

By: Rosalind Turner, Managing Director, Children, Families & Education Directorate

Merril Haeusler, Director of Learning

Sarah Hohler, Cabinet Member for Children, Families & Education Directorate

To: Learning and Development Children, Families & Education Policy Overview Committee

Date: 16 September 2010

Subject: **Attainment in 2010 – unvalidated results**

Classification: Unrestricted

Summary:

This report provides a summary of the Kent Early Years Foundation Stage Assessments, KS1 and 2 SATs, GCSE and A level results for 2010.

These are provisional results and may change slightly following formal DfE validation in October 2010.

1. Early Years Foundation Stage

(1) The 2010 Foundation stage assessments, taken in a child's first year of Reception, show a significant improvement from 2009 in all 13 aspects of learning. This improvement exceeded our target by 7.5%. 60.5% of children now reach the level of development considered as good. This is particularly pleasing as it is the fifth year in succession that Kent's Foundation Stage outcomes have shown improvement.

(2) Areas of significant increase (more than 2%) include:

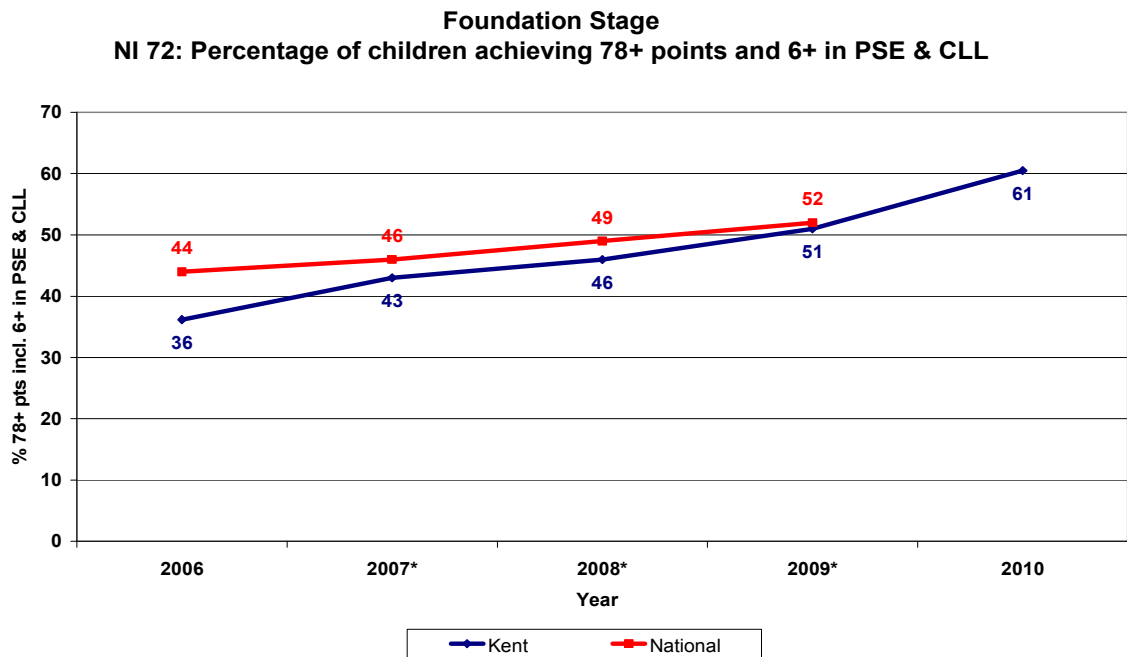
- 5.9 % improvement in writing
- 5.0 % improvement in reading
- 4.8 % improvement in emotional development
- 4.4 % improvement in letters and sounds
- 4.1 % improvement in Calculating
- 3.9 % Social Development

(3) Kent had 15,458 pupils in this year's cohort approx 250 pupils more than 2009 and a figure that has been increasing for 4 years.

(4) The table below shows Kent and national data for previous years against the thirteen aspects of learning. (National data for 2010 will be available end October). The table also shows the % improvement for Kent in each aspect of learning between 2009 and 2010.

