

DERBYSHIRE COUNTY COUNCIL**CABINET****11 February 2013****Report of the Strategic Director for Children & Younger Adults****Education Improvement Service**
Standards of Attainment 2012 – (Education)**1 Purpose of Report**

To inform Cabinet of the provisional outcomes of the end of key stage assessments and examinations in Derbyshire schools in 2012 and plans to raise attainment arising from the gap analysis.

2 Information and Analysis

The key outcomes for the provisional 2012 end of key stage assessments and examination results are set out in **Appendix 1**. The outcomes are reported by making comparisons with:

- Derbyshire's outcomes in 2011,
- National outcomes in 2012 and
- Outcomes in Derbyshire's statistical neighbour group of 11 similar local authorities in 2012.

A glossary of terms is attached at **Appendix 2**.

3 Summary

- Standards of attainment in Derbyshire remain strong overall and are generally above or in line with national outcomes at the end of each key stage, although lower at the end of Key Stage 4.
- Generally, attainment is above national outcomes at the Early Years Foundation Stage (EYFS) and is in the top quartile of similar authorities for overall attainment.
- Very good standards of attainment have been maintained at Key Stage 1, so that Derbyshire's performance remains well above national outcomes and first or in the top quartile of its statistical neighbour group of similar authorities.
- Attainment at Key Stage 2 has improved compared with last year putting Derbyshire in the top quartile of similar authority performance in all subjects and at all levels. Progression by two levels in English and mathematics from the high outcomes at the end of Key Stage 1 continues to improve but remains a priority to address.

- Attainment at Key Stage 3 remains above national outcomes for all subjects at both Level 5+ and 6+. Derbyshire is in the top half of the statistical neighbour outcomes for English and mathematics at Level 5+, and just below for science. Derbyshire is above the statistical neighbour mid-point for mathematics at Level 6+, and just below for English and science.
- Attainment at KS4 has fallen from last year by 1.4 percentage points to be below the statistical neighbour mid-point at the key benchmark of 5+ A*-C including English and mathematics. When the outcomes of Derbyshire academies are removed from the statistics, the fall in attainment reduces to 0.2 percentage points.
- One maintained and two academy secondary schools are below the new increased national floor standard of 40% 5+ A*C including English and mathematics.
- At Post-16, the average points score (APS) per student has increased to 798 putting Derbyshire's performance, well above the national and statistical neighbour average.
- The performance of the most vulnerable groups has improved but is variable across schools, subjects and key stages. The attainment of children entitled to free school meals (FSM) and those in care, in line with national performance, remains low.
- Variation in the performance of some schools and those causing concern requires improvement to ensure pupils make progress in line with County improvement trends.

Early Years Foundation Stage

- Attainment at the key benchmark of at least 78 points in Personal, Social and Emotional Development and Communication, Language and Literacy has improved compared to last year putting Derbyshire third in comparison to its statistical neighbour group of similar authorities.

Gap Analysis

- The EYFS outcomes for Children in Care (cohorts of 16/17/18 children) show an improving 3-year trend.
- The proportion of children known to be eligible for free school meals achieving the key national benchmarks remains below that of all children. The gap in outcomes has however closed from 19 percentage points in 2011 to 17 percentage points in 2012.
- The priority for 2012/2013 is to maintain good outcomes for all children whilst continuing to improve learning for children, including those in care, with weak Communication, language and literacy.

Action

Through the Journey to Excellence we will continue to improve outcomes in the EYFS. We will:

- strengthen self-evaluation of EYFS by schools and settings and provide targeted support to schools and settings requiring improvement;
- raise the attainment of underperforming children, particularly in language, by:
 - Supporting settings and schools in identifying and supporting children at risk of language delay
 - Developing Every Child a Talker approaches in 240 schools, settings and Children's Centres over the next two years
 - Supporting the development of fine motor development and physical literacy through the Every Child a Mover programme
 - Further strengthen the PEP process for Children in Care;
- work in partnership with the local multi-agency teams to ensure that children with low outcomes, including those eligible for free school meals, make accelerated progress;
- prepare EYFS practitioners for making assessments using the new EYFS Profile.

