

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 6
20 SEPTEMBER 2010	Public Report

Report of the Director of Children's Services

Report Author - Mel Collins, Assistant Director Learning and Skills

Contact Details - 01733 863730

PRESENTATION OF 2010 EXAMINATION RESULTS EYFS TO KEY STAGE 4

1. PURPOSE

- 1.1
 - Provide an update on 2010 examination results.
 - Review results in relation to National Averages (NA) and Statistical Neighbours (SN) where data is available.
 - Present impact of past and present action to improve results further in 2011.

2. RECOMMENDATIONS

- 2.1
 - Analyse and celebrate performance in the 2010 examinations.
 - Scrutinise LA actions to improve 2010 and 2011 performance.
 - Support LA leaders to challenge and intervene in schools/settings and core departments where performance is unsatisfactory.

3. LINKS TO CORPORATE PLAN, SUSTAINABLE COMMUNITY STRATEGY AND LOCAL AREA AGREEMENT

- 3.1 The Learning and Skills agenda is a key component of the Corporate Plan, Sustainable Community Strategy and the Local Area Agreement (LAA).
- 3.2 One of the priority outcome areas within the LAA includes Education and Skills containing many National Indicators (NIs). Mel Collins is the Outcome Lead for that priority.

4. BACKGROUND

- 4.1
 - Scrutiny members will be aware that the Children's Services Joint Area Review (JAR) in May 2006, judged Enjoy and Achieve outcomes as "good" and educational services as "good" (3*).
 - In the Annual Performance Assessment (APA) in 2007, which was based on 2006 results, the self-assessment grade of '3' was reduced to a '2' (adequate), because of disappointing KS1 and KS3 results in 2006.
 - The 2007 and 2008 APA meetings confirmed the Enjoy and Achieve outcome as a grade '2' again because of disappointing KS1 (and KS4) results.
 - 2009 examination results fed into the 2009-10, Comprehensive Area Assessment (CAA), that replaced the APA.
 - The Announced Ofsted inspection of Children's Services took place in March 2010 and educational progress of children in care and 'Enjoy and Achieve' outcomes for the same cohort, were judged as 'good'.
 - 2010 validated and un-validated outcomes will feed into our Ofsted performance profile due in October/November 2010

Scrutiny will also be aware of the national fiasco around KS2 and KS3 results in 2008, poor English marking in 2009 and the SATs boycott in 2010, all impacting on previous and current reports. KS3 exams were abolished in 2008 as a result of the marking issues and it is unlikely that league tables will be produced this year for KS2 as 26% of schools nationally boycotted the tests.

4.2 Results summary:

Peterborough Children's Services are celebrating some very good exam results in 2010. Early Years Foundation Stage Profile results for achievement improved again by +3.1% (results improved by +5% last year) and we have already met our 2011 LAA target. Alongside this rise in achievement we also narrowed the gap, although only by 0.1%, but didn't meet our very ambitious narrowing the gap target. Scrutiny will remember that 2009 Key Stage 1 results were the best ever and we were top in the country for improvement between 2008 and 2009. Although we didn't maintain this dramatic improvement in 2010, results have been secured and we are now seeing noticeable improvements in the higher levels. KS2 data is still very unreliable for Level 4 (expected level) and very un-validated and we do not know nationally what will happen to results for schools that have boycotted the tests. KS3 data is now based on teacher assessment but still remains a key indicator of progress between KS2 - 4. KS4 GCSE results were the best ever for the second year running, with a +5.4% uplift for 5+ A*-C including English and maths and a +12% increase for Level 2 (%+A*-C not necessarily including English and maths). We are still below our ambitious LAA target (52%) but determined to achieve this target by 2010-11. Results at A level also improved on last year and will be reported on in May 2011.

Early Years Foundation Stage (EYFS) Results – this is school assessed data and validated.

For a more detailed explanation of the cohort and the make-up of the lowest achieving 20%, the Bell Curve and trend data, please see **APPENDIX 1**.

These results are teacher-led, based on the observation of children in a number of areas within Reception classes (children are 5 years old):

- Personal, Social and Emotional Development (PSE)
- Communication, Language and Literacy Development (CLLD)
- Combined PSE and CLLD
- Mathematical Development (MD)
- Knowledge and Understanding of the World (KUW)
- Physical Development (PD)
- Creative Development (CD)

The EYFS also contains 2 key National Indicators (NIs):

- **NI 072 – Achievement of at least 78 points across the EYFS with at least 6 in each of the scales in Personal and social Education (PSE) and Communication, Language and Literacy Development (CLLD) (*higher is better*)**
- **NI 092 - Narrowing the gap between the lowest achieving 20% in the EYFS Profile and the rest (*lower is better*)**

NI 072 – Achievement at end of Early Years Foundation Stage

- 50% of children achieved at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in PSE and CLLD.
- This is a +3.0% improvement on last year and exceeds this year's target of 45% by +5%.
- The challenge now is to maintain or improve on this position for 2011 and beyond.
- A very large number of teachers who are newly qualified or new to reception have been identified for this year's reception classes so additional training and a conference is being organised to specifically target this area.
- National results are due to be released in the middle of October 2010.

