

**Children's Services Scrutiny Committee
Wednesday 29 November 2006**

PERFORMANCE IN PUBLIC TESTS AND EXAMS IN 2006

Purpose of the Report

1. The purpose of this paper is to report on the performance of Wiltshire school pupils in 2006.

Background

2. Foundation Stage FS2 (end of Reception aged 5/6)

There are six Early Learning Goals of the Foundation Stage to be achieved by the time children are at the end of the Reception year:

- Personal, Social and Emotional Development (PSED)
- Communication, Language and Literacy (CLL)
- Mathematical Development (MD)
- Knowledge and Understanding of the World (KUW)
- Physical Development (PD)
- Creative Development (CD)

The table below shows the results at Foundation Stage in 2006:

Area of focus	National Average Points All	Wilts LEA Average Points All	National Average Points Boys	Wilts LEA Boys	National Average Points Girls	Wilts LEA Girls
Dispositions and Attitudes	7.2	7.4	7.0	7.2	7.4	7.6
Social Development	6.7	6.9	6.5	6.7	7.0	7.1
Emotional Development	6.8	7.0	6.5	6.7	7.0	7.2
Language for Communication and for Thinking	6.7	6.9	6.4	6.7	6.9	7.1
Linking Sounds and Letters	5.9	6.3	5.7	6.0	6.2	6.5
Reading	6.3	6.6	6.1	6.4	6.5	6.8
Writing	5.7	6.1	5.3	5.7	6.0	6.4
Numbers as Labels and for Counting	7.1	7.2	7.1	7.1	7.2	7.3
Calculating	6.2	6.4	6.1	6.3	6.2	6.5
Shape, Space and Measures	6.6	6.9	6.6	6.8	6.8	7.0
Knowledge and Understanding	6.1	6.8	6.2	6.8	6.1	6.9
Physical Development	6.5	7.2	6.3	7.0	6.6	7.4
Creative Development	6.0	6.8	5.8	6.5	6.1	7.2

3. In line with national figures there has been a general downward movement in FSP score in 2006. Improvements to the moderation process have added further rigour and accuracy to the process of observationally assessing children's progress against the Early Learning Goals. The effect appears as reduction in the percentage of children achieving at the higher ends of the goals, which in turn feeds through feed through the scales. The strongest areas in Wiltshire are in Dispositions and Attitudes to Learning, Physical Development and Numbers as Label and Counting. Creativity is another very strong area with our average being .8 above the national average. Reading scores are .3 above the national average Linking Sounds to Letters and writing are .4 points above the national average. 78% of children in Wiltshire achieve a scale score of 6 points or more and may be classified as working securely within the Early Learning Goals. They are deemed to have achieves a good level of development by the end of the Foundation Stage.

4. Key Stage 1 (7 year olds)

The results in for KS1 show Teacher Assessment, as tests are no longer taken and results are not officially reported. The results are shown in the table below - they are expressed as percentages.

		BOYS				GIRLS				ALL			
		Wiltshire		National		Wiltshire		National		Wiltshire		National	
		2+	3	2+	3	2+	3	2+	3	2+	3	2+	3
KS1	Reading	81	20	80	21	89	29	89	30	85	24	84	26
	Writing	75	8	76	9	87	17	87	19	81	12	81	14
	Maths	89	21	89	24	92	17	92	19	90	19	90	21
	Science	89	25	88	25	92	19	91	23	90	22	89	24

5. At the average Level 2 for seven year olds, attainment is in line with or slightly above national expectations for reading, writing, mathematics and science. This continues the improvement from 2005. Compared to 2005, boys at KS1 Level 2 are now 1% above the national average for boys' reading (previously 2% below), and science 1% below for writing (previously 3%) and at national average for mathematics (previously 1% below). Girls continue to outperform boys at this age, and are at least at national levels on all measures. However, at the higher level 3 there is further room for improvement, as attainment here is below national expectations in all areas. We need to continue to stretch the ability of higher attaining pupils at this early stage. Schools continue to track the progress of pupils from Key Stage 1 to 2 robustly and are aware of the discrepancies in the attainment between boys and girls at this stage.

