

WILTSHIRE COUNCIL

CHILDREN'S SERVICES SELECT COMMITTEE

26 January 2012

PUPIL PERFORMANCE IN PUBLIC TESTS AND EXAMINATIONS 2011

Purpose of Report

1. This report provides an overview of pupil performance at the end of each key stage and compares Wiltshire's attainment with national expectations across all phases.

Background

2. In recent years reports have been submitted to this committee highlighting pupil performance outcomes in Wiltshire schools. The outcomes are based on national performance measures at the end of each Key Stage, and where relevant performance against Wiltshire's statutory targets is reported. Information about Wiltshire's performance in relation to its comparators is also included for both the South West and statistical neighbour authorities.
3. Unfortunately the national publication of the public examinations for young people aged 16 and 18 has been delayed and is not available until 26 January 2012. As a consequence the detail in this paper concentrates on pupil performance in 2011 in the Foundation Stage and at Key Stages 1, 2 and 3. A supplementary paper will be prepared as soon as the validated results for Key Stage 4 and Post 16 become available. It is anticipated that it will be possible to provide a verbal update for the Children's Services Select Committee meeting.

Performance overview at each key stage

Foundation Stage (end of reception aged 5) (see Appendix 1)

4. The Foundation Stage Profile (FSP) is made up of 6 Areas of Learning: Personal, Social and Emotional Development (PSED), Communication, Language and Literacy (CLL), Problem Solving Reasoning and Numeracy (PSRN), Knowledge and Understanding of the World (KUW), Physical Development (PD) and Creative Development (CD). These are expected to be achieved by the time children are at the end of the Reception year. The Primary Care Trust, Strategic Health Authority and Jobcentre Plus all have reciprocal duties to work with the Local Authority to achieve the Outcomes Duty of raising standards and narrowing gaps.
5. The 6 Areas of Learning have 3 scales for PSED, 4 scales for CLL, 3 scales for PSRN, and one scale each for the remaining, making 13 scales

in total. Each child can achieve a maximum of 9 points in each of the scales of the Areas of Learning. This gives a maximum score of 117 points. Teachers and early years practitioners observe and assess children as part of everyday learning activities. The final assessments for a proportion of schools are moderated by the LA.

6. There are 2 statutory Early Years targets. One is an improvement and one an equalities target:
 - Improve young children's development by increasing the % who achieve a total of at least 78 points in the Foundation Stage Profile (FSP) including at least 6 points in each PSED and CLL scale (Improvement Target)
 - Narrow the % gap between the median and mean scores for the 20% lowest performers (Equalities Target)
7. In 2011 the percentage of children achieving at least 78 points in the FSP including at least 6 points in each PSED and CLL scale is 58.64%. The 2011 outcomes are 1% above the 2008 and 2009 outcomes but slightly below the 2010 figure. Wiltshire is 3% above national expectation for PSRN, 2% above for CD and KUW, 1% above for PSED and matches national data for CLLD and PD.
8. The gap between the median and mean scores for the 20% lowest performers remained at 29% in 2011. This measure remains consistently good and has remained a lower percentage than national, statistical neighbours and the South West averages over the last 3 years, indicating that Wiltshire is effectively meeting the needs of the most vulnerable and is outperforming national, regional and statistical neighbours. There were 80 more boys in the 2011 cohort. The gap between the median and bottom 20% of boys was narrowed by 0.7%.
9. The Every Child a Talker programme was targeted in areas of disadvantage based around the children's centres. The programme supports children's language and communication. One thousand children received the support and this has reduced the risk of language delay by 10%, in their listening and attention, understanding language, talking and social and communication skills.

Progress against targets

10. Particularly ambitious targets were set for both the improvement and equalities measures based on the cohort for 2011. Both targets were narrowly missed; the equalities target by 0.9% (target 28.4 and actual result 29.3) and the improvement target by 2.9% (target 61.4 and actual result 58.5).

Key Stage 1 (7 year olds) (see Appendix 2)

11. Key Stage 1 is assessed by teachers supported by national tests marked within the school. Key Stage one assessments are moderated by the LA

with each school being visited once every four years and a range of pupils' work assessed. The key measures centre on the percentage of pupils who achieve Level 2 plus against national expectations.