NI 092 – Narrowing the achievement gap

- The gap has narrowed slightly in relation to last year by -0.1%.
- This year's target of 28% was not met, but it has consistently been argued with the DfE that the

- target is extremely challenging when compared to the National results which will be 33% for 2011.
- The slight reduction in the gap on last year's results has not been due to the lowest achieving 20% performing only marginally better than last year's cohort but rather because the higher achievers have performed so well as shown by indicator NI072.
 - The figure is calculated as the percentage gap between the median point score of all the pupils and the average score of the lowest achieving 20%. The DfE 2006 consultation on LA target setting acknowledged the difficulty of improving the achievement gap:

'As we would expect the mid-point to have increased as outcomes for all children improve, the mean average for the lowest achieving 20% will have to increase at a faster rate. For example, if overall improvement means the mid-point moved up by 4 points to 97, narrowing the gap by 4% would require an increase of 6 points, to 63'.

EYFS LA RESULTS SUMMARY

All Pupils	2008	2009	2010
% achieving 6+ in Personal, Social & Emotional Development	68	70	74
% achieving 6+ in Communication, Language & Literacy	46	51	53
% achieving 6+ in Personal, Social & Emotional Development + Communication, Language & Literacy	42	48	50
	All Children	All Children	All Children
Number of pupils in cohort	2,129	2,273	2,297
% achieving at least 78 points across the Early Years Foundation Stage Profile	67	67	71
NI 72			
% achieving at least 78 points AND 6+ in all PSE and CLL	42	47	50
Average Total EYFSP score	81.8	82.3	84.2
Average score in Personal, Social & Emotional Development	6.6	6.6	6.8
Average score in Communication, Language & Literacy	6.0	6.1	6.2
Median EYFSP score	84	85	87
20th Percentile EYFSP score	70	69	71

Lowest Performing 20% of Pupils

Number of pupils	425	454	459
Average Total EYFSP Score	55.7	55.2	56.6
Average score in Personal, Social & Emotional Development	5.0	4.9	5.1
Average score in Communication, Language & Literacy	3.6	3.6	3.7
NI 92			
LA % gap between median & bottom 20%	33.7	35.0	34.9

4.3 Primary School Results:

These are divided into two key stages:

Key Stage 1 – these are classroom assessments in reading, writing, mathematics and science, taken by children in Year 2, aged 7. The expected level of attainment for KS1 is Level 2 (L2). These tests are marked by teachers with a proportion moderated externally and results are validated nationally. Data for 2010 has already been validated and league tables produced.

Key Stage 2 – these are externally set tests in English, mathematics and science, taken by children in Year 6, aged 11. These tests are externally marked and results are nationally validated although 26% of all schools boycotted these tests this year. The expected level of attainment is Level 4 (L4) and for pupils to have made 2 levels' progress between KS1 and KS2 tests. Data remains provisional and un-validated (not confirmed as complete or accurate by the Department of Education (DfE)). At the time of writing there is no comparative data for other LAs and final validated data is not expected before January 2011.

4.4 Key Stage 1 Outcomes 2010

Level 2+ – All Pupils

		2010	2009	Change 09-10	Change 08-10	Change 07-10
Reading	National	85	84%	Up by 1%	Up by 1%	Up by 1%
	Peterborough	81%	82%	Down by 1%	Up by 4%	Up by 5%
Writing	National	81%	81%	No change	Up by 1%	Up by 1%
	Peterborough	76%	78%	Down by 2%	Up by 4%	Up by 4%
Maths	National	89%	89%	No change	Down by 1%	Down by 1%
	Peterborough	87%	89%	Down by 2%	Up by 2%	Up by 1%

Level 2+ – Boys

		2010	2009	Change 09-10	Change 08-10	Change 07-10
Reading	National	81%	81%	No change	Up by 1%	Up by 1%
	Peterborough	78%	80%	Down by 2%	Up by 5%	Up by 8%
Writing	National	76%	75%	Up by 1%	Up by 1%	Up by 1%
	Peterborough	70%	74%	Down by 4%	Up by 4%	Up by 7%
Maths	National	88%	88%	No change	No change	No change
	Peterborough	86%	89%	Down by 3%	Up by 2%	Up by 3%

Level 2+ – Girls

		2010	2009	Change 09-10	Change 08-10	Change 07-10
Reading	National	89%	89%	No change	Up by 1%	Up by 1%
	Peterborough	85%	84%	Up by 1%	Up by 3%	Up by 3%
Writing	National	87%	87%	No change	Up by 1%	Up by 1%
	Peterborough	82%	82%	Sustained	Up by 3%	Up by 2%
Maths	National	91%	91%	No change	No change	No change
	Peterborough	88%	89%	Down by 1%	Up by 1%	Down by 1%

