

**Children's Services Scrutiny  
8 November 2007**

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**Pupil Performance in Public Tests and Examinations**

**Purpose of Report**

1. The purpose of this report is to compare Wiltshire's attainment with national expectations across all phases.

**Foundation Stage FS2 (end of Reception aged 5/6) (See Appendix 1 for Data)**

2. The Childcare Act 2006 introduced a new Outcomes Duty for the Foundation Stage. This Outcomes Duty is to: improve all young children's outcomes 0-5 and reduce inequalities between them through integrated early childhood services. The Foundation Stage Profile (FSP) is made up of 6 Areas of Learning: Personal, Social and Emotional Development (PSED), Communication, Language and Literacy Development (CLLD), Mathematical Development (MD), Knowledge and Understanding of the World (KUW), Physical Development (PD) and Creative Development (CD) 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.
3. The 6 Areas of Learning have 3 sections for PSED, 4 sections for CLLD, 3 sections for MD, and one section each for the remaining, making 13 sections in total. Each child can achieve a maximum of 9 points in each of the sections of the Areas of Learning. This gives a maximum score of 117 points.
4. From 2008, there are 3 statutory Early Years targets, (which have been trialled in 2007). Two are improvement and one is an equalities target:
  - Improve the % of children achieving at least 6 points in each Personal Social and Emotional Development (PSED) and Communication, Language and Literacy Development (CLLD) in the FSP (Improvement Target)
  - Improve young children's development by increasing the % who achieve a total of at least 78 points in the FSP including at least 6 points in PSED and CLLD (Improvement Target)
  - Narrow the % gap between the median and mean scores for the 20% lowest performers (Equalities Target)
5. In 2007, the percentage of children achieving at least 6 points in PSED and CLLD was 54.1%, a rise of 1.2% from 52.9% in 2006. In 2007, the percentage of children achieving at least 78 points in the FSP including at least 6 points in PSED and CLLD was also 54.1%, a rise of 1.3% from 52.8% in 2006. In 2007,

the gap between the median and mean scores for the 20% lowest performers was 35.1%. It has narrowed by 1.9% from 37% in 2006.

6. When you analyse the improvement of the percentage of children achieving at least 78 points in the FSP including at least 6 points in PSED and CLLD and break down the results by the 30% Super Output Areas (SOAs) as opposed to the 70% non core SOAs the improvement is dramatic. The non core 70% improved by 1.1% from 53.5 in 2006 to 54.6 in 2007 however the core 30% improved by **7.6%** from 34.7% in 2006 to 42.3% in 2007. The gap is narrowing and we are reducing inequalities between children but not at the expense of all children improving.
7. The strategies put in place are working. An adviser for CLLD was appointed last year and she has targeted interventions well. The 20 Children's Centres although not all yet built have started their development work and those in the 30% areas are beginning to make a difference to the outcomes for children and their families. The Fundamental Movement Skills programme put in place this year has brought improvements to physical development.

#### Progress against Targets

8. The 2007 target set for all children for CLLD has been exceeded. It was set at 57.1% and 57.7% was achieved. The combined target set for PSED and CLLD has been exceeded. It was set at 53.9% and 54.1% was achieved. The target for PSED alone was missed slightly by 0.4%. It was set at 77.8% and 77.4% achieved. Boys' emotional development appears to be an area which has dropped since last year and where we need to put future efforts. The target set for achieving both 6+ in PSED and CLLD combined in the 30% SOAs was 36.7%. This has been exceeded by 5.6% as 42.3% was achieved. The greatest successes are with CLLD and progress for children in the lowest 20%.

#### **Key Stage 1 (7 year olds)**

9. For the first time this year we have received a wealth of performance data from the National Strategies in advance of our Standards Meeting, which was 1 October 2007. **APPENDIX 2** shows the Local Authority Data Pack for Wiltshire dated 3 October 2007. This shows summary information over a five year period for all phases of education although 2007 GCSE results are not yet there.
10. In the Data Pack refer to page 1 Summary Information and page 2 Key Stage 1 Education Outcomes. At Key Stage 1 in 2007, attainment at level 2+ was 1% above the National Teacher Assessment for Reading and Writing and in line with the average in mathematics. Attainment has been steady at this level over the last few years.
11. Page 2 Key Stage 1 Education Outcomes shows that Wiltshire has above the National Teacher Assessment results in 2007 at Level 2B+ in reading for both

boys and girls. In writing, boys at Level 2B+ are just 1% below the national and girls are in line with the national. However there is still room for improvement in writing as both nationally and in Wiltshire only 59% of all children achieve level 2B+ which is considered to be the average attainment measure. Results in writing both nationally and in Wiltshire have dropped by 1% since 2006. In mathematics at Level 2B+ boys are in line with the national figure and girls are 1% above the national.

