COUNCIL CABINET
Tuesday 17 January 2006

Cabinet Member for Children's and Education Services

Schools' Performance in Key Stage Assessments

SUMMARY

1.1 The purpose of the report is to present an analysis of progress and trends in all key areas of school performance, in order to inform current and future practice within schools and the Education Service.

1.2 The report summarises performance in respect of Key Stage assessment for Derby schools for the academic years ending 2001 to 2005, including comparison to national levels.

1.3 Subject to any issues raised at the meeting, I suggest the following recommendations.

RECOMMENDATIONS

2.1 To endorse the report and, in particular, the priorities for addressing areas of identified under-achievement.

REASON FOR RECOMMENDATION

3. The supporting information is an accurate and concise representation of the current situation and has identified a relevant set of priorities.

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DERBY CITY COUNCIL

Report of the Corporate Director for Children and Young People

Schools' Performance in Key Stage Assessments

SUPPORTING INFORMATION

1.   As set out in Appendix 1.

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Background papers: DfES and Ofsted performance analyses
List of appendices: Appendix 1 – Implications

1.1 The Derby Context

1.2 Standards of achievement across a broad range of performance indicators have risen steadily in Derby over recent years, in many cases more quickly than national average rises. This is a significant achievement when considering that comparison in a number of key demographic indicators shows that the pupil intake to Derby schools is not typical of national averages. The differences (in percentage points) are indicated in the following table.

	Rolling national average	Rolling Derby average	Difference
Pupils with special educational needs (primary)	2.6%	2.8%	+0.2%
Pupils with special educational needs (secondary)	4.2%	5%	+0.8%
Free school meals (primary)	21%	25%	+4%
Free school meals (secondary)	15%	19%	+4%
Ethnic minorities (primary)	20%	25%	+5%
Ethnic minorities (secondary)	19%	22%	+3%

1.3 The percentage of pupils on free school meals is the accepted proxy indicator for social disadvantage in schools. The figures show the relatively high level – though other factors like English as an additional language, the level of asylum seekers and refugees, the level of additional educational needs and levels of attendance all present additional barriers to learning. In this broader respect, for Derby to achieve levels of attainment similar to national levels is a significant challenge, whereas comparison of achievement against statistical neighbours is more indicative of relative success. Derby's Ofsted statistical neighbours are Bolton, Bristol, Kirklees, Southampton, Rochdale, Oldham, Tameside, Walsall, Coventry and Stockton-on-Tees.

1.4 The most recent inspection evidence indicates that, overall, pupils' attainment on entry to primary schools is below the national average.

2.1 End of Key Stage assessment levels

2.2 At the end of each key stage pupil performance is assessed and reported as a set of levels, from level 1 to level 7 with an additional grade of W, working towards level 1. Levels 1 to 3 are subdivided into a 3 point range, i.e. 'a' upper, 'b' mid and 'c' lower.

2.3 The DfES has fixed levels for expected attainment at the end of Key Stage 1 (age 7) of level 2B, Key Stage 2 (age 11) of level 4 and Key Stage 3 (age 14) of level 5. They have also established floor targets which all schools are expected to achieve by 2008;

- Key Stage 1, 70% of pupils at level 2 and above in reading and writing, 80% at level 2 and above in mathematics
- Key Stage 2, 65% at level 4 and above in English, maths and science
- Key Stage 3, 50% at level 5 and above in English, maths and science
- Key Stage 4. 30% at 5 A*-C GCSE and above.

3.1 Key Stage 1 performance

3.2 Performance is assessed at the end of Key Stage 1 in reading, writing and maths through a combination of teacher assessment and national tests.

3.3 Results are broadly in line with national averages at Level 2+, level 2B+ and Level 3. Rates of improvement over the last 5 years have, however, been below national and statistical neighbour averages. The following table shows results in Derby schools compared to national averages, in terms of percentage points above or below the national average.