(National in brackets)	2006 % 6+ Points	2007 % 6+ Points	2008 % 6+ Points	2009 % 6+ Points	2010 % 6+ Points	% increase 09/10
Dispositions and Attitudes	87.7 (88)	89.1 (87)	91.1 (88)	93.1 (89)	94.6	+ 1.5
Social Development	78.1 (80)	81 (80)	82.5 (82)	86.1 (83)	90.0	+ 3.9
Emotional Development	71.4 (77)	74 (76)	76.3 (77)	80.6 (79)	85.4	+ 4.8
Language for Communication and Thinking	77.9 (78)	80 (78)	82.6 (79)	86.5 (82)	89.1	+ 2.6
Linking Sounds and Letters	61 (61)	65.4 (65)	70.6 (71)	74.8 (74)	79.4	+ 4.4
Reading	64.4 (68)	67.5 (69)	69.4 (70)	72.9 (72)	77.9	+ 5.0
Writing	52.3 (57)	55.9 (58)	58.8 (61)	62.7 (62)	68.8	+ 5.9
Numbers as Labels and for Counting	86.9 (86)	88 (87)	89.6 (88)	90.1 (88)	91.1	+ 1.0
Calculating	67.8 (69)	69.8 (70)	72.5 (72)	74.7 (73)	78.8	+ 4.1
Shape, Space and Measures	80.7 (80)	83.2 (80)	82.8 (81)	85.7 (82)	87.7	+ 2.0
Knowledge and Understanding of the World	76 (77)	79.9 (77)	79.9 (79)	85.6 (81)	87.2	+ 1.6
Physical Development	87.9 (88)	89.5 (88)	89.9 (89)	93.4 (90)	93.5	+ 0.1
Creative Development	75.6 (78)	79 (78)	80.9 (79)	83.9 (80)	85.4	+1.5

(5) Chart 1 shows performance in **Kent over the last 5 years** for this indicator.



- For the fourth year in succession Kent has reduced the achievement gap for children receiving Free School Meals by a further 2.5% to 28%. This outcome exceeded Kent's target by 1.5%.
- Children achieving above and beyond the expected level and achieving 8 or more points improved in 12 of the 13 aspects of learning; the greatest improvements being: reading 3.2%, dispositions and attitudes 3%, emotional development 2.3%, language for thinking 2.1%, linking sounds to letters 3%, writing 2.6%, calculating 2.5% and creative development 2.2%.

(6) Priority for Action:

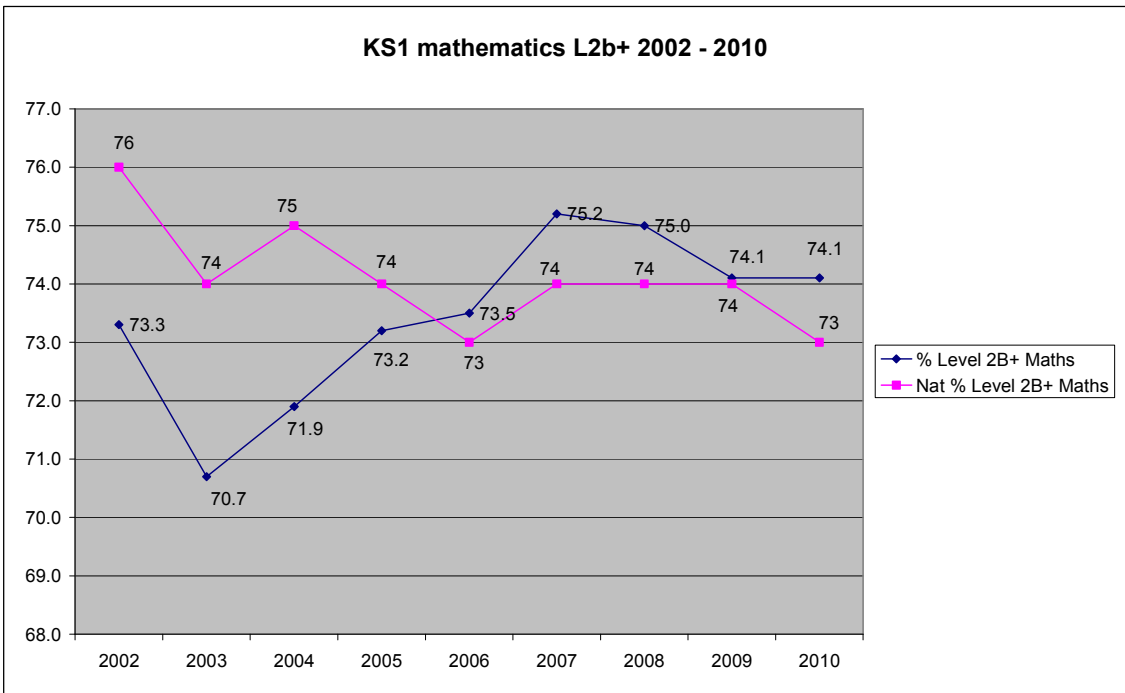
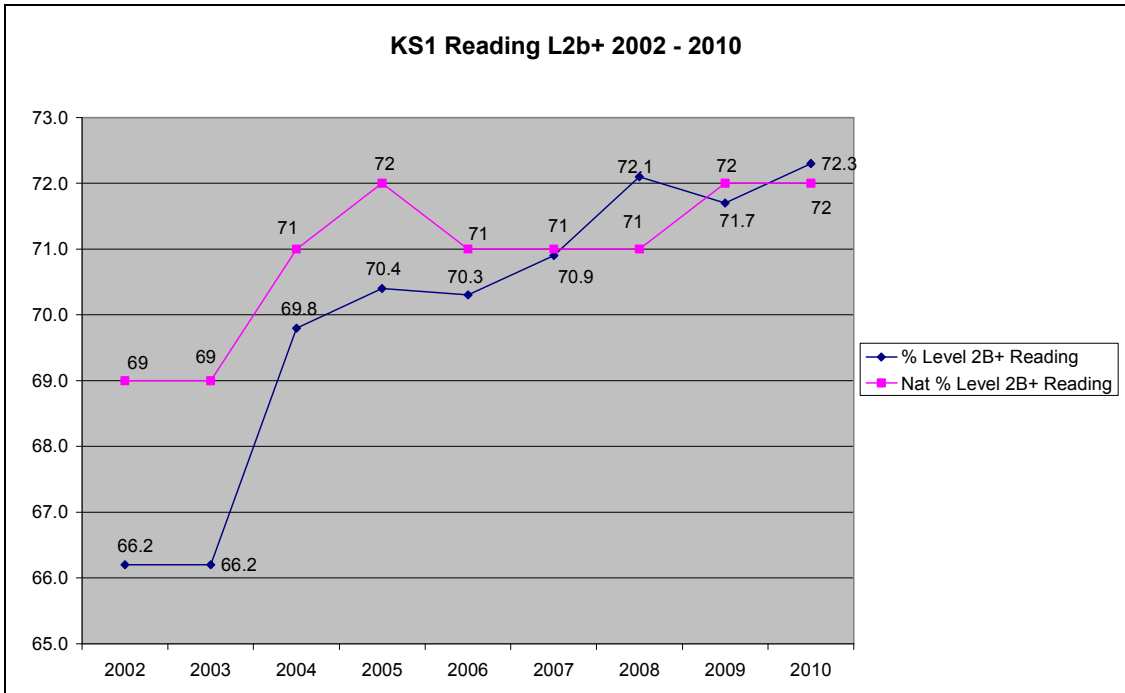
- Continue to improve the quality of provision in settings which feed Kent's most challenging schools and ensure that early intervention, (prior to Children entering Reception) is secure.
- Establish a plan of support for all Reception classes where the expected level of achievement was not reached.
- Implement a bespoke programme of professional development for all Reception classes requiring additional support to raise the quality of teaching.

