

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 6
12 SEPTEMBER 2011	Public Report

Report of the Executive Director of Children's Services

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Presentation of 2011 Unvalidated Examination Results, EYFS – Key Stage 4

1. PURPOSE

- 1.1
 - Provide an update on 2011 teacher assessment, test and national examination results.
 - Review results in relation to previous performance and national results where data is available.
 - Present impact of past and present action to improve results further in 2012.

2. RECOMMENDATIONS

- 2.1
 - Analyse and celebrate performance in the 2011 assessments, tests and examinations.
 - Scrutinise Children's Services actions to improve 2011 and 2012 performance.
 - Support Children's Services leaders to challenge and intervene in schools/settings and core departments where performance is inadequate.

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

- 3.1 Single Delivery Plan - Programme 1 – Creating jobs through growth and improved skills and education.
 This aspect of work contains many of the former NIs pertaining to pupil standards and progress. Gary Perkins is lead officer, in partnership with Jonathan Lewis (AD Education and Resources).

4. BACKGROUND

- 4.1
 - Scrutiny committee 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 2011 unvalidated outcomes will feed into our Ofsted performance profile due in October/November 2011.
 - Scrutiny committee members will also be aware of the national fiasco around KS2 and KS3 results in 2008, poor English marking in 2009 and the KS2 national curriculum test boycott in 2010, all impacting on previous and current reports. KS3 national curriculum tests were abolished in 2008 and from that point onwards it has proven very difficult to receive reliable and moderated information regarding KS3 standards and progress.

Outcomes Summary:

Peterborough City Council Children's Services are celebrating some outstanding outcomes in 2011.

Early Years Foundation Stage (Year R, age 5) LA Results Summary

Early Years Foundation Stage Profile (EYFSP) outcomes improved again by +5% (results improved by +3% last year) in the key measure of % achieving at least 78 points and 6+ scale points in all Personal, Social and Emotional development (PSE) and Communication, Language and Literacy (CLL) scales. Alongside this rise in achievement we also narrowed the gap between the median outcome and the average of the lowest performing 20% by a further 0.5%.

It should be noted, though, that outcomes in CLL, whilst improving overall by 3%, show only a 0.1 scale point improvement in the average score, and only a 0.2 average scale point improvement for the lowest 20% pupils.

Clearly, these areas are a key focus for our work in 2011-12, since CLL outcomes are some way below those expected, causing a negative effect when pupils begin Key Stage 1.

We are delighted, though, with the improvements shown in PSE development outcomes, performing very strongly and showing that the large majority of pupils are ready to embark upon KS1 with a good social and emotional background, ready to learn.

All Pupils	2009	2010	2011
% achieving 6+ in Personal, Social & Emotional Development	70	74	77
% achieving 6+ in Communication, Language & Literacy	51	53	56
% achieving 6+ in Personal, Social & Emotional Development + Communication, Language & Literacy	48	50	55
	All Children	All Children	All Children
Number of pupils in cohort	2,273	2,297	2,413
% achieving at least 78 points across the Early Years Foundation Stage Profile	67	71	73
% achieving at least 78 points AND 6+ in all PSE and CLL	47	50	55
Average Total EYFSP score	82.3	84.2	85.9
Average score in Personal, Social & Emotional Development	6.6	6.8	7.0
Average score in Communication, Language & Literacy	6.1	6.2	6.3
Median EYFSP score	85	87	89.0
20th Percentile EYFSP score	69	71	72

Lowest Performing 20% of Pupils

Number of pupils	454	459	482
Average Total EYFSP Score	55.2	56.7	58.4
Average score in Personal, Social & Emotional Development	4.9	5.1	5.2
Average score in Communication, Language & Literacy	3.6	3.7	3.9
LA % gap between median & bottom 20%	35.0	34.9	34.4

Key Stage 1 (Y2, age 7) LA Results Summary

Scrutiny committee members may remember that 2009 **Key Stage 1** (KS1) 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 were secured and we saw noticeable improvements in the higher levels.

In 2011, KS1 outcomes are disappointing. Whilst consistently ahead of outcomes achieved in 2007 and 2008, they have fallen below the levels achieved in the past two years. As last year, though, we are pleased to have maintained performance levels, albeit with small declines, at the higher levels of L2b+ and L3, which remain some distance ahead of those achieved up to 2008.

National data is not released until 29th September 2011, so at the time of writing it is not possible to show comparison with national outcomes. This will be updated when validated outcomes are reported in January 2012.