Level		2001	2002	2003	2004	2005
2+	Reading	84 (0)	83 (-1)	83 (-1)	84 (-1)	85 (0)
2+	Writing	87 (-1)	85 (-1)	82 (-1)	82 (+1)	81 (-1)
2+	Maths	90 (-1)	89 (-1)	90 (0)	90 (0)	89 (-2)
2B+	Reading	69 (0)	68 (-1)	66 (0)	70 (0)	72 (0)
2B+	Writing	61 (+3)	61 (+1)	61 (-1)	63 (+1)	62 (0)
2B+	Maths	76 (+1)	75 (-1)	72 (-2)	74 (-2)	72 (-2)
3+	Reading	29 (0)	30 (0)	28 (0)	29 (0)	25 (-2)
3+	Writing	14 (+5)	15 (+6)	20 (+2)	19 (+3)	17 (+2)
3+	Maths	30 (+2)	30 (-1)	30 (+1)	29 (0)	23 (0)

3.4 Attainment at Key Stage 1 was identified during the Annual Performance Assessment process as a key priority. A number of new or intensified actions have been identified accordingly, and they will be focused particularly on underachieving schools and those achieving below floor targets;

- Schools with Key Stage 1 identified for Primary Strategy targeted intervention programmes for the first time
- Using KS1 leading teachers for mentoring and coaching teachers new to KS1
- Using lead teachers for moderation of Key Stage 1 assessments
- Primary Consultant dedicated to Key Stage 1 in mathematics
- Targeted funding and support to develop "Speaking and Listening" materials
- Increased support through LPSA2 for pupils operating below level 2

- Focus on raising attainment at level 3 in reading, writing and mathematics
- Training for teachers and teaching assistants on the use of intervention programmes
- Additional support for literacy and mathematics co-ordinators through network meetings.

4.1 Key Stage 2 performance

4.2 Performance is assessed at the end of Key Stage 2 in English, maths and science through externally marked national tests.

4.3 Attainment at Key Stage 2 is in line with statistical neighbours, although science dropped below statistical neighbours in 2004. Rates of improvement are variable being above national averages and statistical neighbours for English and science and in line for mathematics.

4.4 The following table shows results in Derby schools compared to national averages, in terms of percentage points above or below the national average.

Level		2001	2002	2003	2004	2005
4+	English	71 (-4)	69 (-6)	74 (-1)	73 (-5)	76 (-3)
4+	Maths	68 (-3)	70 (-3)	71 (-3)	70 (-4)	72 (-3)
4+	Science	85 (-2)	83 (-3)	85 (-2)	81 (-5)	83 (-3)
5	English	24 (-5)	26 (-3)	25 (-2)	25 (-2)	23 (-4)
5	Maths	24 (-1)	25 (-3)	27 (-2)	27 (-4)	30 (-1)
5	Science	31 (-3)	34 (-5)	37 (-4)	36 (-7)	43 (-4)

4.5 Analysis shows a relatively low level of value added within Key Stage 2, although Level 4 results overall in 2005 showed positive improvement. In 2004 20 schools failed to reach floor targets in English and maths, and although this fell to 13 in 2005, improved attainment at Key Stage 2 remains a priority. A number of new or intensified actions have been identified accordingly, and there will be focused particularly on underachieving schools and those achieving below floor targets;

- Continued focus on Primary Strategy support programmes in identified schools
- Continued focus on improving progress year on year to improve level conversion rates between Key Stage 1 and 2
- Developing a writing project for schools that have a gender difference of more than 10%
- ICT to be incorporated into support programmes to support writing
- Developing work on visual literacy eg using film as a stimulus for text
- Extending use of data to identify target groups for intervention work
- Challenging schools through the Annual Review Cycle (ARC) visits by School Improvement Officers to consider provision and opportunities for pupils to attain higher levels
- Supporting pupils attaining below (age related) expectations

- From September 2005, 24 infant, junior and primary schools are accessing funded support for the delivery of Social and Emotional Aspects of Learning.

5.1 Key Stage 3 performance

5.2 Performance is assessed at the end of Key Stage 3 in English, maths and science through national tests and in ICT through teacher assessment.

5.3 Rates of improvement in Key Stage 3 have generally been very positive over recent years, particularly when compared with statistical neighbours. Analysis of 2005 test results show progress is in line with national trends in English, Maths & Science at and above level 5 and better than national average at and above level 6 in English.