12. Results at Level 3 give the greatest cause for concern. In reading boys are 1% above the national but girls are 2% below. In writing boys are 1% below the national but girls are 3% below. In maths, boys are 1% below the national but girls are 4% below. The gap between boys and girls attainment in maths at level 3 has widened further since 2005 and boys now outperform girls by 7%. The continued focus is still on improvements in writing, particularly for boys and the targeting of more pupils pushed to attain at the higher level 3.

### **Key Stage 2 (11 year olds)**

13. In the Data Pack refer to page 1 **APPENDIX 2**. Key Stage 2 performance has continued to rise again this year and we have received a congratulatory letter from Lord Andrew Adonis. The combined results in English and mathematics are amongst the most improved in the country between 2004 and 2007. Attainment has risen by 1% in English from 2006 and is now 1% above the national average. Attainment in science has risen by 2% since 2006 and is now 2% above the national average. However attainment in mathematics although improving 1% since 2006 is still 1% below the national average.
14. In the Data pack refer to page 3. Since 2003, English has risen 6% at Level 4+, (reading by 3% and writing by 11%), and mathematics by 4%. The trajectory continues to be upward. The greatest move forward over this time has been with boys' writing, which has risen 14% from 49% level 4+ in 2003 to 63% in 2007.
15. Both boys and girls are above the national averages in English at levels 4+ and 5+ and this is both for reading and writing. In mathematics at levels 4+ and 5+ boys are in line with the national averages but girls are 2% below.

### Progress against Targets

16. Good progress has been made in English with the 81% level 4+ and 36% Level 5+ results exceeding the aggregated schools targets of 80% and 32%. Targets in mathematics have not been achieved. The level 4+ target of 80% fell short by 4% and the target for level 5+ fell short by 1%. There is still a continued need to improve writing even further and improve mathematics standards for all. We are appointing an Adviser for mathematics to drive these developments.

### Key Stage 3 (14 year olds)

17. In the Data Pack refer to page 1 **APPENDIX 2**. Key Stage 3 performance at Level 5+ has risen by 2% in English since 2006, remained in line in science and fallen by 3% in mathematics. In the Data Pack refer to page 4 Key Stage 3 Education Outcomes.
18. In English at Level 5+, the 2% rise since 2006 has mirrored the national rise of 2%. Wiltshire's results remain at 3% above the national average. At level 6+, Wiltshire's attainment has risen by 3% and is now 6% above the national average. This has reversed the fall in last year's results. It should be noted that at Level 5+ the improvement for boys is 4% compared to a 1% fall for girls with boys now performing 3% above the national average compared with only 2% above in 2006. Gains at Level 6+ were also achieved with boys and girls improving by 2%. Boys are now achieving 3% above the national average in English and girls 7% above. This represents good progress in English.
19. In mathematics there is a decline in results since 2006 at both Levels 5+ and 6+ with a fall of 3% for both. This is compared with the national decrease of 2% at Level 5+ and 1% at Level 6+. However, overall Wiltshire remains above the national average by 2% at Level 5+ and 4% at Level 6+.
20. In science at Level 5+, results remain the same as in 2006 and are 4% above the national figure. At Level 6+ results are 6% above the national. The good gains in English are continuing, particularly for boys and mirror the gains at Key Stage 2. However, progress in mathematics at Key Stage 3 is a cause for concern and requires a dedicated focus this year.

### Key Stage 4 (16 year olds)

	<b>Boys Wiltshire</b>	<b>Boys National</b>	<b>Girls Wiltshire</b>	<b>Girls National</b>	<b>All Wiltshire</b>	<b>All National</b>
<b>5+ A*-C</b>	53.5	54.8	64.9	64.0	59.2	59.3
<b>5+ A*-C Including English and maths</b>	44.1	41.4	54.9	49.7	49.4	45.5

21. Attainment at Key Stage 4 has risen from 2006 in all the key performance indicators. The percentage of students gaining 5+ A\*-C rose by 1.5% and remains close to the national average in 2007. The new threshold measure of 5+ A\*-C including English and mathematics rose by 1.3% and is significantly higher than the national average by 3.9%. the results for boys and girls for 5+ A\*-C all reflect an upward trend from 2006 but boys still under perform. The 5+

A\*-C figure for Wiltshire boys is the only percentage that is below the national average. Boys' attainment is 1.3% below the national average at 5+ A\*-C whereas girls' performance is 0.9% above.