It is clear, though, that the gap to national performance has widened slightly in reading and writing, but less so in mathematics, where outcomes at L2+ show a slight improvement (+0.2%) from 2010.

Key Stage 1 Outcomes 2011

Level 2+ – All Pupils

**** national data is 2010, not 2011, to be updated when data is received (29/09/11).**

Level 2 is the expected level, L2b+ is a good indicator of achieving success at KS2 and L3 is beyond expectation.

		2011	2010	2009	Change 10-11	Change 09-11
Reading	National	85%	85%	84%	No change	Up by 1%
	Peterborough	81%	81%	82%	No change	Down by 1%
Writing	National	81%	81%	81%	No change	No change
	Peterborough	76%	76%	78%	No change	Down by 2%
Maths	National	89%	89%	89%	No change	No change
	Peterborough	87%	87%	89%	No change	Down by 2%

Level 2+ – Boys

		2011	2010	2009	Change 10-11	Change 09-11
Reading	National	81%	81%	81%	No change	No change
	Peterborough	77%	78%	80%	Down by 1%	Down by 3%
Writing	National	76%	76%	75%	No change	Up by 1%
	Peterborough	69%	70%	74%	Down by 1%	Down by 5%
Maths	National	88%	88%	88%	No change	No change
	Peterborough	85%	86%	89%	Down by 1%	Down by 4%

Level 2+ – Girls

		2011	2010	2009	Change 10-11	Change 09-11
Reading	National	89%	89%	89%	No change	No change
	Peterborough	85%	85%	84%	No change	Up by 1%
Writing	National	87%	87%	87%	No change	No change
	Peterborough	83%	82%	82%	Up by 1%	Up by 1%
Maths	National	91%	91%	91%	No change	No change
	Peterborough	88%	88%	89%	No change	Down by 1%

Level 2B+ – All Pupils

		2011	2010	2009	Change 10-11	Change 09-11
Reading	National	72%	72%	72%	No change	No change
	Peterborough	68%	69%	67%	Down by 1%	Up by 1%
Writing	National	60%	60%	60%	No change	No change
	Peterborough	54%	55%	53%	Down by 1%	Up by 1%
Maths	National	73%	73%	74%	No change	Down by 1%
	Peterborough	68%	69%	70%	Down by 1%	Down by 2%

Level 2B+ – Boys

		2011	2010	2009	Change 10-11	Change 09-11
Reading	National	67%	67%	67%	No change	Up by 1%
	Peterborough	62%	63%	64%	Down by 1%	Down by 2%
Writing	National	52%	52%	52%	No change	No change
	Peterborough	45%	46%	48%	Down by 1%	Down by 3%
Maths	National	72%	72%	72%	No change	No change
	Peterborough	68%	67%	72%	Up by 1%	Down by 4%

Level 2B+ – Girls

		2011	2010	2009	Change 10-11	Change 09-11
Reading	National	78%	78%	77%	No change	Up by 1%
	Peterborough	74%	74%	70%	No change	Up by 4%
Writing	National	69%	69%	68%	No change	Up by 1%
	Peterborough	62%	64%	59%	Down by 2%	Up by 3%
Maths	National	75%	75%	75%	No change	No change
	Peterborough	69%	71%	68%	Down by 2%	Up by 1%

Level 3 – All Pupils

		2011	2010	2009	Change 10-11	Change 09-11
Reading	National	26%	26%	26%	No change	No change
	Peterborough	22%	22%	21%	No change	Up by 1%
Writing	National	12%	12%	12%	No change	No change
	Peterborough	11%	10%	10%	Up by 1%	Up by 1%
Maths	National	20%	20%	21%	No change	Down by 1%
	Peterborough	18%	18%	19%	No change	Down by 1%

Level 3 – Boys

		2011	2010	2009	Change 10-11	Change 09-11
Reading	National	22%	22%	22%	No change	No change
	Peterborough	17%	18%	18%	Down by 1%	Down by 1%
Writing	National	8%	8%	9%	No change	Down by 1%
	Peterborough	7%	6%	7%	Up by 1%	No change
Maths	National	23%	23%	23%	No change	No change
	Peterborough	21%	14%	22%	Up by 7%	Down by 1%

Level 3 – Girls

		2011	2010	2009	Change 10-11	Change 09-11
Reading	National	30%	30%	30%	No change	No change
	Peterborough	26%	26%	24%	No change	Down by 2%
Writing	National	16%	16%	16%	No change	No change
	Peterborough	15%	14%	14%	Up by 1%	Up by 1%
Maths	National	18%	18%	19%	No change	Down by 1%
	Peterborough	14%	15%	15%	Down by 1%	Down by 1%

Commentary

Although these KS1 results are disappointing, because of small declines, they do show that we have mostly secured the improvements and gains made in the last two years. 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 again 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 2011, being no more than 2% from predictions in all areas except reading at L2b+ (-9%) and writing at L2+, L2b+ and L3 (-4%). Further analysis suggests that this may have been caused by changes to the cohort between the setting of predictions and the teacher assessments taking place.

