

## **CHILDREN, YOUNG PEOPLE**

### **AND LEARNING SCRUTINY COMMITTEE**

**16 SEPTEMBER 2011**

### **REPORT OF THE DIRECTOR OF CHILDREN'S SERVICES**

### **PROVISIONAL SUNDERLAND NATIONAL CURRICULUM RESULTS FOR 2011**

### **STRATEGIC PRIORITIES: Learning City**

#### **1. Why has this report come to Committee?**

1. To provide Children's Services Review Committee with an early update on the performance of pupils in statutory Key Stage assessments and Early Years Foundation Stage Profile in 2011.

#### **2. Background**

- 2.1 The local authority collects and validates pupil assessments for the Early Years Foundation Stage Profile (EYFSP) and Key Stage 1 in July. Provisional Key Stage 2 results are supplied to local authorities by the Department for Education during August. Key Stage 4 and 5 results are supplied by each school to the local authority on results day in August. Final results, which take into account individual pupil papers appealed by schools and remarked, will be available later this autumn term. Provisional national comparison results are currently only available for Key Stage 2. National Curriculum tests at Key Stage 3 (age 14) were discontinued in 2008 but schools continue to submit teacher assessments.
- 2.2 Please note that in 2010, Key Stage 2 tests were only taken by two thirds of Sunderland Year 6 pupils following industrial action, so direct comparisons with previous years and other authorities has limited value.

**All Key Stage results are currently provisional and subject to change.**

#### **3. Current Position**

- Performance at EYFSP (Early Years Foundation Stage Profile) has improved and continues a four year upward trend. The gap between the lowest 20% pupils and the rest has narrowed very slightly but the performance of the lowest 20% pupils has not improved and average score per pupil has reduced slightly.
- Performance at Key Stage 1 has improved this year in each subject (reading, writing and mathematics) at National Curriculum Levels 2+ 2B+ and 3+. Both reading and writing are at their highest levels for the past five years with also strong improvement in maths. Both boys and girls have made good improvement across all subjects and levels.
- Key Stage 2 results show good improvement, particularly in maths. Pupils achieving level 4+ in both English and maths is at its highest level over the last five years at 74%, in line with the national figure of 74% for 2011. English has improved slightly at level 4 but with no change at level 5 this year. Maths results at 4+ are the highest ever and for the first time at 82%, are above the national at 80%. Performance at level 5 in maths has also improved.

- Key Stage 4 (GCSE) performance continues to improve and Sunderland is celebrating its best ever results with 55% of pupils achieving 5 A\*-C GCSEs including English and maths and 84% achieving 5 A\*-C GCSEs.
- At Key Stage 5, the proportion of A level entries achieving the higher A\*-C grades is the highest ever achieved in Sunderland (Schools and College combined) at 71%. Results show that the pass rate has remained high across LA Voluntary Aided schools, unchanged at 98%. Similarly, for the City of Sunderland College the pass rate is high, unchanged at 99%. In 2010 the A\* grade was introduced. The measure showing the proportion of A level entries achieving A\*-A grades has improved from 20% of entries in 2010 to 22% in 2011 in LA Voluntary Aided Schools.

#### 4. Attainment at age 5: Early Years Foundation Stage Profile results

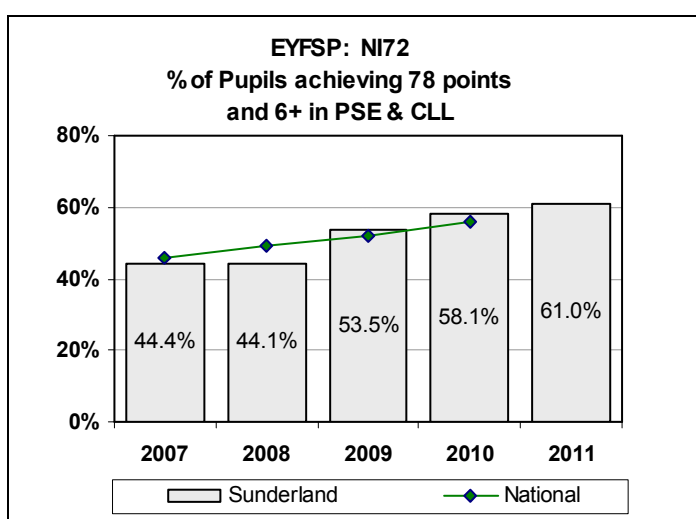
##### What is measured?

