

**Children's Services Scrutiny  
13 November 2008**

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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 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. There are 2 statutory Early Years targets. One is an improvement and one is an equalities 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 2008, the percentage of children achieving at least 78 points in the FSP including at least 6 points in PSED and CLLD (National Indicator 72) was also 57%, a rise of 4% from 53.0% in 2007. This now places Wiltshire 8% (well) above the national. In 2008, the gap between the median and mean scores for the 20% lowest performers (National Indicator 92) was 31.4%. It has narrowed significantly by 4.1% from 37% in 2006; we are now well the above national average. CLLD improved by 4.3% for all and by 7.9% in the Super Output Areas (SOAs). In examining the detail it is clear that boy's performance in linking sounds and letters has improved by 8% since 2007, whilst for girls it is 7%. Boys PSED has improved for example their social development is up by 3%

since 2007 and is above the national average. Maths has improved by between 2 and 4% across the 3 areas for learning since 2007 with boys calculating improving by 4%.

6. In drilling down into the components which constitute National Indicator 72, the percentage scoring 6+ in PSED and CLL (page 2, line C) shows a 19.1% improvement since 2005 in the 30% SOAs. It can also be seen that the gap between the 30% SOAs and the remaining 70% SOAs has narrowed from 33.9 in 2005 to 12% in 2008. This reinforces that we are narrowing and reducing inequalities between children within the SOAs but not at the expense of all children improving. It should be noted the difference between take up of the full entitlement to free nursery for 4 year olds is higher than the national at 6.2% (national average 2.2%) and there is a higher proportion of children in families dependent on out of work benefits (working tax credit) at 32.6% (national average 21.3%).
7. The strategies which have been put in place over the last three years are clearly working, especially the most recent work on CLLD and the focus of the Sure Start programme on PSED. The approach of effective targeting and the inclusion of all schools and settings (including the Private, Voluntary and Independent sector) have been recognised by the National Strategies in the recent Standards Meeting as contributing to our success. The 20 Children's Centres are now open and are clearly having an impact in the 30% areas of greatest need and make a difference to the outcomes for children and their families. The Fundamental Movement Skills programme put in place 2007 has brought improvements to physical development. Relatively, our weakest area is boys writing and this will remain a area of focus for 2009.

### **Progress against Targets**

8. The 2008 ambitious target set for all children for CLLD has been exceeded by 1.9%. It was set at 58.9% and 60.8% was achieved. The combined target set for PSED and CLLD was effectively met. It was set at 57% and 56.9% was achieved. The target for PSED alone was missed by 2.5%. It was set at 81.1% and 78.6% achieved. The target set for achieving both 6+ in PSED and CLL combined in the 30% SOAs was 40.7%. This has been exceeded by 6.2% as 46.9% was achieved; the trend improvement over time is however very significant with a 20% improvement since 2005. The gap between the lowest attaining 20% of children and the median for all children on the FSP narrowed by well over 4% points. This more than met the target for 2008 and exceeded that set for 2009.

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

9. **APPENDIX 1** shows the relevant data and is taken from the Local Authority Data Pack for Wiltshire dated 16 October 2008. This captures summary performance information over a five year period across all phases.

10. At Key Stage 1 in 2008, attainment at level 2+ in reading is 84% and above the national Teacher Assessment. Performance in writing is in line with the national average although this is a drop of 1% on 2007 performance. Attainment in mathematics also fell by 1% from 2007 to 89% and is a percentage point below both the national average. Overall attainment has been steady at this level over the last few years.
11. Further analysis of the data within the KEYPAS statistical first release shows the proportion of pupils achieving level 3 rose well in both writing and mathematics, showing success on one of last year's priorities, especially since nationally these did not rise in 2008. Performance is now broadly in line with national averages. In reading boys are now 1% above the national, girls are also above by 0.4%. The continued focus is still on improvement in writing, particularly for boys and the targeting of more able pupils to attain at the higher level 3.