Level 2B+ – All Pupils

		2010	2009	Change 09-10	Change 08-10	Change 07-10
Reading	National	72%	72%	No change	Up by 1%	Up by 1%
	Peterborough	69%	67%	Up by 2%	Up by 7%	Up by 7%
Writing	National	60%	60%	No change	Up by 2%	Up by 1%
	Peterborough	55%	53%	Up by 2%	Up by 8%	Up by 8%
Maths	National	73%	74%	Down by 1%	Down by 1%	Down by 1%
	Peterborough	69%	70%	Down by 1%	Up by 6%	Up by 4%

Level 2B+ – Boys

		2010	2009	Change 09-10	Change 08-10	Change 07-10
Reading	National	67%	67%	No change	Up by 1%	Up by 1%
	Peterborough	63%	64%	Down by 1%	Up by 7%	Up by 9%
Writing	National	52%	52%	No change	Up by 1%	Up by 1%
	Peterborough	46%	48%	Down by 2%	Up by 5%	Up by 9%
Maths	National	72%	72%	No change	Down by 1%	Down by 1%
	Peterborough	67%	72%	Down by 5%	Up by 4%	Up by 4%

Level 2B+ – Girls

		2010	2009	Change 09-10	Change 08-10	Change 07-10
Reading	National	78%	77%	Up by 1%	Up by 1%	Up by 1%
	Peterborough	74%	70%	Up by 4%	Up by 5%	Up by 5%
Writing	National	69%	68%	Up by 1%	Up by 2%	Up by 2%
	Peterborough	64%	59%	Up by 5%	Up by 10%	Up by 6%
Maths	National	75%	75%	No change	No change	No change
	Peterborough	71%	68%	Up by 3%	Up by 8%	Up by 3%

Level 3 – All Pupils

		2010	2009	Change 09-10	Change 08-10	Change 07-10
Reading	National	26%	26%	No change	No change	Down by 2%
	Peterborough	22%	21%	Up by 1%	Up by 4%	Up by 5%
Writing	National	12%	12%	No change	No change	Down by 1%
	Peterborough	10%	10%	Sustained	Up by 2%	Up by 3%
Maths	National	20%	21%	Down by 1%	Down by 1%	Down by 2%
	Peterborough	18%	19%	Down by 1%	Up by 3%	Up by 4%

Level 3 – Boys

		2010	2009	Change 09-10	Change 08-10	Change 07-10
Reading	National	22%	22%	No change	Up by 1%	No change
	Peterborough	18%	18%	Sustained	Up by 3%	Up by 6%
Writing	National	8%	9%	Down by 1%	No change	Down by 1%
	Peterborough	6%	7%	Down by 1%	No change	Up by 3%
Maths	National	23%	23%	No change	No change	Down by 1%
	Peterborough	14%	22%	Down by 8%	Up by 3%	Up by 6%

Level 3 – Girls

		2010	2009	Change 09-10	Change 08-10	Change 07-10
Reading	National	30%	30%	No change	Up by 1%	No change
	Peterborough	26%	24%	Up by 2%	Up by 4%	Up by 3%
Writing	National	16%	16%	No change	No change	Down by 1%
	Peterborough	14%	14%	Sustained	Up by 3%	Up by 2%
Maths	National	18%	19%	Down by 1%	Down by 1%	Down by 2%
	Peterborough	15%	15%	Sustained	Up by 4%	Up by 4%

Commentary

Although these KS1 results are disappointing, because of small declines at L2 and L2+, they do show that we have mostly secured the improvements and gains made last year. Improvements made during 2009 were very significant, and led us to being identified as the most improved LA in the country. It was therefore more challenging for us to show further significant improvements this year.

However, we have maintained the position of achieving the highest levels of outcomes of any time between 2004 and 2008, even though below 2009 outcomes. The declines are smaller than they could have been looking at the individual cohort of children, and they reflect a strong determination to maintain an upward trend and a clear focus on KS1 outcomes. These results are very close to those predicted for 2010.

At L2+, the prediction for writing was exceeded by 3%, whilst those for reading and mathematics were within 2% of the outcome; at L2b+, the prediction for reading was exceeded by 3%, for mathematics was within 1% but in writing was missed by 4%; at L3, the prediction for reading was met exactly, but missed by 5% in writing and 1% in mathematics.

The gap to national average and statistical neighbours has widened in many areas during 2010, notably at L2+, and our position in the national rankings has fallen, after the large gains seen in 2009. **However, at the secure and high levels of L2b+ and L3, we have 8 indicators where we are now ranked inside the top 100 LAs for the first time.**

The columns to the right in the tables above show the impact made since September 2007, and the clear focus and scrutiny on improving KS1 outcomes, especially at L2b+ and for boys, which were the main challenges set for us through discussions with National Strategies and the DfE.