The Early Years Foundation Stage Profile (EYFSP) assesses five year olds across thirteen different elements which can be grouped into the three main strands below. Children are assessed on a scale of 0 to 9 for each element, and those children who achieve at least six scale points are working securely within the early learning goals. National comparative results will not be published until October.

There are two main National Indicator measures at Early Years Foundation Stage:

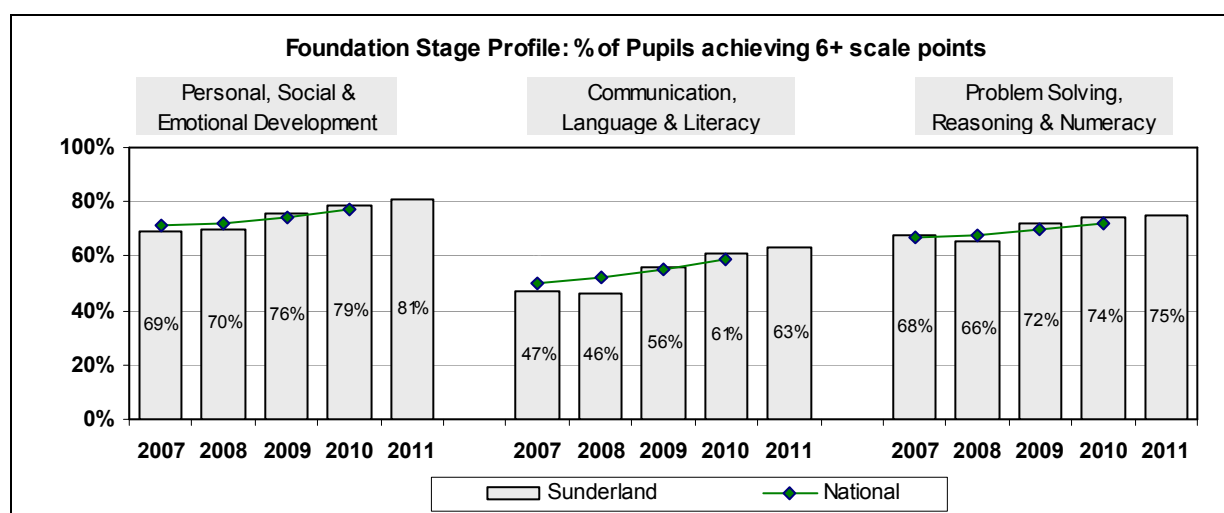
*NI72: Percentage of children who achieve at least 78 points and also 6 scale points in each assessment of Communication, Language & Literacy and Personal, Social & Emotional Development.*

*NI92: Narrowing the gap between the lowest achieving 20% of pupils and the rest.* This indicator measures the gap between the average score of the lowest 20% of children and the score of the median (middle) child in the local authority. The smaller the gap the better.



- 4.1 The percentage of Sunderland pupils achieving NI 72 has improved by 2.8% points, from 58.1% in 2010 to 61.0% in 2011.
- 4.2 NI 72 was 56% nationally in 2010 which is lower than Sunderland results in both 2010 and 2011. National results for 2011 will not be published until October 2011.

- 4.3 NI 72 gender breakdown shows girls have improved by 1.7% points, from 67.0% to 68.7%. Boys have improved by 4.3% points, from 48.8% to 53.1%. The greater rate of improvement by boys has narrowed the gender gap by 2.6% points, from 18.2% to 15.6%.
- 4.4 NI 72 target for 2011 was 58.6% and has been exceeded by 2.4% points. The Department of Education no longer requires local authority targets to be set for NI 72.
- 4.5 The NI 92 gap indicator has improved slightly, narrowing from 32.9% to 32.4%. The gap nationally in 2010 was 32.7%. However, the average score of the lowest 20% pupils has declined slightly from 60.4 to 60.1 points. The gap has therefore narrowed due to the median score for all pupils declining from 90 to 89 points and is not due to greater progress by the lowest 20% pupils.
- 4.6 Average total EYFSP score across all 13 elements, however, has reduced slightly from 87.0 to 86.4 points, 2010 – 2011. The percentage of pupils achieving the higher 8+ scores has slightly reduced in all 13 elements except Social Development
- 4.7 Further analysis of the proportion of pupils working securely within early learning goals (at level 6+ ) shows a similar rate of improvement across the learning areas of Personal, Social & Emotional Development, Communication, Language & Literacy and Problem Solving, Reasoning & Numeracy:



#### 4.8 EYFSP improvement activity:

- 13 settings/schools have achieved the Positive Relationships charter standard. And a further group of settings and schools have attended training to start the work.
- Continuation of the EYQISP Early Years Quality Support Programme
- Provide citywide access to training in qualifications, mandatory and general courses and cluster level and in setting training in response to identified need
- Support settings, services and practitioners to understand their responsibilities to analyse data, identify vulnerable children, assess and track all children's progress

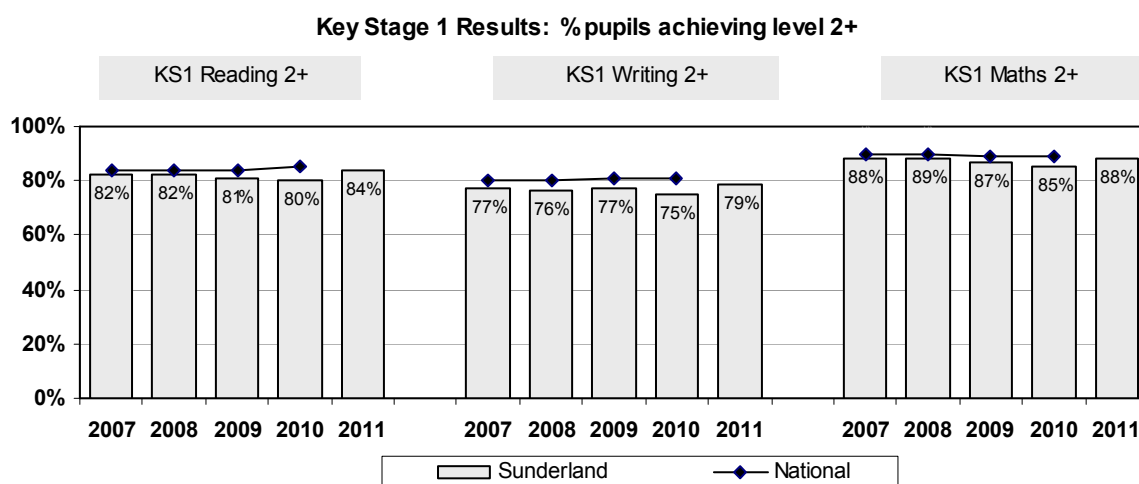
- Support settings, services and practitioners to understand their responsibilities in relation to inclusive practice
- The EYFS Team have received ECAT, CLL, Communicating Matters, ICAN and Listening to Young Children training and these messages have been delivered through cluster training and support to individual schools and settings during the academic year. As part of the 2 year Disadvantaged Children pilot ECAT training will be provided to 8 daycare settings.
- ICAN accreditation - ICAN accreditation – A number of settings have achieved accreditation. Some settings have been reviewed this year with excellent results. More settings are due to be trained and accredited in the Autumn Term.
- 8 leaders of children's Centre daycare settings have taken part in 'leaders of learning sessions. 15 practitioners attended the 'Introduction to Leadership and Management in a Daycare Setting' course. 6 practitioners enrolled onto the 'Foundation Degree in Leadership and Management', 4 of whom completed the course.
- 68 early years settings have had their outdoor environment improved through the use of EYFS capital and training
- Annual Welfare and Learning & Development Audits have been carried out jointly for all day care settings in order to support settings with all aspects of EYFS
- 8 Children's Centre inspections have been carried out all receiving 'Good' and some with 'outstanding' features. Children's Centre activity supports early intervention and enables children to be better prepared for starting nursery and school.

