

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 9
15 SEPTEMBER 2009	Public Report

Report of the Executive Director of Children's Services

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Presentation of 2009 Examination Results EYFS – Key Stage 4

1. PURPOSE

- 1.1
- Provide an update on 2009 examination results.
 - Review results in relation to National Averages (NA) and Statistical Neighbours (SN) where data is available.
 - Present action in 2009-10 to improve results further.

2. RECOMMENDATIONS

- 2.1
- Analyse and celebrate performance in the 2009 examinations.
 - Scrutinise LA actions to improve 2010 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 will feed into the 2009-10 Comprehensive Area Assessment (CAA) that replaces the APA.

Scrutiny will be aware of the national fiasco around KS2 and KS3 results in 2008 and English marking in 2009 which has impacted on this report. KS3 exams were abolished in 2008 as a result of the marking issues.

4.2 Results summary:

Peterborough Children's Services are celebrating some very good exam results in 2009. Early Years Foundation Stage Profile results for achievement improved significantly by 5.1% and we have already met 2010 targets, although we didn't meet the very ambitious narrowing the gap target and need to focus on this in 2009-10. Key Stage 1 results are the best they have ever been: for both boys and girls L2 (expected level) reading and writing, we jumped 40 places in the LA league tables; for maths we jumped 75 places. Boys' did particularly well jumping +79, +68 and +90 places in the league tables for reading, writing and maths respectively out of 150 LAs. KS2 data is still unreliable for Level 4 (expected level) especially for English where we have lots of concerns and papers for re-marking – however maths L4 is the best it has ever been and we should be high in relation to statistical neighbours. KS3 data is now based on teacher assessment but still remains a key indicator of progress between KS2 - 4. At L5+ and L6+ there have been increases in all core subjects i.e. level 5 English +3.8%; maths +5.4 %; science +8.9%; English +maths + 4.5% and at L6+ English +5.2%; maths +2.5 %; science +7.4%; English + maths +3.8%. KS4 GCSE results were the best ever, with a 4% uplift for 5+ A*-C including English and maths and a 6% increase for Level 2 (%+A*-C not necessarily including English and maths) – we are still below our ambitious LAA target but determined to achieve this target by 2010-11. Results at A level also improved on last year by +3% with 2 schools, Bushfield and Stanground, recording significant improvements and 5 more schools showing moderate increases in pass rates.

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

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 72 – Achievement of at least 78 points across the EYFS with at least 6 in each of the scales in PSE and CLLD (*higher is better*)**
- **NI 92 - Narrowing the gap between the lowest achieving 20% in the EYFS Profile and the rest (*lower is better*)**

NI 72 – Achievement at end of Early Years Foundation Stage

- 47.4% children achieved at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development (PSE) and Communication, Language and Literacy (CLLD).
- This is 5.1% improvement on last year and not only surpasses this year's target of 43% but meets and exceeds next year's target of 45%.
- The challenge now is to maintain or improve on this position for 2010 and beyond.
- There has been a significant improvement in the Communication, Language and Literacy area with an increase of 4.6% on last year giving a result of 50.5%.
- A large number of teachers who are newly qualified or new to reception have been identified for next year's reception classes so additional training is being organised to specifically target this area.
- National Results are due to be released in the middle of October.

NI 92 – Narrowing the achievement gap

- The gap has widened slightly in relation to last year from 33.7% to 35%, a 1.3% increase.
- This year's target of 29.1% was not met but it has consistently been argued that the target is extremely challenging when compared to the National results which were 36% for last year and will be 33% for 2011.

- The 1.3% slippage on last year's results has not been due to the lowest achieving 20% performing significantly below 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 DfES 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'

- The first children who benefited from the 2 year old funding pilot appeared in this year's results and performed significantly better than would normally be expected. In the next academic year a much larger number of children who accessed this funding will be in reception so it is hoped they will have a positive impact on next years results too.
- The impact of the DCSF 'Every Child a Talker' initiative should also start to be seen over the next couple of years.
- National Results and statistical neighbour comparators are due to be released in the middle of October 2009.

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 2009 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. The expected level of attainment is Level 4 (L4) and for pupils to have made 2 levels' progress between KS1 and KS2 tests. In 2009 there have again been major problems nationally regarding the marking of these tests, especially in English and specifically with writing. Data remains provisional and un-validated (not confirmed as complete or accurate by the Department of Children, Schools and Families (DCSF)). At the time of writing there is no comparative data for other LAs. Final validated data is not expected before January 2010 and it is anticipated that Peterborough final results will show improvement on provisional results as a result of the re-marking of writing scripts and also the taking into account of Minority Ethnic New Arrivals (MENA) pupils.

