

CHILDREN & LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE, 27 NOVEMBER 2018

Subject Heading:	Secondary Outcomes, 2018 (Provisional)
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Policy context:	Education outcomes
Financial summary:	There are no direct financial implications arising from this report which is for information only.

The subject matter of this report deals with the following Council Objectives

Communities making Havering	<input checked="" type="checkbox"/>
Places making Havering	<input type="checkbox"/>
Opportunities making Havering	<input type="checkbox"/>
Connections making Havering	<input type="checkbox"/>

SUMMARY

This report updates members of the Committee on the provisional outcomes of the 2018 statutory assessments within the secondary and post-16 sector. It includes headline figures for: Attainment and Progress at GCSE and Attainment at A-Level.

RECOMMENDATIONS

Members should note the content of the report and the performance of Havering secondary schools and academies in relation to national standards, outcomes across London, and in comparison to statistical neighbours.

REPORT DETAIL

1. Key Stage 4 (GCSEs) – Attainment

1.1 Standards in the GCSEs in Havering are in line with national. The average Attainment 8 score in 2018 was 46.8 – marginally above as the national average of 46.5, which places Havering in the second quintile nationally and above the majority of its statistical neighbours. However, it is lower than the outer London average.

1.2 Outcomes in Havering have fluctuated over the last few years due to the ongoing changes in exams and methodology calculations. However, overall they have not improved as rapidly as elsewhere nationally, or as swiftly as other London boroughs.

2. Key Stage 4 (GCSEs) – English Baccalaureate (Ebacc)

2.1 Havering performs well in terms of entry to the Ebacc, being more than 10.6%pts higher than national, resulting in Havering being in the top quintile nationally and 2nd amongst Statistical Neighbours.

2.2 In 2018, the percentage of pupils achieving an Ebacc changed to a different measure, an average point score (APS), with the rationale that it is more inclusive. On this measure, Havering performs in line with its contextual position, and is 2nd amongst Statistical Neighbours.

3. Key Stage 4 (GCSEs) – Attainment- %age achieving a standard pass in the basics, (formerly A*-c) in English and mathematics

3.1 Nationally amongst Statistical Neighbours and London, Havering's performance has improved steadily, but slowly. This is also the case in Havering with attainment being at the upper threshold of contextual expectation, and 2nd amongst Statistical Neighbours.

4. Key Stage 4 (GCSEs) – Progress

4.1 Progress nationally will always remain static with state-funded school being marginally below 0. Havering has performed just below national in the middle quintile, and marginally above our statistical neighbours.

5. Key Stage 5 (A-Levels) – Attainment

5.1 Outcomes have fluctuated over the last few years due to the ongoing changes in exams and methodology calculations. However, they have not improved as rapidly as elsewhere nationally, or as swiftly as other London boroughs.

Nevertheless, this year Havering have outperformed our statistical neighbours and ranked 2nd, and 29th nationally.

6. Key Stage 5 (A-Levels) – Attainment- Aps for best three A-Levels (excluding FE colleges)

6.1 Similarly, for the best 3 A-Levels, outcomes have fluctuated over the last few years due to the ongoing changes in exams and methodology calculations. However, they have not improved as rapidly as elsewhere nationally or as swiftly as other London boroughs. Nevertheless, this year Havering have outperformed our statistical neighbours and ranked 3rd, and 31st nationally.

7. Key Stage 5 (A-Levels) – Attainment- Aps for best three A-Levels (excluding FE colleges)

7.1 The percentage of pupils achieving grades AAB or better at A-level for the last 3 years have remained below national and that of our statistical neighbours.

8 Improvement Activity

8.1 Since 2017, the Local Authority has been working closely with the havering Learning Partnership (collective group of Havering secondary schools) to deliver a joint improvement strategy and action plan. The HLP and LA have jointly funded specific improvement activity to target areas in need of improvement. This activity has started to yield some results as seen from the performance data above, but it is crucial to maintain the focus on improvement by the LA, even though all the secondary schools are academies.

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no direct financial implications from this report, which is for information only

Legal implications and risks:

There are no direct legal implications from this report.

Human Resources implications and risks:

There are no direct human resources implications from this report.

Equalities implications and risks:

There are no direct equalities implications from this report, and an Equalities Assessment has not been completed as this report is for information only.