



DERBY CITY COUNCIL

## COUNCIL CABINET 20 February 2007

Report of the Cabinet Member for Children and Young People

### **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 Children and Young People's Service.
- 1.2 The report summarises performance in respect of Key Stage assessment for Derby schools for the academic years ending 2002 to 2006, including comparison to national levels.
- 1.3 Standards of achievement across a broad range of performance indicators have risen in Derby over recent years in some areas of performance and remained steady in others.

Over the academic year 2005 to 2006 there were variations in improvement between key stages.

- Results at Key Stage 1 (age 7) dipped to below national averages. Improving standards at this stage is therefore a priority for the Children and Young People's Department.
- Attainment at Key Stage 2 (age 11) has been in line with statistical neighbours in recent years but dipped in 2006. Improving standards at this stage is also a priority.
- Rates of improvement in Key Stage 3 (age 14) were very positive particularly when compared with statistical neighbours. Analysis of 2006 test results shows progress exceeding national trends in English, Maths & Science and these successes have been recognised at a national level.
- Rates of improvement in Key Stage 4 (age 16) were above national averages and statistical neighbours. 2006 saw the best ever GCSE results in Derby.

- 1.4 The report provides analysis of the achievement of ethnic minority groups where the relative under-achievement of Pakistani and Black Caribbean pupils is a clear priority. The achievement of Looked After Children also needs to be targeted as an priority for support.
- 1.5 Finally, it outlines strategies for addressing priority areas and for sustaining improvements in others.
- 1.6 Subject to any issues raised at the meeting, I support the following recommendations.

<b>RECOMMENDATIONS</b>
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- 2.1 To endorse the report and, in particular, the priorities for addressing areas of identified under-achievement.

<b>REASON FOR RECOMMENDATION</b>
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3. The supporting information is an accurate and concise representation of the current situation and has identified a relevant set of priorities.



DERBY CITY COUNCIL

## COUNCIL CABINET 16 January 2007

Report of the Corporate Director for Children and Young People

### Schools' Performance in Key Stage Assessments

#### SUPPORTING INFORMATION

##### The Derby Context

- 1.1 Standards of achievement across a broad range of performance indicators have risen in Derby over recent years in some areas of performance and remained steady in others. This is a positive achievement on the whole 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 (2004 to 2006)	Rolling Derby average (2004 to 2006)	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%

- 1.2 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.

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

### **End of Key Stage assessment levels**

- 2.1 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 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.

### **Key Stage 1 performance**

- 3.1 Performance is assessed at the end of Key Stage 1 in reading, writing and maths through a combination of teacher assessment and national tests.
- 3.2 Results dipped this year to below national averages at Level 2+, Level 2B+ and Level 3. Rates of improvement over the last 5 years have 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		2002	2003	2004	2005	2006
2+	Reading	83 (-1)	83 (-1)	84 (-1)	85 (0)	80 (-4)
2+	Writing	85 (-1)	82 (-1)	82 (+1)	81 (-1)	78 (-3)
2+	Maths	89 (-1)	90 (0)	90 (0)	89 (-2)	89 (-1)
2B+	Reading	68 (-1)	66 (0)	70 (0)	72 (0)	67 (-4)
2B+	Writing	61 (+1)	61 (-1)	63 (+1)	62 (0)	59 (-1)
2B+	Maths	75 (-1)	72 (-2)	74 (-2)	72 (-2)	70 (-3)
3+	Reading	30 (0)	28 (0)	29 (0)	25 (-2)	22 (-4)
3+	Writing	15 (+6)	20 (+2)	19 (+3)	17 (+2)	15 (+1)
3+	Maths	30 (-1)	30 (+1)	29 (0)	23 (0)	19 (-2)

- 3.3 Attainment at Key Stage 1 was identified during the Annual Performance Assessments in both 2005 and 2006 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:

