

# PEOPLE (CHILDREN) SCRUTINY PANEL

26 January 2012

## KEY STAGE 2 NATIONAL CURRICULAR ASSESSMENTS RUTLAND RESULTS 2011

Report of the Strategic Director for People

STRATEGIC AIM:	Creating a Brighter Future for All
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### 1. PURPOSE OF THE REPORT

1.1 This report provides an overview of the achievements of eligible pupils in the 2011 National Curricular tests and teacher assessments at Key Stage 2 (KS2).

### 2. RECOMMENDATIONS

2.1 That Scrutiny Panel considers the information provided within this report.

### 3. BACKGROUND INFORMATION

3.1 The National Curriculum, taught to all pupils in maintained schools is made up of blocks of years, known as Key Stages.

- a) Year 1 and Year 2 of primary school are known as Key Stage 1.
- b) Years 3 to 6 of primary school are known as Key Stage 2.
- c) Compulsory National Curriculum subjects are the same for Key Stages 1 and 2:
  - i. English
  - ii. Maths
  - iii. Science
  - iv. Design and Technology
  - v. Information and Communication Technology (ICT)
  - vi. History
  - vii. Geography
  - viii. Art and Design
  - ix. Music
  - x. Physical Education

3.2 Schools are also required to teach religious education, though parents have the right to withdraw children for all or part of the religious education curriculum. In addition, schools are advised to teach personal, social and health education (PSHE) and citizenship, together with at least one modern foreign language.

- 3.3** At Key Stages 1, 2 and 3 the National Curriculum is accompanied by a series of eight levels. These are used to measure children's progress compared to pupils of the same age across the country. All schools assess pupils' progress during the school year. At the end of Key Stage 2 children take national tests in English, Maths and Science and by the end of key Stage 2 most children should reach at least level 4.
- 3.4** National curriculum tests provide a snapshot of attainment at the end of Key Stage 2. Teacher Assessment is the teachers' judgement of pupils performance in the whole subject over the whole Key Stage programme of study.

#### **4. ANALYSIS OF RUTLAND KEY STAGE 2 RESULTS FOR 2011 AND TREND OVER THE LAST FIVE YEARS**

**4.1** According to statistics released by the Department for Education on 2 August 2011, 81% of the pupils in Rutland achieved Level 4 or above in English and Mathematics, compared to 74% nationally. For Maths, the figure was 84% (80% nationally). For English, the figure was 88% (81% nationally). At the higher grade of Level 5 or above, 34% of Rutland's 11 years olds were successful in English (29% nationally) and 36% in Maths (35% nationally). At Level 4+ girls and boys attainment is above the national average in all areas. At Level 5 boys' attainment is below national average in Maths and English. Boys' attainment is at national average in writing. Boys' attainment in English overall is slightly above the national average and significantly above the national average in Science. Please see Appendix A for Rutland Key Stage 2 2011 data and Appendix B (EXEMPT) for KS2 Trend by School data.

#### **4.2 Issues**

Although boys attainment at L5 in English overall is above the national average and equal to the national average in maths boys' level 5 attainment in reading, writing and maths is an area for improvement.

Boys' attainment at L5 in maths but especially in reading.

##### **English**

Standards:

Results are above national average at both L4+ and L5. At L4+ girls outperform boys by 9%. At L5 Girls significantly outperform boys by 16.5%.

Issues:

Improve attainment at L5 especially for boys.

Trends:

At L4+ results are overall steady and high. At L5 there are on an overall slight downward trend. At L4+ girls consistently outperform boys with a slight improvement for boys from 2010 TA. At L5 girls consistently outperform boys with an overall, slight, downward trend.

##### **Reading**

Standards:

Results are above national average at both L4+ and L5.

Issues:

To improve attainment for boys at L5.

Trends:

Overall the L4+ results are steady and high. Overall at L5 there is a slight downward trend but results remain above the National average. At L4+ Girls consistently outperform boys but not always to a significant degree. At L5 girls consistently and significantly outperform boys.

### **Writing**

Standards:

Results are above national average at both L4+ and L5. At L4+ girls outperform boys by 10.6% At L5 Girls significantly outperform boys by 20.3%.

Issues:

To raise attainment for boys at L5.

Trends:

Overall L4+ results are steady with a slight upward trend. Overall L5 results are steady and generally above the national average. At L4+ Girls consistently outperform boys. At L5 girls consistently and significantly outperform boys.

### **Maths**

Standards:

Results are above national average at both L4+ and L5. At L4+ girls slightly outperform boys by just 3.9% At L5 there is no significant gender difference.

Issues:

Raising L5 attainment for boys which is slightly below the national average this year.