- Ensure that schools track the children entering Year 1 from Reception that are likely to require additional intervention and ensure their needs are catered for within the School's Intervention programme.

2. Key Stage 1

(1) Key headlines:

- At level 2b (the expected level for 7 year olds) Kent has made good progress in reading and writing, continuing the trend of improvement over the past 3 years.
- In the mathematics, although results stayed the same, Kent children performed at 1.1% above the national average.
- Boys have improved in reading from 65.8% in 2009 to 67% in 2010.
- Boys have also improved in writing from 50.7% in 2009 to 51.1% in 2010.
- The Higher ability children continue to achieve above the national average at Level 3 in reading, writing and mathematics
- In writing at Level 3 Kent children achieved 1.7% above the national average and boys are performing at 1.4% above the national average.
- In 3 schools 100% of children achieved level 2b in reading, writing and mathematics.



	2	3	4	5	6	7	8	9	0
% Level 2B+ Reading Girls	72.3	72.2	76.7	77.1	76.8	77.1	77.2	78.1	77.9
% Level 2B+ Reading Boys	60.4	60.4	63.0	64.0	64.3	65.0	67.2	65.8	67.0
Nat % Level 2B+ Reading Girls	74	75	76	78	77	77	77	77	78
Nat % Level 2B+ Reading Boys	64	64	65	67	66	66	66	67	67
% Level 3+ Reading Girls	33.1	30.3	31.0	30.7	32.7	33.3	33.4	32.8	31.5
% Level 3+ Reading Boys	23.9	22.0	21.5	21.5	21.8	24.1	23.1	24.1	23.0
Nat % Level 3+ Reading Girls	34	33	33	32	30	30	29	30	30
Nat % Level 3+ Reading Boys	26	24	24	22	21	22	21	22	22

Writing	2002	2003	2004	2005	2006	2007	2008	2009	2010
% Level 2B+ Writing Girls	63.3	65.2	67.9	67.8	68.2	66.9	67.7	68.3	68.3
% Level 2B+ Writing Boys	47.6	47.9	49.3	49.3	50.0	49.5	51.0	50.7	51.1
Nat % Level 2B+ Writing Girls	67	70	70	70	69	67	67	68	69
Nat % Level 2B+ Writing Boys	52	54	53	54	52	51	51	52	52
% Level 3+ Writing Girls	8.0	16.9	18.3	18.3	20.7	17.3	19.1	18.7	18.2
% Level 3+ Writing Boys	4.5	8.8	9.0	9.0	9.9	8.6	10.0	9.7	9.4
Nat % Level 3+ Writing Girls	12	21	21	20	19	17	16	16	16
Nat % Level 3+ Writing Boys	7	11	11	10	9	9	8	9	8