Key Stage 1

- Performance is well above national outcomes for seven year old children and Derbyshire remains first or in the top quartile joint of the statistical neighbour group of similar authorities for all subjects at all levels.
- At the national benchmark of Level 2+, Derbyshire's performance remains higher than nationally in all subjects and attainment has improved in all subjects compared to 2011 with the biggest increase being in writing which has risen by 1.3 percentage points to 87% from 85.7%. At Level 2B+, attainment has improved in all subjects reflecting the national trend.
- At level 3+, Derbyshire's performance remains significantly higher than national outcomes by 5 percentage points in reading, 4 percentage points in writing, 5 percentage points in mathematics and 8 points in science.
- The performance of both boys and girls separately is higher than nationally in all subjects at all levels. Girls outperform boys in all subjects and at all levels, except at Level 3+ in mathematics where attainment is the same for both. In contrast nationally, boys outperform girls in mathematics and science at Level 3+. The attainment gap between girls and boys has narrowed compared with last year in all subjects and at all levels.

Gap Analysis

- The biggest gap between girls and boys in Derbyshire remains in writing at Level 2B+ and this mirrors the national picture. However, the gap in Derbyshire is 17.7 percentage points compared to the national gap of 15 percentage points.
- There are 37 Children in Care in 2012 compared to 27 in 2011. The attainment of Children in Care has declined in all subjects and at all levels. The biggest decline is in reading at all levels. The gap between the Children in Care and the rest of the cohort has also widened most in reading.
- Although attainment of children known to be eligible for free school meals has improved in all subjects and at all levels compared to 2011, it still remains below local authority outcomes with the biggest gap being in reading. The gap in reading has been narrowed marginally in comparison to that seen in 2011.
- The attainment of children in all identifiable ethnic groups is above or within one Average Point Score of the full cohort. Generally speaking, there is better performance in all subjects by pupils in the Black or Black British and Chinese groups.

Action

Through the Journey to Excellence we will continue to improve outcomes at Key Stage. We will:

- provide targeted support and challenge to improve the progress and attainment of vulnerable groups of children including those eligible for FSM; Children in Care; disabled pupils and those who have special educational needs (DSEN);
- improve the attainment of boys to match that of girls in all subjects by using interventions such as Every Child a Talker and Every Child Counts;
- promote the use of targeted programmes of support in reading, writing and mathematics for the lowest performing schools;
- strengthen moderation of teacher assessments at the end of Key Stage 1 by undertaking these earlier in the academic year so that there is still time for interventions to be effective.

Key Stage 2

- Attainment is above national outcomes for all subjects at all levels and is well above at the higher level. In comparison with similar authorities, Derbyshire is ranked either first or in the top quartile in all subjects at both the expected and higher levels of attainment.
- At Level 4+, attainment in Derbyshire has improved in all subjects in line with the national picture. It is not possible to make comparisons for attainment in

English with 2011 because of the changes in the assessment of writing from standardised tests to teacher assessments.

- At Level 5+, attainment in Derbyshire reflects the national trend with improvements in all subjects. Despite much better outcomes overall, the rate of improvement in all subjects is lower than that seen nationally.
- The performance of both boys and girls is better than nationally in all subjects at all levels. Apart from mathematics, girls outperform boys in all subjects and this reflects the national picture.
- Attainment in English and mathematics combined at Level 4+ has continued to improve for the fourth year running and is now at 83% compared to 7% nationally.
- Compared to 2011, progression by two levels in English has improved by six percentage points to 88%. Groups of pupils not making two levels progress are boys who were working towards Level 1 at the end of Key Stage 1.
- Progression by two levels in mathematics has improved by five percentage points to 87%. Groups of pupils not making two levels progress are the girls who attained Level 2C at the end of Key Stage 1.
- Outcomes for pupils known to be eligible for FSM have improved in all subjects and at all levels compared to 2011. However, there is still a gap between the attainment of this group of pupils and the rest of the cohort including in English and mathematics combined at Level 4+. The gap of 16.8 percentage points has been narrowed from the gap of 24 percentage points in 2011. A smaller percentage of this group makes two levels progress compared to the full cohort especially in mathematics where 21% of pupils in this group of pupils did not make expected progress.
- Taking account of small numbers of pupils from all ethnic minority groups, the attainment of these children in English and mathematics combined is above or within nine percentage points of the overall LA outcomes. Of the 24 Chinese pupils, 81% made two levels progress in English and mathematics. However, their attainment in English and mathematics combined matches that of the local authority at 83%.
- There are 27 Children in Care in 2012 compared to 21 in 2011. The attainment of Children in Care improved considerably in all subjects and in English and mathematics combined at levels 4 and 5 compared to that in 2011, due partly to targeted One-to-One tuition. This improvement reflects the improvements for the full cohort of pupils at local and national level. However there remains gap between the Children in Care and that of the rest of the cohort. The gap has been narrowed to 12.4% compared to 30.2% in 2011.
- The attainment of DSEN is below that of the local authority in all subjects and more than half of those with statements for special needs do not make two levels progress.

