

LONDON BOROUGH OF HAMMERSMITH & FULHAM

Report to: Children and Education Policy and Accountability Committee

Date: 31/01/22

Subject: Educational Outcomes Update

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Responsible Director: Jan Parnell, Director of Education

SUMMARY

This report covers educational outcomes for key stage 4/5 for 2021 with extra information on destinations and young people 'not in education, employment, or training' (NEETs). The report shows improved outcomes based on 2020 results and outcomes above the national average when using 2019 data. The report also shows high levels of progression to higher education and a continued low level of NEETs when compared to national data.

RECOMMENDATIONS

1. To note and comment on the report.

Wards Affected: All

Our Values	Summary of how this report aligns to the H&F Values
Building shared prosperity	<i>Preparing young people with outcomes to support future employment</i>
Creating a compassionate council	<i>Supporting the educational outcomes of young people including those from vulnerable groups.</i>
Doing things with local residents, not to them	<i>Ensuring high quality educational outcomes by working with pupils and parents</i>

Background Papers Used in Preparing This Report

Explore Education Statistics on Gov.UK website

Internal Results analysis by H&F data team

ALPS report for Hammersmith and Fulham Report

DETAILED ANALYSIS

Introduction

This report focuses on the GCSE and A level outcomes in H&F secondary schools for 2021. All secondary schools are academies except for William Morris Sixth Form. The report is based on the following:

- Analysis based on A level results from 7 H&F schools
- Analysis based on KS5 2117 entries in 2021 and 1918 entries in 2020 compared to 2040 entries in 2019.
- Analysis based on KS4 1177 entries in 2021 compared to 1323 in 2019.
- Analysis based on GCSE results from 12 schools including 8 mainstream, 2 AP and 1 special school. There was no data registered from Sacred Heart school or Phoenix Academy.

Key Stage 4 (Years 10 and 11)

HAMMERSMITH & FULHAM												
GCSE results 2021 (provisional)												
				standard	strong	standard	strong	standard	strong	standard	strong	
2021	Cohort	Progress 8	Attainment 8	9-4 EBACC	9-5 EBACC	9-4 in English & maths	9-5 in English & maths	9-4 English	9-5 English	9-4 maths	9-5 maths	Jan 2021 roll (Y11)
Ark Burlington Danes Academy	174	0.47	51.0	41%	25%	70%	10%	80%	59%	75%	53%	174
Cambridge School												20
Fulham Cross Academy	65	-0.01	44.4	17%	15%	57%	31%	63%	39%	74%	51%	75
Fulham Cross Girls School	117	0.86	57.9	33%	24%	78%	62%	78%	79%	79%	63%	121
Hammersmith Academy	136	0.32	59.26	88%	71%	90%	73%	95%	86%	91%	75%	136
Hurlingham Academy	102	n/a	58.6	59%	48%	82%	70%	91%	83%	84%	70%	102
Jack Tizard School												4
Lady Margaret	117	n/a	65.4	69%	46%	97%	78%	98%	95%	94%	79%	117
London Oratory	178	0.97	68.4	82%	62%	95%	85%	98%	90%	97%	89%	178
Phoenix Academy												89
Queensmill School												17
Sacred Heart High												193
The Bridge AP	21	n/a	n/a	n/a	n/a	33%	5%	33%	29%	38%	5%	24
The Fulham Boys School	102	0.6	60.0	n/a	n/a	81%	65%	96%	77%	83%	68%	102
West London Free School	129	n/a	6.5	70%	59%	92%	78%	96%	88%	92%	79%	129
Westside Academy (AP)	16	n/a	n/a	n/a	n/a	25%	13%	38%	25%	25%	13%	15
Woodlane High School	19	n/a	n/a	n/a	n/a	n/a	n/a	21%	11%	16%	5%	20
Hammersmith & Fulham	1176	n/a	n/a	n/a	n/a	n/a	56%	n/a	n/a	n/a	n/a	
NATIONAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	

1. Due to the continued COVID-19 pandemic, the summer series was replaced with teacher assessments in 2021. Pupils scheduled to sit GCSE and A/AS level exams in 2021 were awarded a teacher assessed grade based on internal school-based assessments.
2. The exam boards provided optional internal assessment exam papers to support teachers, but the final assessment decisions were left with the teachers monitored by their school leaders. Ofqual monitored the system nationally by sampling one subject per school. Due to the variety of disruptions experienced by pupils across the country the government has decided not to produce results data for either 2020 or 2021. It is therefore difficult and unfair to compare performance against national benchmarks.
3. Nationally the adoption of teacher assessed grades has led to questions regarding teacher workload which inevitably increased and to the fairness of

the system. New data from the Department for Education has revealed that the 2021 GCSE results - when teacher-assessed grades (TAGs) were awarded - saw a **wider attainment gap between disadvantaged pupils and their peers** than when centre-assessed grades (CAGs) were used the year before.