Maths	2002	2003	2004	2005	2006	2007	2008	2009	2010
% Level 2B+ Maths Girls	74.2	70.7	73.4	75.0	74.7	76.7	76.1	76.6	75.6
% Level 2B+ Maths Boys	72.4	70.8	70.5	71.5	72.3	73.8	73.9	71.7	72.7
Nat % Level 2B+ Maths Girls	76	74	76	75	74	75	75	75	75
Nat % Level 2B+ Maths Boys	75	73	74	73	72	73	73	72	72

% Level 3+ Maths Girls	26.3	24.0	21.1	20.5	20.8	22.7	21.8	21.2	18.2
% Level 3+ Maths Boys	29.4	29.3	26.3	24.5	25.1	26.9	25.2	24.3	22.5
Nat % Level 3+ Maths Girls	29	27	25	20	19	20	19	19	18
Nat % Level 3+ Maths Boys	33	32	31	25	24	24	24	23	23

3. Key Stage 2

(1) Key headlines:

- Kent schools improved or maintained their 2009 performance at KS2 in English and Maths but continue to remain behind the national average.
- 10,403 out of 14880 achieved L4+ in English & Maths (70%)
11,609 out of 14890 achieved L4+ English (78%)
11,408 out of 14882 achieved L4+ Maths (77%)

Key Stage 2							
	Level 4			Level 5			
	2008	2009	2010	2008	2009	2010	
English	79 (81)	78 (80)	78 (81)	29 (30)	28 (29)	30 (33)	
Maths	75 (79)	75 (79)	77 (80)	30 (31)	33 (35)	34 (35)	
English & Maths Combined	69 (73)	68 (72)	70 (74)				
Reading	85 (86)	84 (86)	82 (84)	47 (48)	46 (47)	48 (51)	
Writing	65 (67)	66 (67)	67 (71)	20 (20)	19 (19)	19 (21)	

* National average in brackets

- The provisional 2010 combined English and Maths results show 70% of pupils achieved the expected level of attainment at KS2 (Level 4), an improvement of 2 percentage points on 2009.
- For English, 78% of pupils achieved Level 4 and 30% achieved Level 5 (2% improvement from 2009).

- For Mathematics, 77% of pupils achieved Level 4 (2% improvement) and 34% achieved Level 5 (1% improvement from 2009)
- In 14 Kent schools 100% of children achieved at least a Level 4, an improvement on 2009 where only 5 schools reached this achievement.

(2) Schools Boycotting SATs (2010)

The table shows the percentage of schools in Kent's statistical neighbours that boycotted the 2010 SATs.

National	26%
Kent	6% (24 schools)
Lancashire	40%
West Sussex	31%
East Sussex	28%
Nottinghamshire	29%
Northamptonshire	22%
Staffordshire	20%
Worcestershire	5%
Warwickshire	1%
Essex	12%

The number of schools across the UK that boycotted SATs this year will call into question the validity of the national figures and any comparison with national and statistical neighbours.

(3) Key Stage 2 Gender Analysis

	2009			2010		
	Boys	Girls	All	Boys	Girls	All
Level 4						
English	72	83	78	73	83	78
Reading	79	88	86	79	86	82
Writing	57	73	67	59	76	67
Maths	75	75	75	78	76	77
En/ma	65	72	68	68	72	70

	2009			2010		
	Boys	Girls	All	Boys	Girls	All
Level 5						
English	22	35	28	23	37	30
Reading	38	52	47	44	53	48
Writing	14	23	19	13	25	19
Maths	35	31	33	35	32	34

En/ma	18	22	20			
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Note: Analysis is currently being undertaken on the achievement of vulnerable learners, (EAL, Ethnic Minority Groups, SEN etc., and will be published as part of the more detailed Annual Standards Report. LAC results are not due until October.