4.4 Key Stage 1 results:

- Achievement in KS1 for 2009 is the best ever recorded in Peterborough.
- At L2+ achievement in reading improved by 5%, writing by 6% and mathematics by 4%.
- At L2b+ achievement in reading improved by 5%, writing by 6% and mathematics by 7%.
- At L3, achievement in reading improved by 3%, writing by 2% and mathematics by 3%.
- In all of the above, these increases were greater than those shown nationally.
- In 36 measures, the gap to national average achievement has closed in 35 and remained static in the other one; all except one show an improvement and the other one maintains the position of 2008.
- For the first time, Peterborough achievement in all pupils' mathematics at L2+, boys reading at L2+ and boys' mathematics at L2b+ are equal to the national average. In all other areas, Peterborough is closer to national results than ever before.
- National rankings show Peterborough to be inside the top 100 LAs for the first time in all pupils mathematics (72), boys reading (67), writing (77) and mathematics (42) at L2+, all pupils writing (92) and mathematics (82) at L3, boys reading (85), writing (89) and mathematics (63) APS and all pupils mathematics (88) APS.
- In all measures, the national ranking position of Peterborough has shown substantial improvement.

4.5 Key Stage 2 results:

- This data is still incomplete especially for English. Until the results of remarks of writing scripts are known and the effect of MENA is verified we will not have reliable or comparable data. The impact of this is that results for English overall, for English and mathematics combined, and for two levels' progress in English are unreliable. However, final results should only show an increase on current figures.
- Early un-validated data for English at L4+ shows a 5% decrease on last year (with reading down by 4% and writing down by 5%). However, the predicted achievement for 2009, based on knowledge of attainment of individual cohorts of children, was a fall of 2% on 2008 and once validation processes are complete we anticipate that this prediction will be met.
- More reliable data is available for mathematics, which shows a fall of 2% at L4+ on 2008. However, this is the highest result ever achieved at this stage of the process and we have confidence that the final results could be the best ever achieved.
- Results in science at L4+ show a fall of 1% on 2008 results. Once final figures are released we would expect the results in science to be above the 2008 level.
- English and mathematics combined at L4+ currently show a fall of 2% on 2008, but final figures should show an improvement once they are released.
- Performance at L5 is currently showing a decrease in all areas except mathematics, which is an improvement by 2%.
- The measure of pupils making progress of 2 levels in English between KS1 and KS2 shows an improvement by 2% and the same improvement in mathematics. Again, these results should improve once remarks and final validation have taken place.

4.6 Successes at Primary level during the Year 2008-09

- The School Improvement Team continued to be rigorous in its challenge and sharing a vision for school improvement in Peterborough – robust and timely intervention in the right schools, at the right time, doing the right things.
- The year ended with no schools on OfSTED categories, which was our target at the start of the 2008-9 year.
- At the end of 2008-9, 5 nursery/infant/primary schools were judged as “outstanding”. However, the new Ofsted inspection framework, being introduced in September 2009, will be even more rigorous than its predecessor, with a focus where ‘satisfactory’ is not good enough.
- School Improvement Partners (SIPs) were introduced into all primary schools for the first time, and aided the school improvement process.
- Relationships with schools are at least good and in some cases outstanding. This has been reflected in the results of this year's Annual School Survey. There is now a culture of trust, respect and high expectations from schools towards the LA school improvement team.
- Results of targeted interventions in schools have shown very positive impact on improved leadership, management and outcomes for pupils, especially at KS1 and significantly for boys.

4.7 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. While this data is indicating increases in all core subjects these 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 DCSF 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.

4.8 There have been significant increases compared to 2008 – 4 percentage points increase for the key indicator of 5+A*-C including English and maths and a 6 percentage point increase for Level 2.

- Performance has improved in all three National Challenge Schools (Bushfield, St John Fisher RC School and The Voyager School), although the only National Challenge school to meet both DCSF and Fisher Family Trust D (FFTD) targets was St John Fisher. Bushfield was well below its SALT target and 2-4% below FFT targets. The Voyager was well below both SALT and FFTD targets.
- 3 schools have improved significantly on last year's results at 5+A*-C, namely St John Fisher, Arthur Mellows Village College and the Thomas Deacon Academy; 3 other schools also increased on last year, Bushfield, Voyager and Stanground. Hampton's results were included for the first time and were slightly below expectations.
- Breaking the 40% barrier, not achieved in Peterborough before, is an important foundation for further improvements in 2010.

