has increased in recent years, and the borough is now the 34th most deprived of 326 Local Authorities.
- There are a significantly higher proportion of Oldham residents with no qualifications and many fewer residents with degree level qualifications than national averages.
- An increasing school age population that is creating pressure on school places.
- The numbers of students who are disadvantaged and have SEND are decreasing over time, thereby reducing funding in the system.
- The large number of international new arrivals coming into school.
- The rise in the number of Looked After Children in Oldham to above 500.

The opportunities currently available in the borough include:

- Collaboration by local and national stakeholders including LA, DfE and System Leaders
- Leadership and coordination by the Oldham Education Partnership
- Opportunity Area Funding of between £6M and £10M for 2018-2020

There are continued green shoots of progress in Oldham educational outcomes in 2018 that indicate further improvements will come in 2019:

- Improvement in the majority of measures, at all key stages, for most target groups
- Narrower gap to statistical neighbours and national averages, at all key stages, for most target groups
- Improved national rankings at key stages 2, for most target groups
- Rankings close to national averages for at KS2 for students who are disadvantaged and SEND
- Attendance and Exclusions compare favourably with statistical neighbours;
- Fixed term exclusion in primary schools is above the below average for all groups;
- Fixed term exclusion in secondary schools is above the below average for students who are disadvantaged and have SEND.