6. Key Stage 2 (11 year olds) The results of tests in English, Mathematics and Science are shown in the table below:

		BOYS				GIRLS				ALL			
		Wiltshire		National		Wiltshire		National		Wiltshire		National	
		4+	5	4+	5	4+	5	4+	5	4+	5	4+	5
KS2	English	75	26	74	26	85	40	85	39	80	33	79	32
	Reading	79	43	79	41	88	55	87	53	84	49	83	47
	Writing	59	12	59	13	75	24	75	23	67	18	67	18
	Maths	75	33	77	36	75	28	75	31	75	31	76	33
	Science	86	46	86	45	87	45	87	46	87	45	87	46

7. In terms of comparative national performance, this is a significant improvement, as the table below illustrates:

Quartile performance at Level 4 +	English	Mathematics	Science
2005	Median	Below median	Below median
2006	Above median	Median	Median

8. In a year where, national performance was static, Wiltshire has continued to improve (and again been congratulated by DfES for so doing) and therefore made relative progress in comparison with other authorities. Performance is 1% below the Upper Quartile in English (3% in 2005), 3% below in Maths (as in 2005) and 2% below in Science (3% in 2005): it remains our goal to be in the Upper Quartile in Key Stage 2 by 2009.
9. Overall attainment at Key Stage 2 is now marginally above national expectations. English at the average Level 4 rose by 2% for the second successive year; reading remained static, but writing rose by 7% and mathematics by 1%. At the higher Level 5, there was an overall improvement of 7% in English, with reading improved by 5%, writing by 3% and mathematics by 2%.
10. There remain significant differences in attainment for boys and girls at Key Stage 2. Boys are 10% below girls' attainment in English overall, 9% below in reading and 16% below in writing, although boys' improvement by 10% in writing has narrowed this gap by 6% compared with last year. In mathematics and science, boys' and girls' attainment is broadly in line with each other.
11. Of particular interest this year, were the Key Stage 2 results of the 'new' Primary Schools in the former three-tier area in Salisbury and the South West of the County. The table below compares the results achieved by the Primary Schools in 2006 compared with those achieved by the Middle Schools in 2002. This has been selected as the comparator year as performance in the Middle Schools overall deteriorated in subsequent years as a minority of pupils left the Middle schools during the period of change. The table suggests that pupil performance in Key Stage 2 tests has improved significantly since the change to Primary status.

	2002 English	2002 Maths	2002 Science	2006 English	2006 Maths	2006 Science
Middle (2002) and Primary (2006)	63	62	79	77	72	86
Improvement 02-06				+ 14	+ 12	+ 7
Wiltshire	74	73	86	80	75	87
Difference from Wiltshire	- 11	- 11	- 7	- 3	- 3	-1

12. In primary schools, we continue to target support in the Primary Strategy at 21 schools where standards are lower than expected. This 'Intensifying Support Programme' (ISP) is aimed at accelerating progress in literacy and numeracy through robust tracking of pupils' progress and the setting of specific curricular targets. Some ISP schools have shown significant improvements this year, especially in schools which have been 'stuck' for some years. However, in general, the ISP schools have not performed as well as all schools and the programme still has yet to have the impact required.
13. Primary schools that are part of our Primary Leadership Programme have again performed well this year: 1.3% better in English and 2.0% better in science at Level 4 than 'all schools', although performance in Maths was 1% below all schools. In terms of performance against expectations, they did especially well in English. In these schools the focus is on improved leadership and management and this is having the desired effect of raising standards.
14. Despite some significant improvements in some schools, Junior schools continue to under-perform as a group, although the gap has closed in comparison to all schools. In English attainment at Level 4+ is now 79.1% (0.9% below attainment in all primary schools - 3.6% below in 2005) and in mathematics 71.9% (3.1% below attainment in all primary schools - 4.0% in 2005).
15. When comparing attainment at Key Stage 2 by school size, the best performing cohort size is single form of entry (26-35 pupils) in each

curriculum area. There was little significant difference between the other cohort sizes.