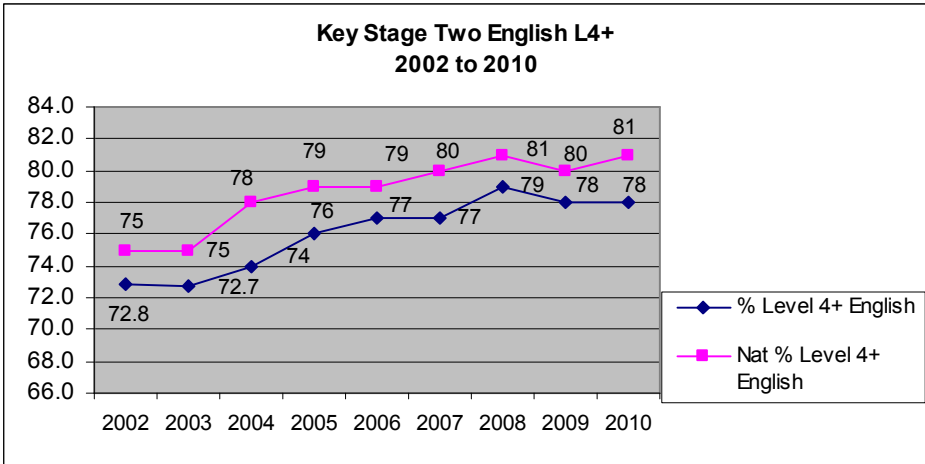
(4) Schools Below Floor Target

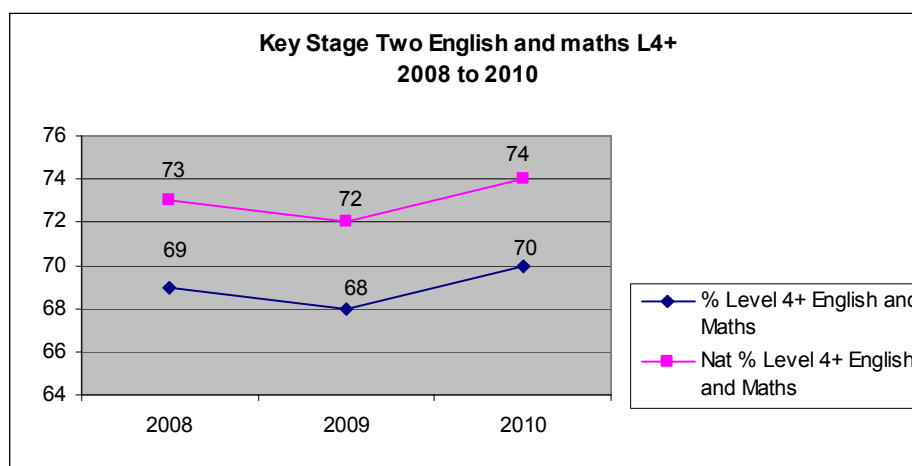
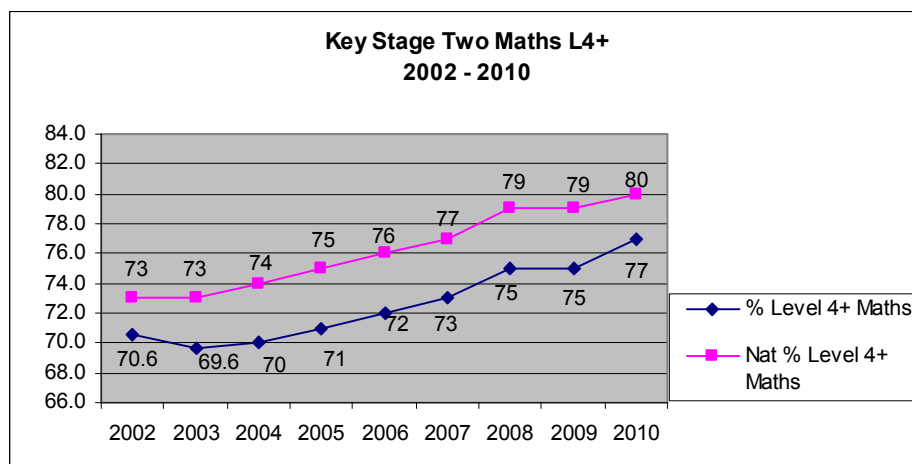
The national expectation is that at least 55% of pupils in each school will achieve level 4 in both English and Mathematics combined (Floor target).

- In 2009, 78 schools were below the floor target. 45 of these improved and are now above. Of the 33 remaining below, 17 improved on their 2009 performance.
- However, an additional 26 have now fallen below, taking the total 2010 below floor target figure to 59 (14%)

(5) Kent v. National – 9 year trend (English, Maths and Combined English/Maths)

- The 9 year trend shows that Kent has been below national performance for some years.
- The upward trend for 2010 for Maths is pleasing, however further impact needs to be made in English





(6) Priority for Action

- Districts to be provided detailed analysis of results for all schools and a plan of action to support those that are seen as priority schools will be established.
- Analyse fully those schools below target, identifying the individual circumstances for those children not achieving Level 4.
- Ensure that schools have a detailed analysing pupil tracking at Year 4, 5 and 6 to identify those children not on target to reach L4; ensure an intervention strategy is in place for each child. District Heads (Standards and School Improvement) will be responsible for monitoring the school's tracking system.

