

PEOPLE (CHILDREN) SCRUTINY PANEL

11th October 2012

KEY STAGE 2 NATIONAL CURRICULAR ASSESSMENTS RUTLAND RESULTS 2012

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 2012 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 2012 AND TREND OVER THE LAST FIVE YEARS

4.1 Standards:

Based on the 2011* figures all KS2 results are above the national average:

At L4+

in English by 7.5%,
in Maths by 7.5%;
in Science by 6.3%
English + Maths by 10%.

At L5

in English by 18.1%;
in Maths by 10.5%
in Science by 10.8%
in English + Maths by 13.3%.**

KS1 to KS2 Progress:

English KS1 to KS2 progress is the best so far at 93.5%; an improvement of 9.7% on 2011
Maths KS1 to KS2 progress is the best so far at 92.2%; an improvement of 11.6% on 2011 ***

All results are provisional but changes are not usually significant.

* 2012 national figures have not yet been released.

** One child + 0.3%

*** Progress statistics have been collected since 2010

4.2 Schools with above floor target results i.e. 60% L4+ in English + Maths

For the first time since floor target data has been collected in 2008-9 All schools in Rutland have attained above floor target results in English + Maths.

However, this excludes one school where there was only one Y6 child and that child, with SEN, did not attain L4+.

One school was at the floor target of 60% but this school has very low numbers in Y6 which is not statistically significant.

4.3 English & Maths Standards at subject Level: (Brackets indicates 2011 figures)

Out of 17 Primary schools

Subject & Level	2012 Number of schools \geq 5% below national averages	2012 Number of schools \geq 5% above national averages
Maths L4+	2+1 (5)	9 (11)
Maths L5	5 +1 (9)	9 (7)
Reading L4+	2+1 (4)	7 (7)
Reading L5	3+1 (8)	10 (7)
Writing L4+	1+1 (4)	11 (11)
Writing L5	3+1 (6)	13 (9)

+1 indicates one school with only one child in Y6 who had SEN and did not attain L4

This indicates an improving picture at L4+ across the board. At L5 All but maths shows a static or improved result.

4.4 Test v Teacher assessment (TA):

Maths L4+ Overall no significant variation between test and TA.

L5 Overall TA was 2.6% lower than test. All due to the lower TA of boys.

English L4+ Overall no significant variation between test and TA.

L5 TA was 4.2% lower than test results, (although writing was only TA this year, which had to include a test, so the calculation of the combined results was more complex.) The variation was due entirely to the lower TA of boys.

4.5 Service Children:

Service children numbered just 18 in 2012, this represents 5.8% of all Y6 children.

At L4+, in all but Science, Service children performed less well than non-service children. However, at **L5** Service children performed better than non-service children in Reading, Writing, English and Maths.

Numbers of service children are low for 2012. 2012-13. Figures will be statistically more relevant as will 'trends over time' when considering the attainment and progress of Rutland's Service children and any subsequent provision.

4.6 Rutland results compared with statistical neighbours:

*Sampled Statistical neighbours are Cambs. Worcs, and N. Yorks.
Base on 2011 figures. (2012 not yet available.)*

At L4+ Rutland outperformed all sampled statistical neighbours by:

- 6-7% in English
- 4-5% in Reading
- 5% in writing
- 4-5% in Maths

At L5 Rutland outperformed all sampled statistical neighbours by:

- 4% in English
- 3-4% in Reading
- 4-5% in writing
- 1-2% in Maths

4.7 Reading – 5 Year Trends:

L4+ no significant variation over 5 years

L5 results are the best for 3 years.

Girls consistently outperform boys at L4+ and L5. However, encouragingly the gap at L5 has narrowed for boys this year with best result, for boys, in 5 years at 50%.

SEN Reading:

At L4+

School Action: An improving trend and the best result for 5 years.

School Action Plus: There is a declining attainment with the lowest for 5 years.

Statemented: An improving picture with the 2nd highest result in 5 years.

