

# **CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE**

**11 FEBRUARY 2010**

## **NATIONAL CURRICULUM FINAL RESULTS 2009**

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

#### **Strategic Priorities: Learning City**

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

- 1.1 To update members on final, validated 2009 national curriculum results, including individual school and college results.

#### **2. Background**

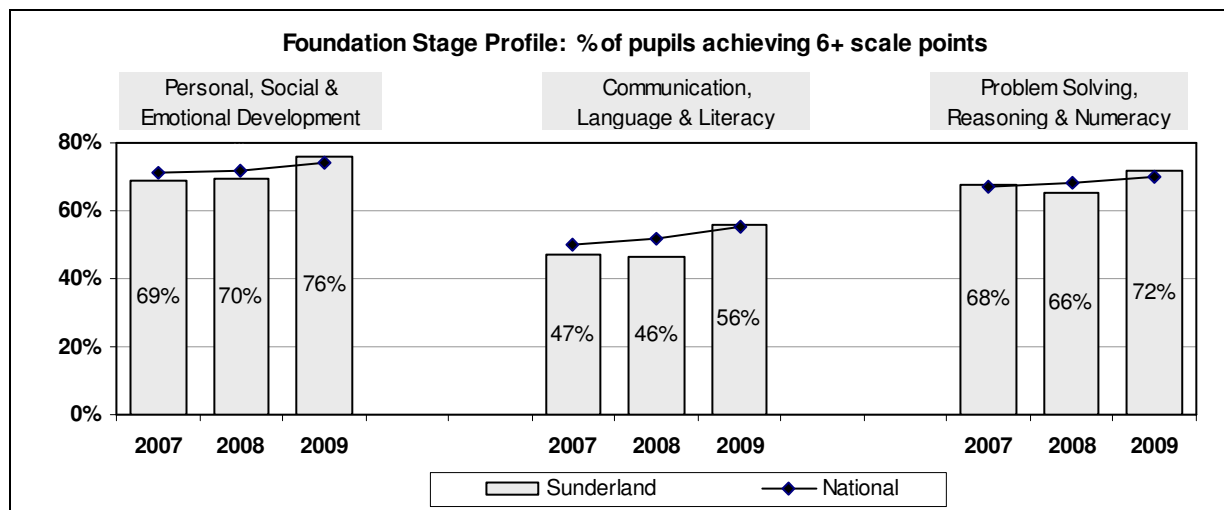
- 2.1 Members received an early indication of provisional Sunderland results in September 2009; this report provides an update with final outcomes, national and statistical neighbour comparisons. Individual school level results at end of primary and secondary school are included, along with school and college level results for eighteen year olds.

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

- Early Years Foundation Stage Profile results have improved substantially this year and Sunderland results are now above national
- Key Stage 1 results have remained stable over the last three years.
- Key Stage 2 results have declined in English this year and remained the same in maths
- Key Stage 4 (GCSE) performance continues to improve, and Sunderland is celebrating its best ever results in 2009 but performance of girls has remained static.
- Key Stage 5 (A Level and equivalent) results per student continue to be above national results and results per entry continue to improve year on year.

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

- 4.1 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.



4.2 The proportion of children working securely within early learning goals (level 6+) for each area of learning has shown strong improvement this year and Sunderland now performs above national standards in each area.

