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Subject School Performance 2012 - National Curriculum Test and Public Examination - Confirmed Results

Classification: Unrestricted

Summary	This report provides a summary of the Kent Early Years Foundation Stage (EYFS) Assessments, KS1 and KS2 Standard Assessment Tests (SATs), GCSE and A Level results for 2012. The report includes comparison to National Data where available. It also reports on vulnerable groups against each Key Stage. This is not final validated data so caution needs to be given to the accuracy of all current results and some national comparative data is still unavailable for some indicators.
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1. Introduction

1.1 The full report contains all of the written and graphical data to over all the key stages above. The following commentary reflects a summary of the key points for each key stage and the priorities for action in 2012/2013.

2. EYFS Headlines:

- A significant improvement from 2012 in all 13 aspects of learning for the sixth year in succession. The percentage of children now achieving 78+ points and 6+ in PSE & CLL has exceeded the 2011 result of 64.8 % by 7.3. The percentage of children now reaching this “good” level of development is 72.2%.
- Kent has continued for the sixth year in succession to reduce the gap between the lowest achieving 20% and other children. The LA gap was reduced to 25.5% in 2011 and in 2012 this gap has been further reduced to 24.8%. This is a very strong performance in comparison to the national gap of 30.1%.

2.1 Priorities 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 those 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 such that accelerated progress is achieved.

3. Key Stage 1 Headlines

3.1 Reading

Level 2b+ for girls shows considerable improvement from last year and is at its strongest level for more than 5 years. Level 2b+ for boys has again shown improvement and has risen by 5.8% over the last five years. Higher achieving girls (Level 3+) have improved slightly on 2011 results but show a 5 year declining trend. Higher achieving boys have improved slightly from last year but also show a 5 year declining trend. Despite this declining trend both girls and boys remain above the NA. Nationally at Level 3+ both girls and boys improvement has plateaued over the last 6 years with only a 1% improvement for both girls and boys since 2007.

3.2 Writing

Level 2b+ girls have improved in 2012 though they are still below the NA. The gap between Kent girls and the NA for girls has closed this year to 1.4% from 2.6% in 2011. Level 2b+ boys have shown a marked improvement this year and have a 5 year upward trend. The gap for boys has increased however from 1% in 2011 to 2.5% in 2012. Higher achieving girls' performance has declined this year to the lowest for 5 years. Boys have improved very slightly on 2011 but have fallen below the NA in 2012.

3.3 Maths

Level 2b+ girls have improved by 3.7% in 2012. Girls are inline with the NA this year. This is a very positive picture having closed the gap between Kent and the National of 2011 which was a negative 1.7% in 2011. Level 2b + boys' performance improved by 0.3% in 2012 though this is still below national and a gap has opened between Kent and the NA. In 2011 Kent boys were above the NA by 0.2. In 2012 the gap is a negative 1.5%.

Higher achieving girls and boys have improved on 2010 and 2011. Girls are slightly above the NA but are still weak against the level achieved in 2007. Higher achieving boys have improved their position by 0.7% but both girls and boys have a 5 year declining trend.

3.4 Vulnerable Group key Headlines at KS 1

The gap is closing in Reading and Maths for FSM children at level 2+, faster than the national picture, whilst the gap is closing in writing for FSM children at level 2+ at the same rate as the national picture.

The gap in reading for SEN Statemented children at level 2+ has remained the same for 2012 whilst the national gap has reduced by 1%. The gap in reading for children with SEN but no statement at level 2+ has remained the same for 2012. The national gap has reduced by 3%. The gap in writing for SEN statemented children at level 2+ has remained the same for 2012 as has the national picture. The gap in writing for SEN non statemented children at level 2+ has remained the same for 2012 whilst the national gap has reduced by 2%. The gap in Maths for SEN statemented children at level 2+ has widened by 2% in 2012 whilst the national gap has remained the same. The gap in reading for SEN non statemented children at level 2+ has narrowed by 2% in 2012 which equals the national picture.

3.5 Priorities for KS1

- Overall to ensure that the direction takes Kent schools above the NA and achieves an upward trajectory.
- To focus on narrowing the gap for vulnerable groups.
- To maintain the improved trend patterns of boys in all three areas.

- To focus on improving girls' performance to a more secure attainment level above the NA.

