

PEOPLE (CHILDREN) SCRUTINY PANEL

11th October 2012

INITIAL KEY STAGE 4 ANALYSIS OF RUTLAND RESULTS 2012

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. (The results included in this report are not as yet confirmed).

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

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.

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

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.

- 3.2** On 17th September 2012, the Secretary of the State set out his proposals to reform the examination system at Key Stage 4. In the core academic subjects that make up the English Baccalaureate – Mathematics, Sciences, History, Geography and languages – The Government intends to replace current GCSEs with new qualifications, to be called Baccalaureate Certificates.

The Government will be moving away from the competition between organisations to sell their qualifications in these subjects. Instead of choosing between a number of competing GCSEs in these subjects, competition will be held to identify a single suite of qualifications, offering a single awarding organisation in each subject, for a period of five years. A public consultation on these reforms has been launched which closes on December 10th 2012. It sets out the intention to increase rigour in the new qualification and characteristics against which the Government proposes to assess these qualifications.

The Government expects awarding organisations subject qualification to have a strong reputation for excellence and evidence that they have existing qualifications with a good track record of supporting progress to further study at A level, vocational subjects or to apprenticeships.

The Government will also look for high expectations of performance and the need to demonstrate, rigorous demands for assessment and challenge requirements for content to ensure that student will be studying a wide syllabus.

The first teaching of new certificates in English, Maths and Sciences will commence in September 2015 with other subjects following. In addition, the Government is to consider how they hold schools to account and are planning to consult on replacements for existing league tables.

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

- 4.1** As already reported, 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 from the DfE and there is no requirement for the colleges to provide information to the Local Authority, however all three colleges have provided information on request to The Local Authority as documented in this report.

- 4.2** The latest information on the Key Stage 4 2012 results for the three colleges are as follows using the following criteria as above: % of pupils at the end of Key Stage 4 achieving 5+ A*-C and equivalent, including English and Maths GCSEs.

Casterton Business & Enterprise College	50% (75% of students are from Stamford)
Catmose College	60%
Uppingham Community College	61%

All 3 colleges in Rutland were affected by the AQA changes in the grading of GCSE English and this has affected the provisional results.

- 4.3** 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.

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

Provisional Key Stage 4 – 2012 and trend data

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