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

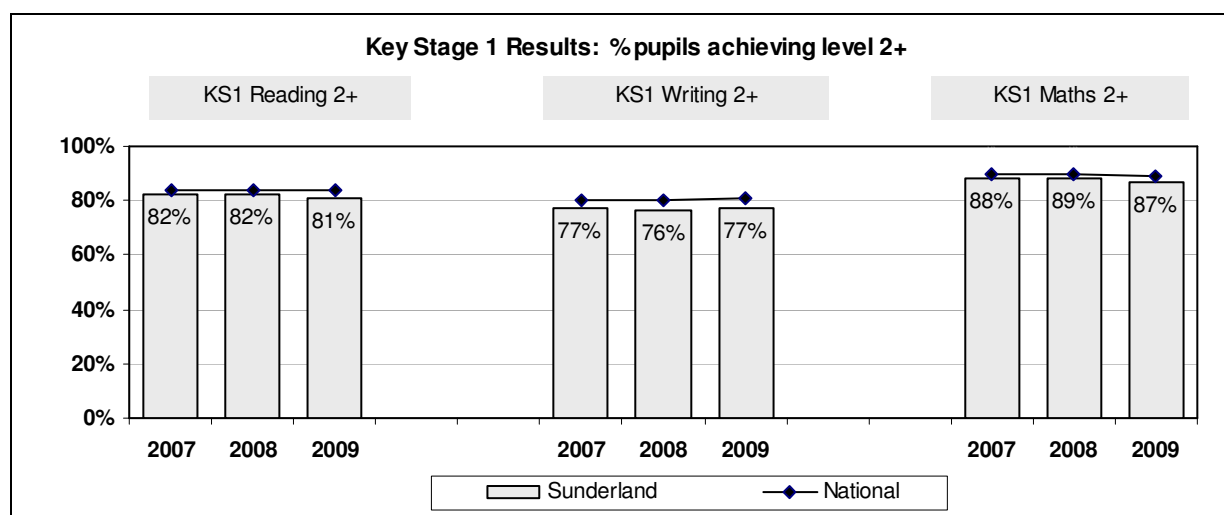
- *NI72: Percentage of children who achieve at least 78 points and also 6 scale points in each assessment of Communication, Language & Literacy and Personal, Social & Emotional Development.* Sunderland has made good improvement this year. In 2007 and 2008 results were static at 44%, but in 2009 results have improved to 53% of children achieving this measure, compared to 52% nationally. Boys have improved from 36% to 44% and girls from 54% to 63%, 2008 – 2009. Sunderland is one of the top ten most improved local authorities at this measure.
- *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. The smaller the gap the better. Sunderland has made good progress at narrowing the gap this year, from 42% to 37%, which although wider than the national gap (34%), Sunderland is the eighth most improved local authority at closing the gap this year.

4.4 Early Years Foundation Stage Improvement Activity:

- Improve the quality of the Local Authority support to settings by implementing the Early Years Quality Improvement Support Programme (EYQISP) and quality assuring the support to settings
- Improve the quality of settings and practitioners by providing training and guidance on monitoring progress and learning, welfare requirements, inclusive practice, training, strong partnerships with parents and professionals and the learning environment
- Improve the ability of settings to identify and narrow the gap for the lower achieving or disadvantaged children
- Develop specific projects to focus on areas that need significant improvement, for example boys, English as a second language, SEN, speaking and listening skills.

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

5.1 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.



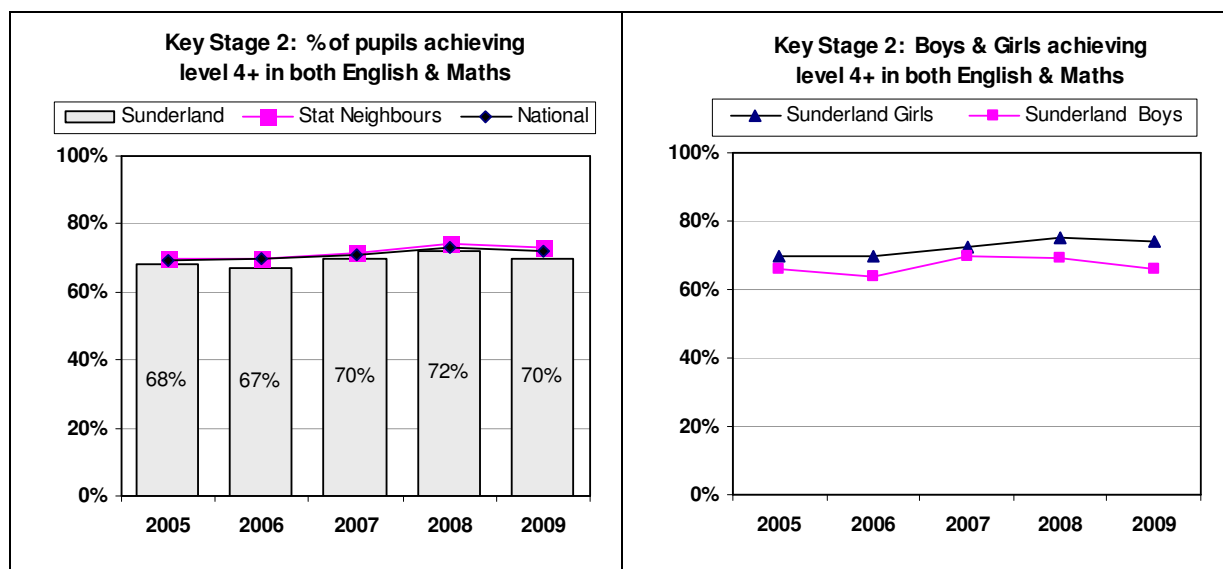
5.2 Key Stage 1 results have improved slightly in writing but declined slightly in reading and maths; results in all three subjects are just below national averages, and nationally results have followed a similar pattern with slight improvement in writing and decline in maths. Girls continue to perform better than boys at Key Stage 1, particularly at reading and writing. Results are unchanged from those reported at September 2009 scrutiny.

