

## **Report to OVERVIEW AND SCRUTINY PERFORMANCE AND VALUE FOR MONEY SELECT COMMITTEE**

# **Secondary school and sixth form performance**

### **Portfolio Holder:**

Cllr Shaid Mushtaq, Cabinet Member for Education & Early Years

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**12 March 2020**

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### **Purpose of the Report**

The purpose of this report is to provide Elected Members with a review of secondary school and sixth form performance.

### **Executive Summary**

In 2020 the pandemic caused the closure of schools and cancellation of examinations. Students were awarded their centre assessment grade or calculated grade, whichever was higher. This increased grades and meant that results for 2020 could not be directly compared to other years. In addition, performance data is not available at the school level, making 2020 analysis very limited. This paper provides a performance overview by summarising 2020 published data and reflecting on trends in 2017-2019 published data.

In 2020, GCSE and A' level outcomes for Oldham pupils were below national averages and the gaps between Oldham and national averages were wider than previously.

The trends from 2017 to 2019 show a widening gap between GCSE and A' level outcomes in Oldham and those nationally.

### **Recommendations**

To note the report and actions planned to address areas of under-performance.

## Secondary school and sixth form performance

### 1 Background

- 1.1 This paper provides an update to the Overview and Scrutiny Board on secondary school and sixth form performance in Oldham.
- 1.2 Performance of pupils in exams are generally norm-referenced, so a similar proportion of grades are awarded each year. For Oldham measures to improve, pupil attainment must improve relative to those from other boroughs.
- 1.3 Performance of pupils in the secondary school sector is assessed at KS4 through GCSE examinations. Pupil outcomes are summarised into two key measures of attainment 8 (A8) and progress 8 (P8) at school, borough and national level. There is a strong correlation between A8 and P8, leading some observers to question their inter-dependence.
- 1.4 P8 is a measure of the progress children make between the end of primary school and the end of secondary school. It's designed to encourage good quality teaching across a broad curriculum.

P8 and A8 are based on pupils' performance in eight qualifications. These are English and maths, up to three subjects from the Ebacc list, and students' three highest scores from a range of other qualifications, including GCSEs and approved non-GCSEs. English and maths are given double weighting to reflect their importance.

The P8 score is calculated by comparing each student's A8 score to those nationally of other students who had the same KS2 SATs results. This is designed to measure how much progress each student has made from Year 6 to Year 11.

A school's P8 score is usually between -1 and +1. A score of +1 means that pupils in that school achieve one grade higher in each qualification than other similar pupils nationally. A score of -1 means they achieve one grade lower.

- 1.5 GCSE grades 6 and 7 are generally required for students to have a solid base for A' level study. Weaker grades at GCSE are likely impact on attainment of top A' level grades.
- 1.6 Performance of pupils in the sixth form sector is assessed at KS5 predominantly through A' level examinations. Pupil outcomes are summarised into the key measures of Average Points Score (APS) and three grades in the range A-A\* (3 AA\*) at borough and national level.
- 1.7 Schools and colleges in England were closed in March 2020 as a result of the COVID-19 pandemic and did not fully re-open until September 2020. After some equivocation on the method for awarding results, Ofqual announced on August 17th that students would be awarded their centre assessment grade or calculated grade, whichever was higher. This increased higher grades and meant that results for 2020 could not be directly compared to other years:

“The Government worked with Ofqual to construct the fairest possible model for standardisation to ensure that, as far as possible, standards would be maintained over time. When it became clear that the process of allocating grades resulted in more inconsistency and unfairness than could reasonably be resolved through an appeals process, the Government and Ofqual jointly agreed to award grades based on centre assessment grades instead. This does mean we will see increases in higher grades meaning results this year will not be directly comparable to other years, but it was deemed to be the fairest approach to avoid some students receiving grades that did not reflect their prior performance.” <https://dfemedia.blog.gov.uk/2020/08/19/gcse-results-day-your-questions-answered/>

- 1.8 Limited performance data for 2020 is now available at borough and national level, but not at school level. The most relevant that are available are A8 for KS4 and APS for KS5.
- 1.9 The most recent full set of published data is from 2019. Reviewing this in relation to the two preceding years of 2018 and 2017 illuminates the trends in performance of pupils in Oldham and its schools and colleges.
- 1.10 There are 10 academies and 4 maintained schools in the secondary sector in Oldham:

School	Maintainer/Sponsor
Blessed John Henry Newman Roman Catholic College	Oldham LA
Co-op Academy Failsworth (Maintained until 2017)	Co-op
E-Act Royton & Crompton Academy (Maintained until 2018)	E-Act
Kingsland Pupil Referral Unit	Oldham LA
North Chadderton School	Oak
Oasis Academy Oldham	Oasis
Oasis Academy Leesbrook	Oasis
Saddleworth School	Oldham LA
The Blue Coat CofE School	Cranmer
The Crompton House Church of England Academy	Crompton House
The Hathershaw College	Pinnacle
The Oldham Academy North	E-Act
The Radclyffe School	Oldham LA
Waterhead Academy	South Pennine

- 1.11 There are 5 institutions providing sixth form or college education in Oldham:

School	Maintainer/Sponsor
Oldham College	Oldham College
Oldham Sixth Form College	Pinnacle
North Chadderton School	Oak
The Blue Coat CofE School	Cranmer
The Crompton House Church of England Academy	Crompton House

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## 2 2020 Position

### 2.1 Secondary School Outcomes – A8

Oldham	44.8
National	50.2
Gap	-5.4

In 2020, Oldham pupils on average achieved more than half a grade lower than their peers who were performing at the national average. P8 was not available.

