

# PEOPLE (CHILDREN) SCRUTINY PANEL

22 January 2015

## Key Stage 2 Attainment and Progress Results - Rutland Primary Schools 2014

Report of the Director for People

<b>STRATEGIC AIMS:</b>	▪ <b>Creating a Brighter Future for All</b>
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### 1. PURPOSE OF THE REPORT

- 1.1 To present information on Key Stage 2 Attainment and Progress Outcomes for 2014 for Rutland Primary Schools;

### 2. RECOMMENDATIONS

- 2.1 That People (Children) Scrutiny Panel note the provisional Key Stage 2 attainment and progress outcomes for Rutland Primary Schools for 2014;

### 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 Department for Education (DfE) website at [www.education.gov.uk/ks2](http://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:

- fewer than 65 per cent of its children do not achieve level 4 or above in reading, writing and mathematics; and
- 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&2
- 95% achieving **2 levels of progress** in writing between Key Stage 1&2
- 92% achieving **2 levels of progress** in maths between Key Stage 1&2

3.3 **Detailed information on** the Levels 3-5 Tests 2014, the Level 6 Tests 2014 and KS2 performance indicators was provided to People (Children) Scrutiny Panel at its meeting held on 13 November 2014.

3.4 It should be noted that performance indicators are being increased year on year and schools will be expected to reach the government performance levels. Increasing focus is being placed on progress being made by pupils. For example, the progress children make between KS1 and KS2 in important areas of the primary curriculum such as writing.

#### 4. **KEY STAGE 2 LEVEL 4+ ATTAINMENT and TWO LEVELS OF PROGRESS 2014**

4.1 The chart shown at **Appendix A** shows the Key Stage percentage of children achieving L4+ attainment in 2014 for Reading, Writing and Maths (combined) in Column A. Additionally, the chart shows the percentage of children achieving two levels of progress in Reading (Column B), Writing (Column C) and Maths (Column D) for all primary schools in Rutland for 2014 shown against the Department for Education floor standard for 2014 (explained above in 3.2). **Appendix C** shows trend data for 2010-2014 results. It should be noted that a significant drop in performance occurred in 2012/13 for Writing and Mathematics.

4.2 The KS2 Level 4+ performance results apply to 17 primary schools in Rutland. In summer 2014 there were 12 maintained primary schools and 5 primary academies. 5 maintained schools and one primary academy were below the DfE Floor Standard for the percentage of children achieving L4+ in Reading, Writing and Maths.

4.3 The difference between the Rutland KS2 Level 4+ attainment results and the DfE Floor Standard for 2014 combined attainment (65%) ranges from -1.7% below the Standard to -45% below the Standard. Meetings have taken place (November/December 2014) with the DfE Regional Adviser, Regional Commissioner and Director of People to discuss the action being taken to address these differences which includes significant levels of intervention by the Local Authority.

- 4.4 The National Average for 2014 for the percentage of children achieving Level 4+ in Reading, Writing and Maths is 79%, which is 14% above the DfE Floor Standard. The Rutland Average for the same measure is 70.9% which is above the DfE Floor Standard but below the National Average by 8.1%. See Column A in **Appendix A**. This difference between the National and Rutland Averages has been recently reported in local media releases which have identified Rutland as being situated second lowest in the national league table for this measure. The reason for the low relative KS2 L4+ (combined) position is that a fall in the Rutland Average of 10% was experienced in summer 2013. This position has been improved by almost 2% in 2013/14 by intensive Local Authority support and further improvement is predicted for summer 2015 Rutland performance against this measure. However, it will require a continued application of resource and performance improvement to regain the position held before 2012/2013.
- 4.5 It should be noted that the performance of 11 Rutland primary schools was above the 2014 DfE Floor Standard (65%) for Reading, Writing and Maths combined at KS2 Level 4+. Two schools achieved 100% and 4 further schools exceeded the National Average of 79.0%. Six schools, therefore, performed at the top level of performance nationally. Two schools performed above the DfE Floor Standard but below the National Average. These two schools are receiving school improvement support from the Local Authority.
- 4.6 Primary schools are also assessed against progress measures. There are three progress measures within the DfE Floor Standard. These are shown at 3.2 above and in Columns B, C and D at **Appendix A**. The three progress measures apply to Reading, Writing and Mathematics. The Rutland Average Reading progress measure in 2014 was 1.7% below the Floor Standard, whilst Writing and Mathematics were 7.2% and 11.0% below, respectively.