5.4 The following table shows results in Derby schools compared to national averages, in terms of percentage points above or below the national average.

Level		2001	2002	2003	2004	2005
5+	English	57 (-7)	62 (-4)	65 (-4)	68 (-2)	71 (-3)
5+	Maths	62 (-4)	64 (-3)	67 (-4)	71 (-2)	71 (-3)
5+	Science	60 (-6)	61 (-5)	61 (-7)	62 (-4)	65 (-5)
6+	English	24 (-7)	28 (-4)	33 (-2)	28 (-6)	33 (-1)
6+	Maths	39 (-4)	42 (-3)	48 (-1)	49 (-3)	50 (-3)
6+	Science	26 (-8)	28 (-5)	34 (-6)	30 (-5)	32 (-5)

5.5 The rate of improvement in level 3-5 conversions (ie children achieving level 3 at the and of Key Stage 2 who go on to achieve a level 5 at the end of Key Stage 3) is better than the national average.

5.6 Derby was one of the first authorities to offer an intensive 2 week support programme through whole school intervention – targeting those schools that are underperforming and with pupils at risk of low attainment. This targeting has achieved an overall improvement in the proportion of pupils achieving level 5 and above in national tests at age 14 ranging between 2% to 32% across the various subjects. This method of support at KS3 was commended by DfES.

5.7 A number of new or intensified actions have been identified, and these will continue to be focused according to need;

- Continued development of the Education Improvement Partnership for secondary schools, promoting inter-school co-operation
- Development of specialist schools policy
- Whole school support on Assessment for Learning
- Development of Management and Leadership of the Secondary Strategy for secondary school strategy managers and inexperienced heads of department
- Improved use of data for target setting and intervention plans

- Increased repertoire of dissemination strategies that build capacity for sustainability and collaboration across the city
- Continued development of learning coaches' scheme so good practice is disseminated to underperforming schools
- Implementation of behaviour and attendance action plan.

6.1   Key Stage 4 performance

6.2   Performance is assessed at the end of Key Stage 4 through GCSE or equivalent accredited qualifications. Pass grades range from A* to G. Grades A* to C are counted as higher level passes.

6.3   2005 comparisons are not currently available, as validated national averages have not been released, however, 2005 saw the best GCSE and equivalent results ever for Derby. Only one school scored below 30% 5+ A*-C grades, but significantly at that particular school, the GCSE scores were double the 2004 figure. Three schools showed an outstanding annual gain of more than 10 percentage points.

6.4   The city average was the highest ever for 5+A*-C grades and the year on year improvement was 2% greater than the national trend.

6.5   The following table shows results in Derby schools compared to national averages, in terms of percentage points above or below the national average.

	2001	2002	2003	2004	2005
5 A*-C GCSE	43 (-7.0%)	45.2 (-6.4%)	48.8 (-4.1%)	48.8 (-4.9%)	53.5 (-2.8%)
5 A*-G GCSE	88.9 (-0.6%)	86.8 (-2.1%)	88.4 (-0.4%)	88.2 (-0.6%)	90.3 (+0.1%)
1 A*-G GCSE	93.6 (-0.9%)	94.4 (-0.2%)	95.3 (+0.5%)	96.0 (-0.1%)	97 (-0.4%)

6.6   The recent release of performance data including English and maths results will inevitably bring achievement in these key areas of learning into sharp focus and will stimulate a re-assessment of the pattern of local authority support for schools. When compared to similar authorities, Derby is achieving higher levels of 5A*-C grades, taking into account English and Maths.

6.7   A number of new or intensified actions have been identified, and these will continue to be focused according to need;

- Continued priority support for da Vinci, Merrill and Sinfin schools
- Continued development of the Education Improvement Partnership for secondary schools
- Continued development of the learning coaches' scheme in order to disseminate good practice to underperforming schools
- Support to senior and middle leaders with the school self evaluation processes.

6.8 Standards at Key Stage 4 have risen to be broadly in line with national averages and statistical neighbours. Rates of improvement in Key stage 4 are good, being above national averages and statistical neighbours.