## **5 Attainment at age 7: Key Stage 1 results**

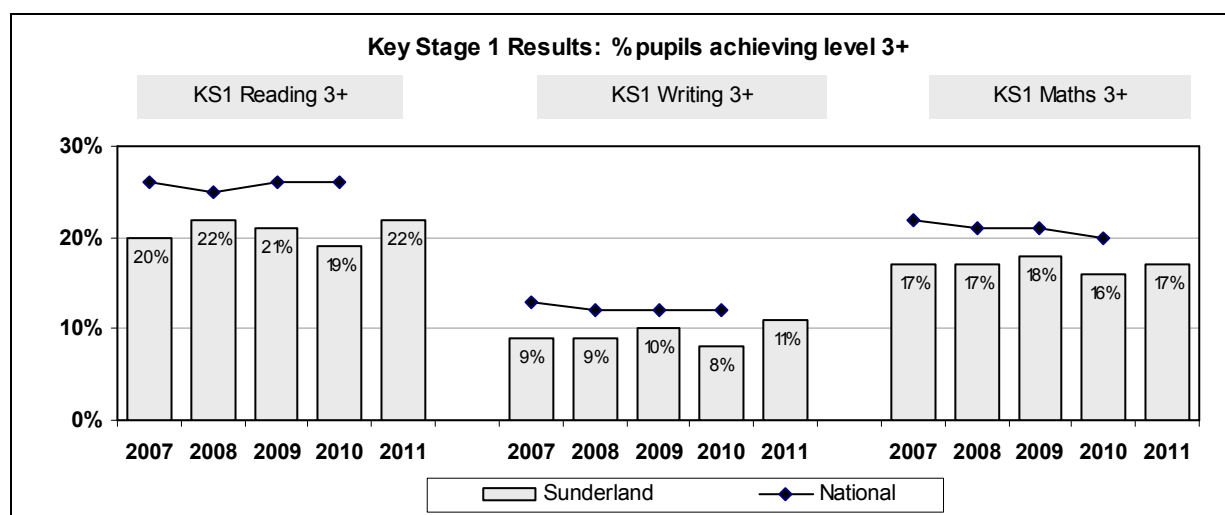
### **What is measured?**

Children are teacher assessed at Key Stage 1 in reading, writing and maths at age seven. The nationally expected level of achievement at this age is level 2, and the highest assessment is level 3.

- 5.1 Following a period of slight decline over four years, performance in Sunderland shows strong improvement. Results have improved in reading, writing and maths in each of the Level 2+, Level 3 measures. National and individual results will be published by Department of Education in September.



- 5.2 KS1 Level 2+ results have improved by 4% points in both reading and writing and by 3% points in maths.
- 5.3 Both girls and boys have improved in all three subjects at Level 2+, with a slightly greater rate of improvement by boys in writing and maths which has closed the gender gap by 1% point; the gender gap has remained the same in reading.



- 5.4 There has been improvement across all three subjects at KS1 level 3. Both reading and writing have improved by 3% points and maths has improved by 1% point.
- 5.5 The performance of by both boys and girls has improved across all three subjects at level 3 but with slightly more progress by girls
- 5.5 Key Stage 1 improvement activity:**

- Target underperforming schools at Key Stage 1 to improve pupil performance by engaging them in relevant English and mathematics development activities
- Develop and embed the use of the Primary Framework to improve understanding of progression and strengthen subject knowledge in English and mathematics

- Facilitate school to school support through Local Leaders of Education (LLEs) Lead Schools, Lead Teachers and by using cluster based approaches to school improvement activity
- Fully implement and embed APP and ensure accurate teacher assessment judgements through moderation and standardisation and facilitate the established Lead Schools to spread their good practice
- Promote and develop the use of 'Support for Writing' and 'Talk for Writing' with a particular focus on improving outcomes for boys
- Provide CPD for teachers and teaching assistants from a wider range of schools to implement teaching and learning elements from the 'Every Child' programmes
- Implement the Specialist Mathematics Teacher (MaST) programme