12. In 2011, the best ever outcomes were secured at level 2+ in reading, writing and in mathematics. This brings all three key measures in line with or exceeding national figures, performance in reading is 1% above national average. Further in depth analysis at each level shows that for pupils assessed at a secure level 2 (2B) percentages have increased for reading (73% in 2010 to 74% in 2011) and in mathematics where a 3% improvement to 75% has been secured on 2010 outcomes (72% in 2010). Performance in level 2 (2B) writing remains at 59% and further analysis indicates this relates to the attainment of boys. Following a review of the impact of key strategies it is believed that the impact of the improved pupil tracking coupled with early intervention programmes such as the Wiltshire 'Every Child' programme including Every Child a Reader (ECAR), Every Child a Talker (ECAT) and phonics work is having a positive impact. Further work is underway with writing including advising schools of boy-friendly resources to enhance the writing curriculum.

Key Stage 2 (11 year olds) (see Appendix 3)

13. Performance at Key Stage 2 is assessed using Statutory Assessment Tests (SATs), held under examination conditions and marked externally. Teacher Assessment of pupils also takes place at the end of Key Stage 2. The results reported within this paper are those derived from the SAT tests.
14. The results for pupils achieving level 4 and above in English and Maths combined have been sustained in 2011 from the 2010 high of 75%. The Wiltshire figure of 75% is 1% above both the national and 0.7% above statistical neighbours. Table 1 shows this in more detail and the graph in 1a shows Wiltshire's 7% improvement since 2005 along with the performance improvement against national, regional and statistical neighbours.
15. Table two in appendix 3 shows pupil performance in English at level 4 remaining at 82%, which is in line with regional and statistical neighbours and above the national average figure. Table 3 captures pupil performance in Maths, this is the best ever performance in this subject showing a 1% improvement at level 4 plus at 81%, which exceeds both national and statistical neighbour average performance figures.
16. The tables and graphs four and five in Appendix 3 outline the pupil outcomes in relation to 'expected progress'. This reflects the average expected progress for each child which is considered to be two levels from the level at the end of KS1 to the end of KS2. For example a pupil who was assessed at Working toward level 1 would be expected to achieve level 2+, from level 1 to level 3+, level 2 to level 4+ and so on.

English expected progress figures continue to be consistently above national and statistical neighbour figures and have maintained the highs from last year. Expected progress in mathematics has continued to improve with a 2% improvement from 2010 and 5% improvement from 2009, providing the best ever expected progress measure of 84%. This outcome places Wiltshire at least 2% above national, regional and statistical neighbours' average performance. Strategies to support and secure improvement in KS1 and 2 have led to these improved outcomes. Maths support has focused relentlessly on activities which promote understanding and enjoyment for all children. The Maths Teams' publications on 'Games' and 'Key questions' have been instrumental in supporting improvement in outcomes.

17. Improvement is the result of the impact of developing good subject teaching coupled with improved pupil performance tracking and effective early intervention including one-to-one tuition and target programmes like the Wiltshire Every Child programmes. There is some evidence that the higher rate of improvement seen in schools at KS2 is where LA advisory support has been deployed.

Progress against targets

18. The level 4+ in English and Maths target was set at an ambitious 82% and missed by 7%. The expected progress targets for English and Maths were set at a challenging 93% and 90% and despite some improvements missed by 8% and 6%. Statutory targets are no longer required to be set at the Local Authority level or at school level.

Key Stage 3 (14 year olds) (see Appendix 4)

19. With the cessation of National testing in 2008 teacher assessment is used for assessment of Key Stage 3 attainment. Appendix 4 contains the summary of the 2011 results. English at both Level 5+ and Level 6+ have improved on 2010 outcomes reflecting the best ever results for Wiltshire. The outcome performance in English and remains 3% above the national average at level 5+; while at level 6+ Wiltshire's performance is 6% above the national average. Performance in mathematics remains in line with 2010 performance at 84% for level 5+, which is 3% above the national average performance. At level 6+ outcomes have slipped by 1% to 63%, although they remain 4% above the national average figures.

Performance of vulnerable group – narrowing the gap

20. Pupil characteristics are collected through the school census. Many groups of children and young people may be at risk of underachievement but the characteristics that have national and regional comparative data are discussed here.

