

PEOPLE (CHILDREN) SCRUTINY PANEL

13 November 2014

Provisional Key Stage 2 Attainment Results from Rutland Primary Schools and KS5 Attainment Results from Rutland County College

Report of the Director for People

STRATEGIC AIMS:	▪ Creating a Brighter Future for All
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1. PURPOSE OF THE REPORT

- 1.1 To present information on Key Stage 2 Attainment Outcomes for 2014 for Rutland Primary Schools;
- 1.2 To present information on Key Stage 5 Attainment Outcomes for 2014 for Rutland County College.

2. RECOMMENDATIONS

- 2.1 That People (Children) Scrutiny Panel note the provisional Key Stage 2 attainment outcomes for Rutland Primary Schools for 2014;
- 2.2 That People (Children) Scrutiny Panel note the Key Stage 5 attainment outcomes for Rutland County College 2014;
- 2.3 That a detailed analysis of attainment performance in Rutland covering Early Years, KS1, KS2, KS4, KS5 is presented to People (Children) Scrutiny Panel following receipt of validated RAISEonline data in Spring 2015.

3. KEY STAGE 2 in 2014 – BACKGROUND INFORMATION

3.1 Purpose of the Tests

The Key Stage 2 National Curriculum tests are designed to test children's knowledge and understanding of specific elements of the Key Stage 2 programmes of study. They provide a snapshot of a child's attainment at the end of the second key stage. English and mathematics tests are taken at the end of Year 6, usually when children are 11-years-old.

Level 6 tests are now part of the suite of Key Stage 2 National Curriculum tests. Further information about the tests is available on the DfE's website at www.education.gov.uk/ks2.

3.2 Floor Standards 2014

In the Key Stage 2 tests for 2013-2014 (held in summer 2014) a school is deemed below the government floor standard if:

- a. fewer than 65 per cent of its children do not achieve level 4 or above in reading, writing and mathematics; and
- b. it is below the England median for progression by two levels in reading, in writing and in mathematics.

The four main elements of the government floor standard in 2013/14 were:

- **65%** achieving **Level 4+** in reading, writing and mathematics
- 91% achieving **2 levels of progress** in reading between key stage 1 and 2
- 95% achieving **2 levels of progress** in writing between key stage 1 and 2
- 92% achieving **2 levels of progress** in maths between key stage 1 and 2

3.3 The Levels 3-5 Tests 2014

Schools must administer the following levels 3-5 tests:

- English reading
- English grammar, punctuation and spelling
- mathematics

Results were published as scores and corresponding levels for each test.

A child's overall mathematics subject level is calculated by combining the child's scores from the mathematics components. The child must have completed all components.

The marks for children for the English grammar, punctuation and spelling test components were aggregated to calculate their level for the English grammar, punctuation and spelling test. The child must have completed all components.

A combined overall English level was not calculated.

3.4 The Level 6 Tests 2014

Schools in 2014 could choose to administer the following level 6 tests:

- English reading
- English grammar, punctuation and spelling
- mathematics

Children entered for level 6 tests were required to take the levels 3-5 tests.

Head Teachers were asked to consider a child's expected attainment before registering them for the level 6 tests as they should be demonstrating attainment above level 5. Schools were allowed to register children for the level 6 tests and subsequently withdraw them.

The child must achieve a level 5 in the levels 3-5 test and pass the corresponding level 6 test in the same year in order to be awarded an overall Level 6 result. If the child does not pass the level 6 test they will be awarded the level achieved in the levels 3-5 test.

Results will be published as scores and levels for each test. These will continue to be used in the accountability framework and published in performance tables. Details of the measures to be published in the performance tables can be found in the statement of intent at www.education.gov.uk/schools/performance.

- 3.5 The vast majority of children who reach the end of Key Stage 2 are included in the calculation of a school's performance measures, regardless of whether they have been entered for national curriculum tests. However, there are some exceptions for example pupils who have recently arrived from abroad and have little or no spoken English.
- 3.6 All children enrolled at maintained schools and special schools who completed the Key Stage 2 programme of study in the 2013/14 school year and all eligible children enrolled at academies were required to be registered for the national curriculum tests, even if they were working below the level of the tests. The tests must be taken by all children working at level 3 or above, unless they have taken them in the past.
- 3.7 Children in their final year of Key Stage 2 who attend a PRU or hospital school but are still on the register of a maintained school or academy must also participate in the tests. The Head Teacher at the school where the child is registered is responsible for ensuring that the tests are administered according to the published guidance and that the completed test scripts are returned to their home school immediately after the tests.
- 3.8 Some parents may ask a Head Teacher not to enter their child for the tests. Parents may also ask a Head Teacher to enter their child for a test when the school has decided this is not appropriate. In all instances the Head teacher's decision regarding participation is final. Head Teachers are required to explain the school's decision to parents.
- 3.9 Schools are responsible for making arrangements to determine whether a child is working at the level of the tests but is unable to access them. The Head Teacher can make final decisions without permission from the Local Authority. Some examples of children who may fit this category are included below.