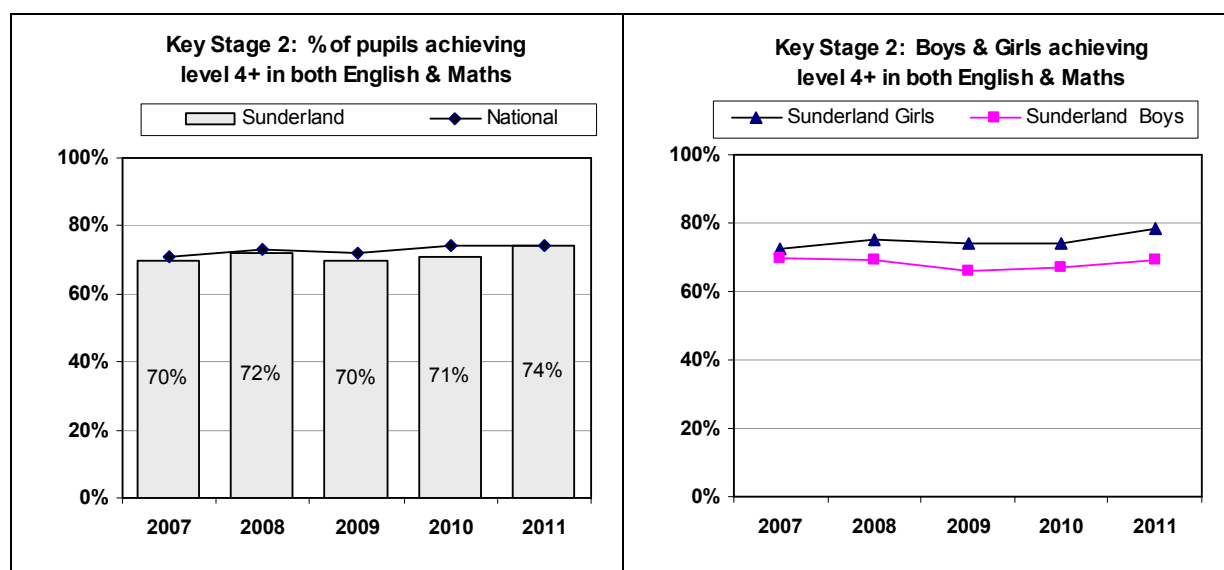
## 6 Attainment at age 11: Key Stage 2 results

### What is measured?

Children sit Key Stage 2 tests at the end of primary school in English and maths. Pupils also receive a Key Stage 2 teacher assessment levels in English, maths and science. The nationally expected level of achievement at this age is level 4, and the highest is level 5. National Curriculum level 5 is the highest that can be awarded in SATs.

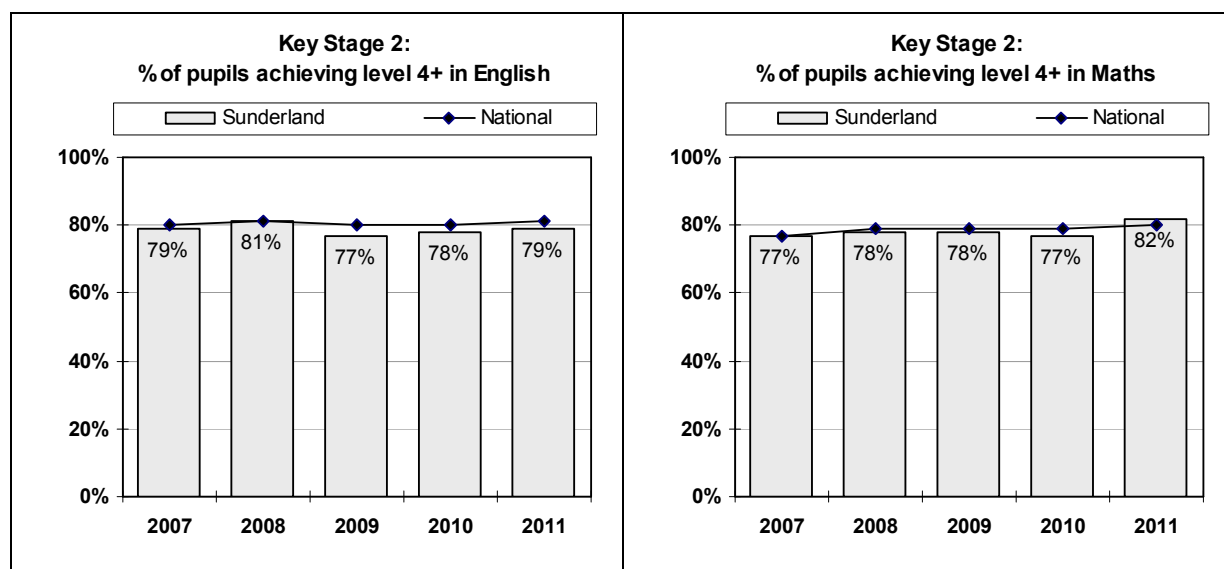
The key national indicator at Key Stage 2 is percentage of children who achieve level 4 or higher in both English and maths.