However, it is also entirely possible that some schools are very restrained when awarding KS1 levels, as they prefer to see greater value added shown when pupils reach the end of KS2. There is both anecdotal and first-hand evidence to suggest that this is an issue in some schools, as well as that of some teachers inaccurately judging levels for some children's achievement. It is also true that some schools focus more upon KS2 outcomes than they do at KS1, and the focus of support work in some schools has also been more evident in KS2 than in KS1.

Raising standards at KS1 remains an important issue for both schools and the school improvement team.

Key Stage 2 (Y6, age 11) LA Results Summary

Scrutiny Committee members may be aware that the Department for Education (DfE) have introduced guidance regarding minimum standards which they expect all schools to achieve. These were applied retrospectively to 2010 outcomes, and will be applied again to 2011 outcomes. They are known as Floor Standards, and LAs are being judged by the number of schools which they have who are performing Below the Floor Standard (BFS), regardless of the context in which the school works.

The floor standards applied are that:

1. 60% of pupils should achieve at least a Level 4 (L4+) in both English and mathematics;
2. The proportion of pupils making at least 2 levels' progress in English (2LPE) between the end of KS1 and the end of KS2 should be above the national median (which for 2010 was 87%);
3. The proportion of pupils making at least 2 levels' progress in mathematics (2LPM) between the end of KS1 and the end of KS2 should be above the national median (which for 2010 was 86%);

For a school to be BFS, it must be below on all 3 measures. If a school is BFS on 2 of the 3 measures, they are classed as vulnerable.

If a school has been BFS for 5 consecutive years, the DfE expects the LA to consider structural solutions i.e the school converting to academy status. There are no schools in Peterborough who are in this position, although there is 1 school which is very close, and a structural solution in the form of formal collaboration with an outstanding school has already been applied.

Key Stage 2 Outcomes 2011

Outcomes at KS2 are totally unvalidated at present, and there is no data from the DfE regarding the progress measures until 29th September 2011. Standards data is from the DfE, but does not take into account either remarks of papers which have been returned, or the proportion of MENA pupils for whom results do not have to be reported.

This data becomes available in January 2012, and for Peterborough schools this may result in an improvement of up to 3% upon currently reported outcomes.

Therefore, the data supplied here should be treated with extreme caution. The headline data is that:

- Performance at L4+ in English is 75%, which is unchanged from 2010 and 6% below the 2010 national average performance;
- Performance at L4+ in mathematics is 76%, which is unchanged from 2010 and 4% below 2010 national average performance;
- Performance at L4+ in both English and mathematics is 68%, which is a 1% improvement on 2010 and 6% below the 2010 national performance;
- Performance at L5 in English is 22%, which is a 4% decline from 2010 and 10% below the 2010 national average performance;
- Performance at L5 in mathematics is 28%, which is a 1% decline from 2010 and 6% below the 2010 national performance.

However, when validated data is returned in January 2012, it is likely that L4+ English will be 78%, mathematics will be 79% and the combined subjects will be 71%. These results would be the best that schools in Peterborough have ever recorded.

School data (unverified) suggests that:

- The proportion of pupils making at least 2LP in English is 88%, which is a 2% improvement from 2010 and 4% above the 2010 national average performance;
- The proportion of pupils making at least 2LP in mathematics is 83%, which is a 1% decline from 2010 and equal to the 2010 national average performance.

This data should not change by January 2012.

The number of schools judged to be BFS has declined from 14 in 2010 to 6 in 2011.

The number of schools judged to be vulnerable has declined from 17 in 2010 to 12 in 2011.

Key Stage 3 (Y9, age 14) LA Results Summary

Assessment at the end of KS3 is, like KS1, now based purely upon teacher assessment rather than external test data. However, unlike KS1, there are no arrangements for the outcomes to be both locally or nationally moderated, and for national performance to be recorded and reported for comparison purposes.

Whilst we do have some 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.

Therefore it would not be appropriate to report upon outcomes at KS3 in this document, although if further evidence and data is received, I am very happy to report that in January 2012.