5.3 Key Stage 1 Improvement Activity:

- Develop and embed the use of the Primary Framework to improve understanding of progression and strengthen subject knowledge
- Fully implement and embed APP and ensure accurate teacher assessment judgements through moderation and standardisation
- Promote and develop the use of Support for Writing and Talk for Writing materials
- Target underperforming schools at Key Stage 1 and implement the Every Child a Reader (ECaR) programme in 10 schools and Every Child Counts (ECC), now in its second year, in a 5 schools
- Maximise opportunities for spreading good practice in Communication Language and Literacy Development (CLLD) by further developing the role of Leading Teachers within the four area networks
- Engage targeted schools, where attainment in writing is low, in relevant development activity
- Provide CPD and support to develop guided group work and talk-for-learning in mathematics

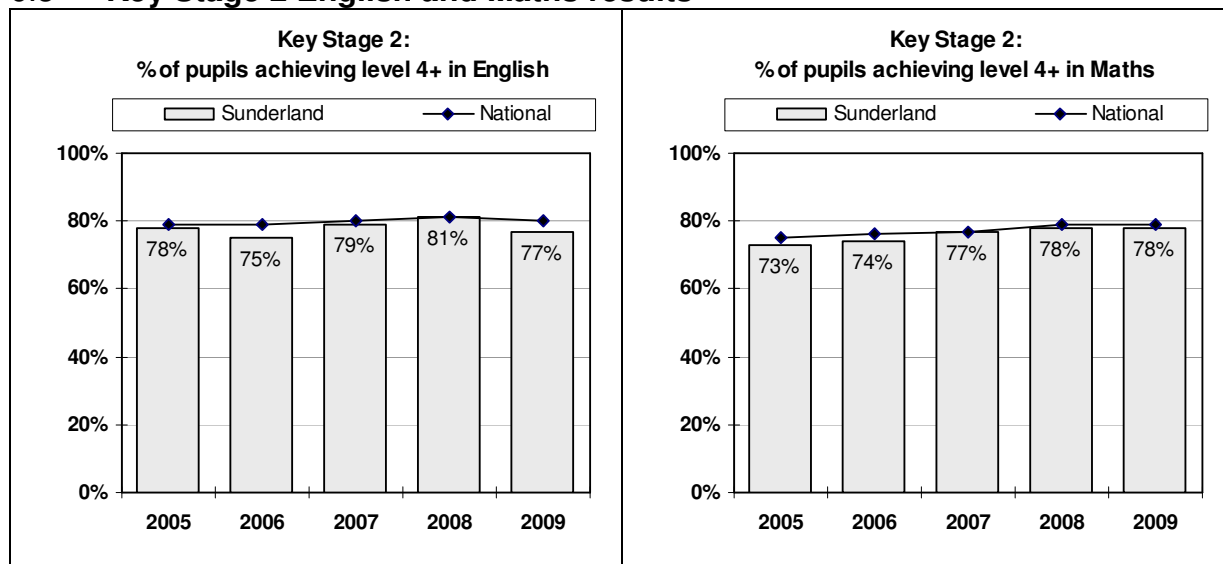
## 6. Attainment at age 11: Key Stage 2 results

- 6.1 Children sit Key Stage 2 tests at the end of primary school in English, maths and science. The nationally expected level of achievement at this age is level 4, and the highest is level 5. The key national indicator at Key Stage 2 is percentage of children who achieve level 4 or higher in both English and maths. Key Stage 2 Sunderland and national results are unchanged from those reported at September 2009 scrutiny.