Gains in these areas are clear to see over that period, and our main objective during 2009-10 was to see further impact at the secure Level 2b+, as it is this indicator which gives pupils the greatest chance of success at L4 during KS2.

Of the 54 measures, when compared to national performance over both a 2 year and a 3 year period, 51 show a narrowing of the gap to national performance (and in some cases a very significant narrowing of the gap), two remain unchanged and only 1 shows a small widening of the gap.

4.5 Key Stage 2 Outcomes 2010

As in previous years, the status of data for KS2 outcomes is less reliable and incomplete compared to KS1. For 2010, this is especially true due to the fact that approximately 26% of schools nationally declined to administer the KS2 tests; in Peterborough, 3 schools (5.66%) did not administer the tests this year.

The test data outlined below is for 50 schools that did administer the tests, and all comparison data is also for those 50 schools only. We have also included for the first time details of teacher assessment levels, compared to national TA levels, as this is the only measure which we can have full data for the 53 eligible schools in the city.

The test results described above take account of MENA pupils, but not of the impact of any re-marking for which results are still pending. This may result in slight changes to the statistics later in the Autumn Term, but this is not expected to be significant.

We do not as yet have any data available showing the progress made by pupils between the end of KS1 and the end of KS2; last year we were in the top quartile nationally for this indicator.

National Curriculum tests (50 schools)

Please note that national data marked *** shows that this data, although available, is invalid as a comparator because approximately 26% of schools across the country declined to participate in the tests, making any comparison too unreliable to draw any conclusions.

L4+		2009	2010	Change 09-10	Change 08-10	Change 07-10
English	National	80%	***	***	***	***
	Peterborough	78%	77%	-1%	-2%	-1%
Mathematics	National	79%	***	***	***	***
	Peterborough	79%	78%	-1%	+1%	=
En + ma	National	72%	***	***	***	***
	Peterborough	70%	69%	-1%	-3%	-1%

L5		2009	2010	Change 09-10	Change 08-10	Change 07-10
English	National	29%	***	***	***	***
	Peterborough	26%	26%	=	-1%	-4%
Mathematics	National	34%	***	***	***	***
	Peterborough	31%	29%	-2%	=	-3%

Teacher Assessments (TA) (53 schools)

L4+		2009	2010	Change 09-10	Change 08-10	Change 07-10
English	National	79%	81%	+2%	+2%	+3%
	Peterborough	75%	74%	-1%	+3%	+5%
Mathematics	National	80%	81%	+1%	+2%	+3%
	Peterborough	77%	77%	=	+2%	+5%
En + ma	National					
	Peterborough					

L5		2009	2010	Change 09-10	Change 08-10	Change 07-10
English	National	30%	32%	+2%	+2%	+3%
	Peterborough	27%	28%	+1%	+3%	+3%
Mathematics	National	34%	35%	+1%	+2%	+2%
	Peterborough	29%	29%	=	+2%	=

A summary of KS2 results:

- National Test results in English and mathematics at L4+ show a 1% decline from 2009;
- National Test results at L5 show a decline in mathematics but remain stable in English;
- There is a declining trend in outcomes for these schools in both English and mathematics, which newly planned targeted interventions for 2010-11 are designed to halt and reverse;
- Teacher Assessment (TA) results show an improvement in many of the measures;
- TA results also show an encouraging narrowing of the gap to national over both a 2 and 3 year period of time in both subjects.
- Further detailed analysis will follow in due course once re-marks are awarded, any MENA adjustments are made and more detailed information becomes available.
- **There are no primary schools in an OfSTED category and we now have 6 primary schools judged as 'outstanding'**. It is unfortunate for the LA that a further 2 schools which we believe would clearly have been judged as 'outstanding' in their impending inspection have now had their inspection deferred for at least one year and so they will not show in the LA statistics as being 'outstanding'.

4.6 Secondary School Results:

These are divided into two key stages:

Key Stage 3 (KS3) – these were externally set exams in English, maths and science, taken by children in Year 9, aged 14. These tests were externally marked. The expected level of attainment is Level 5 (L5). In 2008 there were major problems nationally regarding the marking of these tests and data remained incomplete and un-published. In 2009 students were not required to sit these tests – they have been abolished by the government. Schools instead are required to report just their KS3 teacher assessment data. This data cannot be set against a national context.

Key Stage 4 (KS4) – pupils sit a variety of examinations including the core subjects of English, maths and science. 5+A*-C is now referred to as Level 2 (L2) and data is now reported on 5+A*-C including English and maths as well as 5+A*-C (all subjects). Pupils normally sit GCSE or equivalent exams in Year 11 aged 16. Our current data is based only on schools' self-reported data as there is no valid DfE data yet available. It will remain un-validated until at least January 2010. There will be some changes as a result of re-marking and the removal of Minority Ethnic New Arrival pupils who have been in the country less than two years through the FORVUS process.