- Train all Key Stage 1 schools in Early Reading using the Primary Framework and recommendations from the Rose Report
- Provide training for Foundation Stage and Key Stage 1 schools in the effective teaching of phonics
- Provide training on improving writing at Key Stage 1 with follow up twilight sessions to monitor impact
- Train staff in effective use of ICT to enhance teaching of literacy and mathematics
- Have a focused discussion about how to improve the performance of boys during Annual Review Cycle (ARC) meetings.
- Work closely with the School Improvement Officers (SIOs) in priority schools to ensure that support is co-ordinated and targeted to address the priorities identified during the joint visits.
- Primary Consultant dedicated to Key Stage 1 in mathematics
- Continued support through LPSA2 for pupils operating below level 2

## Key Stage 2 performance

- 4.1 Performance is assessed at the end of Key Stage 2 in English, maths and science through externally marked national tests.
- 4.2 Attainment at Key Stage 2 has been in line with statistical neighbours in recent years but dipped in 2006. Long term trend rates of improvement are variable being above national averages and statistical neighbours for English and science and in line for mathematics.
- 4.3 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
4+	English	69 (-6)	74 (-1)	73 (-5)	76 (-3)	75 (-4)
4+	Maths	70 (-3)	71 (-3)	70 (-4)	72 (-3)	73 (-3)
4+	Science	83 (-3)	85 (-2)	81 (-5)	83 (-3)	83 (-4)
5	English	26 (-3)	25 (-2)	25 (-2)	23 (-4)	25 (-7)
5	Maths	25 (-3)	27 (-2)	27 (-4)	30 (-1)	32 (-1)
5	Science	34 (-5)	37 (-4)	36 (-7)	43 (-4)	41 (-5)

- 4.4 Analysis shows a relatively low level of value added within Key Stage 2, with Level 4 results plateauing in 2006. In 2004 20 schools failed to reach floor targets in English and maths, and although this fell to 13 in 2005, it rose to 14 in 2006. A number of new or intensified actions have been identified accordingly, and these will be focused particularly on underachieving schools and those achieving below floor targets;
- Refocus the way in which Consultants and school improvement officers (SIOs) work together
  - Review the arrangements for the Intensifying Support Programme (ISP) to make it tailored to the individual needs of schools

- Provide training on improving writing at Key Stage 2 with follow up twilight sessions to monitor impact
- Use Primary Framework to improve progression in English and mathematics
- Introduce improved pupil performance tracking systems to schools where the use of data is identified as an area for improvement.
- Provide training for Raiseonline to enable schools to use it most effectively. (Raiseonline is a new national system to be used by schools and OFSTED to evaluate data and so judge school performance.)
- Provide targeted training for schools with specific issues e.g. where there is a large variation between levels of performance between subjects
- Develop the use of ICT further to support learning
- Continued focus on improving progress year on year to improve level conversion rates between Key Stage 1 and 2
- Supporting pupils attaining below (age related) expectations

### **Key Stage 3 performance**

- 5.1 Performance is assessed at the end of Key Stage 3 in English, maths and science through national tests and in ICT through teacher assessment.
- 5.2 Rates of improvement in Key Stage 3 have generally been very positive over recent years, particularly when compared with statistical neighbours. Analysis of 2006 test results show progress exceeding national trends in English, Maths & Science at and above level 5 and level 6.
- 5.3 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
5+	English	62 (-4)	65 (-4)	68 (-2)	71 (-3)	73 (+1)
5+	Maths	64 (-3)	67 (-4)	71 (-2)	71 (-3)	77 (0)
5+	Science	61 (-5)	61 (-7)	62 (-4)	65 (-5)	71 (-1)
6+	English	28 (-4)	33 (-2)	28 (-6)	33 (-1)	34 (0)
6+	Maths	42 (-3)	48 (-1)	49 (-3)	50 (-3)	58 (+1)
6+	Science	28 (-5)	34 (-6)	30 (-5)	32 (-5)	41 (0)

- 5.4 The rate of improvement in level 3-5 conversions (i.e. children achieving level 3 at the end 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.
- 5.5 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 method of support at KS3 was commended by DfES.
- 5.6 A number of new or intensified actions have been identified, and these will continue to be focused according to need;

