

PEOPLE (CHILDREN) SCRUTINY PANEL

12th April 2012

KEY STAGE 4 ANALYSIS OF RUTLAND RESULTS 2011

Report of the Strategic Director for People

STRATEGIC AIM:	Creating a Brighter Future for All
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1. PURPOSE OF THE REPORT

1.1 This report provides an overview of the achievements of eligible students at Key Stage 4 (KS4) in state funded schools in Rutland.

2. RECOMMENDATIONS

2.1 **That Scrutiny Panel considers the information provided within this report.**

3. BACKGROUND INFORMATION

3.1 Key stage 4 National Curriculum requirements are set out in section 85 of the Education Act 2002, as substituted. Students study a mix of compulsory subjects (core & foundation) and, if they so elect, a course of study in a subject within each of four “entitlement” areas. The compulsory subjects (with statutory programmes of study) are:

Core	Foundation
Mathematics	ICT
English	Physical Foundation
Science	Citizenship

3.2 In relation to science, students have a statutory entitlement to have access to a course of study leading to at least two science GCSE’s. Schools have to offer all students access to either science GCSE and additional science GCSE or all three of physics, chemistry and biology GCSEs. Schools may choose to offer other combinations of qualifications, but these must be in addition to, rather than instead of, these combinations.

3.3 In addition to the core and foundation subjects, students may opt to follow a course of study in a subject within one or more of the four “entitlement areas” as they may choose. These subjects do not have statutory programmes of study. The entitlement areas and subjects within each of them are:

Entitlement areas	Subject
Arts	Art & Design Music Dance Drama Media arts
Design & Technology	Design & Technology
Humanities	Geography History
Modern foreign language (MFL)	Any modern foreign language specified in an order made by the Secretary of State – no such order has been made

3.4 The statutory requirements of the entitlement areas are:

- Schools must provide access to a minimum of one course in each of the four entitlement areas
- Courses available under the entitlement areas must give students the opportunity to obtain a qualification approved by the Secretary of State for the purposes of section 96 of the learning and Skills Act 2000

Schools must also provide religious education, sex education and careers education.

3.5 The Secretary of State for Education announced on 20th January 2012 a major review of the National Curriculum in England. The review will be led by the Department for Education, supported by an Advisory Committee and Expert Panel made up of top teachers, academics, and business representatives.

3.6 The review will:

- Replace the current curriculum with one based on the best school systems in the world and provide a world-class resource for teachers and children
- Consider what subjects should be compulsory at what age
- Consider what children should be taught in the main subjects at what age

3.7 The new National Curriculum will begin to be taught in maintained schools from September 2013. In order to allow schools time to manage the transition to the new curriculum effectively, the new Programmes of study for English, Mathematics, science, and physical education will be introduced from 2013, with Programmes of study coming into force the following year. The review will also advise on how the new curriculum should be phased in for each key stage.

4. ANALYSIS OF RUTLAND KEY STAGE 4 RESULTS FOR 2011 AND TREND OVER THE LAST FIVE YEARS

4.1 Significant changes have taken place with regard to the three community colleges. All three community colleges have converted to Academy status and as such report directly to the Department for Education.

Date converted to Academy status
Casterton Business & Enterprise College – 1 September 2011
Catmose College – 1 April 2011
Uppingham Community College – 1 April 2011

From these dates, information has not been available to the LA and there is no requirement for the colleges to provide information to the Local Authority.

- 4.2 In reviewing the Key Stage progress at the three colleges it is important to note the following:

% of pupils at the end of Key Stage 4 achieving 5+ A* - C (and equivalent) including English and Maths GCSEs (confirmed results)

Local Authority Average	61.4%	2010
England (state funded schools only)	55.2%	2010
England all schools	53.5%	2010
Casterton Business & Enterprise College	59%	2010
Catmose College	63%	2010
Uppingham Community College	62%	2010

- 4.3 The latest information on the Key Stage 4 2011 results for the three colleges are as follows using the same criteria as above:

Casterton Business & Enterprise College	58.5%
Catmose College	64.4%
Uppingham Community College	59.5%

- 4.4 Appendix A provides information on the trend over the past five years. The graphs show the Rutland perspective in terms of percentage of pupils achieving 5+ A* - C grades and Key Stage 4 and the percentage of pupils achieving 5+ A* - C grades including GCSE English and Maths at Key Stage 4. The latter % is currently the main outcome in measuring achievement.

Casterton Business & Enterprise College

Over the last 5 years there has been some fluctuation as demonstrated in the information and based on student data it can be seen that the College achieved above its target in 2011. The College has in place effective assessment processes and have addressed areas for improvements over the last few years which has contributed to the College meeting and achieving above the target set for 2011.

Catmose College

Over the last five years there has been significant improvement as demonstrated in the trend information. Year on year improvements have been made as a result of an improved curriculum offer and effective intervention strategies. The College in 2011 met the targets set and continue to strive to improve outcomes for students.

Uppingham Community College

Over the past five years there has been some fluctuation in regard to the Key Stage 4 results. The College has reviewed areas where targets have not been met and put in intervention strategies to address any concerns. The College did not meet its target in 2011.

The provisional GCSE results show that the overall number of five GCSE passes at A* to C including English and Mathematics for state funded pupils increased this year by 2.6 percentage points to 57.8%.

The Department for Education will monitor and provide challenge and support to the three colleges in Rutland. The Local Authority as a result of Academy status has no powers of intervention, the Colleges are independent of the Local Authority.

5. OFSTED’S JUDGEMENT OF SECONDARY SCHOOL PROVISION IN RUTLAND

Casterton Business and Enterprise College - outstanding
 Catmose College - outstanding
 Uppingham Community College - outstanding

6. CONCLUSION

The three community colleges in terms of performance remain above the national average, however none are complacent and each has in place a school improvement framework. The intervention programmes in place are targeted to maximise improvements. All three colleges have in place effective data analysis which provides intelligence on student progress enabling targeted intervention strategies to be put where need is identified. The Local Authority whilst no longer directly responsible for the three colleges is keen to maintain partnerships and work towards the continued improved outcomes for young people in Rutland.

7. RISK MANAGEMENT

RISK	IMPACT	COMMENTS
Time	Low	LA no longer has responsibility for KS4 in Rutland as all Colleges have Academy status
Viability	Low	LA no longer responsible for achievement and attainment at KS4.
Finance	Low	The three colleges receive funding for mainstream education from the Young People’s Learning Agency on behalf of the DfE.
Profile	High	High achievement by learners is critical to their future success. However, the LA has no direct responsibility for this.
Equality and Diversity	High	The Local Authority supports the ethos of the colleges providing successful, inclusive and effective centres for learning.

Background Papers

LA Rutland Key Stage 4 – 2011 and trend data

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A Large Print or Braille Version of this Report is available upon request – Contact 01572 722577.