4.7 Key Stage 3 Outcomes 2010:

- Assessment at the end of KS3 is, like KS1, now based upon teacher assessment rather than external test data.
- However, unlike KS1 there are no arrangements for the outcomes to be both locally and nationally moderated, and for national performance to be recorded and reported for comparison purposes.
- Whilst we do have local results for KS3, we cannot confirm that they are validated, and we cannot provide comparisons with local or national LAs. Again unlike KS1, most schools in Peterborough do not moderate or validate their KS3 outcomes.
- Early indications of the data at L5+ show that English appears to have fallen by 2% to 53%, mathematics and science to have fallen by 2% to 74%.
- Average Point Score seems to have fallen by 0.6pts to 34.3pts.

Key Stage 4 Outcomes 2010:

This has been a record-breaking year once again for Peterborough:

5 A* - C include En + Ma (** NYA = Not Yet Available **)

	National	Peterborough (difference)	Pb – Nat Gap	Pb 08 – 10	Pb 07-10
2007	46.3%	37.7%	- 8.6%		
2008	47.6%	37.1%(- 0.6%)	- 10.5%		
2009	49.7%	40.8%(+3.7%)	- 8.9%		
2010	NYA	46.2%(+5.4%)	NYA		
				+ 9.1%	+ 8.5%

5 A* - C

	National	Peterborough	Pb – Nat Gap	Pb 08 – 10	Pb 07-10
2007	61.4%	56.2%	- 5.2%		
2008	65.3%	58.7%(+2.5%)	- 6.6%		
2009	69.7%	61.9%(+3.2%)	- 7.8%		
2010	NYA	73.9%(+12%)	NYA		
				+ 15.2%	+ 17.7%

5 A* - G

	National	Peterborough	Pb – Nat Gap	Pb 08 – 10	Pb 07-10
2007	90.9%	87.8%	- 3.1%		
2008	91.6%	89.1%(+1.3%)	- 2.5%		
2009	92.5%	92.0%(+2.9%)	- 0.5%		
2010	NYA	94.5%(+2.5%)	NYA		
				+ 5.4%	+ 6.7%

1 A* - G

	National	Peterborough	Pb – Nat Gap	Pb 08 – 10	Pb 07-10
2007	98.0%	95.8%	- 2.2%		
2008	98.6%	96.2%(+0.4%)	- 2.4%		
2009	99.2%	97.1%(+0.9%)	- 2.1%		
2010	NYA	97.6%(+0.5%)	NYA		
				+ 1.4%	+ 1.8%

- The proportion of students gaining 5 or more A* - C grade GCSEs including English and mathematics has risen to 46.2%, the highest ever recorded by schools in Peterborough, and a rise of +5.4% on 2009, building upon the +3.7% gain last year; This may improve slightly once final adjustments are made for re-marks and MENA students.
- The proportion of students gaining 5 or more A* - C GCSEs has risen by +12% to 74%. This is the best result ever recorded by Peterborough LA and must be one of the largest improvements of any LA in the country. It is likely that this result will be ahead of the national average performance – again for the first time ever.
- The proportion of students gaining 5 A* - G GCSEs has risen by +2.5% to 94.5%, and for students gaining at least 1 A* - G GCSE has risen by +0.5% to 97.6%.
- The proportion of pupils achieving A* - C in English rose by +4.5% and in mathematics by +2.8%.
- There is now only one school remaining below the DfE floor target of 30% A* - C including English and mathematics GCSEs, from a position of 4 schools 2 years ago, and 2 schools last year.

- There are now no secondary schools in the OfSTED category of “Requiring Special Measures or a Notice to Improve” and 3 schools judged as “Outstanding” following inspections during the 2009-10 school year.
- Every setting in Peterborough has reported improved performance from 2009, with some showing significant improvement from previous performance (see table overpage).

Results table for Peterborough secondary schools only showing improvement in 2010 compared to 2009 – without school names

5A*-C EM	5A*-C	5A*-G	1A*-G
%	%	%	%
2.1%	2.5%	0.4%	0.0%
22.4%	36.8%	3.7%	-4.4%
14.1%	14.3%	0.0%	0.0%
0.5%	15.7%	2.7%	-1.1%
13.2%	24.5%	8.4%	3.7%
0.8%	3.8%	0.0%	0.0%
2.3%	12.4%	0.2%	2.4%
0.4%	4.3%	2.7%	-1.8%
3.5%	8.4%	-1.2%	-1.2%
7.1%	5.0%	1.5%	1.1%
0.6%	18.0%	7.6%	3.7%
5.4%	12.0%	2.5%	0.5%

5. KEY ISSUES

5.1 KS1:

- There will be a continued emphasis on raising the expectations of Headteachers regarding standards and responding to the challenge set to be in the top 100 by 2011.
- Narrowing the gap between boys/girls in reading and writing so that it is less than national.
- Improving the % in all areas, to match national achievement, and be in the top half of statistical neighbours.