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

12. In the Data Pack refer to page 1 **APPENDIX 1**. Key Stage 2 performance has continued to rise again this year following the significant increase last year. National Indicator 73, the percentage of pupils achieving level 4+ in English and maths has improved by 2% since 2007 and is now 1% above the national. English at level 4+ has improved by 1% since 2007 and is now 2% above the national average. Reading is up 3% since 2007 and is 1% above the national average. Mathematics has improved by 2% and is now in line with the national averages; this represents a greater rise than is found both nationally and regionally and reflects the impact of the focus in the last year. Science has dropped by 1%, but remains in line with the national average.
13. In the Data Pack refer to page 6. The detailed analysis it can be noted that since 2004, English has risen 6% at Level 4+, (reading by 5% and writing by 6%), and mathematics by 7%. The trajectory continues to be upward.
14. English level 5+ is down by 4% since 2007 but remains above the national average by 2% (boys fall is 7%, but remains in line with national average). This reflects the national trend and we continue to await the outcome of some appeals for remarking. Mathematics Level 5+ is up by 1% and remains above the national average by 1%. Boys made a big improvement in reading at levels 4+ with an increase of 3% since 2007 and are now 1% above the national average. Boys' improvement in writing has not been sustained since the gains between 2006 and 2007 with a 3%, fall although they remain in line with the national average. Girls' writing at level 4+ has dropped by 1% since 2007, but continues to be in line with the national average, whilst girls' reading at level 4+ has improved by 3% since 2007 and is now 1% above the national average. Girls' mathematics also improved by 3% and is now in line with the national average.

### Progress against Targets

15. Whilst progress has been made, the ambitious targets set have not been met. In English the level 4+ was missed by 3% whilst in mathematics it was missed by 7%. We need to focus on narrowing the gap in relation to the performance of those on Free School Meals, where the gap increased from 24% to 31.5%.

### Key Stage 3 (14 year olds)

16. In 2008 the Key Stage 3 making of statutory testing has experienced significant national difficulties. Wiltshire pupils and schools have been affected by these difficulties and at the point of preparing this paper, some results are still to be fully validated. Benchmarks of statistical neighbours (Appendix 2) have not been updated and are currently shown as 2007. Most recently the Minister has announced cessation of national testing at the end of Key Stage 3; in favour of Teacher Assessment, as with Key Stage 1. In consultation with our schools we have however reviewed the results in order to identify questions and explore trends and results. In discussion with the National Strategies team at the Standards Meeting on the 6 October 2008, little emphasis was placed on Key Stage 3, the trends were however discussed in relation to the national averages.
17. National Indicator 74, English and Mathematics combined at Level 5+; the current result of 68% remains in line with the national average. In individual subject areas performance appears to be shadowing the trends of the national average. At the point of preparing this report we are not confident enough in the validity of the results to provide a detailed analysis.

### End of 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>	59.4	59.3	70.2	68.3	64.7	63.7
<b>5+ A*-C Including GCSE English and maths</b>	48.2	43.9	58.0	52.0	53.0	47.8

18. Attainment at Key Stage 4 has risen from 2007 in all the key performance indicators. The percentage of students gaining 5+ A\*-C rose by 5.1% to 64.7%, breaking the 60% threshold for the first time and sits just above the national average in 2008. The threshold measure of 5+ A\*-C including English and mathematics rose by 3.4% to 53% and is above the national average by 5.2%. The results for boys, 5+ A\*-C including English and mathematics, have shown

improvement this year and are now 4.3% above the national average, whilst the gap in relation to girls has also been narrowed by 6 percentage points.

### 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>	710.1	711.4	771.8	753.2	742.9	733.5
<b>Points per Entry</b>	202.1	205.0	214.2	212.6	208.6	209.1

19. The table above focuses predominantly on level 3 qualifications and especially GCE Advanced Level achievement. (It is important to note that the National Qualifications Framework makes reference to level 1, 2 & 3 qualifications, these are not related to National Curriculum levels referred to early at Key Stage 1. For reference level 1 qualifications are the equivalent to GCSE A\*-G; level 2 qualifications equate to 5A\*-C and level 3 qualifications are equivalent to GCE A Level.) The full suite of qualification results for all Wiltshire learners, which contribute to the National Indicators 79 and 80, capture the performance of those on apprenticeships or studying vocational courses at College and will be available later in the year. The level 3 (GCE A level) performance outlined above shows that Wiltshire students are attaining above the national average; however the points gained per entry have dipped slightly both against the national average and 2007, this is the result of a dip in boys' performance by 3.7 points.