7.1 Ethnic minority achievement

7.2 Over 50 languages are represented in Derby schools. This diversity has been increased recently with the arrival of new asylum seekers from a broad range of countries including the EU Accession States. In 2005, the overall pupil ethnicity was 23.4%, with 13.4% estimated to have English as an additional language. Since September 2001 we have received, to the best of our knowledge, 440 asylum seekers from 50 countries spread across 47 different schools. Approximately, 80% of whom are in the primary phase.

7.3 There is a complex and variable pattern of achievement between and within different ethnic groups, in part affected by socio-economic factors rather than ethnicity. In some schools, a significant number of pupils enter with no or little spoken English. Absences from school, including extended visits abroad, continue to impact on particular groups.

7.4 The tables show achievements by the four largest ethnic groups in terms of percentage points above or below the overall average for Derby City.

2005 Key Stage 1 Achievement Level 2 +

	Indian pupils	Pakistani pupils	Black Caribbean pupils	White and Black Caribbean pupils
Reading	+3	-9	-10	0
Writing	+4	-9	-6	+1
Maths	+1	-5	-6	0

Key Stage 2 Achievement Level 4+

	Indian pupils	Pakistani pupils	Black Caribbean pupils	White and Black Caribbean pupils
English	+6%	-11%	-2%	-3%
Maths	+10%	-11%	-4%	-4%
Science	+4%	-13%	-7%	-3%

2005 Key Stage 3 Level 5 +

	Indian pupils	Pakistani pupils	Black Caribbean pupils
English	+7%	-9%	-7%
Maths	-1%	-9%	-29%
Science	-7%	-19%	-17%

2005 Key Stage 4 GCSE

	Indian pupils	Pakistani pupils	Black Caribbean pupils
5+ GCSE A* - C	+16%	-3%	-12%

7.5   Significant work is being carried out in order to address underachievement and close gaps. For example,

- support programmes to improve speaking and listening skills,
- mentoring and cultural support,
- a continuing focus on EAL assessment, in both English and mother tongue, and the targeting of support and tracking of pupil progress
- ICT programmes which support different learning styles, the use of key visuals, supportive use of texts for inferencing and comprehension activities and structured language learning
- continuing training to support new arrivals, including asylum seekers and refugees, and managing mid-phase admissions
- targeted African Caribbean support for identified pupils in need of academic, cultural, emotional and behavioural support. A range of approaches used including mentoring, curriculum activities, culturally relevant resources, professional development, Personal, Social and Health Education and multi-agency links
- University accredited Foundation Certificate to train teaching assistants in supporting EAL pupils
- development of differentiated materials on Shakespeare set texts and resources to improve the learning of specialist vocabulary, for example in science
- working closely with local communities, eg the Pakistani Community Reference Group
- various other strategies, including mentoring and peer mentoring; academic support in specific curriculum areas including maths, science, English, ICT, technology and humanities to raise achievement and improve the transition from primary to the secondary phase; culture specific resources including Black History and poetry.

7.6   In the academic year 2004 – 2005, 98 asylum seeker pupils at KS 1 & 2 received Teaching Assistant support through the Vulnerable Children's Grant for speaking and listening activities. 87% of these pupils made significant progress of one level or more. 84 pupils were targeted for reading and writing activities of whom 82% progressed in reading and 74% progressed in writing.

7.7 Priorities for 2005/6 include improving the reading, writing and comprehension skills of pupils with English as an additional language (EAL), improving the learning of specialist vocabulary, developing and supporting different learning styles, mentoring and cultural support for pupils (especially aimed at supporting new arrivals), promoting race equality through a better understanding of monitoring and an awareness of curriculum and, lastly, targeted African Caribbean support.

1.1 Supporting traveller pupils

8.2 The Traveller Service keeps a database of all known children in the Authority from 0 – 19 and has a signed protocol with Connexions for exchanging data. A return also goes out to all schools in September asking for information on pupil achievement, attendance and exclusions. The service also works with interagency partners, including Housing, Connexions and Social Services.