4. The cancellation of exams and the new methods of awarding grades has led to a set of pupil attainment statistics that are unlike previous years. As a result, the DfE suggests that the 2020/21 data should not be directly compared to attainment data from previous years for the purposes of measuring changes in pupil performance. The grade improvements that occurred in 2020 and in 2021 should be welcomed but treated with caution.
5. For most schools the percentage of candidates achieving Maths or English GCSE at 9-4 rose with only one school reporting a significant drop in English (Fulham Cross Girls School) which was due to an extremely high percentage pass rate in 2020. The percentage of candidates achieving grade 4 or above at Maths GCSE in 2021 was above the 2019 national average of 65% in all H&F mainstream schools reporting results. The percentage of candidates achieving grade 4-9 in English GCSE was above the 2019 national average of 71% in all mainstream schools (except Fulham Cross Academy).
6. It was pleasing that at **The Bridge Academy** with a small cohort of challenging pupils nearly 33% achieved grade 4 or more in Maths and English. Given the disrupted education of these young people, this was a considerable achievement.
7. **Woodlane High school**, a community special school supporting pupils with a wide range of barriers to learning were able to ensure 19 from 20 pupils received a GCSE grade in English and Maths with 20% at 4 or above.
8. The **2021 cohort have generally experienced better GCSE outcomes** than those in 2020 and 2019. However, the grade inflation witnessed in 2020 has slowed in 2021 with smaller increases of about 6% in most schools although at Hammersmith Academy there was significant grade inflation in 2021.
9. Pupils achieving EBACC (9-4) increased for 7 schools between 2020 and 2021 and decreased for one school (Lady Margaret). Hammersmith Academy increased from 50% to 88% with 71% achieving a strong pass. 8 schools are now above the 2019 national average whilst only one school remains below the 2019 national average (29.8%). The English Baccalaureate is a measure based on a combination of English, mathematics, science, a language and a humanities subject.
10. **Attainment 8** (a score based on points for eight main subjects) has improved again across H&F schools. In 2019 the borough was placed 8th nationally and first in Inner London and in 2020 the average score for H&F schools was 56% well above the national score of 50%. Of the eight reporting schools in 2021, six schools scored above last year's 56.1% and seven out of eight reporting schools scored above the national average.

11. **Progress 8** is a score standardized to a national average of zero, based on the GCSE points that would be expected, given prior attainment at KS2. The DFE again decided that it was not appropriate to publish progress 8 measures for 2021 due to the use of teacher assessed grades. Progress 8 is normally calculated by comparing a pupil's actual results to a set of expected results produced by a model based on national averages. Of the six schools that calculated their own progress 8 score, five achieved scores well above the H&F average score of 0.27 in 2019.

Post 16 Outcomes (Key Stage 5)

HAMMERSMITH AND FULHAM														
Final A Level YR 13 results, 2021														
	A*	A	B	C	D	E	U	Total	A*	A*-A	A*-B	A*-C	A*-D	A*-E
Burlington Danes	21	35	40	23	13	4	2	138	15%	41%	70%	86%	96%	99%
Lady Margaret	54	69	68	38	6	7	1	243	22%	51%	79%	94%	97%	100%
London Oratory	172	164	128	59	20	2	1	546	32%	62%	85%	96%	99%	99%
Sacred Heart	52	73	37	18	4	1	0	185	28%	68%	88%	97%	99%	100%
West London Free School	75	123	88	55	19	3	0	363	21%	55%	79%	94%	99%	100%
William Morris	32	62	102	121	43	16	3	379	8%	25%	52%	84%	95%	99%
Hammersmith Academy	33	38	83	67	30	12	0	263	13%	27%	59%	84%	95%	100%
H&F - no	407	502	444	260	92	29	4	2117	407	909	1353	1613	1705	1734
H&F - %	19%	24%	21%	12%	4%	1%	0%	82%	23.4%	52.3%	77.8%	92.8%	98.1%	99.8%
National (PROVISIONAL)	9%	30%	28%	22%	9%	3%	0%	100%	8.9%	38.6%	66.1%	87.9%	97.0%	99.7%