4. Key Stage 2 Headlines

4.1 The provisional 2012 combined English and Maths results show 78% of pupils achieved the expected level of attainment at KS2 (Level 4+), an improvement of 5.9 % on 2011. Kent's performance has shown a similar increase to National when compared to 2011. Nationally the performance at Level 4+ English and Maths combined has increased by 9% since 2007, whilst Kent's performance has improved by 11.3% since 2007. Nationally the performance at Level 5+ has increased by 5% over the same period, whilst Kent's performance has improved by 5.6%

4.2 In 2012, in 18 Kent schools 100% of children achieved at least a Level 4 in both English & Maths, up from 11 last year (15 schools different from last year, 3 schools 100% this year and last year).

4.3 English

In English at Level 4+ we have seen a 3.7% improvement on 2011. In English Level 5+ Kent has increased by 8.7%. Again these are similar to the National increases from 2011. Nationally at Level 4+ since 2007 the increase in improvement is 5%. In Kent over the same period it is 5.7%. Nationally at Level 5+ since 2007 the increase in improvement is 4%. In Kent over the same period it is 5.1%.

4.4 Reading

There is a Level 4+ increase of 3.4% from 2011. Level 5+ has increased by 6.3% in Kent. These are marginally greater than the National increases from 2011.

4.5 Writing

Level 4+ shows a significant increase in 2012 by 6.4%. Level 5+ has also shown a significant increase of 7.7% in 2012. These are in line with National increases from 2011.

4.6 Maths

Level 4+ Maths has risen by 3.3% in 2012. This is a continuing upward trajectory for L4+. Level 5+ has risen by 3.3% in 2012. These are similar to the National increases from 2011. Nationally since 2007 there has been an improvement in Level 4+ Maths of 7% whilst in Kent this has been 9.5%.

Nationally since 2007 there has been an improvement in Level 5+ Maths of 7% whilst in Kent over the same period there has been an increase of 8%.

4.7 Statistical Neighbour (SN) Headline

Our top SN achieved 81% in 2012 as against Kent 78%. The difference between Kent and the highest performing LA is now only 3%. In 2011 this was 7%. Kent has clearly closed the gap and is accelerating its progress whilst other LA's have maintained their performance albeit at a slightly higher level than Kent's.

5. KS2 Gender Headlines

5.1 Level 4+ English and Maths combined attainment for girls rose by 4.2% in 2012 – this has increased by 7.8% since 2010. Boys' attainment rose by 6.4% in 2012 – this has increased by 7.2% since 2010. These are slightly higher increases for Kent than for the National picture over the same period. Level 5+ English and Maths combined attainment for girls increased by 4.4% and level 5+ attainment for

boys increased by 6.5% in 2012. These are broadly similar to increases in National attainment.

5.2 English

Level 4+ attainment for girls has continued to rise - this year by 1.8%. This is less than the National increase of 3% from 2011. Level 4+ attainment for boys has risen by 5.4%. This is marginally greater than the National increase from 2011. Level 5+ attainment for girls has shown a significant increase this year of 8.3% boys have shown a similar increase of 8.9%. These are both broadly similar to the National increases from 2011. At both Level 4 and Level 5 the gap has narrowed in 2012 for boys against the national picture.

5.3 Reading

Both L4+ and L5+ attainment for boys and girls have shown increases for 2012, notably a 6.0% increase for girls at L5+ and a 7.3% increase for boys at L5+. These are greater than the National increases from 2011. Girls and boys have narrowed the gap this year on all national comparators. Both L4+ and L5+ attainment for boys and girls have shown increases for 2012, notably a 7.8% increase for boys at L4+ and L5+ increases of 6.3% for boys and 8.9% for girls. These are all similar to the National increases from 2011.

5.4 Writing

Both L4+ and L5+ attainment for boys and girls have shown increases for 2012, notably a 7.8% increase for boys at L4+ and L5+ increases of 6.3% for boys and 8.9% for girls. These are all similar to the National increases from 2011.

5.5 Maths

Both L4+ and L5+ attainment results for boys and girls have shown increases for 2012, notably a 5.2% increase for boys at L5+. All increases are similar to the National increases from 2011. Level 5+ girls and boys have maintained or extended the gap with the national picture.

6. Vulnerable group data

6.1 The attainment gap between FSM and Non FSM pupils Level 4+ English and Maths combined has narrowed quite considerably this year at 4.2%. National data will not be available until December. The attainment gap between SEN Statemented pupils and Non SEN pupils has widened by 2.1% this year. The attainment gap between pupils with SEN but No Statement and Non SEN pupils has narrowed considerably this year at 6.2%. National data will not be available until December 2012.