The Local Authority has analysed these measures in detail with schools through the Education Performance Board and Writing and Mathematics have been identified as priority areas for improvement. Action to address these priorities will be discussed at the Head Teacher Briefing on 19 January 2015 and reported to People (Children) Scrutiny Panel.

- 4.7 Two schools achieved 100% across all three progress measures, including Ryhall CE Primary School which the Local Authority provided intense intervention and support to together with the assistance of a National Leader of Education (NLE) during 2013/14 to achieve these results and bring the school out of Ofsted Special Measures. The school was judged 'Good' following its Ofsted Inspection in July 2014 and continues to be supported by Casterton Business and Enterprise College (CBEC) as the school improvement partner in the new sponsored academy arrangements. Ryhall CE Academy converted to academy status on 1 October 2014.

- 4.8 In five further schools 100% of children achieved two levels of progress in Writing, and in two further schools 100% of children achieved two levels of progress in Mathematics.
- 4.9 The main concerns. In terms of the Rutland achievement against the three progress measures as part of the DfE Floor Standard, are as follows:
- a. The Rutland Average was 11% below the DfE Floor Standard in 2014 for Mathematics;
  - b. The Rutland Average was 7.2% below the DfE Floor Standard in 2014 for Writing;
  - c. Four schools were below all three progress measures;
  - d. One school was in the lowest performing quintile nationally for Mathematics;
  - e. Seven schools were below the Rutland Average (81%) for Mathematics;
  - f. Five schools were below the Rutland Average (87.8%) for Writing.

#### 4.10 Comment on the schools below the Floor Standard

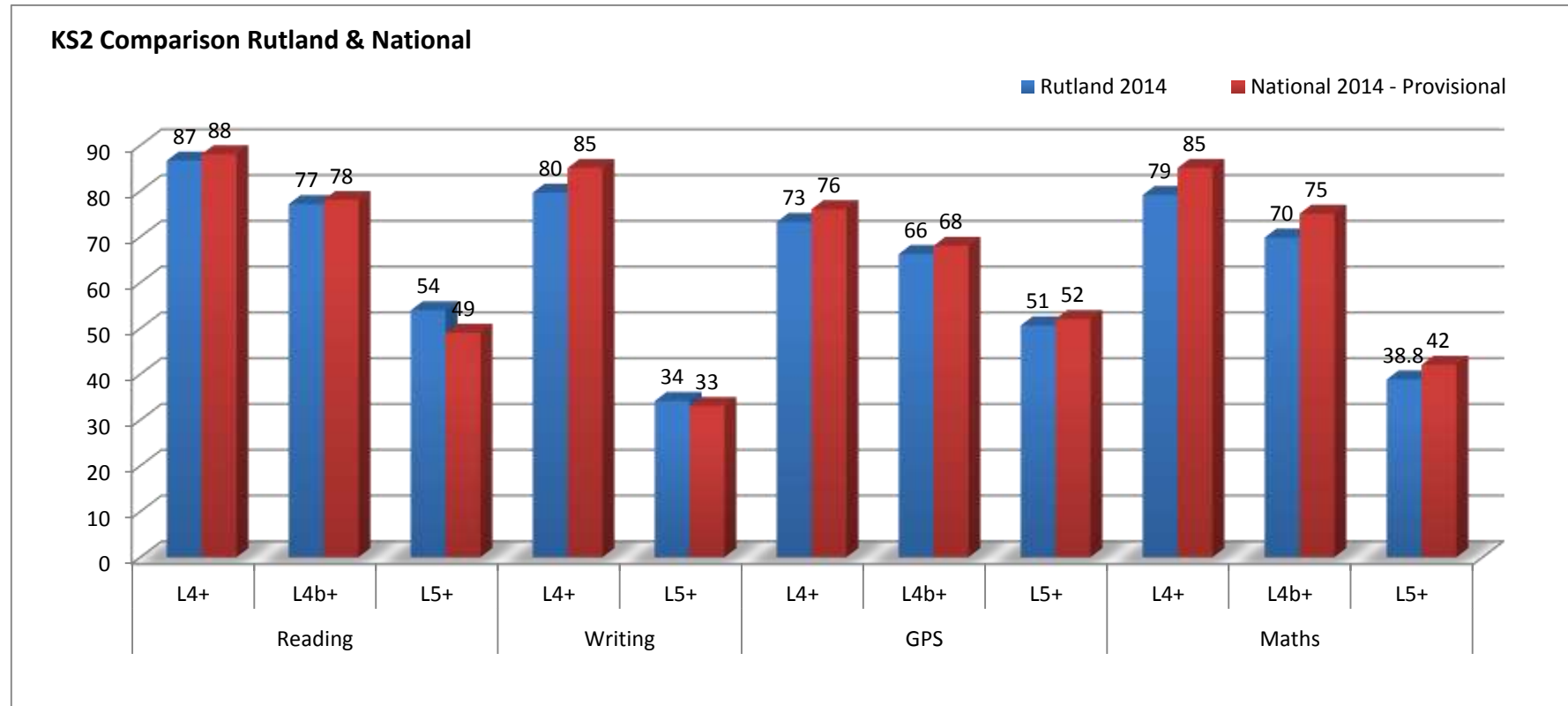
Four schools in 2014 were below DfE Floor Standard in all four measures making them significantly vulnerable to further scrutiny by the DfE or Ofsted:

- Exton & Greetham had only 10 pupils in the 2014 Y6 cohort and as such data is easily skewed by small numbers of pupils. However, the school was 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 the DfE Floor Standard for two consecutive years and both attainment and progress of pupils in all subjects is significantly below the national average.
- Whissendine has dropped below the DfE Floor Standard in 2014 due mostly to poor performance in Mathematics. Outcomes at the end of KS1 remain significantly above the national average.

#### 4.11 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 at Level 4+, Level 4b+ and Level 5+.

**Chart to Show the Comparison Between the Rutland and National Performance at Key Stage 2 in 2014 at Level 4+, Level 4b+ and Level 5+.**



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 Mathematics being the area with the lowest performance compared to the national figures.

4.12 The Key Stage 2 comparison is broken down further into boys and girls performance shown in **Appendix B**.

Boys performed well at L4+ in Reading, Mathematics and Science and attained at a higher level than girls in these three areas. Improvement of girls' mathematics is a priority.

Girls' results were higher in Writing and GPS (Grammar, Punctuation and Spelling).

Overall, at Level 4+ at Key Stage 2 in 2014 attainment was approximately equal between boys and girls at 71.4% and 70.5%, respectively.

4.13 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 2 (Year 6) pupils had SEN statements at the time of the Key Stage 2 tests.

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

English is the predominant language with only 4.2% of children not having English as a first language.

There were only two Key Stage 2 (Year 6) Looked After Children (LAC) involved in the KS2 tests in the summer 2014.

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

\* The number of service children relates to Local Authority maintained schools only

#### 4.14 Free School Meals

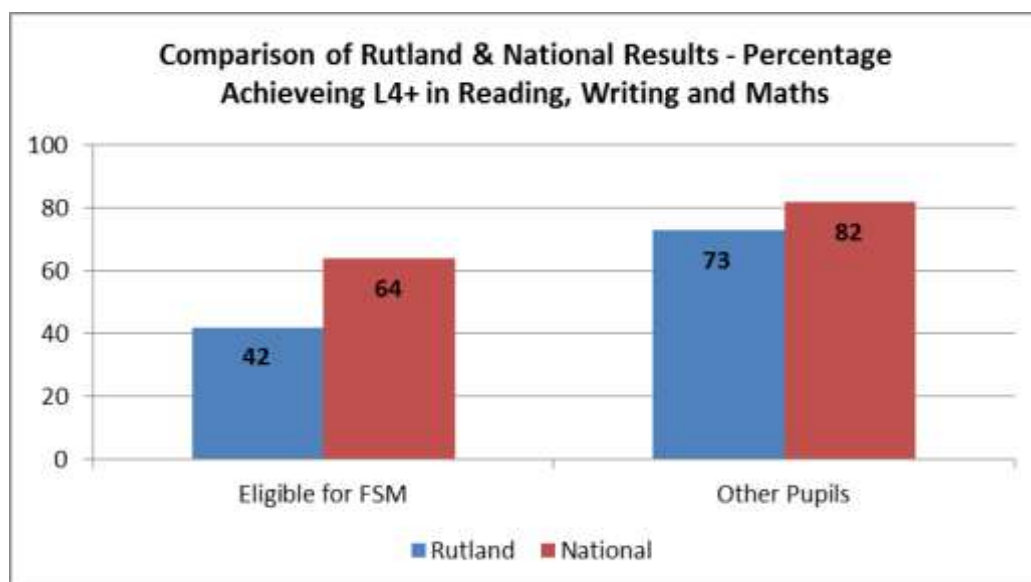
In 2013 only 28% of those eligible for FSM achieved Level 4+ in reading, writing and mathematics, compared to 60% nationally. The gap in achieving Level 4 between those receiving FSM and those not receiving FSM nationally is 19% and in Rutland the gap is 44% an increase on 2012 where the gap was only 20%.