### Comparisons with Statistical Neighbours

20. Refer to **APPENDIX 2**. 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 4<sup>th</sup> equal out of 11 and in mathematics joint 6<sup>th</sup> equal out of 11; this represents an improvement on our 2007 position. At Key Stage 3 statistical comparisons are difficult because of the difficulty in validating the results.

### Black Minority Ethnic Pupil Performance Comparisons

21. Refer to **APPENDIX 3**. In 2008 the numbers of Black/Black British pupils remain relatively small – 22 at Key Stage 1, 17 at Key Stage 2, 20 at Key Stage 3 and 24 at Key Stage 4. At Key Stage 1, attainment has slipped from 2007 performance for all Black/Black British pupils, with reading and writing being the most significant. However across reading, writing and mathematics

performance in 2008 remains above that of 2006. The dip in performance from 2007 is mirrored in the boys' performance, in mathematics their performance is however in line with white Wiltshire boys. At Key Stage 2, in both English and mathematics attainment has improved since 2007 for Black and Black British pupils although it is still below the performance for all pupils. Attainment for Black/Black British pupils at Key Stage 4 has significantly improved since 2007 with 58% of students achieving GCSE 5 A\*-C and 42% when you include English and mathematics. This represents an improvement of 39.8% and 28.4% on 2007 respectively. The overall three year trend is one of significant improvement. Boys' achievements also improved on 2007 against both of these benchmarks at GCSE, with 33% achieving both 5+ A\*-C and including English and mathematics. The attainment for Black/Black British pupils is below all Wiltshire pupils and therefore remains an area of focus.

### Children Looked After

22. The chart below shows all Children Looked After in Wiltshire schools. It provides a comparison both against the performance of Looked After Children nationally in 2008 (pupils are expected to achieve 60% of the national average) and 2008 national averages for all children. At key stage 1 performance in reading and mathematics represents significant improvement on both 2007 performance and against national averages. Whilst in writing attainment has dropped slightly. At Key Stages 2 pupils' performance is below expectations. At Key Stage 4 performance has improved significantly with 66.7% achieving a level 1 qualification (equivalent 5+ A\*-G). Whilst those achieving a Level 2 (equivalent 5+A\*-C) has risen by 15.1% to 20.8% this is still well below the expected performance.

		Children Looked After Wiltshire 2008	Children Looked After National 2008	National All Children 2008
KS1 10 children	Reading L2+	70%	50%	84%
	Writing L2+	40%	48%	80%
	Mathematics L2+	80%	54%	90%
KS 2 23 children	English L4+	44%	48%	80%
	Mathematics L4+	35%	46%	78%
KS 3 26 children	English L5+	31%		
	Mathematics	40%		
KS4 24 Students	5+ A*- C	20.8%	38%	63.7%
	5+ A*- G	66.7%	55%	92.5%

## **Priorities for Raising Attainment Further**

23. Continue to:

- Build on the strong progress in the Foundation Stage, with special focus on boys' language and PSED, to secure improvements in later key stages.
- Narrow the gaps between the lowest performers and their peers across all Key Stages
- Improve writing at all key stages, especially the progress of boys as writers from Foundation Stage to Secondary School.
- Improve the rates of progress in order that pupils make at least two levels of progress within a Key Stage.
- Improve attainment for vulnerable groups such as Black/Black British pupils, especially boys and Children Looked After.

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## Key Comparisons with Statistical Neighbours

Summer 2008				
	Key Stage 2 English % Level 4+	Key Stage 2 Mathematics % Level 4+	Key Stage 3 English % Level 5+ (2007 Results for Stats Neighbours)	Key Stage 3 Mathematics % Level 5+ (2007 Results for Stats Neighbours)
Cambridgeshire	84	79	78	79
Dorset	83	80	77	80
Gloucestershire	85	81	79	80
Hampshire	82	79	77	78
Oxfordshire	81	78	78	78
Shropshire	82	80	79	81
Somerset	82	77	75	77
Suffolk	77	76	75	77
West Berkshire	82	77	79	81
Worcestershire	79	77	75	77
<i>Wiltshire</i>	Mean 81.7 82	Mean 78.4 78	75 (2008)	78 (2008)
Wiltshire's Ranking	4=/11	6=/11		
England	80	78	73 (2008)	77 (2008)