Pupil performance by eligibility for Free School Meals (see Appendix 5)

21. Parents of children who receive such benefits as Income Support and Job Seeker Allowance are eligible to apply for free school meals for their children. The following compares pupils who are known to be eligible for free school meals (FSM) against those who are not.
22. Narrowing the gap in attainment of pupils eligible for FSM and all pupils has been a focus over the last year. As a consequence of this focus the group performance has improved and the gap between their performance and all pupils has narrowed at Key Stage 2 from 27% in 2010 to 24% in 2011. This has been the result of school interventions to highlight the achievement of this group of children and has resulted in improvement in performance from 2009 to 2011 of 10% for pupils eligible for FSM achieving Level 4 and above in both English and Maths. The gap in performance in Wiltshire is still higher than the national average figure and therefore remains a high priority.

Progress against targets

23. Targets for the achievement of children known to be eligible for free school meals were set at KS2 and KS4. At KS2, targets for children eligible for FSM achieving level 4 and above in both English and maths were set at 60% and missed by 7% with attainment of this group reaching 53%. This represented an improvement of 10% from 2009 attainment figures for this group. Although successes have been evident at closing the gap, the attainment of pupils eligible for FSM at KS2 remains a priority.

Pupil performance by pupils with Special Educational Needs (SEN). (see Appendix 6)

24. The gap is composed of the percentage difference between pupils who do not have SEN and all pupils who do. SEN includes a range of needs including pupils who have support based within school (School Action), involving external support (School Action Plus) and those with a statutory statement of special needs ('statemented'). 'SEN' includes all pupils in any of these 3 categories. At Key Stage 2 the gap between pupils achieving L4 + in English and maths without SEN and those with has remained the same at about 54%, 1% larger than the national average figure. The percentage of pupils achieving level 4 and above in both English and maths who are categorised as school action and action plus have seen a steady rise in performance with a 14% improvement for school action pupils and 7% rise for school action plus pupils over the last 5 years. Key Stage 2 SEN achievement continues to be a priority and additional strategies are in place in 2011 through a range of programmes like the TQ (Top Quartile) 2012 programme.

Pupil performance by Looked After Children (LAC)

25. Outcomes for Looked After Children (LAC) at the end of Key Stage 2 are good this year and reflect Wiltshire's best ever performance. This measure includes children in year 6 who were in care between the 1st April 2010 and 31st March 2011. 54% of LAC achieved a level 4 or above in English whilst 69% achieved the same in maths. Both of these figures place Wiltshire outcomes above both Statistical neighbour and national average figures and place the LA figures for LAC in the top quartile for Maths outcomes for LAC nationally. The level 4 and above figure for English and maths combined is 54% for LAC. Whilst this figure is lower than the overall figure for pupils at the end of KS2 in the LA, comparisons with statistical neighbours and national figures are very favourable. Work continues to close this gap led by the Headteacher of the Virtual School and the teams working with children in care.

Pupil performance by Ethnicity (see Appendix 7)

26. Although the performance of most ethnic groups is in line with White pupils at KS2, there continues to be a gap between these pupils and those of Black ethnicity where there is a smaller proportion of pupils with Black backgrounds who achieve level 4 or above in both English and Maths (60% of Black pupils compared with 75% of all pupils in Wiltshire and 70% of Black pupils nationally). Work directly by schools and by the Ethnic Minority Achievement team ensures that support is provided to both individuals and groups to continue the focus of raising achievement narrowing the performance gaps. Work over the last year has concentrated in building an infrastructure of support for pupils from black minority ethnic (BME) backgrounds using initiatives which include the 'Vibes project' which has been particularly successful in engaging minority ethnic pupils and their families and work has continued on the mentoring programme which has had a particular impact at Key Stage 4.

Progress against targets

27. The combination of categories for each ethnic group has changed since the target setting process for 2011 was carried out in the Autumn term in 2009. This means that comparison against targets is not possible.

Pupil performance by School Type (see Appendix 8)

28. Appendix 10 provides a breakdown of pupil outcomes by school type (community, foundation, voluntary controlled, voluntary aided, academy and grammar schools); this is as designated on 31 August 2011. The table shows both the number of schools and the size of the cohort and these figures are important to note when comparisons are being made. Voluntary aided and voluntary controlled schools have the highest levels

of attainment of all school types at KS2 with little difference in progress measures in 4 of the 5 categories of school.

Main consideration for the Council

Priorities for raising achievement

29. Continue to:

- focus on the foundation stage to ensure a firm basis for learning in later stages.
- accelerate the rate of progress for all pupils at KS2 into secure continued improvement in outcomes.
- employ strategies to support schools to narrow the gap between lowest performers and the rest, especially pupils eligible for Free School Meals, Special Educational Needs, Looked After Children and those from minority ethnic groups from Black backgrounds in KS2.