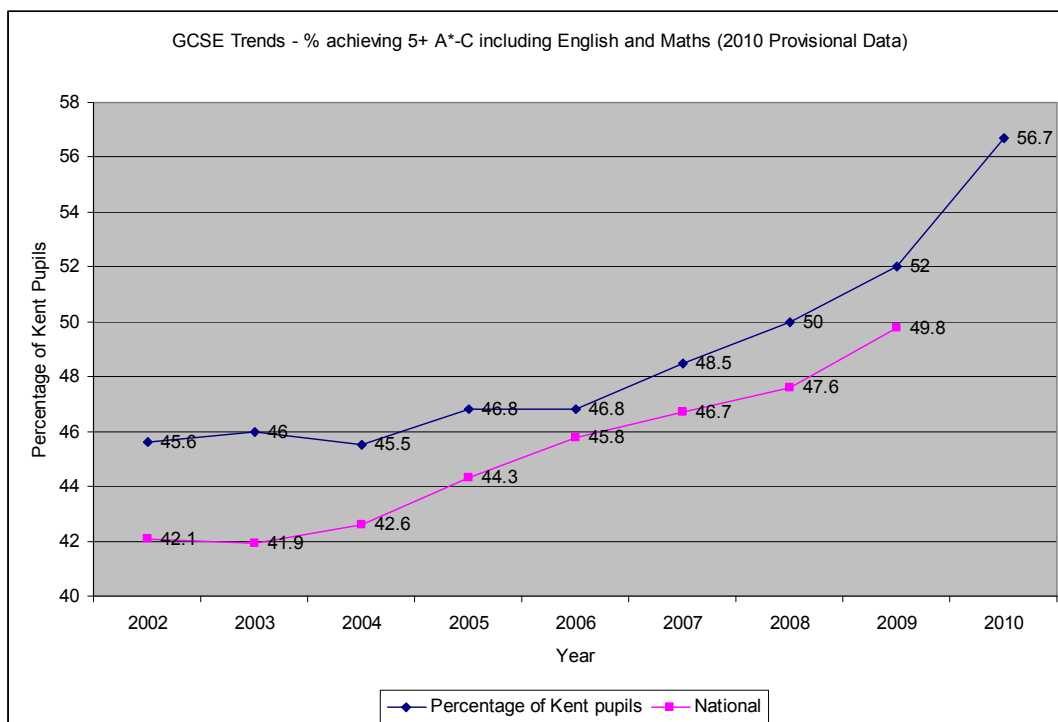
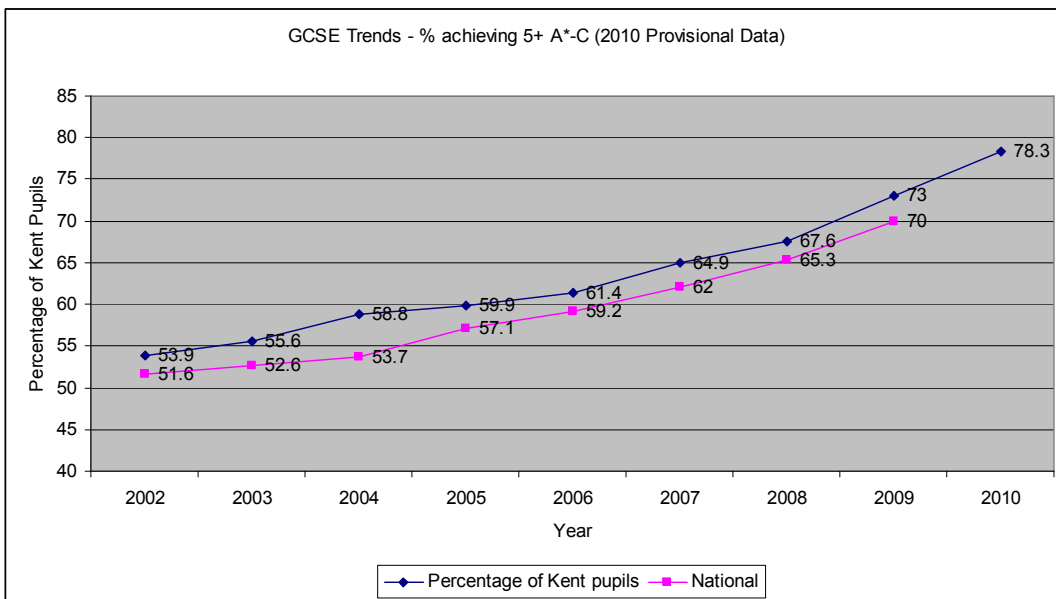
- District Heads of Standards and School Improvement to review the quality of teaching in all schools causing concern and ensure strategies are in place in schools to improve all teaching to at least good.