- All schools working in partnership, sharing good practice through self sustaining mechanisms, coordinated by a central support team
- To support schools in the new curriculum changes at KS3/4/5
- Continued focus of consultant support on assessment for learning and other whole school priorities. Continue innovative methods of support through one and two week whole school support mechanisms
- Focus on non- and slow movers at levels 3-5, 4-5 and D-C conversions through continued effective intervention
- Continue to develop learning coaches' scheme so good practice is disseminated to underperforming schools
- Support senior/ middle leaders on school self evaluation processes
- Work closely with headteachers / School Improvement Partners (SIPs) on support requirements related to self evaluation
- Continued development of specialist schools policy
- Continued implementation of behaviour and attendance action plan.

### Key Stage 4 performance

- 6.1 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.
- 6.2 2006 saw the best GCSE and equivalent results ever for Derby.
- 6.3 The following table shows results in Derby schools compared to national averages, in terms of percentage points above or below the national average.

	2002	2003	2004	2005	2006
5 A*-C GCSE	45.2 (-6.4%)	48.8 (-4.1%)	48.8 (-4.9%)	53.5 (-2.8%)	55.2 (tbc)
5 A*-G GCSE	86.8 (-2.1%)	88.4 (-0.4%)	88.2 (-0.6%)	90.3 (+0.1%)	92.0 (tbc)
1 A*-G GCSE	94.4 (-0.2%)	95.3 (+0.5%)	96.0 (-0.1%)	97 (-0.4%)	(tbc)

- 6.4 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.
- 6.5 The new 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.
- 6.6 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.

## **Ethnic minority achievement**

- 7.1 Over 50 languages are represented in Derby. In 2006, the overall pupil ethnicity was 25% with 14% estimated to have English as an additional language. From 2001 – 2003 we received, to the best of our knowledge, 440 asylum seekers from 49 countries spread across 47 different schools. Approximately, 80% are in the primary phase. During 2004 – 2006, 243 new arrivals came from the EU accession states and a further 428 pupils arrived from a broad range of other nations.
- 7.2 In the city, a complex and variable pattern of achievement between and within different ethnic groups is evident, in part affected by geographical and socio-economic factors. The quality of spoken English at the nursery and infant stages shows considerable variation. In some schools, a significant number of pupils enter with no or little spoken English and spoken English is frequently limited within the home. Absences from school, including extended visits abroad, continue to impact on particular groups. The overall position is further complicated by the arrival of asylum seeker pupils and more recently those from the EU Accession States, with low levels of English language competence.
- 7.3 The tables show achievements by the four largest ethnic groups in terms of percentage points above or below the overall average for Derby City.

### **2006 Key Stage 1 Achievement Level 2 +**

	Indian pupils	Pakistani pupils	Black Caribbean pupils	White and Black Caribbean pupils
Reading	+8	-8	+1	+3
Writing	+6	-14	-7	-4
Maths	+4	-6	+1	-1

### **2006 Key Stage 2 Achievement Level 4+**

	Indian pupils	Pakistani pupils	Black Caribbean pupils	White and Black Caribbean pupils
English	+6	-9	-12	0
Maths	+6	-9	-11	-12
Science	+4	-13	-12	-5



## 2006 Key Stage 3 Level 5 +

	Indian pupils	Pakistani pupils	Black Caribbean pupils	White and Black Caribbean pupils
English	+12	-14	0	-5
Maths	+9	-16	-7	-9
Science	+4	-25	-9	-3

## 2006 Key Stage 4 GCSE

	Indian pupils	Pakistani pupils	Black Caribbean pupils	White and Black Caribbean pupils
5+ GCSE A* - C	+15	-11	-7	-19