- In 2012, there are 10 schools below all three measures of the national floor standards compared to 16 in 2011. 5 of these 10 schools have cohorts of five or less pupils.

Gap Analysis

- There are differences in the progress made by boys and girls. For boys, there is a need to improve two levels progress in writing especially by boys working towards level 1 at the end of Key Stage 1. The two levels progress in mathematics by girls attaining Level 2C at the end of Key Stage 1 requires improvement to achieve expected levels at Key Stage 2.
- The attainment of vulnerable groups of children, including those eligible for FSM and those in care remains a priority for improvement.
- Attainment requires acceleration in those schools below floor standards.

Action

Through the Journey to Excellence we will continue to improve outcomes at KS2. We will:

- provide an Accelerating Improvement for All programme of intensive support in 105 designated Priority Schools including those below the national floor standards. This will include coaching leadership teams to lead school improvement activities and to monitor and evaluate impact;
- provide targeted support and challenge to ensure that vulnerable children, including pupils eligible for FSM, Children in Care, pupils with SEND and boys make good progress; and promote schools' use of One-to-One tuition to support these pupils;
- strengthen school-to-school support and networks for Teaching, Learning and Assessment and curriculum development;
- provide support to targeted schools with lower progression rates from the end of Key Stage 1 to the end of Key Stage 2; where outcomes are low in English and mathematics combined; and to those schools where outcomes in English and mathematics differ significantly.

Key Stage 3

The following Key Stage 3 analysis is based on provisional teacher assessment. Provisional figures are provided at Appendix 1.

- Attainment at Level 5+ has increased for fourteen year old pupils in English, mathematics and science and is above national outcomes for all three subjects.

- Attainment at Level 6+ has also increased in English, mathematics and science and is above national outcomes for all three subjects.
- In comparison with 11 similar authorities, Derbyshire's Level 5+ performance is second for English, fifth for science and seventh for science. At Level 6+ the statistical neighbour position is sixth for English, fifth for science and sixth for science.
- In Derbyshire, the performance of both boys and girls is higher than nationally at both Level 5+ and Level 6+, with the single exception of boys in English at Level 6. Girls' attainment is higher than boys in all subjects, but is most marked in English. The difference is similar to that seen nationally.
- The attainment of Children in Care in 2012 has significantly improved across all three subjects at both Level 5+ and Level 6+ although remains significantly below local authority outcomes.
- Outcomes for pupils eligible for free schools meals has significantly improved across all three subjects at both Level 5+ and Level 6+ although remains significantly below local authority outcomes.

Gap Analysis

- Further improvement in progress and attainment in English at Level 6+, and science Level 5+ and Level 6+ requires improvement.
- The progress of a number of vulnerable groups, especially children entitled to FSM and Children in Care requires improvement to close the gap with the rest of the cohort.
- A standardisation process is required to ensure KS3 assessment is secure.

Action

Through the Journey to Excellence we will continue to improve outcomes at Key Stage 3. We will:

- identify Priority Schools through the Quality Development Dialogue (QDD) and provide a comprehensive programme of support and intervention;
- provide an Accelerating Achievement for All programme which will improve progress tracking, teacher assessment and the quality of teaching and learning;
- target action to improve attainment in English and mathematics in underperforming departments and schools;
- promote the use by schools of One-to-One tuition and Pupil Premium funding to support vulnerable students;

- support the standardisation of Teacher Assessment at Key Stage 3 to promote increased reliability of those assessments.

Key Stage 4

The following analysis is generally based on the latest validated cohort data published in the DFE Performance Tables (January 2013). The comparative analysis of LA maintained and academy schools, and student group performance is based on the latest examination board (EPAS) data and will be finally validated by a later DFE release likely in February.