16. This year, for the first time, we were also able to compare the performance of children from forces families against the whole cohort in all those schools with a significant number of forces children. This demonstrated that those from forces families performed lower than all children in all subject areas at all levels than their non-forces family neighbours. The biggest gap was in mathematics, which emphasises the argument that, given the sequential nature of the subject, is most prone to the impact of children moving schools frequently.
17. The overall summary of Key Stage 2 performance in 2006 is as follows:
 - Good performance at level 4+ and level 5 in all subjects
 - Good improvement since last year at level 4+ and level 5 in all subjects
 - Performance compares fairly well with Fischer Family Trust estimates (which provide an estimate of what might be expected from a cohort at a particular school) except L5 Science which is a cause for concern but still reflects an improvement of 2.3% from 2005
 - Very good performance in level 5 English
 - 36 schools are below the floor target (L4+ <65%) in at least one subject
 - A number of schools performed much better in English than Mathematics possibly requiring specific mathematics support
 - A very variable performance from Intensifying Support Programme schools. As a group, they showed disappointing results, yet a number of schools within this group performed very well including a number of 'stuck' schools
 - Primary Leadership Programme schools performed very well as a group again, as this group did last year
 - Former First schools performed in line with expectations for English and level 4 Science but disappointing for Mathematics and level 5 Science: possibly a 'subject knowledge' issue which might need further support
 - Cohort size seems to make little difference to performance although the 'single class' cohort (25-35 children) showed the strongest performance

18. **Key Stage 3 (14 year olds)** The results of tests in English, Mathematics and Science are shown in the table below:

		BOYS				GIRLS				ALL			
		Wiltshire		National		Wiltshire		National		Wiltshire		National	
		5+	6+	5+	6+	5+	6+	5+	6+	5+	6+	5+	6+
KS3	English	67	27	65	27	84	44	80	42	75	35	72	34
	Maths	80	62	76	57	82	63	77	57	81	62	77	57
	Science	77	47	71	41	78	47	73	41	77	47	72	41

19. The overall headlines are:

- Improvements in Maths and Science at all levels from last year
- Overall, schools exceeded Fischer Family Trust estimates at level 5+ and level 6+ in both Maths and Science
- English results show a decline that is being investigated

20. In english at Level 5, attainment is 1% above the national average; in mathematics and science it is 7% above. Results in english this year were 1% down on last year, but there have been a significant number of appeals for re-marking since results were first published, and these figures are likely to be changed when final results are published in February 2007. At the higher Level 6, attainment is at national levels in english and 5% above in mathematics. Boys' attainment in english at both Levels 5 and 6 is still a cause for concern as they do not achieve well. Girls continue to perform well in english and mathematics and their attainment is above national expectations at both Levels 5 and 6. The Secondary Strategy Consultants continue to support schools where attainment is weakest. We have Consultants for literacy, numeracy, science, foundation subjects, behaviour and attendance.
21. We are expecting changes to the Standards Fund allocations, which funds consultants from April 2007, which will significantly reduce our ability to target support at underperforming schools as Local Authorities where attainment is above national expectations will receive less funding than those still struggling to raise attainment.

22. **Key Stage 4 (15 year olds as at 31 August 2005) results** in G.C.S.E exams are shown below:

		BOYS			GIRLS			ALL		
		Wiltshire	National (maintained schools)	National (all schools)	Wiltshire	National (maintained schools)	National (all schools)	Wiltshire	National (maintained schools)	National (all schools)
KS4 GCSE	5+ A* to C	51.9	52.0	53.3	63.6	61.7	63.2	57.7	56.8	58.1
	5+ A* to C Inc.Eng / Maths	43.1	39.6	40.8	53.2	47.9	49.6	48.1	43.7	45.1
	5+ A* to G	89.5	88.0	86.6	93.7	92.4	91.8	91.6	90.1	89.2
	1+ A* to G Inc.Eng / Maths	88.0	85.9	83.6	93.1	90.7	89.6	90.5	88.2	86.6
	Any passes	96.5	96.4	95.7	98.0	97.5	97.5	97.2	96.9	96.6

23. Attainment in Wiltshire remains 1.1% above the national average for maintained schools for 5+ A*-C and 1.5% above for 5+ A*-G. Although these results are good, attainment is not rising as fast as it is nationally, as is demonstrated by the bar charts attached at Appendix 1. Schools and the Local Authority need to ensure that they are building on the significant rises in attainment at Key Stage 3 sufficiently.