# APPENDIX 3

## Black or Black British (B/Br)

### %KS1 (percentage level 2+)

cohort		Reading	Writing	Maths
Wiltshire White British (all)	2007	85	81	90
Wiltshire White British (all)	2008	85	80	90
22 (B/Br. all pupils)	2006	64	64	77
16 (B/Br. all pupils)	2007	88	94	94
22 (B/Br. all pupils)	2008	73	73	86
Wiltshire White British (boys)	2007	80	74	88
Wiltshire White British (boys)	2008	82	76	89
16 (B/Br. boys)	2006	50	56	69
8 (B/Br. boys)	2007	100	100	100
9 (B/Br. boys)	2008	67	67	89

### %KS2 (percentage level 4+)

cohort		English	Maths	Science
Wiltshire White British (all)	2007	81	76	89
Wiltshire White British (all)	2008	83	79	89
9 (B/Br. all pupils)	2006	67	78	78
21 (B/Br. all pupils)	2007	71	52	86
17 (B/Br. all pupils)	2008	76	65	76
Wiltshire White British (boys)	2007	77	78	89
Wiltshire White British (boys)	2008	78	79	88
6 (B/Br. boys)	2006	67	83	67
14 (B/Br. boys)	2007	64	43	79
13 (B/Br. boys)	2008	69	62	69

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

<b>cohort</b>		<b>English</b>	<b>Maths</b>	<b>Science</b>
<b>Wiltshire White British (all)</b>	<b>2007</b>	<b>77</b>	<b>78</b>	<b>77</b>
<b>Wiltshire White British (all)</b>	<b>2008</b>	<b>75</b>	<b>78</b>	<b>74</b>
<b>20 (B/Br. all pupils)</b>	<b>2006</b>	<b>75</b>	<b>75</b>	<b>70</b>
<b>14 (B/Br. all pupils)</b>	<b>2007</b>	<b>66</b>	<b>50</b>	<b>53</b>
<b>20 (B/Br. all pupils)</b>	<b>2008</b>	<b>45</b>	<b>50</b>	<b>40</b>
<b>Wiltshire White British (boys)</b>	<b>2007</b>	<b>71</b>	<b>78</b>	<b>77</b>
<b>Wiltshire White British (boys)</b>	<b>2008</b>	<b>67</b>	<b>78</b>	<b>75</b>
<b>8 (B/Br. boys)</b>	<b>2006</b>	<b>38</b>	<b>75</b>	<b>63</b>
<b>5 (B/Br. boys)</b>	<b>2007</b>	<b>80</b>	<b>40</b>	<b>67</b>
<b>8 (B/Br. pupils)</b>	<b>2008</b>	<b>63</b>	<b>63</b>	<b>38</b>

**%GCSE**

<b>cohort</b>		<b>5A*-C</b>	<b>5A*-C inc. E&amp;M</b>
<b>Wiltshire White British (all)</b>	<b>2007</b>	<b>59.2</b>	<b>48.6</b>
<b>Wiltshire White British (all)</b>	<b>2008</b>	<b>64.9</b>	<b>53.4</b>
<b>15 (B/Br. all pupils)</b>	<b>2006</b>	<b>26.7</b>	<b>20.0</b>
<b>22 (B/Br. all pupils)</b>	<b>2007</b>	<b>18.2</b>	<b>13.6</b>
<b>24 (B/Br. all pupils)</b>	<b>2008</b>	<b>58</b>	<b>42</b>
<b>Wiltshire White British (boys)</b>	<b>2007</b>	<b>53.5</b>	<b>42.9</b>
<b>Wiltshire White British (boys)</b>	<b>2008</b>	<b>59.8</b>	<b>48.8</b>
<b>7 (B/Br. boys)</b>	<b>2006</b>	<b>57.1</b>	<b>42.9</b>
<b>9 (B/Br. boys)</b>	<b>2007</b>	<b>0.0</b>	<b>0.0</b>
<b>9 (B/Br. boys)</b>	<b>2008</b>	<b>33</b>	<b>33</b>