- 6.2 Percentage of pupils achieving level 4 or higher in both Key Stage 2 English and maths has declined from 72% to 70% 2008 – 09, but with improvement over the last five years. Sunderland results are 2% lower than national results and 3% points below statistical neighbours, although results for both comparator groups have also declined slightly this year. Sunderland girls' performance has declined slightly from 75% to 74% this year while boys have declined from 69% to 66%, widening the gender gap to 8 percentage points. Sunderland is in the third quartile nationally for this measure.

## 6.3 Key Stage 2 English and Maths results



6.3.1 Key Stage 2 English results at level 4+ have declined from 81% to 77%, 2008 – 09. Nationally, results have also declined from 81% to 80%. The percentage of children achieving the higher level 5 in English has declined slightly from 29% to 28%.

6.3.2 2009 Key Stage 2 maths results in Sunderland have remained at 78% over the last two years and are just below the national average of 79%. Percentage of pupils achieving the higher level 5 in maths has improved this year, from 31% to 33%, 2008 – 09

## **6.4 Key Stage 2 school level performance**

6.4.1 The national indicator floor target is to ensure that at least 55% of pupils at each school achieve level 4 or higher in both English and maths. The number of schools with less than 55% level 4+ has increased from 8 in 2008 to 13 in 2009. The LA has targeted ISP support for all schools below the floor target and will make good use of this programme to bring about a level of improvement that will bring those schools above the floor target in 2010.

### **6.4.2 Key Stage 2 Improvement Activity:**

- Target the Improving Schools Programme (ISP) towards schools below the floor target and where the role of middle leaders needs to be strengthened
- Develop a programme to use in schools needing to maximise the progress that pupils make, within the Priority Learning Local Authority (PLLA) initiative
- Develop and embed the use of the Primary Framework to develop understanding of progression and strengthen subject knowledge
- Fully implement and embed APP and ensure accurate teacher assessment judgements through moderation and standardisation
- Promote and develop the use of Support for Writing and Talk for Writing materials
- Target underperforming schools at Key Stage 2 and implement the Every Child a Writer (ECaW) programme in 30 schools
- Engage targeted schools, where attainment in writing is low, in relevant development activity
- Provide CPD and support to develop guided group work and talk-for-learning in mathematics
- Engage with the Specialist Mathematics Teacher programme
- Develop the use of Classroom Quality Standards