KS2:

- Improve % achieving 2 levels' progress in all subject areas so that the overall % gap at least matches national performance in this measure.
- Improve % of pupils achieving L4+ in both English and mathematics so that it narrows the gap to the national average.
- Improve achievement in English and mathematics combined at L4+ so that it is closer to the national average.
- Improve the conversion of all pupils from L2b to L4 in writing so that it is closer to national average.

5.2 KS4:

- Build on gains in 2009 and 2010 to further improve % of students achieving 5+A*-C including English and maths in line with our LAA targets and the national average (over 52%).
- Improve % of students making two levels of progress between KS3 and KS4 in line with our LA targets.
- Improve literacy in line with LA targets.
- Improve outcomes for vulnerable students and groups of students, especially boys and MENA students and Learners with Learning Difficulties and Disabilities (LLDD).

- Improve recruitment and retention of good quality teachers and middle leaders, especially in English and in mathematics.

6. IMPLICATIONS

6.1 Plans to improve KS1 and KS2 outcomes further:

Targeted Interventions:

- LA reviews;
- New Headteachers Group
- Improving Schools Partnership in targeted schools
- Leadership support – knowledge-based leadership programme
- CLLD – Reception Year (YR), Year 1 (Y1) and Year 2 (Y2)
- Every Child a Reader (ECaR), Every Child a Writer (ECaW) and Every Child Counts (ECC)
- Moving on in Literacy KS1
- Intensive Reading Support
- Moving from L3 to L4 in writing
- Y1 – Y3 mathematics
- Intervention in Y2 mathematics
- Wave 2 and 3 Intervention in mathematics
- 1:1 Tuition for those at risk of failing to meet national expectations at the end of KS2
- “Moving from Good to Outstanding”
- Moderation of FSP assessments
- Moderation of KS1 assessments
- Assessing Pupil Progress (APP) in reading, writing and mathematics

Universal Offer:

- Continuing the Learning Journey – transition YR – Y1
- Phonics for all – national materials
- Y2/3/4 Writing – national materials
- Early Literacy Support – national materials
- Y3 Literacy Support – national materials
- Further Literacy Support – national materials
- Mathematics in Y2 and Y4 – national materials
- New to Y2 and Y6 – literacy and mathematics
- Y6 TAs – Continual Professional Development (CPD) on booster and intervention – national materials
- Assessing Pupil Progress – reading, writing, mathematics – national materials
- Statutory Assessment – YR, Y2, Y6 teachers and Headteachers (HT); national guidance and regional training
- Subject leader networks – literacy and mathematics (differentiated groups for mathematics)
- Leading Teachers Continual Professional Development – based on national pilot
- HT CPD Leading on Improvement – national materials
- HT /Service Leads briefing and workshop meetings
- Monitoring, Challenge and Support from School Improvement Partners (SIP) and Advisers (SIA)

6.2 Plans to improve KS4 outcomes further through a range of both targeted and universal support:

Provide challenge and support to Headteachers and school leaders at all levels to become good or outstanding leaders of learning and to improve understanding of how to improve outcomes:

- Training for targeted Headteachers on narrowing the gap and on developing skills to lead learning and intervention.

- Ensure SIPs/National Challenge Advisers (NCA) are able to provide robust challenge and support to Headteachers. Further refine programme and quality assurance.
- Support and challenge leadership in schools causing concern, including through National Challenge, bringing additional funding and resources.
- Capture and share good practice from within and beyond Peterborough.

Improve subject teaching, especially in English and maths:

- Consultants to work with individual subject leaders, teachers and teams in targeted schools to strengthen subject knowledge and pedagogic practice, including support for new Frameworks, Assessing Pupil Progress and Assessment for Learning.
- Ensure whole school focus on literacy in targeted schools, provide tailored support.
- Consultant support for teachers to improve outcomes for specific groups of learners, as appropriate to each school (bi-lingual learners, boys, gifted and talented).
- Develop the use of Social, Emotional, Aspects of Learning (SEAL) in schools, working with the Lead School to cascade.
- Capture and share good practice from within and beyond Peterborough.

Ensure school based interventions are effective, targeted appropriately and based on robust tracking systems:

- Audit tracking procedures to ensure robust and effective, in targeted schools.
- Consultants to provide tailored support to teachers and middle leaders in how to accurately identify pupil learning needs.
- Provision of tailored support to cater for specific learning needs effectively and appropriately in the classroom (wave 1) to include Study Plus.
- Deliver training and support on effective wave 2 and wave 3 interventions.
- Capture and share good practice from within and beyond Peterborough.

Develop a quality local offer for the successful recruitment and retention of teachers of English and mathematics.

7. CONSULTATION

7.1 These examinations results will be shared locally with Council Members, schools/settings, governors and other key partners. The results will also be scrutinised regionally by Ofsted. The results also form a key part of consultations with partners on actual and expected outcomes, collective action to improve outcomes and impact of actions on future outcomes. These results will form the basis for challenging conversations with Headteachers and leaders of schools and settings in September 2010 and April 2011 to improve outcomes further.