12. Due to the COVID-19 pandemic, the summer exam series was replaced by a system of teacher grading based on internal assessments. Teacher decisions were checked by school leadership teams to ensure procedures were followed.
13. The cancellation of summer exams in 2020 and 2021 along with the new methods of awarding grades has led to a set of pupil attainment statistics that are unlike previous years. As a result, the DfE suggests that the grades achieved should not be directly compared to attainment data from previous years for the purposes of measuring changes in school performance.
14. The change in grade calculation has led to grade inflation nationally when compared to previous years at A level and GCSE. The results data published by JCQ show for example that, for learners in England, outcomes have increased significantly for both AS and A level across the grade range compared to 2019. There was a 14% increase in the number of 'B' grades and a 12% increase in 'A' grades awarded.
15. Entries between 2019 and 2020 slightly decreased but then increased in 2021 resulting in over 2100 entries from 980 candidates. The 2021 grades achieved are a significant improvement on 2020 and 2019. The impact of the pandemic and the changes to assessment procedures have resulted in higher grade outcomes.

16. **A*-C Grade outcomes improved** compared to 2020 for all reporting schools by more than 10% except one school (Lady Margaret) where grades fell by 2% from a previous very high level. 6 schools recorded A*-C outcomes above 80%.
17. **A*-A grade outcomes increased significantly** in reporting schools with increases of between 9% - 22%. There was only a small reduction in the percentage of candidates achieving A grades in one school (Lady Margaret).
18. The percentage of A level entries achieving **A*-C grades in 2021 is over 90%** and above the national average whereas in 2020 74% achieved A-C grades. In 2019 H&F were at the national average at 75%. Compared to the national picture, H&F schools were more cautious with their grading in 2020 however in 2021 this was reversed.
19. With a teacher assessed system, pupils are more likely to meet or exceed their target grades because the grading is based over a series of assessments over time rather than the 'all or nothing' external exams.
20. The **A level performance report (ALPs)** measures the grade achieved at A level by comparing it to the pupils GCSE performance and using this to calculate a value-added score for each provider. ALPs grades are from 1-9 with 1 being the best performance. Six schools in borough use this system and the November 2021 report shows all schools achieving a grade 1 or 2. The ALPS analysis shows significant improvement in Science, Maths and English A levels. There has also been an increase in the number of entries in these subjects.
21. The most popular subjects are biology, chemistry, physics, economics, history, mathematics, psychology, sociology and English literature.
22. **Vocational qualifications at L3 (BTEC)** provide an alternative to A level for a significant number of young people studying in H&F. William Morris Sixth Form, Hammersmith Academy and Burlington Danes Academy currently provide a range of vocational courses including media, business, health and social care, sport, ICT, science and art & design. Fulham Cross Sixth Form are also now also providing BTEC courses in engineering, art, business, health and social care and sport.
23. In 2021 over 200 students received vocational grades at L3. The ALPs report from November 2021 measured the value added by students on the BTECs reporting a drop from grade 5 to grade 6 (on a scale from 1-9). This indicates students are making progress at the national average and there has not been the same level of grade inflation as witnessed at A level.
24. BTECs have provided for middle to low prior attainers at GCSE a credible and challenging alternative to A levels and an alternative route to university. With A level grades generally improving while BTEC grades remain unchanged there is a clear danger of greater unfairness emerging regarding access to university.

Virtual School – Looked After Children Outcomes

25. The outcomes for looked after children being supported by the Virtual School for 2021 were extremely encouraging. From a cohort of 21 33% achieved Mathematics and English along with 3 other GCSEs at grade 5 or above. 67% achieved Mathematics and English at grade 4 or above. In 2019 there were very few looked after children achieving grade 4 at GCSE (5%) so this shows a very positive improvement. In addition, two unaccompanied asylum-seeking children achieved ESOL accreditation and eight children with EHCP plans made good progress on alternative pathways.
26. At Key Stage 1 and 2 despite the huge disruption to learning caused by the lockdowns eight looked after children make excellent progress in line with their individual targets and continue to receive a high level of support.
27. Attendance figures for looked after children in schools has fallen to 85% from 92% but this is due to the expectation that vulnerable children were to attend school during the lockdowns. More positively the number of fixed term exclusions has fallen to 5 in 2021 from 21 in 2019.
28. Of the 177 care leavers (between the ages of 19-21) 93 are sustaining either education, employment or training. This represents 55% and is a similar figure to 2020. 77 care leavers continue to be monitored and provided with support but face a range of complex difficulties.
29. Currently 27 care leavers are attending university making up 10% of our care leaver population above the national 6% level. In 2021 six students graduated gaining degrees in social care, economics, zoology and sociology.