- Children with a physical or sensory disability.
- Children who have spent time in hospital towards the end of the key stage.
- Children who have been educated at home or excluded from school and need time to adjust to regular school life.
- Children who are experiencing or have recently experienced severe emotional problems.

Where the 2014 tests were administered to children working at the level of the tests but were unable to access them, their completed test scripts were required to be sent for marking. Children were awarded levels based on their achievements in those tests.

3.10 Performance Indicators

There is a range of national performance indicators (%) against which school performance can be measured:

Performance Indicator	National % Figure 2014
% of pupils achieving level 4+in reading, writing and maths.	79%
% of pupils achieving 2 levels progress between start of Y3 and end of Y6 in reading.	91%
% of pupils achieving level 4+in reading.	89%
% of pupils achieving level 5+in reading.	49%
% of pupils achieving 2 levels progress between start of Y3 and end of Y6 in writing.	93%
% of pupils achieving level 4+in writing.	85%
% of pupils achieving level 5+in writing.	33%
% of pupils achieving 2 levels progress between start of Y3 and end of Y6 in maths.	89%
% of pupils achieving level 4+in maths.	86%
% of pupils achieving level 5+in maths.	42%

3.11 Performance indicators are being increased and schools will be expected to seek to reach the government performance levels. Increasing focus is being placed on progress being made by pupils e.g. 2 levels of progress in writing.

4. KEY STAGE 2 ATTAINMENT - 2014

4.1 The chart below shows the Key Stage 2 attainment outcomes for all primary schools in Rutland for 2014 shown against the floor standard.

Primary Schools	% achieving L4+ in Reading, Writing and Maths	% Achieving 2 levels of progress in Reading	% Achieving 2 levels of progress in Writing	% Achieving 2 levels of progress in Maths
Cottesmore Primary School	57.1	94.4	88.9	77.8
Edith Weston Primary School	80	88.9	100	88.9
Catmose Primary	63.3	84	100	80
Brooke Hill Primary School	76.2	85.4	95.1	75.6
Empingham CofE Primary School	100	100	100	100
Exton CofE Primary School	20	50	60	20
Ketton CofE Primary School	95	100	95	95
Langham CofE Primary School	72.4	96.3	74.1	92.6
Oakham CofE Primary School	41	80.6	55.6	63.9
Ryhall CofE Primary School	93.8	100	100	100
Whissendine C of E Primary School	60.9	90.5	90.5	68.2
Uppingham CofE Primary School	70.8	87	95.7	82.6
Great Casterton CofE Primary School	55.6	87.5	75	62.5
St Nicholas CofE VA Primary School	77.8	81.3	100	81.3
English Martyrs' Catholic Primary School	85.7	85.7	100	100
St Mary & St John CofE VA Primary School	77.8	100	84	88.5
Leighfield Primary School	100	96.7	100	100
LA	70.9	89.3	87.8	81

Key:

Over National level (75%)
Between floor and national level (65>75%)
Below floor (<65%)

Median percentage		
TBC	TBC	TBC

4.2 Six schools are indicated as being below the government floor standard of 65%. Two schools are between the floor standard and the national level 75%. Nine schools are above the national level. The Local Authority average is 70.9%.

4.3 Comment on the schools below the floor

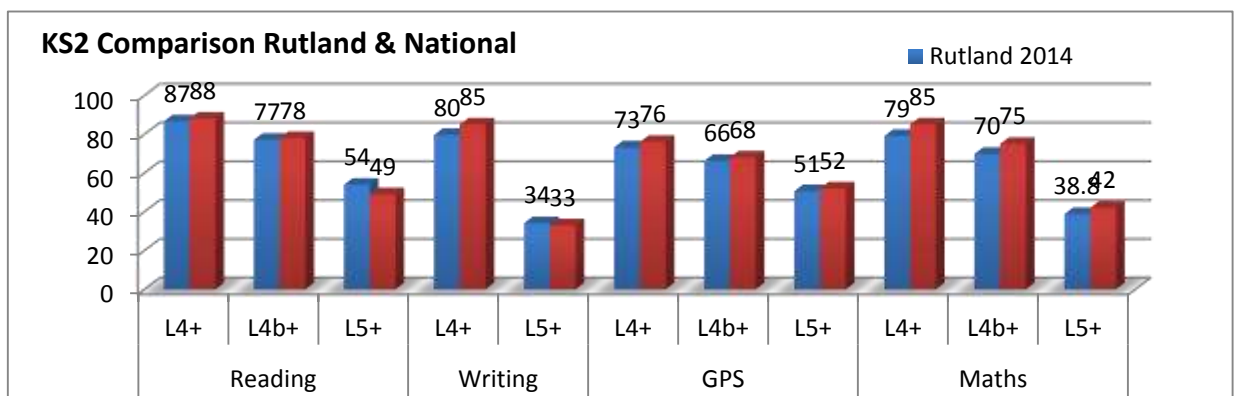
Currently four schools in 2014 are below floor in all four standards making them vulnerable to further scrutiny by the DfE or Ofsted:

- Exton & Greetham had only 10 pupils in this Y6 cohort and as such data is easily skewed by small numbers of pupils. However school is well below floor standards.

- Great Casterton has been below floor standards for two consecutive years. Cohort numbers in Great Casterton are also small and hence data is not totally robust. Outcomes for KS1 pupils in this school were well above average in 2014.
- Oakham has also been below floor for two consecutive years and both attainment and progress of pupils in all subjects is significantly below the national average.
- Whissendine has dropped below floor in 2014 due mostly to poor performance in mathematics. Outcomes at the end of KS1 remain significantly above the national average.

4.4 Key Stage 2 Comparison between Rutland and National Performance

The chart below shows the comparison between the Rutland and National performance at Key Stage 2 in 2014.



Rutland performance compared to the national shows that in Reading L5+ Rutland children performed significantly above the national average. Rutland performance was also slightly above the national in Writing L5+.

However, elsewhere the Rutland performance remained below the national figures. Rutland performance in maths being the area with the lowest performance compared to the national figures.

4.5 The Key Stage 2 comparison is broken down further into boys and girls performance, shown below.

Boys performed well at L4+ in Reading, Maths and Science and attained at a higher level than girls in these three areas. Girls results were higher in Writing, and GPS (Grammar, Punctuation and Spelling).

Overall, at Level 4+ at key Stage 2 attainment was approximately equal between boys and girls at 71.4% and 70.5%, respectively.

The chart below shows the detailed figures for boys and girls performance.

Rutland Key Stage 2 Performance 2015: Boys and Girls

2014	Reading			Writing		GPS			Maths			Science		Reading/ Writing/Maths	
	% L4+	%L4b+	% L5+	% L4+	% L5+	% L4+	%L4b+	% L5+	% L4+	%L4b+	% L5+	% L4+	% L5+	% L4+	% L5+
All	86.6	77.1	53.9	79.6	34.1	73.2	66.2	50.6	79.1	69.8	38.8	89.9	45.5	70.9	22.6
Boys	88.7	78.0	53.6	77.4	27.4	70.2	65.5	47.0	82.7	73.2	42.3	91.1	48.2	71.4	20.2
Girls	84.7	76.3	54.2	81.6	40.0	75.8	66.8	53.7	75.8	66.8	35.8	88.9	43.2	70.5	24.7

4.6 Key Stage 2 Population Make Up 2014

A range of groups of pupils made up Key Stage 2 in 2014. The chart below shows the breakdown across the main types of groups.

There were slightly more girls than boys and the majority of pupils were non-SEN (78.2%).

2.8% of Key Stage pupils had SEN statements at the time of the Key Stage 2 tests.

Approximately 10% of the overall cohort were service children and with 6.4% of the cohort eligible for free schools meals.

Population	Number of pupils	% of cohort
All	358	
Boys	168	46.9
Girls	190	53.1
SEN		
Non-SEN	280	78.2
School Action	41	11.4
School Action Plus	27	7.5
Statemented	10	2.8
Ethnicity		
White British	326	91.1
Ethnic Minority	32	8.9
Unknown	0	
Language:		
English / believed to be English	343	95.8
Other / believed to be other	15	4.2
Eligible-Free School Meals	23	6.4
Service Children*	35	9.8
Looked After Children	2	0.5

* The number of service children relates to LA maintained schools only

4.7 Free School Meals

In 2013 only 28% of those eligible for FSM achieved Level 4+ in reading, writing and maths, compared to 60% nationally. The gap in achieving Level

4 between those receiving FSM and those not receiving FSM nationally is 19% and in Rutland the gap is 44% an increase on 2012 where the gap was only 20%.

The data for 2014 is currently being analysed but it is anticipated that this is a significant area for future improvement for Rutland.