8. EXPECTED OUTCOMES

- 8.1
- For Members to note un-validated and incomplete data for 2010
 - For Members to note and scrutinise actions to improve outcomes further in 2011
 - For validated data to be presented to Members in March 2011

9. NEXT STEPS

9.1 The actions outlined are currently being implemented and it is expected that actions will impact on exam results in 2011. Scrutiny may require an update in the new year on progress and improved outcomes.

10. BACKGROUND DOCUMENTS

10.1 Variety of local school data and national DfE data.

11. APPENDIX 1 – Early Years information and data

APPENDIX 1

A General Overview of results for the whole of the 2010 Cohort

This year there were 142 more boys than girls, last year it was just 19 and the average for the previous 5 years is 58.

The number of pupils showing a home language other than English has dropped from 26% to 23%, however looking at the number of unmatched pupils with East European or Asian type names it is likely that in reality this number is the same as last year if not greater.

The term of birth split is quite even across the cohort with the percentage of Summer born boys similar to last year at about 17%.

The percentage of SEN pupils has increased by 2.2%, from 9.5% in 2009 to 11.7% this year. The percentage of children receiving free school meals (FSM) has also increased by 2.5%, from 17.4% to 19.9% (1 in 5 of all reception children). The national average for take up of FSM for primary children as measured by NI052 and reported by the Audit Commission was 13.6% in January 2009.

(<http://www.audit-commission.gov.uk/localgov/audit/nis/Pages/NI052takeupofschool lunches.aspx>)

The children showing as being in the most deprived area as measured on the IDACI scale (30% or less) has also nudged up from 48.6% to 50.2%, with 19.3% being in the lowest 10%, up by 1% from 18.3% in 2009.

The number of pupils with no Peterborough pre-school recorded in the term prior to school entry has increased marginally on last year going from 13.6% to 14.4%, although if the 26 pupils who showed as 'N' this year were included in the calculation, this would rise to 15.3%.

General Overview – the make up of Lowest Achieving 20%

The number of boys in the lowest achieving 20% (L20) has risen steadily over the past three years from 60.3%, 61.7% and 65.3% respectively for 2008 to 2010. The percentage of Summer born boys has dropped slightly to 27.8%, from 31.7%, although of all of the Summer born boys, almost exactly a third are in the lowest achieving 20%.

Very nearly a third of all the pupils with no identified home language are in the lowest achieving 20% and this represents 19.7% of the Lowest 20%. Even allowing for those unmatched pupils, 36.2% of the lowest achieving 20% have English as an Additional Language (EAL).

The total proportion of the lowest achieving 20% comprised of SEN pupils has increased significantly from 2009, jumping by 7.1%, from 26.7% to 33.8%. The proportion claiming free school meals is also high at 26.9% and has increased very slightly on last year at 26%.

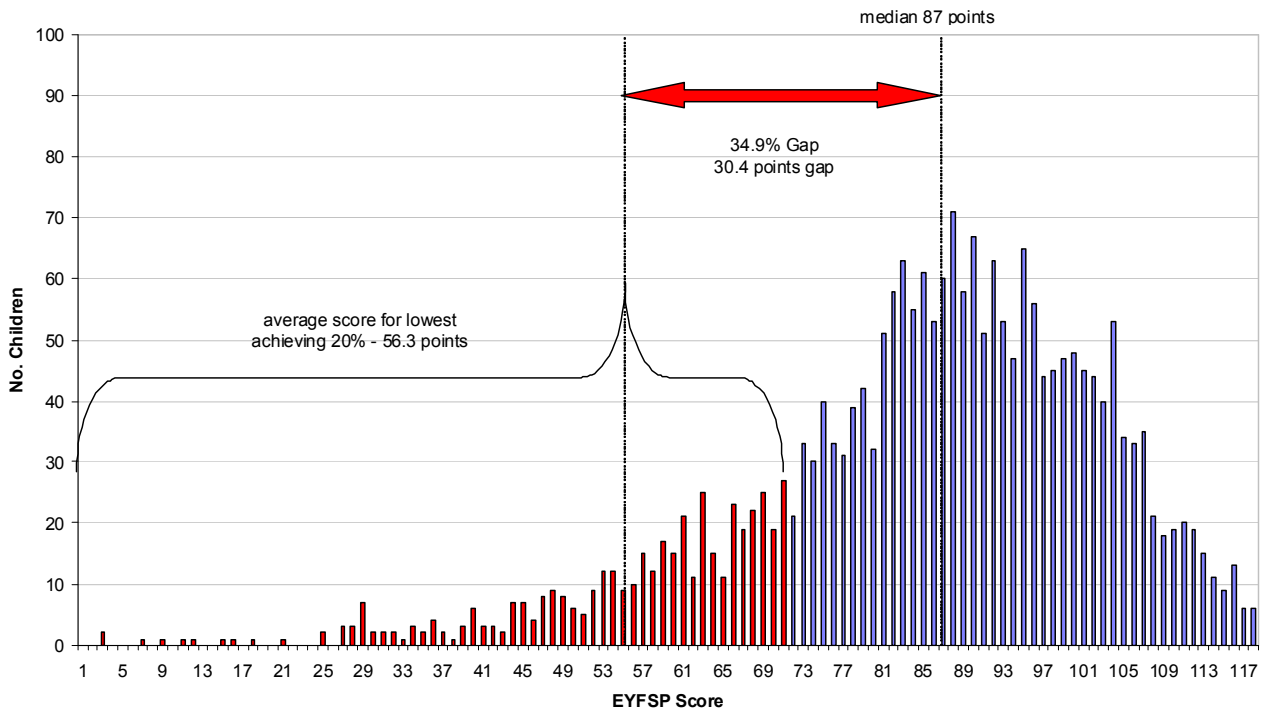
The children showing as being in the most deprived area as measured on the IDACI scale (30% or less) is, not surprisingly, very high at 63.1% and has increased by half of one percent since last year, with those in the 10% most deprived areas, making up 28.2% of the lowest achieving 20% - again a very similar percentage to last year.

