Executive Summary

Key educational outcomes in Oldham schools and settings have improved in 2017. As a consequence the gaps to national figures have narrowed for most borough indicators. The most significant trends from 2016 to 2017 are:

- Increased the number of pupils attending good or outstanding schools to National Average
- Improved the Early Years good level of development
- Increased Key Stage 1 Phonics at a better than average rate
- 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 Key Stage 4 attainment and progress, with rises in the good Maths & English pass rate and the Progress 8 score at a faster rate than national

Despite this, many standards remain below the national average levels that are expected.
Education and Early Years Position Statement on Standards 2017

1 Background

1.1 Purpose of the report

The purpose of this report is to provide Elected Members with a position statement on education standards in Oldham in 2017, 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

2 Current Position

2.1 Early Years Outcomes

Validated data shows that in 2017, there have been a number of key improvements including: Overall EYFSP performance, using the national ‘good level of development’ (GLD) measure rose again in 2017 by 3 ppts to 64% compared to a national rise of 2ppts to 71%.

Oldham’s rate of improvement from 2013 to 2017 for the GLD is greater than the national rate of improvement. Oldham’s outcomes for the GLD have increased by 23ppts from 41% in 2013 to 64% in 2017. This is compared to a 19ppts improvement nationally from 52% in 2013 to 71% in 2017.

Since 2013, the gap between the Oldham and the national GLD measure has narrowed from 11ppts in 2013 to 7ppts in 2017, but it is still significantly below the national GLD.

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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.
In 2017 the achievement gap has narrowed from 45.2 in 2016 to 42.5. The national and attainment gap has widened by 0.3 to 31.7. Whilst still a very significant attainment gap Oldham no longer has the widest gap nationally.

Figure 2: Oldham, regional, national achievement gaps to the lowest attaining 20% of children, from 2013 to 2017.
2.2 Primary School Outcomes

In Key Stage 2 assessments, the percentage of Oldham pupils Reading, Writing and Maths (RWM) increased by 10% from 47% in 2016 to 57% in 2017. The Oldham rate of increase is better than the national increase of 8% from 53% to 61%. The strongest area of increase in Oldham was 8% in Reading.

Figure 3: Trend in KS2 threshold for Reading, Writing and Maths

![Graph showing trend in Key Stage 2 - RWM Expected Standard or Higher](image)

Reading is now 5% below national, Writing is 2% below national and maths is 1% below national. RWM combined is 4% below national. The RWM gap between disadvantaged and all other pupils narrowed by 1%

Figure 4: Percentage of children meeting KS2 threshold in Reading, Writing and Maths

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Maths</th>
<th>RWM</th>
<th>GPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oldham</td>
<td>59%</td>
<td>67%</td>
<td>69%</td>
<td>74%</td>
<td>68%</td>
</tr>
<tr>
<td>NW</td>
<td>66%</td>
<td>72%</td>
<td>73%</td>
<td>76%</td>
<td>71%</td>
</tr>
<tr>
<td>England</td>
<td>66%</td>
<td>72%</td>
<td>74%</td>
<td>76%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Six Oldham schools are below the DfE Floor standards for 2017.

Seven Oldham schools meet the DfE coasting definition for 2017.
2.3 **Secondary School Outcomes**

Key stage 4 figures are currently un-validated by DfE, and so are subject to change. The data available shows that Oldham pupils have on average improved attainment and progress from 2016 to 2017.

The key measure of attainment is *good maths & English* and this pass rate increased to 59% (Level 9-4) in 2017 from 57% (Grades A*-C) in 2016, at a faster rate than national.

Figure 5: Trend in GCSE Good maths & English pass

The key measure of progress is *Progress 8*; this increased from -0.34 in 2016 to -0.20 in 2017, at a faster rate than national. Progress 8 measures 8 qualifications including mathematics, English, English Baccalaureate subjects and 3 others.

Figure 6: Trend in GCSE Progress 8
At the school level, there were some excellent performances, with Oldham Academy North and Hathershaw having good progress 8 scores, Blue Coat and Crompton House attaining high pass rates in English & maths and Oasis Academy Oldham and Radclyffe improving.