24. **Key Stage 5 (18 year olds)** A Level results continue to be slightly above national averages in terms of both the candidates' achievements in individual subjects (points per entry) and overall results (points per candidate).

		BOYS		GIRLS		ALL	
		Wiltshire	National	Wiltshire	National	Wiltshire	National
KS5 A levels	Points per candidate	742.0	718.8	769.3	753.8	757.5	737.7
	Points per entry	204.2	201.0	212.1	209.5	208.7	205.6

Children Looked After

25. Nationally, the expectation is that children in care should be achieving at least 60% of the attainment of all children. In the chart below the column Children Looked After National 2006, shows that 60% of national expectation. There has been some improvement in results in Wiltshire since last year. Although these results are below national expectations there are encouraging signs that attainment for Children Looked After is rising. We have now established a cross Department for Children & Education team who are monitoring the progress of these children.
26. It also needs to be recognised that a significant number of the children in this category have special educational needs. For example, of the Key Stage 2 cohort, 5 have statements of SEN and another 6 are at the School Action Plus stage. Of the remaining 6 pupils, 5 achieved the expected level in each subject. Of the 36 Year 11 pupils, 13 had recognised special educational needs and another 6 will be in Year 11 in 2006-07, taking their exams at the end of it.

		Children Looked After Wiltshire 2006	Expectation of Children Looked After National 2006	All Children 2006
KS1 based on the available results for 10 of 18 children	Reading L2 +	30%	50%	84%
	Writing L2 +	30%	49%	81%
	Maths L2+	30%	53%	91%
KS2 based on the available results for 17 of 18 children	English L4+	39%	47%	79%
	Maths L4+	53%	46%	76%
	Science L4+	59%	52%	87%
KS3 based on the available results for 12 of 15 children	English L5+	25%	43%	72%
	Maths L5+	33%	46%	77%
	Science L5+	33%	43%	72%
KS4 based on the available results for 35 of 36 children	5+ A* - C	6%	34%	57%
	5+ A* - G	29%	55%	91%
	1+ GCSE A* - G	40%	58%	97%

Achievements of pupils from Black and Minority Ethnic backgrounds

27. The table below shows Wiltshire's 2006 and national 2005 attainment results by **Ethnic Category**. The attainment of Black/Black British children continues to give cause for concern at all key stages, achieving significantly below their White peers in all areas at KS1, 13% below in English at KS2, and performing particularly badly at GCSE level with only 20% achieving 5 A*- C grades including English and Maths. The gap is smaller at KS3, and an improvement upon last year's figures. Chinese children, a small group, achieved poorly in reading at KS1 and in English and Maths at KS2.

28. Black and Minority Ethnic children are monitored and supported by our Ethnic Minority Achievement Service, which has taken additional initiatives to raise standards this year. These have been praised in the APA letter which forms a separate agenda item, but time will tell whether or not they have an impact on standards.

Wiltshire Results by Ethnic Category 2006: Key Stages 1, 2, 3 / GCSE & Equivalents

KS1 %L2+	Pupil Total (Wilts)	Reading %		Writing %		Maths %	
		Wiltshire 2006	National 2005	Wiltshire 2006	National 2005	Wiltshire 2006	National 2005
White	4601	86	86	81	83	91	92
Mixed	83	83	85	83	82	82	91
Asian/Asian British	26	85	81	77	78	96	87
Black/Black British	22	64	79	64	75	77	85
Chinese	6	67	90	83	88	100	96
AOEG	23	70	76	61	73	87	87
KS2 %L4+	Pupil Total (Wilts)	English %		Maths %		Science %	
		Wiltshire 2006	National 2005	Wiltshire 2006	National 2005	Wiltshire 2006	National 2005
White	4844	80	79	75	76	87	87
Mixed	78	91	80	74	74	87	87
Asian/Asian British	24	92	74	88	70	88	79
Black/Black British	9	67	70	78	62	78	76
Chinese	6	67	84	67	90	83	90
AOEG	22	64	68	68	70	77	77
KS3 %L5+	Pupil Total (Wilts)	English %		Maths %		Science %	
		Wiltshire 2006	National 2005	Wiltshire 2006	National 2005	Wiltshire 2006	National 2005
White	4982	75	74	81	75	78	71
Mixed	71	76	74	76	71	72	67
Asian/Asian British	26	92	72	76	71	81	61
Black/Black British	20	75	66	75	61	70	53
Chinese	9	89	82	100	93	100	81
AOEG	25	60	64	89	67	65	57
GCSE and equivalents	Pupil Total (Wilts)	Achieving 5+ A* - C inc English and Maths					
		Wiltshire 2006	National 2005				
White	4766	48.7	43.0				
Mixed	53	43.4	41.9				
Asian/Asian British	28	57.1	44.0				
Black/Black British	15	20.0	30.7				
Chinese	12	66.7	68.8				
AOEG	18	55.6	40.3				