## Key Stage 2 school level performance

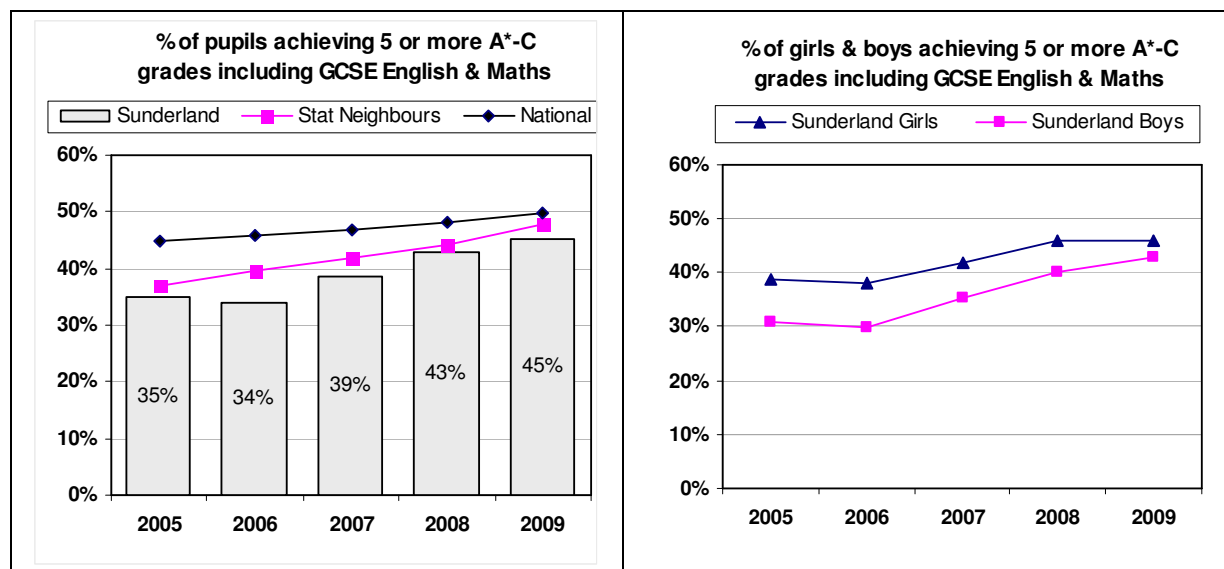
Key Stage 2 2007 - 09 School:	Percentage achieving level 4+ In English & Maths		
	2007	2008	2009
Academy 360	-	-	45%
Albany Village Primary	56%	67%	46%
Barmston Village Primary	51%	61%	49%
Barnes Junior	78%	74%	65%
Barnwell Primary	75%	76%	70%
Benedict Biscop Primary	83%	97%	93%
Bernard Gilpin Primary	70%	57%	67%
Bexhill Primary	64%	79%	78%
Biddick Primary	86%	82%	72%
Bishop Harland Primary	48%	55%	54%
Blackfell Primary	65%	82%	83%
Broadway Junior	75%	81%	78%
Burnside Primary	75%	79%	58%
Castletown Primary	77%	76%	77%
Dame Dorothy Primary	84%	75%	70%
Diamond Hall Junior	63%	69%	61%
Dubmire Primary	76%	72%	66%
Easington Lane Primary	71%	69%	69%
East Herrington Primary	91%	93%	90%
East Rainton Primary	92%	73%	45%
English Martyrs' Primary	62%	32%	63%
Eppleton Primary	63%	93%	62%
Farringdon Primary	60%	61%	58%
Fatfield Primary	61%	75%	71%
Fulwell Junior	94%	91%	89%
George Washington Prim.	72%	72%	64%
Gillas Lane Primary	88%	54%	71%
Grange Park Primary	76%	52%	83%
Grangetown Primary	73%	62%	53%
Hasting Hill Primary	45%	69%	73%
Hetton Lyons Primary	78%	79%	85%
Hetton Primary	56%	60%	53%
Highfield Primary	65%	65%	63%
Hill View Junior	72%	79%	87%
Holley Park Primary	80%	74%	82%
Hudson Road Primary	34%	47%	44%
Hylton Castle Primary	56%	51%	62%
Hylton Red House Primary	52%	58%	48%
John F Kennedy Primary	73%	83%	89%
Lambton Primary	87%	91%	89%

Key Stage 2 2007 - 09 School:	Percentage achieving level 4+ In English & Maths		
	2007	2008	2009
Mill Hill Primary	65%	75%	78%
New Penshaw Primary	54%	79%	47%
New Silksworth Junior	71%	67%	77%
Newbottle Primary	60%	65%	59%
Our Lady Queen Peace Primary	84%	83%	84%
Oxclose Village Primary	67%	45%	60%
Plains Farm Primary	74%	64%	73%
Redby Primary	66%	66%	75%
Richard Avenue Primary	63%	79%	69%
Rickleton Primary	87%	83%	76%
Ryhope Junior	70%	90%	72%
Seaburn Dene Primary	78%	96%	93%
Shiney Row Primary	75%	73%	55%
South Hylton Primary	80%	83%	61%
Southwick Primary	53%	58%	30%
Springwell Village Primary	91%	77%	83%
St Anne's Primary	77%	83%	75%
St Bede's Primary	87%	78%	75%
St Benet's Primary	82%	89%	98%
St Cuthbert's Primary	63%	66%	68%
St John Bosco Primary	85%	79%	71%
St John Boste Primary	80%	92%	90%
St Joseph's Primary Sunderland	85%	90%	93%
St Joseph's Primary Washington	79%	79%	74%
St Leonard's Primary	77%	78%	83%
St Mary's Primary	81%	85%	86%
St Michael's Primary	94%	85%	96%
St Patrick's Primary	86%	93%	70%
St Paul's Primary	62%	85%	48%
Thorney Close Primary	55%	57%	69%
Town End Primary	79%	76%	67%
Usworth Colliery Primary	84%	71%	85%
Usworth Grange Primary	67%	46%	33%
Valley Road Primary	62%	62%	63%
Wessington Primary	62%	69%	59%
Willow Fields Primary	69%	48%	59%
<b>Sunderland</b>	<b>70%</b>	<b>72%</b>	<b>70%</b>
<b>Statistical Neighbours</b>	<b>72%</b>	<b>74%</b>	<b>73%</b>
<b>National</b>	<b>71%</b>	<b>73%</b>	<b>72%</b>