7. Floor Standard Headline

7.1 In 2012 Kent has 23 schools that performed below the floor standard of 60% which is a significant reduction from the 70 schools below the floor in 2011 and a further reduction from the 95+ schools in 2010.

7.2 Priorities for Action

- To continue to implement Kent Challenge. This will focus on all schools below the floor standards in 2012 and those with 3,4,5 years below the floor standards.
- To continue to challenge all schools to set and achieve inspirational targets for all pupils.

- To work with schools to ensure that all vulnerable groups are making accelerated progress.
- To develop the school to school support network to ensure the sharing of best practice.
- Sais to ensure that Districts are aware of the district data and the priorities for their areas.

8. GCSE

8.1 Kent's GCSE results overall improved on 2011 performance by 3.5%, bringing the 5+ A*-C result to 86.0%. This exceeds the National average of 81.1% by 4.9%. The 5+ A*-C including English and Maths also improved by 1.2%, bringing the county wide figure to 60.6%. This is above the National average of 58.6%.

8.2 Kent's 5+ A*-G results went up by 0.7%, bringing the overall result to 95.8%. Kent's performance is above the National Average of 93.6% and is an indication of the success Kent schools' inclusive approach to securing educational success for the vast majority of its young people. 48 Kent mainstream schools showed improved performance for 5+ A*-C including English and Maths, with 7 schools increasing by 10% or more. For the number of mainstream schools where results fell (40), most showed small falls; 11 schools showed falls in excess of 5%, of which 7 are an Academy and 4 are LA schools.

8.3 The gap between pupils eligible for FSM and their peers for 5+ A*-C including English and maths fell by 0.8% to 32.9%, which is still significantly greater than the national figure of 26%.

9 Vulnerable Groups

9.1 The attainment gap between FSM and Non FSM pupils for 5 A* to C Including English and Maths has reduced in Kent by 0.8% since 2011. The provisional national data shows a greater reduction of 1.7%. The attainment gap between SEN Statemented pupils and pupils with no SEN shows a slight reduction of 0.3% this year in Kent. The attainment gap between pupils with SEN but No Statement and pupils with no SEN shows a reduction of 0.7% this year in Kent. National data is not yet available in a suitable format for the last two indicators.

9.2 Floor Standard Headlines

There are 17 schools below the floor standard of 40% in Kent in 2012. 10 of these are maintained schools whilst 7 are academies. There are 59 schools in Kent above the 50% future floor standard (including Academies).

9.3 Priorities for Action

- Further develop and disseminate the successful strategies to support schools in their progress towards the 2015 floor standards.
- Further narrow the performance gaps for vulnerable groups, particularly for FSM/non-FSM students.
- Provide specific challenge and support to accelerate progress in those schools which are below the floor standard, and/or causing concern.
- Identify good practice in securing progress for lower attaining students and disseminate it so as to narrow performance gaps for these and other vulnerable groups.

10. A Level Headlines

10.1 Kent increased the numbers of students pursuing A Level study by approximately 1,500 pupils in 2012. However this broadening of the sixth form cohort has coincided and possibly contributed to a slight drop in the three key measures of sixth form attainment. The overall proportion of students securing 2 or more A* - E passes decreased by 0.3% from 95.1% in 2011 to 94.8% in 2012. This compares to the National average of 91.7%. 24 schools reported 100% of students securing 2+ A*-E grades, which is similar to last year when 25 schools reported the 100% figure.

The Average Point Score (APS) per student fell from 798.0 to 781.4, with 49 schools reporting a decrease, as opposed to 41 schools reporting a rise. The National average for this indicator was 717.7.

10.2 Priority for Action

- Promote the raising of standards in sixth forms through the development and extension of successful KS4 strategies, and improved GCSE results with English and maths,
- Improve teaching and learning, student progress tracking and intervention and strengthen sixth form leadership.
- Liaise with the 14-24 unit over the quality of provision offered by different school sixth forms in order to support their work in ensuring a suitable range of post 16 options are made available to young people in Kent.

11. Recommendation

The members of the Committee are asked to note:

- (i) the significant improvement in many areas of school performance in 2012.
- (ii) (ii) the areas that still require significant improvement and the priorities for action to ensure that improvement is achieved.

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Background Documents

Report to ECC – School Performance 2012 National Curriculum Test and Public Examination - 12 September 2012