In 2014 42% of those eligible for FSM achieved Level 4+ in reading, writing and mathematics, compared to 64% nationally. The gap in achieving Level 4 between those receiving FSM and those not receiving FSM nationally is 18% and in Rutland the gap is 31% which is a reduction of 13% in the gap compared to the 44% difference in 2013.

It should be noted that Rutland is 22% below the national performance level for children eligible for FSM compared to 32% in 2013. Rutland is 9% below the national level for children not eligible for FSM.

## 2014 KS2 Results - Percentage Achieving L4+ in Reading, Writing and Maths (Combined)

	Eligible for FSM	Other Pupils	The Gap
<b>Rutland</b>	42	73	31
<b>National</b>	64	82	18



### 4.15 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%.

## 5. RISK MANAGEMENT

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

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APPENDIX A – KS2 L4+ Attainment 2014 and Two Levels of Progress 2014				
	Column A	Column B	Column C	Column D
Primary Schools (July 2014)	% 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
<b>DfE Floor Standard</b>	<b>65.0</b>	<b>91.0</b>	<b>95.0</b>	<b>92.0</b>
Cottesmore Primary School	57.1 (-7.9)	94.4	88.9	77.8
Edith Weston Primary School	80	88.9	100	88.9
Catmose Primary Academy	63.3 (-1.7)	84	100	80
Brooke Hill Primary Academy	76.2	85.4	95.1	75.6
Empingham CofE Primary School	100	100	100	100
Exton CofE Primary School	20 (-45.0)	50	60	20
Ketton CofE Primary School	95	100	95	95
Langham CofE Primary Academy	72.4	96.3	74.1	92.6
Oakham CofE Primary School	41 (-24.0)	80.6	55.6	63.9
Ryhall CofE Primary School	93.8	100	100	100
Whissendine C of E Primary School	60.9 (-4.1)	90.5	90.5	68.2
Uppingham CofE Primary School	70.8	87	95.7	82.6
Great Casterton CofE Primary School	55.6 (-9.4)	87.5	75	62.5
St Nicholas CofE VA Primary School	77.8	81.3	100	81.3
English Martyrs' Catholic Primary Academy	85.7	85.7	100	100
St Mary & St John CofE VA Primary School	77.8	100	84	88.5
Leighfield Primary Academy	100	96.7	100	100
<b>National Average 2014</b>	<b>79.0 (KS2 L4+)</b>			
<b>Floor Standard 2014</b>	<b>65.0</b>	<b>91.0</b>	<b>95.0</b>	<b>92.0</b>
<b>Rutland Average 2014</b>	<b>70.9 (KS2 L4+)</b>	<b>89.3</b>	<b>87.8</b>	<b>81.0</b>
<b>Difference</b>	<b>8.1</b>	<b>1.7</b>	<b>7.2</b>	<b>11.0</b>

**Key:**

% achieving L4+ in  
Reading, Writing and  
Maths

Over National level (79%)
Between floor and national level (65>79%)
Below floor (<65%)

Median percentage		
TBC	TBC	TBC



**APPENDIX B      Key Stage 2 Performance 2014 for Boys and Girls for Levels 4+, 4b+ and 5+.**

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

## APPENDIX C      Key Stage 2 Performance for Reading, Writing and Mathematics 2010-2014 Trend Analysis

	2010	2011	2012	2013	2014
<b>Reading</b>	87.2	89.3	88.5	88.6	86.6
<b>Writing</b>	73.9	79.6	84.3	83.2	79.6
<b>Maths</b>	85.2	84.2	87.5	79.3	79.1