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

7.1 Key Stage 4 results (GCSE and equivalent) for pupils at the end of statutory school age continue to improve year on year and are the highest achieved in Sunderland.

### 7.2 Pupils achieving 5 or more A\*-C grades including GCSE English and Maths



7.2.1 The government's gold standard measure requires sixteen year olds to achieve at least five GCSEs or equivalent at grade A\*-C and they must achieve at least a grade C in both GCSE English and maths. Sunderland remains 4.7% points below the national average (49.8%), but the gap has narrowed slightly this year. Sunderland has not improved as strongly as statistical neighbours and remains 2.6% points below. Boys continue to improve, but the gender gap has narrowed as girls' results have remained static this year.

### 7.3 Key Stage 4 Improvement Activity:

- All schools are consistently challenged on their performance through: the revised SIP programme cycle of visits; National Challenge monitoring; implementation of the Gaining Ground initiative; good quality risk analysis; the effective use of data; setting challenging targets
- The accuracy and consistency of assessment is strengthened by embedding APP and the renewed frameworks for English and mathematics, science and ICT.
- Intervention strategies at KS3 and KS4 are further developed and more appropriately targeted, including Study Plus, guided group work, improving subject knowledge, developing functional skills, improving planning, well-articulated consultant-school agreements.
- Strategies to reduce significantly the gap between vulnerable pupils (including SEN and G&T) and all other groups are developed and implemented in schools.

- Schools have in place effective teaching and learning policies with a focus on assessment for learning.
- To support and monitor the national one-to-one tutoring initiative
- Working with schools to come to terms with the new Ofsted framework and the challenges posed by 21<sup>st</sup> Century schools white paper.

#### 7.4 Key Stage 4 school level performance

Sunderland Secondary Schools:	% Key Stage 4 pupils achieving:			Key Stage 2 to 4 Progress Measures:		
	5+A*-C Grades:		2 A*-C grades In Science	% pupils making expected level of progress in:		Contextual Value Added Score
School	2008	2009		English	Maths	
Academy 360	-	17%	31%	23%	17%	922
Biddick	46%	46%	51%	62%	48%	985
Castle View School	24%	26%	37%	45%	27%	1002
Farringdon	32%	47%	73%	42%	44%	1009
Hetton	47%	51%	46%	57%	57%	988
Houghton Kepier	37%	45%	51%	65%	42%	983
Hylton Red House	9%	18%	8%	24%	17%	975
Monkwearmouth	48%	58%	49%	71%	58%	997
Oxclose	62%	58%	47%	72%	66%	1007
Sandhill View	46%	45%	64%	72%	40%	1045
Southmoor	45%	57%	29%	67%	66%	1032
St Aidan's	49%	49%	58%	57%	55%	1001
St Anthony's	71%	57%	69%	74%	61%	1014
St Robert	67%	63%	62%	71%	66%	993
Thornhill	41%	43%	50%	69%	44%	1027
Venerable Bede	48%	37%	42%	57%	27%	955
Washington	40%	37%	62%	52%	45%	990
Sunderland	43.0%	45.1%	49.2%	n/a	n/a	n/a
National	47.6%	49.8%	53.7%	n/a	n/a	n/a

n/a: data not available.

See Appendix A for value added explanation.