KS2 results are provisional and may change during autumn term due to any additional amendments / regradings submitted by individual schools through the school performance tables checking exercise.



- 6.1 The percentage of pupils achieving level 4+ in both English and maths has improved by 3% points from 71% to 74%, 2010 to 2011 bringing Sunderland in line with the national average for the first time.

- 6.2 The percentage of girls achieving level 4+ in both English and maths has improved by 4% points, from 74% to 78%; boys have improved by 2% points from 67% to 69%. The gender gap has therefore widened by 2% points from 7% to 9%.
- 6.3 Percentage of pupils achieving level 5 in both English and maths has remained the same at 19% over the last two years.



- 6.4 The percentage of pupils achieving level 4+ in English in Sunderland has improved by 1% point, from 78% to 79%, 2010 – 2011; at the same time the national figure improved from 80% to 81%.
- 6.5 The percentage of pupils achieving level 4+ in maths in Sunderland has greatly improved by 5% points, from 77% to 82%, 2010 – 2011 while nationally result improved by only one percentage point from 79% to 80%. Sunderland has therefore performed higher than the national average for the first time at Key stage 2.

#### 6.6 Key Stage 2 improvement activity:

- Target the use of the Improving Schools Programme (ISP) principles towards schools where results are below the floor standard and where the proportion of pupils achieving Level 4+ in English and mathematics combined needs to improve
- Target underperforming schools at Key Stage 2 to improve pupil performance by engaging them in relevant English and mathematics development activities
- Facilitate school to school support through Local Leaders of Education (LLEs) Lead Schools, Lead Teachers and by using cluster based approaches to school improvement activity
- Develop and embed the use of the Primary Framework to develop understanding of progression and strengthen subject knowledge in English and mathematics
- Fully implement and embed APP and ensure accurate teacher assessment judgements through moderation and standardisation and facilitate the established Lead Schools to spread their good practice

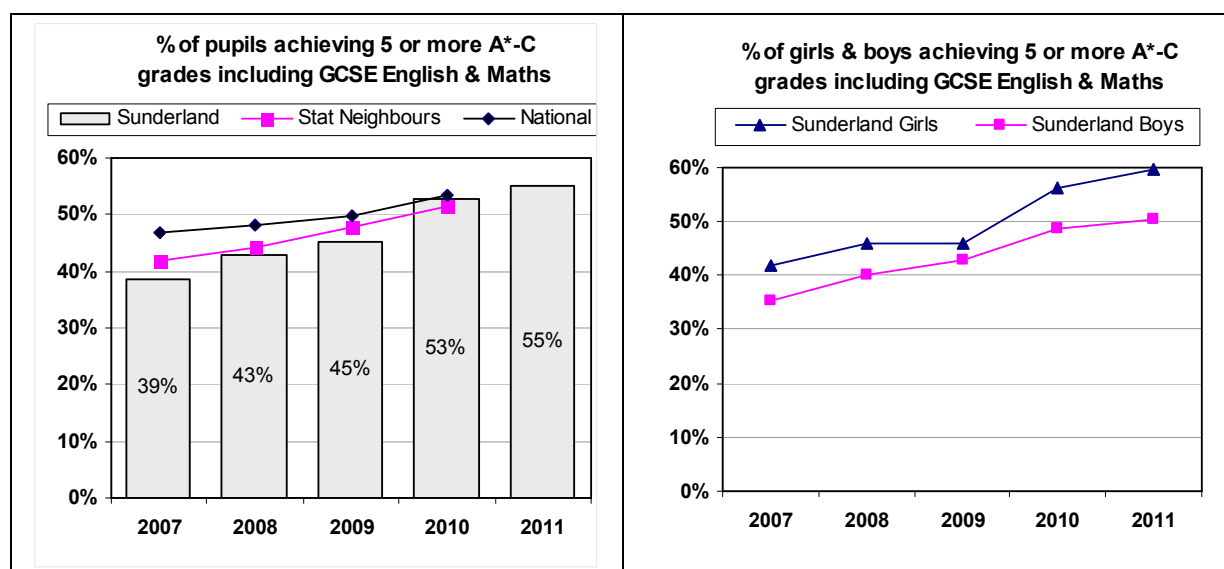
- Promote and develop the use of 'Support for Writing' and 'Talk for Writing' with a particular focus on improving outcomes for boys
- Implement the Specialist Mathematics Teacher (MaST) programme