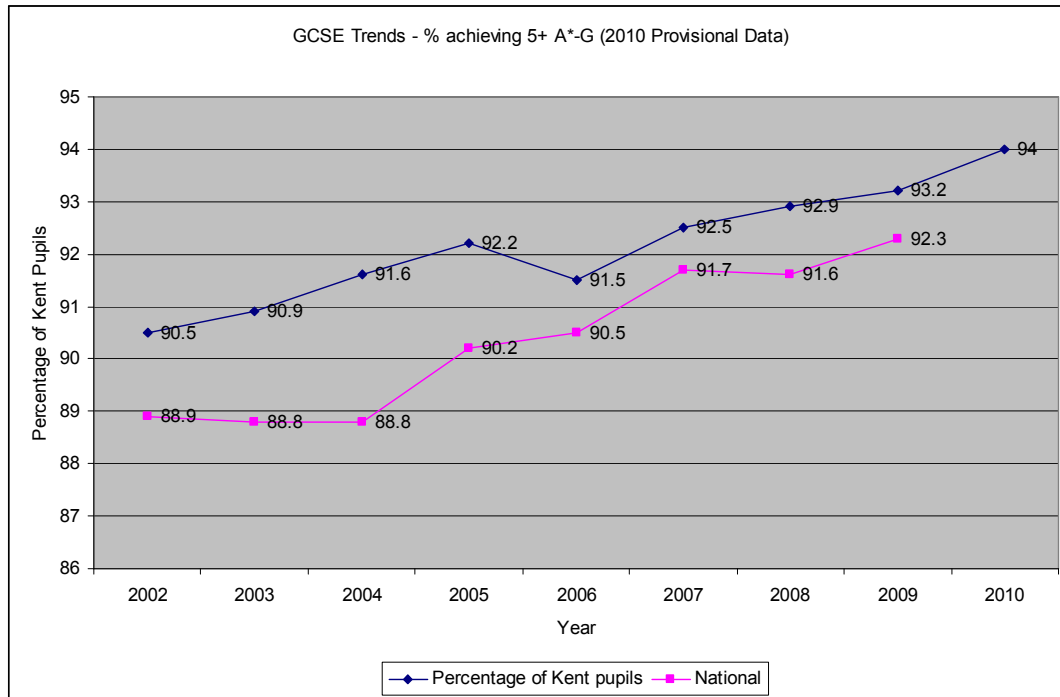
4. GCSE – Provisional Results

Note: These figures include results from academies and local authority schools, but 7 schools are yet to submit results.

(1) Key headlines

- Kent's GCSE results overall improved on 2009 performance by 5.3%, bringing the 5+ A*-C result to 78.3%..
- The 5+ A*-C (including *English and Maths*) also improved by 4.7%, bringing the county wide figure to 57%. This has met our local authority 2010 target.
- Kent's 5+ A*-G results improved by 0.8%, bringing the overall result to 94%. This is a strong and continuing indication of the success Kent schools have had in securing educational success for the vast majority of its young people.
- Over 70 Kent schools showed improved performance for 5+ A*-C (including English and Maths) with 17 schools increasing by 10% or more.
- For the small number of schools where results fell, nearly all showed small falls; Only two schools showed falls in excess of 3%, (with 6.5% and 8.4%) In many cases these small falls are due to a few individuals in selective schools who may have had medical or other issues during key stage four and are part of the statistical fluctuations which such schools experience near the 100% pass rate.
- The pupil level data needed to report on FSM outcomes and the narrowing of the FSM/non-FSM gap is not available at this time. However, the schools with over 10% of FSM students made greater gains in % 5A*-C including English and Maths (average gain 6.5%) than those with less than 10% FSM (average gain 2.2%). From this we may expect the FSM-non-FSM achievement gap to narrow this year when pupil data is released.





(2) National Challenge Schools

Kent had 33 schools which had been below the floor target (30% of students to get 5A*-C including English and Maths) in 2008 and/or 2007. These schools have been supported through the National Challenge Programme. In 2009, 22 remained below the floor target.

- Very significant further progress has been made in 2010, with only 5 local authority schools now performing below floor target. One of these five is becoming an Academy within the next week; Three other National Challenge schools which are becoming academies this academic year exceeded the floor target, creating a strong starting position for their new successor schools.
- One of the five below floor target schools was not in the National Challenge, having previously been above floor. It had been identified as a cause for concern during the 2009/10 academic year and is now receiving a very significant support package from one of our National Support Schools. .
- The average progress of Kent National Challenge schools at 7.1% is significantly improved on 2009 (1.8%) and has exceeded the average progress by schools across the county (3.6%).

- Six of the 7 Kent academies which have returned results have exceeded floor target, including two academies (former Kent National Challenge Schools) in their first year of operation.

(3) Priorities for Action.

- Sustain the progress towards and beyond floor target made under national challenge once the central funding comes to an end.
- Further narrow the performance gaps for vulnerable groups, particularly for FSM/non-FSM students.
- Provide challenge and support to accelerate progress in those schools which are causing concern.