- Attainment at Key Stage 4 nationally has been significantly affected by the widely reported grade boundary changes in English. The effect of the English results have a significant impact on all key benchmarks as English is one of two core subjects supporting each benchmark. The impact of the grade boundary changes has been irregular both nationally and within local authorities: it has been particularly significant in Derbyshire.
- Attainment in the national benchmarks of 5 A*-C including English and mathematics (5+EM) was static nationally, whereas Derbyshire saw an overall reduction of 1.2%. This placed Derbyshire eighth when compared to statistical neighbour group.
- The overall Derbyshire result was significantly pulled down by the performance of academy schools which dropped by 5.4% from 2011 (EPAS). The performance of maintained schools was in line with the national figures albeit with a slight reduction of 0.2%.
- At 5A*-C (all subjects) attainment improved by 1% to 81%.
- Attainment at 5A*-G (96%); 1+A*-G/Any passes (99%); and Average Points Score (340) all improved slightly.
- Attainment in the English Baccalaureate improved slightly in Derbyshire (13.1%).
- One maintained and two academy schools are below the new increased national floor standard of 40% 5+EM.
- As seen nationally, girls in Derbyshire perform at a higher level than boys in all key measures. This difference has widened this year. (EPAS)
- The proportion of children known to be eligible for FSM achieving 5+EM has improved very slightly by 0.6 points from 2011. At 28%, the attainment of FSM attaining 5+EM children remains well below the local authority outcome. (EPAS)
- The attainment of children from all ethnic minority groups is above or within five percentage points of the overall LA 5+EM outcomes with the exception of one

BME group (Mixed : White and Black African; 16 pupils) which was 43.8%. (EPAS).

- The impact of the Performance Premium circulated to LA maintained schools was masked by the impact of the grade boundaries highlighted above. However schools have reported that the additional funding did impact positively on the performance, and therefore grades, of the targeted groups of students.

Gap Analysis

- The gap between Derbyshire at 5+EM and the national outcome has increased.
- Some Derbyshire schools have been significantly affected by the English results. This effect is not uniform or universal.
- The progress that students make in Derbyshire is less than that seen nationally.
- The progress that our vulnerable groups make remains a significant issue.

Action

Through the Journey to Excellence we will continue to improve outcomes at Key Stage 4. We will:

- identify Priority Schools through the Quality Development Dialogue (QDD) and provide a comprehensive programme of support and intervention;
- improve the progress that students make in Derbyshire between KS2 and 4 through a range of programmes, interventions and networks including the extension of the Accelerating Achievement for All programme;
- target action to improve attainment in English and mathematics in underperforming departments and schools. This will include addressing the impact of examination changes in English and mathematics;
- promote strategies to accelerate improvements in progress for our most vulnerable students including the effective use by schools of One-to-One Tuition and Pupil Premium funding;
- extend the programme designed to increase the proportion of schools graded good or outstanding by Ofsted.

Post-16

The following analysis is based on unvalidated data for Level 3 (A Level only) programmes in schools with sixth forms. Less data is presently available due to the differences that exist between 6th Form cohorts and the different types of centres that provide Post-16 education.

- Average points score (APS) per student is now 798 placing Derbyshire third in our statistical neighbour group.

Gap Analysis

- Whilst the overall County performance has improved, there is within-school variation in subject attainment.
- Preparation for the Raising of the Participation Age (RPA) (all students to remain in education or training until age 18 by 2015) needs acceleration across schools.

Action

In order to improve outcomes at Post-16 in schools we will:

- extend the Heads of Sixth Form network to promote their leadership and quality assurance role and to ensure the best practice from KS3/4 is maintained in Post-16;
- Work closely with the 14-19 Team to implement the local authority's Raising of the Participation Age Strategy.

4 Financial Considerations

All of the planned programmes for improvement are supported by Education Improvement Service budgets until 31 March 2013. Any reductions in funding from April 2013 will require further re-adjustment to the range and consequent potential impact of these programmes in 2013-14.

5 Other Considerations

In preparing this report the relevance of the following factors has been considered: prevention of crime & disorder, equality of opportunity; and environmental, health, legal & human rights, human resources, property and transport considerations.

6 Key Decision

No.

7 Background Papers

DfE First Statistical Releases for National Curriculum Assessment are available from the Information Unit in Children and Younger Adults.

8 Strategic Director's Recommendations

To note the outcomes of the end of Key Stage assessments and examinations for 2012 and the planned actions to raise attainment arising from the gap analysis.