At L5 –

Low numbers make statistical trends difficult to analyse. Results have been steady over the last 3 years. For the first time in 5 years two children attained L5.

4.8 Writing – 5 Year Trends:

At L4+

Best results for 5 years at 84.3%

L5 results are steady with the best result in 3 years and equal to the previous high in 2008.

Girls consistently outperform boys at L4+ and L5. The gap remains the same between boys and girls.

SEN:

At L4+

School Action: there is a significant improvement over 5 years.

School Action Plus: After a 3 year improvement there has been a small decline in results this year.

Statemented: With the exception of an unusual peak in 2009 results are steady with a slight downward trend.

At L5

Low numbers make statistical trends difficult to analyse. Results have been steady over the last 3 years. For the first time in 5 years one child attained L5.

4.9 English – 5 Year Trends:

Trends:

L4+ Results remain steady and high.

L5 results are the best for 5 years.

Girls consistently outperform boys at L4+ and L5. The gap remains the same between boys and girls.

SEN

At L4+

School Action: There is a significant upward trend with best result in 5 years.

School action Plus: Results remain steady with a decline from 2010 and a slight improvement this year.

Statemented: After a peak in attainment in 2009 results are steady.

At L5

Low numbers make statistical trend difficult to analyse. Results have been steady over the last 3 years. For the first time in 5 years two children attained L5

4.10 Maths – 5 Year Trends:

At L4+

Results remain steady and high.

L5 results are the best for 5 years.

There is very little variation in attainment between boys and girls at both L4+ and L5.

SEN:

At L4+

School Action: There is a significant upward trend with best result in 5 years.

School Action Plus: There has been a decline from the high of 2010.

Statemented: After a decline in 2009 results have been steady for the last two years.

At L5

Low numbers make statistical trends difficult to analyse. Results have been steady over the last 3 years. For the first time in 5 years three children attained L5. (Two children attained L5 in 2009)

4.11 Science – 5 Year Trends:

At L4+

Results remain steady and high.

At L5

Results are steady with a slight decline this year.

There is little variation between the attainment of boys and girls at L4+ and L5.

SEN:

At L4+

School Action: There is an upward trend with best result in 5 years.

School Action Plus: Apart from a peak in 2010 results have remained steady

Statemented: Results have taken a significant downward trend from a peak in 2008.

At L5

Low numbers make statistical trends difficult to analyse. Results have been at school Action and School Action Plus have both declined but an improvement in Statemented attainment at L5 with two children attaining L5

4.12 English + Maths – 5 Year Trends:

At L4+

Results remain steady and high.

At L4+ girls usually, although not exclusively, outperform boys

L5

Results are steady with a slight improvement this year.

Girls consistently outperform boys with the gap widening slightly this year.

SEN:

At L4+

School Action: There is a significant upward trend with best result in 5 years.

School Action Plus: Apart from a decline in 2009 results have remained steady

Statemented: Apart from a peak in 2009 results have remained steady.

At L5

Low numbers make statistical trends difficult to analyse.

For the first time in 5 years two children with a Statement attained L5 in English + Maths.

Results School Action Plus have been steady but low.

4.13 Resources and Programmes in Action

Improving Schools' Programme

30% 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

Traveller Education Support

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.

4.14 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

47% 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.

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

4.15 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

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

Satisfactory:

St Nicholas CE Primary School 19/5/11

Ryhall CE Primary School 15/6/11

Edith Weston Primary School 15/03/12

Cottesmore Primary School 06/02/12

Catmose Primary School (academy) 7/02/11

5. CONCLUSION

Schools in Rutland continue to develop and strive for improvement. Schools are not complacent and understand and address any issues. The Local Authority works closely with primary schools and uses the officers within the Lifelong Learning Team 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 the changing needs of children and the Local Authority will continue to offer support and challenge in the quest to improve standards.

6. RISK MANAGEMENT

RISK	IMPACT	COMMENTS
Time	Medium	Current and future monitoring, support and challenge are required to be sustained.
Viability	Medium	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 – 2012 and trend data

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