### Key Stage 5 (18 year olds)

	<b>Boys Wiltshire</b>	<b>Boys National</b>	<b>Girls Wiltshire</b>	<b>Girls National</b>	<b>All Wiltshire</b>	<b>All National</b>
<b>Points per Candidate</b>	728.5	683.4	743.8	726.0	736.7	706.6
<b>Points per Entry</b>	205.8	198.2	209.8	207.3	208.0	203.2

22. Wiltshire students are attaining above the national average for Level 3 Qualifications.

### Comparisons with Statistical Neighbours

23. Refer to **APPENDIX 3**. The Department for Children, Schools and Families (DCSF) has grouped us with 10 other Statistical Neighbours: Cambridgeshire, Dorset, Gloucestershire, Hampshire, Oxfordshire, Shropshire, Somerset, Suffolk, West Berkshire and Worcestershire. At Key Stage 2 in English we are joint 8 out of 11 and in mathematics joint 9 out of 11. At Key Stage 3 in English and mathematics we are joint 6 out of 11. Our Annual Performance Assessment (APA) grade this year for Enjoy and Achieve has moved from good to adequate because we are not above our Statistical Neighbours. We will need to be at least 5 out of 11 to move this judgement back to good.

### Black Minority Ethnic Pupil Performance Comparisons

24. Refer to **APPENDIX 4**. In 2007 the numbers of Black/Black British pupils are relatively small – 16 at Key Stage 1, 21 at Key Stage 2, 14 at Key Stage 3 and 22 at Key Stage 4. At Key Stage 1, the attainment gap has closed for all Black/Black British pupils and particularly for boys since 2006. At Key Stage 2, in English and science attainment has improved since 2006 for Black and Black British pupils although it is still below the performance for all pupils. In mathematics at Key Stage 2 attainment for Black/Black British pupils in 2007 was well below that for all pupils and particularly low for boys. At Key Stage 3, attainment since 2006 has dropped in all three subjects of English, mathematics and science for all Black/Black British pupils with boys again performing particularly poorly in mathematics. Attainment for Black/Black British pupils at Key Stage 4 is poor with only 18% of students achieving GCSE 5 A\*-C and only 14% when you include English and mathematics. No boys achieved either of these benchmarks at GCSE. The attainment for Black/Black British pupils needs to improve, particularly in mathematics and for boys.

## Children Looked After

25. The chart below shows all Children Looked After in Wiltshire schools. At key stages 1, 2 and 3, pupils' performance is broadly in line with that expected of children in Public Care. It is expected they will achieve at least 60% of the national benchmarks. Performance is particularly poor at 5+ A\*-C at GCSE at Key Stage 4 where only 5.7% of pupils achieved this benchmark.

		Children Looked After Wiltshire 2007	Children Looked After National 2007	National All Children 2007
KS1    9 children	Reading	44%	50%	84%
	Writing	44%	48%	80%
	Mathematics	56%	54%	90%
KS 2   25 children	English	56%	48%	80%
	Mathematics	44%	46%	77%
KS 3   21 children	English	38%	44%	74%
	Mathematics	50%	45%	76%
KS 4   35 Students	5+ A*- C	5.7%	36%	59.3%
	5+ A*- G	54.3%	55%	91.3%

## Priorities for Raising Attainment Further

26. Continue to:

- Narrow the gaps between the lowest performers and their peers
- Improve writing at all key stages
- Improve attainment in mathematics
- Stretch the capabilities of the higher attaining pupils
- Improve attainment against Wiltshire's statistical neighbours
- Improve attainment for Black/Black British pupils
- Improve attainment for Children Looked After

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# Foundation Stage Profile 2007

# APPENDIX 1

	2005			2006			2007		
	All	Non 30%	30% SOA	All	Non 30%	30% SOA	All	Non 30%	30% SOA
% achieving 6+ in Personal, Social and Emotional Development	82.4	83.3	56.3	76.8	77.3	63.0	77.4 +0.6	77.9 +0.6	64.6 +1.6
% achieving 6+ in Communication, Language and Literacy	62.3	63.4	29.9	56.1	56.8	38.7	57.7 +1.6	58.2 +1.4	44.6 +5.9
% achieving 6+ in Personal, Social and Emotional (PSE) Development and Communication, Language and Literacy (CLL)	59.7	60.8	26.9	52.9	53.5	34.7	54.1 +1.2	54.6 +1.1	42.3 +7.6
% achieving at least 78 points and 6+ in all PSE and CLL (Targets in brackets)	59.6 (59.6)			52.8 (52.9)			54.1 (53.9)		
LA % gap between median and bottom 20% (Targets in brackets)	36.5 (36.3)			37.0 (36.9)			35.1 (35.4)		