Ian Thomas, Strategic Director for Children & Younger Adults

Outcomes 2012

EYFS:

	Derbyshire outcome 2011	Derbyshire outcome 2012	National outcome 2012	Statistical Neighbour Position
78 pts ALL	81.4	85.3	81	4 th
78 pts CLL PSED	61.4	68.3	64	3 rd
APS	90.2	92.2	88.6	1 st

Key Stage 1:

Level 2+

	Derbyshire outcome 2011	Derbyshire outcome 2012	National outcome 2012	Statistical Neighbour Position
Reading	89	89	87	2 nd
Writing	86	87	83	1 st
Mathematics	93	93	91	1 st

Level 2b+

	Derbyshire outcome 2011	Derbyshire outcome 2012	National outcome 2012	Statistical Neighbour Position
Reading	79	80	76	1 st
Writing	68	69	64	3 rd
Mathematics	80	81	76	1 st

Level 3+

	Derbyshire outcome 2011	Derbyshire outcome 2012	National outcome 2012	Statistical Neighbour Position
Reading	31	33	27	1 st
Writing	16	18	14	1 st
Mathematics	26	28	22	1 st

Key Stage 2:

Level 4+

	Derbyshire outcome 2011	Derbyshire outcome 2012	National outcome 2012	Statistical Neighbour Position
English	84	87	86	3 rd
Reading	86	88	87	3 rd
Writing	77	84	81	1 st
Mathematics	84	87	84	2 nd
En&Ma combined	78	83	80	2 nd

Level 5+

	Derbyshire outcome 2011	Derbyshire outcome 2012	National outcome 2012	Statistical Neighbour Position
English	33	41	37	2 nd
Reading	47	51	48	1 st
Writing	22	32	28	2 nd
Mathematics	40	43	39	1 st

Key Stage 3:**Level 5+**

	Derbyshire outcome 2011	Derbyshire outcome 2012	National outcome 2012	Provisional Statistical Neighbour Position
English	84	87	84	2 nd
Mathematics	84	85	83	4 th
Science	84	86	85	7 th

Level 6+

	Derbyshire outcome 2011	Derbyshire outcome 2012	National outcome 2012	Provisional Statistical Neighbour Position
English	45	52	52	6 th
Mathematics	61	65	61	1 st
Science	52	54	54	9 th

Key Stage 4:

	Derbyshire outcome 2011	Derbyshire outcome 2012	National outcome 2012	Statistical Neighbour Position
5 A*-C	79.0	80.7	83.2	10 th
5 A*-C inc En & Ma	58.4	57.2	58.8	8 th
5 A*-G	95.6	95.9	95.8	9 th
5 A*-G inc En & Ma	94.2	94.5	94.4	8 th
Any Passes	99.3	99.4	99.3	6 th
Average capped points score	337.6	339.6	343.9	10 th
English Baccalaureate	12.6	13.1	16.2	8 th

GLOSSARY

APS	Average points score: average value of points awarded across subjects and examinations for attainment in the same key stage
BME	Black and minority ethnic groups of children
CiC	Children in public care looked after by the local authority
CLL	Communication, Language and Literacy in the EYFS
CPD	Continuing Professional Development
EYFS	Early Years Foundation Stage: children aged up to 5 years
FSM	Children entitled to Free School Meals
KS1	Key Stage 1: pupils aged 5 to 7 years
KS2	Key Stage 2: pupils aged 7 to 11 years
KS3	Key Stage 3: pupils aged 11 to 14 years
KS4	Key Stage 4: pupils aged 14 to 16 years
L2+	Key Stage 1)
L4+	Key Stage 2)
L5+	Key Stage 3)
) The nationally expected levels of attainment at each Key stage with sub-levels from A (high) to C (low)
5A+-C	5 higher GCSE passes or equivalent qualifications
5+EM	5 higher GCSE passes or equivalent qualifications, including English and Mathematics at GCSE
5+A-G	5 passes at GCSE for any subject or equivalent qualifications
National Outcome	The average level of attainment in schools in England
Post 16	Attainment of school students aged 16+ after Key Stage 4
Priority Schools	Schools identified for priority support to improve rates of progress and attainment
PSED	Personal, social and emotional development in the EYFS
QDD	Quality Development Dialogue
DSEN	Disabled pupils and those who have special educational needs
Statistical Neighbour Group	The group of 11 similar authorities in Derbyshire's national benchmark group for comparative purposes