Trends:

At L4+ results overall are steady and high. At L5 results overall are steady and high but only just above National average. There is no consistent gender dominance at L4+ or L5

### **Science**

Standards:

Results are above national average at both L4+ and L5. At L4+ girls slightly outperform boys by just 2.2%. At L5 girls slightly outperform boys by just 2.9%.

Trends:

Overall results are steady and high at both L4+ and L5. There is no consistent gender dominance at L4+ or L5.

## **4.3 Resources and Programmes in Action**

### **Improving Schools' Programme**

41% of schools are participating in the Improving Schools' Programme, (ISP). These schools receive a minimum of six half-day visits from a Primary School Officer who supports and challenges the school's Raising Attainment Plan, (RAP)

### **Leading Teacher Programmes**

Five Leading Teachers are working in five Rutland schools on the 'Support' or 'Good to Great' programmes. Leading teachers work alongside class teachers with a focus group of children to raise standards in either English or Maths.

**'Communication Language and Literacy Development', (CLLD), project.**

76% of schools have taken up the offer of targeted support for the assessment and teaching of phonics.

### **Lead Assessment Schools**

Two schools have been identified as Lead Assessment Schools. These two schools have made their expertise and support available to all schools since September 2010.

### **Continuing Professional Development (CPD)**

The LA has either commissioned or brokered CPD through a partnership with CfBT for:

- Assessment at KS1 & KS2
- Newly Qualified Teacher support.
- Governor support
- Teaching Assistant Network

### **Work Force development through:**

'Talent Management Quality Mark', (TMQM) and 'Aspirant Heads' projects funded by the National College. The TMQM is to develop and support high quality middle leadership in schools whilst the Aspirant heads programme develops Senior Leadership skills in schools and addresses succession planning issues.

### **Maths Specialist programme**

Five Rutland Primary teachers completed the Specialist Maths programme which is an accreditation which contributes towards a Masters Degree.

### **Core Group**

The Core Group process and criteria for support has been recently revised to facilitate greater clarity and to ensure that all support is targeted to need, based on agreed criteria.

## **4.4 Analysis of Impact**

100% of schools are judged by OfSTED to be at least satisfactory.

23% of schools are judged by OfSTED to be Outstanding

82% of schools are judged by OfSTED to be good or better.

No Rutland primary schools are judged to be either failing or with a notice to improve.

During 2010-2011 two schools moved from an OfSTED judgement of 'Satisfactory' to 'Good'.

The positive impact of the CLLDS programme is clear with a 13% improvement in phonics results at the end of the EYFS.

## **4.5 Ofsted's View**

### **Outstanding:**

Brooke Hill Academy 5/11/08

Langham CE Primary School 2/12/09

Whissendine CE Primary School 29/1/10

Ketton CE Primary School 19/3/10

### **Good:**

St Mary & St John CE Primary School 26/6/08 HMI letter no inspection 7/1/11

English Martyrs RC Primary School 21/1/09

Oakham CE Primary School 9/2/09  
 Leighfield Primary School 25/3/09  
 Edith Weston Primary School 12/5/09  
 Uppingham CE Primary School 7/10/09  
 Empingham CE Primary School 1/12/10  
 Great Casterton CE Primary School 1/12/10  
 Exton CE Primary School 17/5/11  
 Cottesmore Primary School 30/6/11

**Satisfactory:**

Southfield, (now Catmose Primary School) 7/2/11  
 St Nicholas CE Primary School 19/5/11  
 Ryhall CE Primary School 15/6/11

**5. CONCLUSION**

Schools in Rutland continue to develop and strive for improvement. Schools are not complacent and understand any issues. The Local Authority works closely with primary schools and uses the officers within Lifelong Learning to provide support and challenge to schools. The Core Group process where each school's progress is reviewed and graded has continued to prove beneficial in identifying any concerns and enables the LA to respond to individual needs of schools. In reviewing the trends over the last five years it is necessary to advise that in 2010 the majority of primary schools boycotted the Key Stage 2 tests. Schools continually are required to respond to changing needs of children and the Local Authority will continue to offer support and challenge in the quest to improve standards.

**6. RISK MANAGEMENT**

<b>RISK</b>	<b>IMPACT</b>	<b>COMMENTS</b>
Time	Medium	Current and future monitoring, support and challenge are required to be sustained.
Viability	Low	The LA has a statutory role in the arrangement, monitoring and moderation of Key Stage 2 tests
Finance	Low	The LA provides this service through current budget provision.
Profile	High	High achievement by learners is critical to their future success. Maintaining and developing effective relationships with primary schools is essential.
Equality and Diversity	High	The LA continues to strive towards supporting all maintained schools to be successful, inclusive and effective centres for learning. This includes maintaining and inclusive, innovative, relevant and extended curriculum. An EIA has been completed.

**Background Papers**

LA Rutland Key Stage 2 – 2011 and trend data

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A Large Print or Braille Version of this Report is available upon request – Contact 01572 722577.