Risk Assessment

30. Challenging targets have been set and there are now changes in the way that performance is measured. Continued focus is being placed on raising attainment for pupils where gaps are evident including those eligible for Free School Meals with Special Educational Needs, Looked After Children and some ethnic minority groups. To support this improvement a range of strategies and targeted activities are in place to support and engage schools, pupils and their families.

31. A number of changes to the accountability framework have been implemented nationally over the last year. This has included a new OfSTED Inspection framework which came into force in January 2012, continued academy conversions and establishment of Department for Education floor standards which are set to rise year on year.

Financial Implications

32. The reduction in funding from April 2011 has been managed to minimise direct impact on the strategies to raise attainment and reduce performance gaps, in order to sustain the focus on improving pupil outcomes. A number of support activities in relation to teaching and learning and targeted early intervention are sold to schools.

Conclusion

32. Children's Services Select Committee is asked to note the contents of the report.

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The following unpublished documents have been relied on in the preparation of this report:

None

Appendices - Performance overview at each key stage

Appendix 1 – Early Years Foundation Stage

Table 1

78 points achieved across Foundation Stage with at least 6 points in each PSED and CLL scale

Local Authority, Region and England		2009	2010	2011
865	Wiltshire	57.0	60.0	58.0
990	South West	54.0	57.0	59.0
	Statistical Neighbours	53.4	57.9	60.5
970	England	52.0	56.0	59.0

Table 2

Narrowing the gap between the lowest achieving 20% in Foundation Stage profile and the rest

Local Authority, Region and England		2009	2010	2011
865	Wiltshire	29.2	29.2	29.3
990	South West	31.6	30.3	30.4
	Statistical Neighbours	31.3	30.3	29.4
970	England	33.9	32.7	31.4

Appendix 2 - Key Stage 1

Table 1

% of pupils achieving Key Stage 1 Level 2+ Reading

Local Authority, Region and England		2009	2010	2011
865	Wiltshire	85.0	85.0	86.0
990	South West	85.0	85.0	86.0
	Statistical Neighbours	85.8	86.6	87.2
970	England	84.0	85.0	85.0

Table 2

% of pupils achieving Key Stage 1 Level 2+ Writing

Local Authority, Region and England		2009	2010	2011
865	Wiltshire	80.0	80.0	81.0
990	South West	82.0	82.0	82.0
	Statistical Neighbours	83.1	83.6	83.7
970	England	81.0	81.0	81.0

Table 3

% of pupils achieving Key Stage 1 Level 2+ Maths

Local Authority, Region and England		2009	2010	2011
865	Wiltshire	90.0	89.0	90.0
990	South West	90.0	90.0	90.0
	Statistical Neighbours	90.8	91.0	91.2
970	England	89.0	89.0	90.0

Appendix 3 - Key Stage 2

Table 1

% of pupils achieving Key Stage 2 Level 4+ English & Maths

Local Authority, Region and England		2009	2010	2011
865	Wiltshire	71.0	75.0	75.0
990	South West	72.0	74.0	75.0
	Statistical Neighbours	72.4	73.8	74.3
970	England	72.0	73.0	74.0