Comparisons with Statistical Neighbours

29. The tables below show Wiltshire's comparison against our statistical neighbours. We have continued to rise slightly at Key Stage 2 and we are now ranked joint 6th of the 11 LEAs at KS2 English and joint 8th at KS2 mathematics. At Key Stage 3 results have remained similar: joint 3rd mathematics and joint 7th English. At G.C.S.E and A level we are broadly in the middle of the pack of our statistical neighbours.

	KS 2 English % L 4+	KS2 Maths % L 4+	KS2 Science % L 4+	K 3 English % L 5+	KS 3 Maths % L 5+	KS 3 Science % L 5+
Cambridgeshire	82	79	88	76	80	78
Cornwall	78	75	87	74	78	75
Devon	81	76	89	74	80	77
Dorset	82	78	91	76	82	79
Hampshire	81	77	90	77	80	77
North Yorkshire	82	80	89	80	83	81
Oxfordshire	80	76	87	75	79	75
Somerset	79	76	89	73	79	75
Suffolk	79	74	86	76	78	77
West Berkshire	80	75	89	80	81	80
<i>Wiltshire</i>	80	75	87	75	81	77
Wiltshire's Ranking	=6/11	=8/11	=8/11	=7/11	=3/11	=5/11
England	79	75	86	72	77	72

	% 5 A*-C GCSE grades	% 5 A*-C GCSE grades including Maths / English	% 5 A*- G GCSE grades	% 5 A*-G GCSE grades including Maths / English	Any passes	A level points score per candidate	A level Points score per entry
Cambridgeshire	60.1	49.9	93.5	92.1	98.3	776.8	209.2
Cornwall	57.1	43.8	91.3	89.8	97.6	681.5	198.1
Devon	57.9	46.0	91.4	89.9	98.0	711.7	203.9
Dorset	62.0	49.8	92.2	90.3	98.1	708.8	202.0
Hampshire	61.2	49.8	93.0	91.8	98.3	801.3	205.9
North Yorkshire	63.9	53.3	93.3	91.9	98.0	796.5	206.3
Oxfordshire	56.4	47.3	92.3	90.5	97.8	681.5	203.3
Somerset	56.4	44.2	90.9	89.1	97.8	726.6	207.7
Suffolk	59.0	45.8	92.5	90.8	98.1	738.5	201.1
West Berkshire	64.5	51.2	94.7	93.5	99.4	774.6	205.0
Wiltshire	58.1	48.4	92.3	91.2	97.9	757.5	208.7
Wiltshire's Ranking	7/11	6/11	=6/11	5/11	8/11	5/11	2/11
England (maintained schools)	57.0	43.8	90.6	88.7	97.3	737.7	205.6

Summary

30. This paper has summarised how Wiltshire's performance compares with national expectations and recognises the improvements in raising attainment, especially at Key Stage 2. Performance is already in the top quartile nationally at KS3 and is now only 1% away from the top quartile for English and 3% for mathematics at KS2. Although performance is continuing to rise, primary schools in particular will still require significant investment over the next few years to ensure steady progress is maintained. This will require all Standards Fund allocations to be spent in full and the continuation of raising the Age Weighted Pupil Unit at Key Stage 2 if the rise in attainment seen this year is to be maintained. Simultaneously, we need to maintain our efforts to improve performance further at Key Stage 4.

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