Area of focus	National Average Points All	Wilts LA Average Points All	National Average Points Boys	LA Boys	National Average Points Girls	LA Girls
Dispositions and Attitudes	7.2	7.3	7.0	7.1	7.4	7.5
Social Development	6.7	6.8	6.4	6.6	6.9	7.1
Emotional Development	6.7	6.9	6.4	6.6	7.0	7.2
Language for Communication and for Thinking	6.6	6.9	6.4	6.7	6.8	7.1
Linking Sounds and Letters	6.1	6.4	5.8	6.1	6.4	6.7
Reading	6.3	6.6	6.0	6.4	6.5	6.8
Writing	5.7	6.1	5.3	5.7	6.2	6.4
Numbers as Labels and for Counting	7.1	7.2	7.0	7.2	7.2	7.3
Calculating	6.2	6.5	6.1	6.4	6.3	6.6
Shape, Space and Measures	6.6	6.9	6.5	6.8	6.8	6.9
Knowledge and Understanding	6.6	6.8	6.5	6.8	6.6	6.8
Physical Development	7.1	7.3	6.9	7.1	7.3	7.5
Creative Development	6.5	6.9	6.2	6.6	6.9	7.2

## APPENDIX 3

## Key Comparisons with Statistical Neighbours

Summer 2007				
	Key Stage 2 English % Level 4+	Key Stage 2 Mathematics % Level 4+	Key Stage 3 English % Level 5+	Key Stage 3 Mathematics % Level 5+
<b>Cambridgeshire</b>	<b>83</b>	<b>79</b>	<b>78</b>	<b>79</b>
<b>Dorset</b>	<b>83</b>	<b>79</b>	<b>77</b>	<b>80</b>
<b>Gloucestershire</b>	<b>84</b>	<b>80</b>	<b>79</b>	<b>80</b>
<b>Hampshire</b>	<b>83</b>	<b>79</b>	<b>77</b>	<b>78</b>
<b>Oxfordshire</b>	<b>82</b>	<b>77</b>	<b>78</b>	<b>78</b>
<b>Shropshire</b>	<b>82</b>	<b>79</b>	<b>79</b>	<b>81</b>
<b>Somerset</b>	<b>81</b>	<b>78</b>	<b>75</b>	<b>77</b>
<b>Suffolk</b>	<b>79</b>	<b>75</b>	<b>75</b>	<b>77</b>
<b>West Berkshire</b>	<b>82</b>	<b>80</b>	<b>79</b>	<b>81</b>
<b>Worcestershire</b>	<b>80</b>	<b>75</b>	<b>75</b>	<b>77</b>
<i><b>Wiltshire</b></i>	<b>81</b>	<b>76</b>	<b>77</b>	<b>78</b>
<b>Wiltshire's Ranking</b>	<b>8=/11</b>	<b>9/11</b>	<b>6=/11</b>	<b>6=/11</b>
<b>England</b>	<b>80</b>	<b>77</b>	<b>74</b>	<b>76</b>



**Black or Black British (B/Br)****%KS1 (percentage level 2+)**

cohort		Reading	Writing	Maths
Wiltshire White British (all)	2007	85	81	90
22 (B/Br. pupils)	2006	64	64	77
16 (B/Br. pupils)	2007	88	94	94
Wiltshire White British (boys)	2007	80	74	88
16 (B/Br. boys)	2006	50	56	69
8 (B/Br. boys)	2007	100	100	100

**%KS2 (percentage level 4+)**

cohort		English	Maths	Science
Wiltshire White British (all)	2007	81	76	89
9 (B/Br. pupils)	2006	67	78	78
21 (B/Br. pupils)	2007	71	52	86
Wiltshire White British (boys)	2007	77	78	89
6 (B/Br. boys)	2006	67	83	67
14 (B/Br. boys)	2007	64	43	79

**%KS3 (percentage level 5+)**

cohort		English	Maths	Science
Wiltshire White British (all)	2007	77	78	77
20 (B/Br. pupils)	2006	75	75	70
14 (B/Br. pupils)	2007	66	50	53
Wiltshire White British (boys)	2007	71	78	77
8 (B/Br. boys)	2006	38	75	63
5 (B/Br. boys)	2007	80	40	67

**%GCSE**

cohort		5A*-C	5A*-C inc. E&M
Wiltshire White British (all)	2007	59.2	48.6
15 (B/Br. pupils)	2006	26.7	20.0
22 (B/Br. pupils)	2007	18.2	13.6
Wiltshire White British (boys)	2007	53.5	42.9
7 (B/Br. boys)	2006	57.1	42.9
9 (B/Br. boys)	2007	0.0	0.0