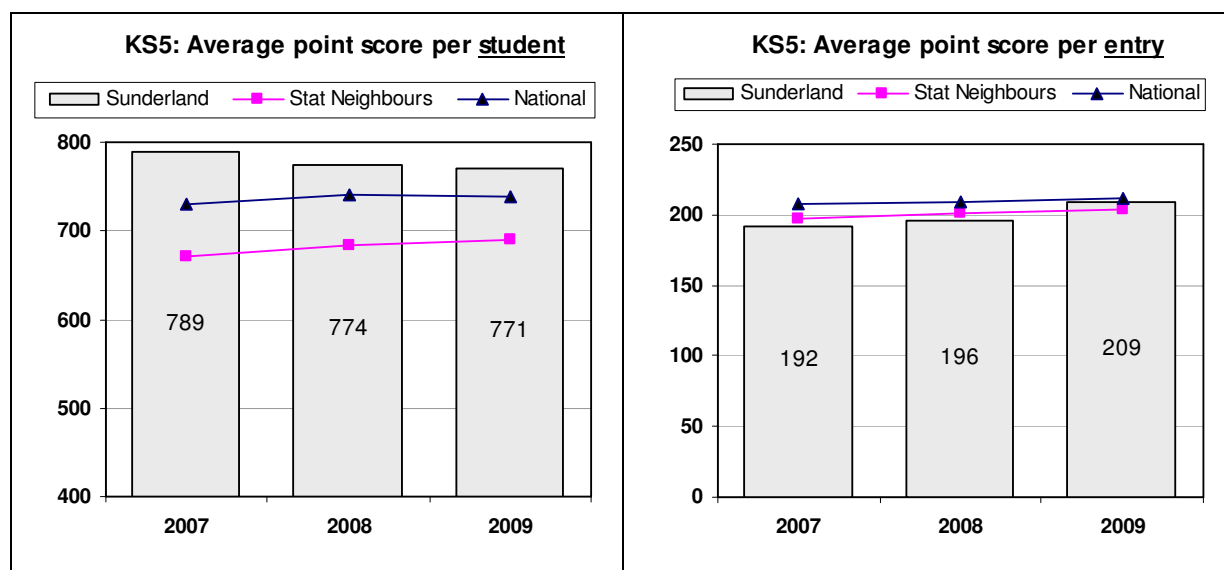
7.4.1 The national indicator floor target is to ensure that at least 30% of pupils at each school achieve 5+A\*-C grades at Key Stage 4. In 2009 there were two Sunderland schools with less than 30% in 2009.

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

8.1 Key Stage 5 results show the qualifications of 16 – 18 year olds who were at the end of study towards A/AS level or equivalent level 3 qualifications in 2009. There are three measures published for schools and colleges: average point score per entry, average point score per student and contextual value added score, showing progress of students from Key Stage 4 to 5. Brief explanations are attached as Appendix A.



## 8.2 Sunderland Key Stage 5 results with north east and national comparison



Note: Sunderland average includes three secondary school sixth forms and City of Sunderland College.

8.1.1 Sunderland's Key Stage 5 average points per student is substantially higher than both national and statistical neighbour averages, despite a slight decrease in 2009.

8.1.2 Sunderland's Key Stage 5 average points per entry continues to improve, narrowing the gap with national performance and now above statistical neighbours.

### 8.2 Key Stage 5 Improvement Activity

- Continued growth in average point score and CVA by ensuring the right student is on the right course. Informed information advice and guidance that is realistic and aspirational.
- Continued curriculum, teaching, learning and assessment developments within the partnership that draws on best practice from both the School and College sectors. eg) extension of the TEEP links.
- Further development of the tutorial and enrichment model that develops the individual students self-concept and interpersonal skills.
- Enhancements in the I.T.C. infrastructure and leverage. Empathy with how young people are using technologies to support learning.
- Evolution of the supervised study initiative that develops and demands that learners engage with independent study.
- The promotion of Higher Order Thinking Skills(HOTS) to help students to create the 'deeper' response needed to achieve higher grades and to drive up the CVA score.
- Refinement of the target setting protocols to ensure ownership and clarity of actions required to drive further improvement.
- Schools with 6<sup>th</sup> Forms are supported and challenged by their respective SIPs as part of the National Strategy School Improvement Programme.