In 2009, the LA have two schools below 30% 5+A*-C including English and maths (the National Challenge benchmark), namely Bushfield and The Voyager, although St John Fisher will remain a National Challenge School for this academic year. Orton Longueville School has been identified as a school at risk of dropping below 30% and will receive additional support and funding in 2009-10. Collaborative planning and development with Orton Longueville School is already well underway.

4.9 **Successes at Secondary level during the Year 2007-2008**

- Relationships with secondary schools are very good and improving. The LA needs to challenge schools robustly on their 2009 GCSE and A Level data and appointments have already been made between John Richards, Mel Collins, Gary Perkins and the headteacher and Chair of Governors of each secondary school for September 2009.
- St John Fisher was identified by the LA as an extreme cause for concern. The LA invoked full powers of intervention and the headteacher was replaced by a LA appointed Executive Headteacher now in post substantively. An Interim Executive Board is also in place. This school achieved its best ever results in 2009!
- There is a clear categorisation of each secondary school related to their performance, leading to differentiated programmes of support, challenge and intervention.
- The School Improvement Partner (SIP) Programme has been refined and further embedded, with feedback from Headteachers informing future developments. A strong, experienced and consistent team of School Improvement Partners are now well established.
- There has been and will continue to be a relentless focus on literacy and numeracy – including awareness at school Senior Leadership Team level of their importance.

5. **KEY ISSUES**

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 50 by 2011.
- Narrowing the gap between boys/girls in reading and writing so that it is less than that seen nationally.
- Improving the % at L2b+ in all areas, to match national achievement and be in the top quartile of statistical neighbours.

KS2:

- Improve % of boys achieving 2 levels' progress in writing, especially from L2c and L3, so that the overall % gap is narrowed significantly.
- Improve % of pupils achieving L4+ in both English and mathematics so that it is within 1% of the national average (currently 3% below).
- Improve conversion of all pupils from L2b to L4 in writing so that it matches national averages.
- Improve achievement in mathematics so that it is in line with national achievement.

KS4:

- Build on gains in 2009 to further improve % of students achieving 5+A*-C including English and maths in line with our LA targets.
- Improve % of students making two levels of progress between Key Stage 3 and Key Stage 4 in line with our LA targets.
- Improve literacy, especially boys, in line with LA targets.
- Improve outcomes for vulnerable students and groups of students, especially boys and MENA students and young people with Learning Difficulties and disabilities (LDD).
- 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
- Intensive Support Programme = targeted schools
- Leadership support – knowledge-based leadership programme
- CLLD – R, Y1 and Y2
- Every Child a Reader (ECaR)
- 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
- Mathematics planning workshops – ISP schools
- Effective teaching and learning for EAL children
- “Moving from Good to Outstanding”
- Moderation of FSP assessments
- Moderation of KS1 assessments
- 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 – CPD on booster and intervention – national materials
- Assessing Pupil Progress – reading, writing, mathematics – national materials
- Statutory Assessment – YR, Y2, Y6 teachers and HTs; national guidance and regional training
- Subject leader networks – literacy and mathematics (differentiated groups for mathematics)
- Leading Teachers Continual Professional D – based on national pilot
- HT CPD Leading on Improvement – national materials
- HT /School Improvement Team briefing meetings
- New OfSTED framework – workshops for HTs/SLTs
- Monitoring, Challenge and Support from School Improvement Partners and Advisers

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 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 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 the National Strategies Team, Government Office East (GOEast) and Ofsted. The results also form a key part of LAA 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 to improve performance further in 2010.

8. EXPECTED OUTCOMES

- 8.1
- For Members to note un-validated and incomplete data for 2009
 - For Members to note and scrutinise actions to improve outcomes further in 2010
 - For validated data to be presented to Members in March 2010

9. NEXT STEPS

- 9.1 The actions outlined are currently being implemented and it is expected that actions will impact on exam results in 2010. Scrutiny may require an update in the new year on progress and improved outcomes.

10. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

10.1

Variety of local school data and national DCSF data.

11. APPENDICES

None