## 7 Attainment at age 16: Key Stage 4 results

### What is measured?

The government's gold standard measure requires sixteen year olds to achieve at least five GCSEs or equivalent at grade A\*-C including a least grade C in both GCSE English and maths.

- 7.1 Provisional Key Stage 4 results (GCSE and equivalent) for pupils at the end of statutory school age are the highest achieved in Sunderland, continuing a strong upward trend.



- 7.2 The percentage of pupils achieving 5+ A\*-C including English and maths in Sunderland has improved from 53% to 55%, representing a 2% point improvement this year. National comparative data will not be available until later this autumn. However, Sunderland has surpassed the 2010 national rate of 53.5% for this measure. Boys and girls have both improved this year, however girls improved 3% points to 60% in 2011 while boys improved 2% points to 50% in 2011, increasing the gender gap by 1% point.
- 7.3 More pupils are achieving the higher A\*-C grades in both English and maths subjects. 64% of pupils achieved A\*-C grade in English compared to 62% last year. In maths, the proportion of pupils achieving an A\*-C grade increased from 60% to 64%. In Science, 61% of pupils achieved A\*-C grades, a 2% increase against 2010 figures.
- 7.4 The percentage of pupils achieving 5+ A\*-C grades or equivalent in any subject has increased from 77% in 2010 to 84% in 2011 and represents the highest results achieved in Sunderland. Results continue to improve year on year, representing a 42% point improvement over the last ten years. Both boys and girls show strong improvement over the period. In 2011 girls improved by 9% points and boys by 6% points.

### **7.2.1 Key Stage 4 improvement activity:**

- Target support and intervention in schools where the proportion of students achieving 5+A\*-C GCSE grades and equivalent including English and mathematics needs to improve.
- Target support and intervention in schools, where performance in English and/or mathematics needs to improve most.
- Implement a programme with schools of supported school evaluation and supported school to school improvement work, which makes effective use of the full range of resources available, for example Local Leaders of Education (LLEs), Advanced Skills Teachers and clusters and networks of schools.
- Support and develop the effectiveness of teaching and learning through focus on Assessment for Learning.
- Support and promote the effective Leadership of teaching and learning.
- Support and promote practices in curriculum planning and delivery to increase performance for the English Baccalaureate measure.
- To support the effective use of data analysis in schools to identify risks and improvement priorities, including for Special Educational Needs and Disability (SEND) students and other vulnerable groups.

## **8 Attainment at age 18: Key Stage 5 results**

### **What is measured?**

The local authority collects from schools and City of Sunderland College headline summary 'A' level qualification performance on results day to give a broad indication of pass and attainment rates. The figures used represent the performance of pupils at the end of key stage 5 completing 'A' levels.

- 8.1 Performance in 2011 shows that the overall pass rate (A\* – E grades) for A level subjects has remained high and unchanged across the three schools with sixth form provision and at the college, at 98% and 99% respectively.
- 8.2 Early indications are that the proportion of A level entries achieving the higher A\* – C grades has improved from 69% to 71% 2010 – 11.
- 8.3 The measure A\*-A grades was introduced last year. For LA (Voluntary Aided Schools) the proportion of students achieving this measure has increased by 2% point 2010-2011 for 20% to 22%.

## **9 Further Information**

- 9.1 The local authority will receive pupil level Key Stage 4 and 5 results in October, which will enable a more detailed analysis of results at school and subject level, along with national comparative information in November. School performance tables at Key Stage 2 will be published in December 2011 and at Key Stage 4 and 5 in January 2012.

## **10 Recommendation**

Members of Scrutiny Committee are asked to note the content of this Report.