3.5 Special Education Needs

Approximately 40% of those who are identified as SEN achieved Level 4+ in reading, writing and maths compared to 34.3% nationally. The gap between those who have SEN and those who do not have SEN nationally is 53%, in Rutland the gap is 38.6%.

4. KEY STAGE 5 RESULTS 2014

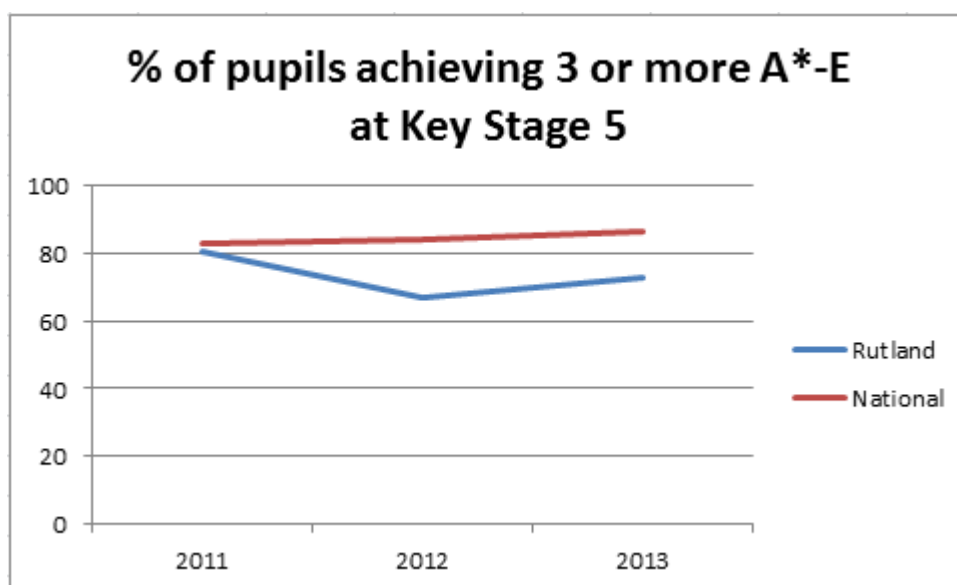
- 4.1 Published figures show that 80 candidates from Rutland completed A level in 2014. This is an increase of 23 entrants.
- 4.2 The 80 entrants were at Rutland County College and there was a 100% pass rate (no student failed their A level).
- 4.3 Approximately 70% achieved 3 A levels A*-E grades compared to over 90% at Independent Schools. Oakham and Uppingham Independent Schools achieved over 90% A*-E (3 A levels) compared to 70% at Rutland County College. National average is about 85% A*-E (3 A level).
- 4.4 45% of the 80 entrants achieved A or B grades at A level. 25% of entrants received Oxbridge/Russell Group offers following their A level results.
- 4.5 A level results were strongest in Mathematics and Science.
- 4.7 One student achieved 3 A* and 1 A grade at A level. Three students achieved 4 A grades.
- 4.8 There was also a strong AS level performance in 2014.
- 4.9 Comparisons

In 2013 99% of students passed their A levels.

Subjects covered in 2013 and 2014 and respective % pass rate are shown below. No student failed an A Level in 2014

Subject	2013 % Pass	2014 % Pass
Biology	100%	100%
Chemistry	100%	100%
Physics	100%	100%
Geology	100%	100%
Mathematics	100%	100%
Further Maths	50%*	100%
Information Technology	100%	100%
Business Studies	100%	100%
Art & Design	100%	100%
Geography	100%	100%
History	100%	100%
Economics	100%	100%
Religious Studies	100%	100%
Law	100%	100%
Psychology	100%	100%
Sociology	100%	100%
English	100%	100%
Drama	100%	100%
Media Studies	100%	100%
Physical Education	100%	100%
Textiles	100%	100%

4.10 The chart below compares Rutland pupils performance at achieving 3 or more A*-E against the national average for the last 3 years and shows an improvement (up to 72.5%) on last year's percentage fall to 66.7% in 2012. The 2014 figure has yet to be validated but it is expected to see an increase on 2013.



6. RISK MANAGEMENT

RISK	IMPACT	COMMENTS
Time	Low	There are no direct implications within this report
Viability	None	There are no direct implications within this report
Finance	None	There are no direct implications within this report
Profile	Medium	School results are published nationally so it is important that results are scrutinised and standards are maintained.
Equality and Diversity	Low	Comparator work, looking specifically at student groups like those accessing free school meals and SEN students in included in this report.

Report Author

Dr Tim O'Neill, Director
People Directorate

Tel No: (01572) 722577
e-mail: enquiries@rutland.gov.uk

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