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

- Training programme for teachers and teaching assistants supporting bilingual learners
- Continuing training to support new arrivals, including asylum seekers and refugees, and managing mid- phase admissions
- Secondary Strategy EAL pilot - developing the writing skills of bilingual learners
- Introduction of the National Strategy for African Achievement Pilot in primary schools, focusing on strategies to encourage parental involvement.
- Targeted African Caribbean support in secondary schools, in line with “Aiming High: Raising the Achievement of African-Caribbean Pupils,” with a focus on supporting pupils and managing behaviour and teaching and learning
- Targeted African Caribbean support for identified pupils in need of academic, cultural, emotional and behavioural support
- Continuing training to improve the reading, writing and comprehension skills of EAL pupils linked to sharper EAL assessment, targeting of support and tracking of pupil progress
- Various strategies, including mentoring and peer mentoring, are being used to improve attitudes and raise aspirations. Academic support is also provided in specific curriculum areas, to raise achievement and improve the transition from the primary to the secondary phase

- Packs of resources for Black History Month sent into all city secondary schools
- The production and distribution to all schools of an anti-racist pack, including multi-lingual posters
- Various other strategies, including mentoring and academic support in specific curriculum areas to raise achievement and improve the transition from primary to the secondary phase.

#### 7.5 Priorities for 2006/7 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
- Targeted African Caribbean support.

### **Supporting traveller pupils**

- 8.1 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 and Connexions.
- 8.2 About 140 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.
- 8.3 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.

## Achievement of Looked After Children (LAC)

9.1 There were 502 LAC during the academic year 2005/06, 245 girls and 257 boys. Of the 502 children, 83% of the girls and 77% of the boys are 'white – British', with the largest other ethnic groups being 'dual heritage'. Of the 502 children, 27% are over statutory school age and 19% are pre-school.

9.2 Distribution by school year group was as follows.

R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11
12	11	15	10	11	19	20	22	25	24	28	31

9.3 At any one time, about 13% of children / young people in care live in one of seven Derby Children's Homes, about 10% are placed for adoption, about 31% are in foster care and attending schools in other authorities outside Derby, and about 7% are in some form of residential care (including detention in secure units). Just over half of Derby's LAC are placed with foster carers or with family members within the city.

9.4 The following (provisional) data shows the percentage of LAC achieving the expected levels in national curriculum assessments in 2006.

	2002 %	2003 %	2004 %	2005 %	2006 %
KS2 English L4+	32	55	37	42	50
KS2 Maths L4+	36	50	32	32	45
KS2 Science L4+	48	55	53	58	60
KS3 English L5+	32	29	25	17	38
KS3 Maths L5+	18	25	25	24	38
KS3 Science L5+	29	21	11	21	42
1 GCSE A*-G	75	55	59	62	68
5 GCSE A* - G	55	28	44	45	52
5 GCSE A* - C	25	7	6	10	0

9.5 Results at Key Stages 1 and 2 indicate some improvement over the last two years. This year's Key Stage 3 results in particular indicate a significant improvement on the previous two years at Key Stage 3. GCSE results are initially disappointing, but significantly, in 2005-06, three of Derby's LAC remained at school into Year 12 and took their GCSEs a year later than their peers. Each of these LAC achieved

some GCSEs and one of them 8 A\*-C grades. The published figures do not record these successes.

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.

## **IMPLICATIONS**

### **Financial**

1. The Council's duty around raising performance in schools is discharged principally through the Learning Division of the Children and Young People's Department. The Learning Division is funded through a combination of core funding and direct government grant funding. It is important that an adequate level of resourcing is maintained within the division in order to challenge under-performance and support the raising of standards in schools.

### **Legal**

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

The duty 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.

### **Personnel**

3. None

### **Equalities impact**

4. There is a significant gap between the achievement of specific groups and the Derby average. Raising the performance of certain ethnic minority groups, children looked after and travellers need to be a continuing priority for the Council. The actions outlined above are central to meeting this priority.

### **Corporate objectives and priorities for change**

- Providing early and effective support for under-performing schools to reduce the number of 'causing concern' schools
- Improving educational attainment at Key Stage and GCSE levels
- Raising skills levels to improve the chances of securing employment.