Key Stage 4 (Y11, age 16) LA Results Summary

Scrutiny Committee members will, I am sure, have seen the very positive and pleasing coverage in the local media regarding KS4 outcomes for 2011.

- For the 3rd successive year, these outcomes are, in general, the best ever recorded by Peterborough schools;
- Although at the time of writing no national data was available, I am confident in reporting that for the measure of 5 A*-C GCSEs including English and mathematics, Peterborough is above 50% for the first time ever and for the measure of 5 A*-C GCSEs, Peterborough is, for the first time, above the national average performance (2010);

- In addition, performance in the measure of the English baccalaureate (EBac) - A*-C GCSEs in English, mathematics, 2 sciences, a humanities subject and a foreign language - Peterborough has shown a gain of 2% on 2010;
- 5 A*-c include English and mathematics is 51%, an increase of 5% on 2010;
- 5 A*-C is 81%, an 8% increase on 2010;
- 5 A*-G is 95%, a 2% increase on 2010;
- A*-C English is 61%, a 7% increase on 2010;
- A*-C mathematics is 59%, a 7% increase on 2010;
- 2 A*-C sciences is 70%, a 7% increase on 2010;
- EBac is 13%, a 2% increase on 2010.

Although the level 1 and the EBac outcomes remain below the national average performance, I am confident that the gap to national will have narrowed considerably once national data is known.

In addition, the number of schools performing at BFS for standards (at least 35% A*-C GCSEs including English and mathematics) has fallen from 5 in 2008 to 1 in 2011. Progress measures for KS4 will be applied once the data is available, and the BFS school data revisited.

NB Once validated data is received, tables for KS2 and KS4 outcomes will be produced similar to those produced for KS1, ready for the January 2012 report.

5. KEY ISSUES

5.1 EYFS:

- There will be a continued emphasis on improving the quality of learning and teaching, and an increased emphasis on improving the quality of leadership and management;
- There will be a heightened emphasis upon the quality and reliability of assessment to ensure accuracy of data;
- There will be a key focus upon raising standards and outcomes in CLL, and maintaining standards in PSE;
- There will be a key focus upon raising standards in PSRN (Problem Solving, Reasoning and Number)

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 LAs;
- Narrowing the gap between boys/girls in reading and writing so that it is less than national.
- Improving the % in all areas, to close the gap to national achievement, and be in the top half of statistical neighbours.

KS2:

- Further improve the proportion of pupils achieving 2 levels' progress in all subject areas so that performance is above the national average and the national median in 2012;
- Improve the proportion of pupils achieving L4+ in both English and mathematics so that it narrows the gap to the national average to within 2%;
- Improve the conversion of pupils from L2b to L4 in writing so that it is closer to national average.

KS4:

- Build on gains in 2009, 2010 and 2011 to further improve % of students achieving 5+A*-C including English and maths and reach the national average performance;
- Improve the proportion of students making 3 levels of progress between KS2 and KS4 so that it at least matches national average and national median performance;
- Continue to improve A*-C performance in English and mathematics so that it is in line with national average performance;
- Improve outcomes for vulnerable students and groups of students, especially boys and MENA students and Learners with Learning Difficulties and Disabilities (LLDD);

- Continue to focus upon improving the quality of leadership, teaching and assessment in schools in order to raise standards further.

6. IMPLICATIONS

6.1 Plans to improve EYFS, KS1 and KS2 outcomes further:

Targeted Interventions:

- LA reviews;
- New Headteachers Focus 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 EYFSP 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)

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 School Improvement Advice provides robust challenge and support to Headteachers;

- Support and challenge leadership in schools causing concern, including through Monitoring and Support Partnerships, bringing additional funding and resources;
- Capture and share good practice from within and beyond Peterborough.

Improve subject teaching, especially in English and maths:

- LA Teaching and Learning 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);
- 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 outcomes will be shared locally with Council Members, schools/settings, governors and other key partners. The results will 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 2011 and April 2012 to improve outcomes further.

8. NEXT STEPS

- 8.1 The actions outlined are currently being implemented and it is expected that actions will impact on results in 2012. Scrutiny may require an update in the New Year on progress and improved outcomes.

- For Members to note unvalidated data for 2011;
- For Members to note and scrutinise actions to improve outcomes further in 2012;
- For validated data to be presented to Members by March 2012

9. BACKGROUND DOCUMENTS

- 9.1 A range of local school data and national DfE data.

10. APPENDICES

- 10.1 *None.*

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