



Schools' Performance in Key Stage 1 and 2 Assessments

RECOMMENDATION

1.1 To note the following report.

SUPPORTING INFORMATION

2.1 End of Key Stage assessment levels

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.

2.2 The Department for Children, Schools and Families (DCSF) has fixed levels for expected attainment at the end of Key Stage 1 (age 7) at level 2B, Key Stage 2 (age 11) at level 4. 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

2.3 Key Stage 1 performance

Performance is assessed at the end of Key Stage 1 in reading, writing and maths through teacher assessment. Key Stage 1 scores at school level are not reported to the public. Results dipped significantly in 2006 and remained below national averages in 2007. Rates of improvement over the last 5 years have been below national and statistical neighbour averages.

2.4 The following table shows results in Derby schools in terms of percentage points. The bracketed figure is the difference to national averages.

Level		2003	2004	2005	2006	2007
2+	Reading	83 (-1)	84 (-1)	85 (0)	80 (-4)	81 (-3)
2+	Writing	82 (-1)	82 (+1)	81 (-1)	78 (-3)	77 (-3)
2+	Maths	90 (0)	90 (0)	89 (-2)	89 (-1)	88 (-2)
2B+	Reading	66 (0)	70 (0)	72 (0)	67 (-4)	68 (-3)
2B+	Writing	61 (-1)	63 (+1)	62 (0)	59 (-1)	55 (-4)
2B+	Maths	72 (-2)	74 (-2)	72 (-2)	70 (-3)	70 (-4)
3+	Reading	28 (0)	29 (0)	25 (-2)	22 (-4)	24 (-2)
3+	Writing	20 (+2)	19 (+3)	17 (+2)	15 (+1)	13 (0)
3+	Maths	30 (+1)	29 (0)	23 (0)	19 (-2)	23 (+1)

2.5 Key Stage 2 performance

Performance is assessed at the end of Key Stage 2 in English, maths and science through externally marked national tests. Key Stage 2 scores at school level are reported to the public. Attainment at Key Stage 2 has been consistently below national averages over recent years and has recently dipped below our statistical neighbours.

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

Level		2002	2003	2004	2005	2006	2007
4+	English	69 (-6)	74 (-1)	73 (-5)	76 (-3)	75 (-4)	75 (-5)
4+	Maths	70 (-3)	71 (-3)	70 (-4)	72 (-3)	73 (-3)	72 (-5)
4+	Science	83 (-3)	85 (-2)	81 (-5)	83 (-3)	83 (-4)	83 (-5)
5	English	26 (-3)	25 (-2)	25 (-2)	23 (-4)	25 (-7)	27 (-6)
5	Maths	25 (-3)	27 (-2)	27 (-4)	30 (-1)	32 (-1)	28 (-5)
5	Science	34 (-5)	37 (-4)	36 (-7)	43 (-4)	41 (-5)	40 (-6)

2.7 Improvement Strategies

Attainment at Key Stage 1 and 2 was identified during the Annual Performance Assessments in 2006 as a key priority. A number of new or intensified actions were introduced accordingly, and they are focused particularly on underachieving schools and those achieving below floor targets:

- Harder challenge to category schools
- Introduction of School Improvement Partners
- Restructure of the school improvement team
- Reducing the number of schools causing concern
- Improving conversion rates from Key Stage 1 to Key Stage 2
- Sharper support for Intensifying Support Programme (ISP) schools
- Targeted Communication Language and Literacy Development (CLLD) programme across Foundation Stage and Key Stages 1 and 2 (NRF funded)
- Targeted training for improving the teaching of mathematics
- Targeted training for improving writing at Key Stage 2, in conjunction with the Excellence Partnership
- Targeted training for teachers new to Years 2 and 6
- Universal offer of training on the teaching of phonics
- Continuing support through LPSA2 project for pupils operating below level 2.

2.8 The Derby Context

Comparison in a number of key demographic indicators shows that the pupil intake to Derby schools is not typical of national averages. The differences are indicated in the following table.

	National average 2007*	Rolling Derby average (2005 to 2007)^	Difference
Eligible for Free school meals (primary)	16%	21%	+5%
Eligible for Free school meals (secondary)	13%	17%	+4%
Ethnic minorities (primary)	23%	27%	+4%
Ethnic minorities (secondary)	20%	22%	+2%

***Source of data : DCSF School Census statistical release 27/9/07**

^Statutory aged pupils as at January 2007

2.9 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 of disadvantage. There is also a relatively high level of pupils from ethnic minorities, which is accompanied in Derby by higher than average levels of English as an additional language, asylum seekers and refugees and special educational needs. All of these present additional barriers to learning as evidenced by the most recent inspection evidence which indicates that, overall, pupils' attainment on entry to primary schools is below the national average.

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Background papers:

List of appendices: Appendix 1 - implications

IMPLICATIONS

Financial

- 1.1 The majority of the improvement strategies noted are supported by Standards Fund. While there are no immediate financial implications to the report, any significant changes to the levels of standards fund in April 2008 will affect the Children and Young People's Department's capacity to drive improvement.

Legal

2. None

Personnel

3. None

Equalities impact

4. The improvement strategies have been subject to an Equality Impact Assessment. The risk that individual schools will sometimes fail to meet the needs of specific groups of pupils emerged.

Corporate Priorities

5. The actions noted contribute directly to "Supporting everyone in learning and achieving."