- Two secondary schools with 6<sup>th</sup> Forms are being supported by the School Improvement Service to improve the quality of leadership and management of Heads of Sixth Form, as part of a Middle Leaders CPD programme.
- The LA is presently working with the National Strategies Regional Adviser to plan for provide a tailored package of support for schools with sixth forms in the spring and autumn term 2010.

### 8.3 Key Stage 5 school and college performance

	Average point score per student			Average point score per entry			Key Stage 4 to 5: value added score 2009
	2007	2008	2009	2007	2008	2009	
Sunderland Local Average	789	774	771	192	196	209	not available
Stat. Neighbour Average	671	683	691	197	201	203	not available
National Average	731	740	739	208	209	212	not available
City of Sunderland College	775	750	746	191	196	215	1005
St Aidan's RC	801	713	714	183	181	188	964
St Anthony's RC	779	830	772	191	200	201	964
St Robert's RC	853	879	891	201	201	205	989

## 9. Recommendation

- 9.1 Members are asked to note the performance of Sunderland national curriculum results.

## 10. Further Information

- 10.1 School and local authority results are now available through the DCSF website at: <http://www.dcsf.gov.uk/performance/tables>. Explanation of value added and Key Stage 5 point scores per qualification are attached.

## Appendix A: Key Stage performance measures

### i) Contextual Value Added

Performance at Key Stage 4 is measured according to the progress that individual pupils have made between Key Stage 2 at the end of primary school to Key Stage 4. Key Stage 4 to 5 value added was introduced for the first time in 2008. Value added measures are intended to allow fairer comparisons between schools with different pupil intakes.

The Department for Children Schools and Families (DCSF) calculates Contextual Value Added for each pupil which measures a pupil's progress compared to the average rate of progress made by similar pupils across England. In addition to a pupil's prior key stage results, value added also takes into account a number of other factors which are outside a school's control, such as gender, mobility, ethnicity and levels of deprivation.

School Key Stage 2 – 4 and Key Stage 4 – 5 value added scores are based around a score of 1,000. If the school score is significantly above 1,000 then those pupils at that school have, on average, made significantly more progress during secondary school compared to similar pupils in England.

**ii) Key Stage 5: average point score per student:** measures the average number of A levels or equivalents studied and the grades achieved. The more qualifications a student takes and the higher the grades achieved, the higher the average point score per student. Point scores are shown below. For example:

- Student A takes 3 A levels:  
and achieves a grade B in each:  $240 \text{ points} + 240 + 240 = 720 \text{ points per student}$
- Student B takes 4 A levels:  
and achieves two grade C's and two grade D's:  $210 + 210 + 180 + 180 = 780 \text{ pts per student}$

**iii) Key Stage 5: average point score per examination entry:** gives an indication of the average A level grade achieved by students at an institution. The higher the grade, the higher the points score per examination entry.

- Student A takes 3 A levels:  
and achieves a grade B in each:  $240 + 240 + 240 / 3 = 240 \text{ points per entry}$
- Student B takes 4 A levels:  
and achieves two grade C's and two grade D's:  $210 + 210 + 180 + 180 / 4 = 195 \text{ pts per entry}$

Student A has a better point score per entry due to better grades, but Student B achieves more points per student due to taking and passing more subjects.

#### iv) Points per Level 3 qualification and grade

Grade	Size	Points	Grade	Size	Points	Grade	Size	Points
<b>A levels:</b>			<b>AS levels:</b>			<b>Double Award:</b>		
A	1	270	A	0.5	135	AA	2	540
B	1	240	B	0.5	120	BB	2	480
C	1	210	C	0.5	105	CC	2	420
D	1	180	D	0.5	90	DD	2	360
E	1	150	E	0.5	75	EE	2	300
<b>BTEC National Award:</b>			<b>BTEC National Certificate:</b>			<b>BTEC National Diploma:</b>		
D	1	270	DD	2	540	DDD	3	810
M	1	225	MM	2	420	MMM	3	652.5
P	1	165	PP	2	300	PPP	3	495

*D = Distinction; M = Merit; P = Pass*