Graph 1a

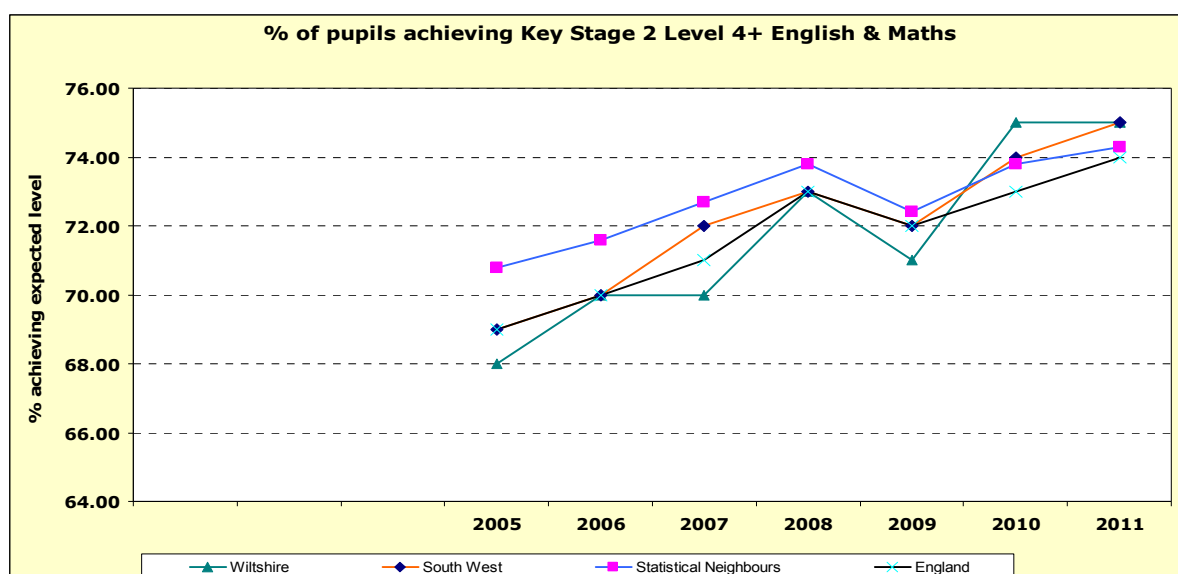


Table 2

% of pupils achieving Key Stage 2 Level 4+ English

Local Authority, Region and England		2009	2010	2011
865	Wiltshire	80.0	82.0	82.0
990	South West	81.0	81.0	82.0
	Statistical Neighbours	81.1	81.0	82.1
970	England	80.0	80.0	81.0

Table 3

% of pupils achieving Key Stage 2 Level 4+ Maths

Local Authority, Region and England		2009	2010	2011
865	Wiltshire	77.0	80.0	81.0
990	South West	79.0	80.0	81.0
	Statistical Neighbours	78.4	79.8	80.3
970	England	79.0	79.0	80.0

Table 4

Expected Progress (2 levels) in English between KS1 and KS2

Local Authority, Region and England		2009	2010	2011
865	Wiltshire	83.0	85.0	85.0
990	South West	81.0	83.0	83.0
	Statistical Neighbours	80.3	82.5	82.5
970	England	81.0	83.0	83.0

Graph 4a

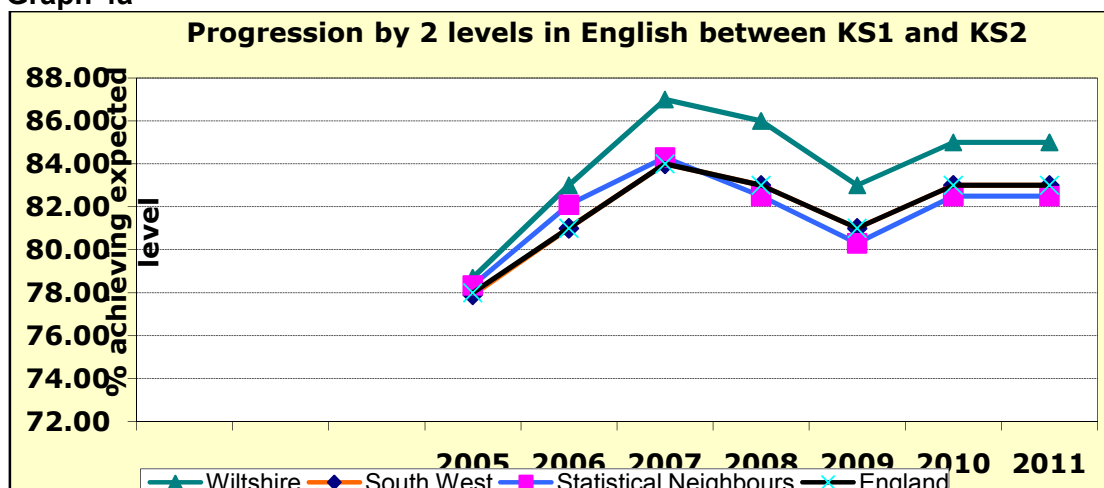
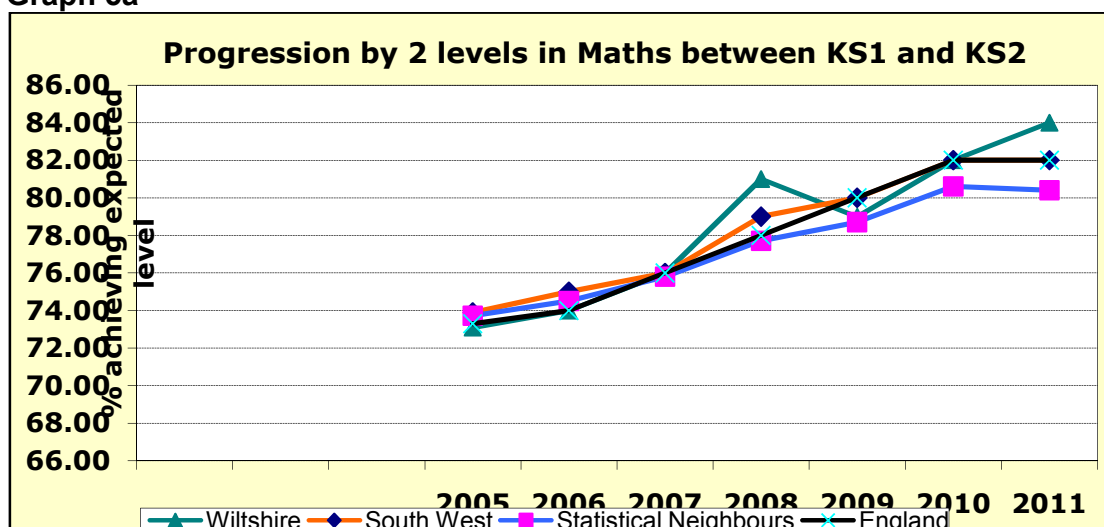