Figure 7: School level GCSE Good maths & English pass

<table>
<thead>
<tr>
<th>School</th>
<th>A* to C EM / 4+ EM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blessed John Henry Newman Roman Catholic College</td>
<td>58% 59% 1%</td>
</tr>
<tr>
<td>Failsworth School</td>
<td>52% 53% 1%</td>
</tr>
<tr>
<td>Greater Manchester Sustainable Engineering UTC</td>
<td>0% 21% 21%</td>
</tr>
<tr>
<td>Hollinwood Academy</td>
<td>0% 0% 0%</td>
</tr>
<tr>
<td>New Bridge School</td>
<td>0% 0% 0%</td>
</tr>
<tr>
<td>North Chadderton School</td>
<td>69% 64% -5%</td>
</tr>
<tr>
<td>Oasis Academy Oldham</td>
<td>40% 46% 6%</td>
</tr>
<tr>
<td>Royton and Crompton School</td>
<td>49% 47% -2%</td>
</tr>
<tr>
<td>Saddleworth School</td>
<td>69% 72% 3%</td>
</tr>
<tr>
<td>Spring Brook School</td>
<td>0% 0% 0%</td>
</tr>
<tr>
<td>The Blue Coat CoE School</td>
<td>81% 82% 1%</td>
</tr>
<tr>
<td>The Crompton House Church of England Academy</td>
<td>77% 79% 2%</td>
</tr>
<tr>
<td>The Hattershaw College</td>
<td>60% 61% 1%</td>
</tr>
<tr>
<td>The Oldham Academy North</td>
<td>46% 57% 11%</td>
</tr>
<tr>
<td>The Radclyffe School</td>
<td>56% 64% 8%</td>
</tr>
<tr>
<td>Waterhead Academy</td>
<td>47% 41% -6%</td>
</tr>
<tr>
<td><strong>Oldham LA</strong></td>
<td><strong>57% 59% 1.9%</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>School</th>
<th>Progress 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blessed John Henry Newman Roman Catholic College</td>
<td>-0.15 -0.12 0.03</td>
</tr>
<tr>
<td>Failsworth School</td>
<td>-0.72 -0.54 0.18</td>
</tr>
<tr>
<td>Greater Manchester Sustainable Engineering UTC</td>
<td>-2.51 -1.76 0.75</td>
</tr>
<tr>
<td>Hollinwood Academy</td>
<td>-0.00 0.00</td>
</tr>
<tr>
<td>New Bridge School</td>
<td>-1.89 -1.87 0.22</td>
</tr>
<tr>
<td>North Chadderton School</td>
<td>-0.15 -0.05 0.10</td>
</tr>
<tr>
<td>Oasis Academy Oldham</td>
<td>-1.21 -0.69 0.52</td>
</tr>
<tr>
<td>Royton and Crompton School</td>
<td>-0.53 -0.91 -0.38</td>
</tr>
<tr>
<td>Saddleworth School</td>
<td>-0.04 -0.03 0.01</td>
</tr>
<tr>
<td>Spring Brook School</td>
<td>-3.26 -2.28 0.98</td>
</tr>
<tr>
<td>The Blue Coat CoE School</td>
<td>0.33 0.46 0.13</td>
</tr>
<tr>
<td>The Crompton House Church of England Academy</td>
<td>-0.07 -0.17 -0.10</td>
</tr>
<tr>
<td>The Hattershaw College</td>
<td>0.27 0.35 0.08</td>
</tr>
<tr>
<td>The Oldham Academy North</td>
<td>0.33 0.83 0.50</td>
</tr>
<tr>
<td>The Radclyffe School</td>
<td>-0.18 0.02 0.20</td>
</tr>
<tr>
<td>Waterhead Academy</td>
<td>-0.78 -0.56 0.22</td>
</tr>
<tr>
<td><strong>Oldham LA</strong></td>
<td><strong>-0.34 -0.20 0.14</strong></td>
</tr>
</tbody>
</table>
2.4 Post 16 Outcomes

Un-validated A-Level results for Oldham schools and sixth form college show that 99% percent 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, 18.4% of Oldham students gained A/A*, which is 1.5% lower than the respective figure in 2016. These students are included in the 76% who gained A-C. This figure is identical to the 2016 figure. National results declined slightly between 2016 and 2017.

Blue Coat School attained the highest percentage of A/A* grades, whilst Crompton House attained the highest percentage of B grades.

The participation rate of year 11 pupils moving on to education, employment or training has improved compared to last year, up from 94.3% to 96.3%, whilst the NEET figure is down from 4% to 2.3%.

Our (16-18) participation data for looked after young people is very positive. Whilst numbers are small, the rate is 88.2%, up on last year’s rate of 80%.

2.5 Ofsted Outcomes

2.5.1 Trend over Time to August 2017

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

Figure 9: Primary Ofsted

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.
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.

2.5.2 The impact of Inspections in 2017

The twenty-six Oldham schools in the table below were inspected in 2017.
The GM and Collective Spirit Free schools were closed by the Regional Schools Commissioner. A number of maintained schools became academies, thereby removing the previous Ofsted judgement.

The consequent impact on the annual figures from Aug 2017 in the charts above has been:
- Oldham percentage of Oldham primary schools judged to be good or outstanding declined 5% to 88%, whilst National declined 1% to 90%
- Oldham percentage of Oldham secondary schools judged to be good or outstanding improved 13% to 80%, whilst National improved 1% to 80%

3 Options/Alternatives

3.1 Actions being taken

3.1.1 Vision, priorities and measures

Our vision is of Oldham as a Co-operative Borough where everyone does their bit 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.

3.1.2 Areas for Development

Common Council, OEP and Opportunity Area 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
- Safeguarding in Education
- 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, and will use the dashboard with Council, OEP and OA (See Appendix). Governing boards to measure progress.

The data and self-review returns and SIP quality assurance programmes will continue strengthen the intelligence based model of school improvement. The model will be blended to the requirements of schools and academies, and the resources available.

The recommendations of the commissioned independent review of school improvement will continue to be enacted.

The recommendations of the commissioned review of Education data systems will be considered. Recruitment of a data modeller is underway, and the role is due to commence in Spring.

The recommendations of the commissioned local arrangements around FTE and PEX will report to stakeholders in January, with immediate action anticipated on local protocols.

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.

### 3.2 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
- Education & Early Years Service restructure
- Opportunity Area Funding of between £6M and £10M for 2018-2020

There are green shoots of progress in Oldham educational outcomes in 2017 that indicate further improvements will come in 2018:

- 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 & 4, for most target groups
- Rankings in line with national averages for at KS2 for students who are disadvantaged and SEND
- KS4 progress and achievement on a trajectory towards national averages
- 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.
- The proportion of schools judged good or outstanding is in line with national averages.