8.3 About 45 children of known Traveller families in Derby access a school place. (Those that did not generally failed because of mobility.) Initial secondary transfer of these children of 90% signifies a particular success in Derby among Irish and Gypsy Travellers, compared with the national estimate for the KS2/3 transfer of 30%. Nevertheless there is still a drop-out of participation, particularly at the end of KS3 – the usual reason given by families is that they are travelling.

8.4 The Traveller Service employs a number of strategies aimed at raising access and achievement, including targeting support for KS transfer (particularly KS2 to KS3 transfer), and supporting schools in gaining rapid access to pupil information.

9.1 Achievement of Children Looked After (CLA)

9.2 There were a total of 524 children looked after during the academic year 04/05, 251 girls and 273 boys. 289 were in care for the full year prior to September 30th 2005. The other 235 children were in care for only part of the year, with ten of these moving in and out of care during the year.

9.3 Of these 524 children, 79% of the girls and 75% of the boys were identified as 'White – British', with the largest other ethnic groups being 'Dual Heritage'. 13% were over statutory school age and 24% were pre-school.

9.4 At any one time, about 10.5% children and young people in care live in one of seven Derby Children's Homes, about 7% are placed for adoption, about 31% are in foster care outside Derby, and about 6% are in some form of residential care (including detention in secure units). About half of Derby's Children in care are placed with foster carers or with family members within the city.

9.5   The following data is for the 289 children and young people who will be included in the 2005 OC2 data return and *is provisional based on the current data*.

Key Stage 2 and 3 achievement in 2004 and 2005 of Children Looked After

Actual pupil numbers are quoted.

Key Stage 2	2004 (17 sat, 19 eligible)	2005 (of 13 returns who sat)	Key Stage 3	2004 (19 sat, 28 eligible)	2005 (of 16 returns who sat)
KS2 English level 4	7	8	KS3 English level 5	7	5
KS2 Maths level 4	6	6	KS3 Maths level 5	7	7
KS2 Science level 4	10	11	KS3 Science level 5	3	6

GCSE achievement

The last three columns refer to percentages. The figures in brackets are actual pupil numbers.

	Number looked after	Number of school age	Number in Year 11	At least 1 GCSE grade A*-G	At least 5 GCSEs grade A*-G	At least 5 GCSEs grade A*-C
England 2004	45,000	35,300	4,800	56.1	39.4	9.4
East Midlands 2004	2,845	2,260	275	59	41	9
Derby 2002	298	249	20	75	55	25 (4)
Derby 2003	305	253	30	55	28	8 (2)
Derby 2004	295	235	35	59	44	6 (2)
Derby 2005	296	234	30	63	43	10 (3)

9.6   Support for children looked after is provided by a dedicated team for the education of CLA. Support is for the child or young person to help them to maintain their school placements, re-integrate into mainstream school, or transfer as smoothly as possible from one school to another, including from Year 6 to Year 7. The team's Education Welfare Officer (EWO) for CLA liaises closely with the Advisory Teacher and Education Welfare Service, and responds to the needs of CLA and their carers, whether in residential homes or foster care. Support for individuals is targeted according to need.

9.7   This team is engaged in a range of activity including

- running training events

- creating support systems for professionals, carers, and young people
- contributing to Special Educational Needs Co-ordinator network meetings
- contributing to the Children's Accommodation Panel
- working with the Social Services review team to set up systems to support the assessment and Individual Education Plan (IEP) process
- consultation and involvement with children and young people.

10.1   In relation to the performance of schools, the local authority's role has a statutory duty to;
- Identify schools where there are concerns about under-performance
- Provide targeted intervention and support according to schools' needs.

10.2   This duty is funded through a combination of core funding and direct government grant funding, and is underpinned by the following priorities;
- Ensure that there is no school in an OFSTED category of concern (special measures or a notice to improve)
- Raise attainment in all key stages
- Narrow the gaps in performance for under-achieving groups.

IMPLICATIONS

Financial

1.   None

Legal

2.   None

Personnel

3.   None

Equalities impact

4.   None

Corporate objectives and priorities for change

Priority 3 – Raising Educational achievement

3.1   Improve attainment at KS2.

3.2   Improve attainment at KS3.

3.3   Improve attainment at KS4.