### 2.2 Sixth Form Outcomes - APS per Entry

Oldham	32.79
England	38.42
Gap	-5.63

In 2020, Oldham pupils on average achieved lower than their peers who were performing at the national average.

## 3 2017-2019 Trends

### 3.1 Secondary School Outcomes – A8 & P8

A8				
		2017	2018	2019
Oldham		43.6	42.7	42.1
National		46.4	44.5	46.8
Gap Oldham – National		-2.8	-1.8	-4.7
P8				
		2017	2018	2019
Oldham		-0.2	-0.3	-0.39
National		-0.03	-0.02	-0.03
Gap Oldham – National		-0.17	-0.28	-0.36

3.2 The gap between the Oldham and national averages widened for both A8 and P8.

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### 3.3 Sixth Form Outcomes – APS per entry and 3AA\*

APS per Entry	2017	2018	2019
Oldham	29.62	30.13	29.54
England	32.39	33.33	34.01
Gap Oldham – National	-2.77	-3.2	-4.47
3 AA*	2017	2018	2019
Oldham	7.6	7.6	6.5
England	13.4	12.9	13
Gap Oldham – National	-5.8	-5.3	-6.5

3.4 The gap between the Oldham and national averages widened for both APS and 3 AA\*.

## 4 Sector-led school improvement

4.1 Oldham Learning was established in September 2020 to deliver the Government advocated sector led school improvement model in the borough.

4.2 Oldham Learning will combine the work previously carried out by the Oldham Education Partnership, the Priority 2 area of Oldham OA and some of the school improvement functions from Oldham Council.

4.3 The majority of Opportunity Area funding for this priority area and a significant portion of the Council school improvement resource has been transferred to Oldham Learning.

4.5 Local Authority Statutory Functions relating to school improvement, NQTs and curriculum were partially delegated to Oldham Learning.

4.6 Oldham Learning is being managed by interim CEO, Patsy Kane, until a permanent replacement is recruited.

4.7 The Oldham Learning Mission is:

*“Our core purpose is for all children and young people in Oldham, including the most vulnerable, to be knowledgeable, kind, confident and articulate – achieving good outcomes that include, but go well beyond, standardised assessment data including closing the additional inequalities that Covid-19 has led to.*

*To enable this core purpose, we will support:*

- *schools to work collectively to meet their needs and to offer mutually supportive school to school support;*
- *every school and college to offer a high-quality curriculum, that meets the needs of all including the most vulnerable and those with SEND;*
- *every staff member to be encouraged to become an expert professional;*

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- *schools to have a cohesive, self-aware and empowering professional culture including credible peer support that leads to focused action and measurable impact;*
  - *an Oldham learning system that helps us achieve our collective aims: through providing evidence and challenge on our collective strengths and areas for improvement that enables us to align our work with high quality wider services.”*

4.8 The Oldham Learning Board set Year 1 priorities as:

1. Teacher recruitment, retention and development
2. System Leadership
3. Curriculum Leadership
4. English/Literacy & Mathematics
5. Digital learning

The Board stated that delivering on these priorities will enable settings, schools, academies and colleges to produce the best possible outcomes for children in Oldham.

4.9 On February 12th, 2020 Blue Coat CofE School was confirmed as the host for the Teaching School Hub for Oldham/Tameside. This will be a fundamental part of the sector led model because the teaching school hub programme will create centres of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country.

Teaching school hubs will provide high-quality professional development to teachers at all stages of their careers.

They will be expected to play a significant role in delivering:

- school-based initial teacher training (ITT)
- the early career framework when it is available nationally from September 2021
- the new specialist national professional qualifications (NPQ)
- leadership NPQs
- appropriate body services for early career teachers - schools that are not currently appropriate bodies will need to register as an appropriate body after becoming teaching school hubs
- Teaching school hubs will also promote and deliver other high-quality evidence-based professional development to school leaders and teachers.

4.10 Blue Coat Teaching School has piloted the Early Career Framework in 2020. The challenge of supporting NQTs and RQTs who have missed valuable classroom experience during COVID has been significant.

## **5. Key Issues for PVFM to Discuss**

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- 5.1 Children and Young People in Oldham should have an education which enables them to achieve as well as those from any other parts of England. To realise this vision our students must firstly attain in line with their peers in statistical neighbour boroughs and then with national averages. This has started to happen at EY, KS1 and KS2, but at KS4 this appears to be difficult to shift and the position is unclear at KS5.
  - 5.2 Oldham Learning is our approach to creating a sustainable, sector-led school improvement system. This involves a wide range of stakeholders including schools and colleges, academies and multi-academy trusts. In order to facilitate this and to prevent the potential for fragmentation across a disparate education provider landscape, Oldham Learning will need to develop a clear and coherent strategy for improving education outcomes across the Borough. This will be developed through the Summer term 2021, ready for implementation from September 2021.
  - 5.3 University of Manchester have been commissioned to consult with sector and system stakeholders to establish a robust outcomes framework by end of June 2020. This will inform the strategy direction and production. The commission will run workshops and sessions with groups of stakeholders.

## 6 **Key Questions for PVFM to Consider**

- 6.1 PVFM to note and consider secondary school and sixth form performance.
- 6.2 PVFM to note and consider the sector-led school improvement activity.
- 6.3 PVFM are asked to contribute views to the consultation on a robust outcomes framework.

## 7 **Links to Corporate Outcomes**

- 7.1 KS4 educational outcomes are targets within the Corporate Plan:

#ourbit: Working with partners to create quality work prospects - and ensuring all residents can access new skills and opportunities and be work-ready  
#yourbit: Making the most of the education and skills offer and aiming to better yourself  
#result: An ambitious and socially mobile borough