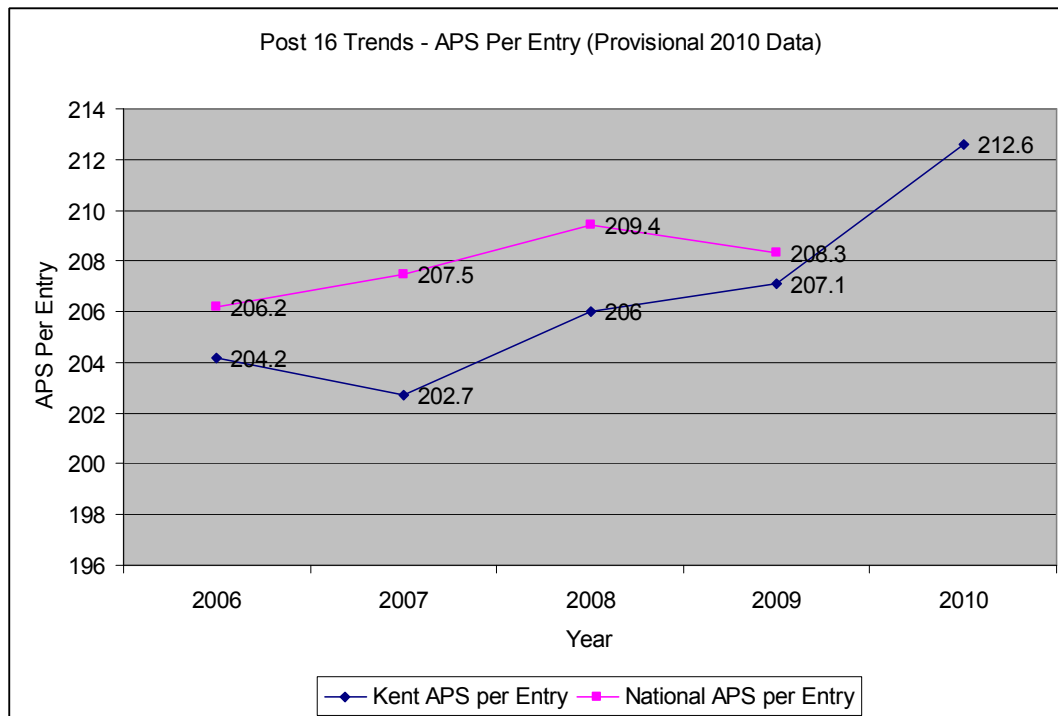
5. A – Levels: Provisional Results

Note: 7 schools yet to submit results

(1) Key headlines:

- Kent improved its overall proportion of students securing 2 or more A* - E passes to 94%, a rise of 2.6% on 2009.
- 62 schools maintained or improved their 2+ A-E pass rate including 10 schools which increased their pass rate by more than 10%.
- Twenty five Kent schools (20 grammars, 4 high schools and 1 academy) secured 100% 2+ A-E pass rates, up from 16 schools in 2010.
- Average Point Score (APS) per entry is 212.6, up from 207.1 in 2009. This means the average grade achieved by Kent students is now just above a C grade. While our 2010 figure is above the 2009 national average, year on year figures are not directly comparable due to the new A* grade at A level; the maximum point score for an A level grade is now 300.
- Average point per entry is lower in schools with small sixth forms (APS/entry = 212.7 for the 49 schools with sixth form cohorts of 70 or more; APS/entry = 189.4 for the 41 schools with sixth form cohorts of less than 70). This may be the ability of students recruited by schools with smaller sixth forms. Further investigation using value added data is needed to see where students may be underachieving or placed on inappropriate courses.

- Average point score per student is 729.2, up from 712.8 in 2009. This may reflect consolidation of success in International Baccalaureate in some school sixth forms, including two schools where the sixth form curriculum is entirely IB. The IB scores heavily for APS per student. However the qualification is regarded as equivalent to 5 A' levels so the APS/entry for IB schools tends to be below that for A' level schools.



(2) Priority for Action

- Work with the 14-19 team to ensure providers deliver economically viable courses which are well matched to individual students needs so as to further raise student success rate. To include:
 - Promoting collaborative working where this raises standards and increases cost effectiveness
 - Developing and extending the use of existing post 16 value added measures to assess the quality of pupil progress in individual sixth forms.
 - Supporting the provision of advice and guidance within and beyond schools which places learners on the most appropriate educational pathways.

Recommendations:

Members of Learning and Development Children, Families and Education Policy Overview and Scrutiny Committee are asked to note the unvalidated results of the recent public examinations.

Merril Haeusler

Director for Learning

01622 694171

merril.haeusler@kent.gov.uk

Background Documents: None

Other Useful Information: None