Table 5

Expected Progress (2 levels) in maths between KS1 and KS2

Local Authority, Region and England		2009	2010	2011
865	Wiltshire	79.0	82.0	84.0
990	South West	80.0	82.0	82.0
	Statistical Neighbours	78.7	80.6	80.4
970	England	80.0	82.0	82.0

Graph 5a



Appendix 4 - Key Stage 3

Key Stage 3 results for all pupils 2011

	2009	2010	2011		2009	2010	2011
English L5+	%	%	%	English L6+	%	%	%
Wilts	81	82	85	Wilts	47	49	53
National	77	79	82	National	41	43	47

	2009	2010	2011		2009	2010	2011
Maths L5+	%	%	%	Maths L6+	%	%	%
Wilts	84	84	84	Wilts	64	64	63
National	79	80	81	National	58	58	59

(SFR 18-2011)

Performance of vulnerable groups – narrowing the gap

Appendix 5 – Free School Meal gaps

Attainment Gap FSM/non FSM Key Stage 2 inc English and Maths

Local Authority, Region and England		2009	2010	2011
865	Wiltshire	30.0	27.1	24
990	South West	24.0	23.3	-
	Statistical Neighbours	27.1	25.5	-
970	England	22.3	21.3	20

Source SFR 31 2011

Appendix 6 – SEN gaps

Attainment Gap SEN/non SEN Key Stage 2 inc Eng and Maths

Local Authority, Region and England		2009	2010	2011
865	Wiltshire	54.5	54	54
990	South West	50.8	-	-
	Statistical Neighbours	52.9	-	-
970	England	50.9	53	53

Source SFR 31 2011

Appendix 7 – Achievement of Minority Ethnic Groups

2011	White		Mixed		Asian		Black		Chinese		All pupils ²	
	Number of eligible pupils	Percentage achieving Level 4 or above	Number of eligible pupils	Percentage achieving Level 4 or above	Number of eligible pupils	Percentage achieving Level 4 or above	Number of eligible pupils	Percentage achieving Level 4 or above	Number of eligible pupils	Percentage achieving Level 4 or above	Number of eligible pupils	Percentage achieving Level 4 or above
Key Stage 2 Level 4 and above in both English & Mathematics												
Wiltshire	4,524	75	103	83	46	72	15	60	4	x	4,776	75
England	433,145	75	22,148	75	49,367	75	26,557	70	1,851	88	544,883	74

Appendix 8 Performance of school by type

Primary schools

2011

school type (on 31/08/11)	number of schools	eligible pupils	KS2 ATTAINMENT			KS1-2 PROGRESS	
			%L4+ E&M	%L4+ E	%L4+ M	% making expected progress in English	% making expected progress in maths
Academy	1	70	69	76	81	81	87
Community	49	1373	75	82	80	87	84
Foundation	9	410	59	71	67	78	72
Voluntary Aided	60	1229	78	85	84	88	87
Voluntary Controlled	71	1678	78	84	83	86	85