Additional Commentary:

- In terms of results/outcomes young people gained higher grades in general than pre pandemic 2019.
- Increased attainment levels mainly due to shift from exams to teacher assessment.
- Gaps in knowledge were caused by the lockdowns but had a reduced impact on outcomes due to teacher assessment and adjustments to content requirements
- Pupils taking exams in future will be disadvantaged if gaps in knowledge and skill development due to the pandemic persist.
- Schools have reported concerns regarding communication, social skills and oracy of pupils which have been negatively affected by the lockdowns and the pandemic.
- Missed schooling adversely affected wellbeing, social skills and skill development rather than grade outcomes.
- Future attainment outcomes will be impacted negatively as exams return unless school catch up sessions address the missed learning for younger age groups.

Destinations and NEETs

30. Data published on the gov.uk website at explore education statistics regarding destinations covers all students who were deemed to have reached the end of 16 to 18 study in 2019 and analyses their sustainable destinations following the completion of their study. The data reports 74% of students who reached the end of 16 to 18 study in schools and colleges in Hammersmith and Fulham in 2019 had a sustained education, apprenticeship, or employment destination in 2019. This is below the national figure of 81%. Within that group 57% continued in education, 14% had sustained employment and 2% sustained an apprenticeship. This gives a snapshot for the 2019 cohort.
31. The first lockdown would have impacted negatively on the sustained employment levels that fell by about 5% from 2018. More generally disadvantaged students in H&F had progression rates above the national average with 60% staying in education following their period of 16-18 study.
32. Regarding Higher Education, 76% of students completing a level 3 course in 2019 progressed to a sustainable degree course with 22% of these studying at Russell Group institutions. This was well above the national average of 66% taking degrees and 16% at Russell Group universities in England. Within H&F, William Morris Sixth Form achieved a progress score of 17 with 76% progressing to degree courses which was graded as well above average given the entry grades.
33. 79% of Students from disadvantaged backgrounds (as measured by Free school meals and pupil premium) completing a level 3 course progressed to a sustainable degree course with 29% studying at Russell Group institutions. Both these measures are well above the national average and show disadvantaged students progressing at a similar or higher rate than all students.
34. In Hammersmith & Fulham the trajectory over the last three years continues to show that the borough has a low level of NEETS (Young people who are Not in Education, Employment or Training) and H&F is within the top three London Boroughs. 2021 data from West London Partnership shows that 25-30 16/17 year-olds in the first four months of the year (excluding young offenders) were NEET which is 0.9% of the 16/17-year-old population. This compares well to other boroughs where the average is 1.6% and nationally this figure is 2.2% of 16–18 year-olds who are NEET.
35. The number of 'not known' destinations has increased due to a decline in reporting of destinations by schools. This delays interventions to support NEET young people who can become lost in the unknown group. All schools will be asked to report intended destinations earlier and more consistently moving forward.
36. Regarding support for NEET young people, the network of supportive organisations continues to grow so that career leads in schools have more options for referrals. These for example include Action West London, SPEAR, START and Catch 22. The 'Let's Go EET' event in October 2021 enabled

young people to meet with a range of groups on an in-person basis. Founders for schools has been key in delivering online events promoting green careers, STEM careers and apprenticeships for H&F schools.

37. The excellent work in schools providing high quality advice and guidance has helped to ensure the number of young people leaving school without a meaningful destination is low. The Careers Leaders network enables the sharing of good practice, links schools to other groups and supports schools to meet Gatsby benchmarks improving employability of young people.
38. Education have worked proactively with schools to ensure continuity of educational provision throughout the pandemic. This has included the following activities:
 - Provided regular communication and meetings for headteachers and senior leaders to offer advice on the frequently changing Covid guidance to schools.
 - Reviewed and offered advice to schools on their Covid risk assessments and contingency plans.
 - Conducted outbreak management meetings with schools to reduce levels of virus transmission and minimise disruption to pupils' education.
 - Collated and reported on Covid cases and pupil attendance to monitor and manage the impact of Covid on schools.
 - Worked with schools in developing materials to support the recovery curriculum, pupil wellbeing, outdoor learning and climate change.
 - Offered support to headteachers in managing the impact of Covid on staff and pupils.
 - Promoted access to outdoor spaces and local facilities.
 - Provided regular feedback to the Department of Education on behalf of schools regarding educational provision and Covid management.
 - Developed and rolled out a school self-evaluation system to assess the current position of schools and support their recovery post-pandemic.
 - Supported digital access for pupils by distributing additional laptops to schools.
 - Supported the Holidays Activities programme ensuring children and young people had access to purposeful and educational activities over the key holidays period.