The number of pupils with no Peterborough pre-school recorded in the term prior to school entry has decreased slightly on last year reducing from 23.8% to 22.6%, but is still over 1 in 5 pupils. If the 26 pupils who showed as 'N' this year were included in the calculation this would rise to 36.1%, over a third of all the L20 children.

The gap (NI 92) has closed by 0.1% compared to last year with the lowest achieving 20% increasing their overall average EYFSP score from 55.2 to 56.6 and the average score for PSE rising from 4.9 to 5.1 and CLLD from 3.6 to 3.7, which matches the increase shown by the overall cohort. The cut of score for the lowest achieving 20% jumped from 69 to 71. The five year trend shows a closure of 2.1% on the 2006 figure of 37.0%.

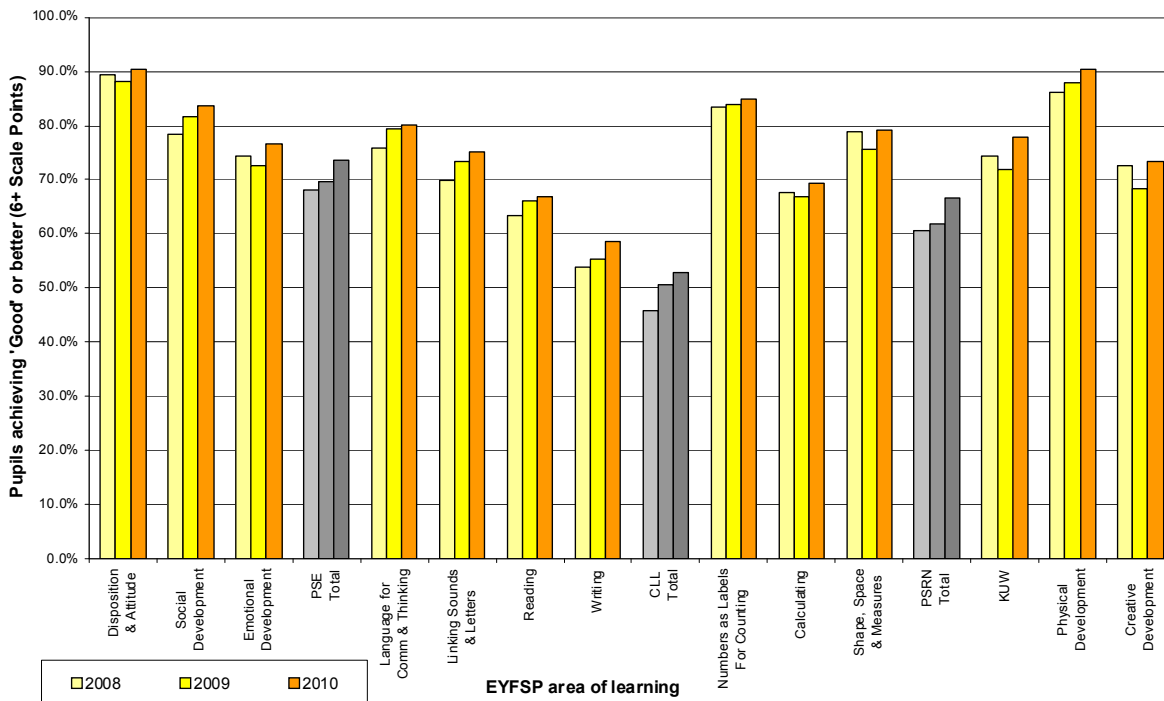
Peterborough Bell Curve

Peterborough EYFSP Results 2010



Total Peterborough Cohort – EYFSP Data Trend 2008 to 2010

% Pupils achieving 'Good' or better in each EYFSP area of learning (6+ Scale Points)



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