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

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Subject: Education Performance 2009 - Key Stage and GCSE Headline Results

Classification: Unrestricted – For Information

Summary: This paper sets out the GCSE and Key Stage provisional performance in 2009.

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## Introduction

1. (1) The following is an overview of the provisional education performance in 2009 from the Early Years Foundation Stage to Post 16.

### Early Years Foundation Stage Profile

2. (1) Kent has made improvements at the expected level of at least 6 points or more for the **third year** in succession in **all 13** aspects of learning.

- For the third year in succession we have exceeded our statutory improvement Target NI 72<sup>1</sup>. We exceeded the target **by 4.8%**. With **50.8%** this improvement equates to **an additional 745 children now reaching this “good” level of development**
- We have continued for the **third year in succession to reduce the gap** in line with NI 92<sup>2</sup> and in 2009 this has been reduced by **a further 2.2% to 30.5%**
- Children working above and beyond the expected level and achieving 8 or more points has improved in **all 13 aspects of learning**. The greatest improvements are **5.2 %** in both dispositions and attitudes and language for thinking. Areas where improvement was more than **3% includes** social development, emotional development, writing, knowledge and Understanding of the World and physical development

(2) 2009 data has built on the last **three years of improvement** increasing the proportion of children achieving the expected level as well as those working above and

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<sup>1</sup> Improving the proportion of children achieving at least 78 points in EYFSP with at least 6 points in **all** aspects of Personal, Social and Emotional (PSE) Development as well as Communication, Language and Literacy (CLL) Development.

<sup>2</sup> Reducing the gap between the average of the lowest 20% and the median.

beyond the early learning goals. This combined with progress in reducing the gap and improved OfSTED outcomes in the Private, Voluntary and Independent sector and no school with Foundation Stage judged as inadequate are critical indicators that demonstrate improving quality within the Foundation Stage phase.

## Key Stage 1

3. (1) Key points:

- overall, standards were maintained
- reading is **in line** with national results at level 2+ and level 2b+, above at level 3
- writing is **slightly below** national results at level 2+ and 2b+, above at level 3
- mathematics is **slightly above** national results at level 2+ and 2b+, above at level 3
- girls outperform boys at **all** levels except level 3 mathematics

(2) Kent schools have continued to perform well in reading, maintaining last year's best ever results at Level 2. In writing at Level 2, standards dipped slightly against 2008 level results. The increase in the number of boys and EAL children may have influenced the outcomes for some schools. Standards were maintained at Level 2b in writing with performance just below the national average. Standards at the higher Level 3 in writing exceed the national level by 2.1%. Standards in mathematics at Level 2 dipped by 0.6% in Kent compared to a dip in national performance of 1%. At Level 2b standards are in line with the national average. At the higher Level 3, Kent schools are 1.8% above the national average in mathematics.

(3) The gender differences in performance in Kent mirror the national picture, with girls' performance exceeding that of boys' except for Level 3 in mathematics.

## Key Stage 2

4. (1) Key points:

- standards were **maintained** in mathematics while a **slight dip**, reflecting national results, occurred in English
- writing **improved** at level 4
- reading **dipped** at level 4 and 5
- mathematics **improved** at level 5 for both boys and girls
- mathematics performance is **the same** for boys and girls at level 4 while boys outperform girls at level 5

(2) Kent eleven year olds maintained their performance in mathematics, Level 4 (the level that pupils of this age are expected to achieve prior to moving to secondary school) and followed the national picture with a dip in English. Kent schools did achieve their best ever results in writing at Level 4. Kent schools mirrored national performance showing a slight decline at level 4 in English. The five year trend of improvement in mathematics, at Level 4, continued with Kent schools maintaining last year's best ever results. At the higher Level 5, Kent schools improved their performance in mathematics by 3.3%, achieving best ever results.

### **Key Stage 3**

5. (1) Outcomes in Key Stage 3 have been affected by the abolition of compulsory testing. This year all analyses are based on teacher assessment and there are no plans to publish any national figures. For the purpose of this report comparisons will only be made with the teacher assessed results for 2008.

- English at Level 5+ has improved by 3 points since 2008 from 75% to 78%
- English at Level 6+ has improved by 7 points since 2008 from 40% to 47%
- mathematics at Level 5+ has remained the same at 79%
- mathematics at Level 6+ has improved by 4 points since 2008 from 57% to 61%
- science at Level 5+ has improved by 1 point since 2008 from 76% to 77%
- science at Level 6+ has improved by 3 points since 2008 from 45% to 48%

(2) Due to the absence of teacher assessed data for previous years it is not possible to draw comparisons with last years results on gender differences, however, results for 2009 show girls are outperforming boys in all subjects at level 5. The most significant difference between girls and boys at level 5+ is in English with 12.5% more girls achieving level 5+. This trend is equally reflected at level 6+. Boys slightly outperformed the girls in mathematics at level 6 + with 1.9% more boys achieving level 6+ in this subject.

### **Key Stage 4**

6. (1) Key points:

- 72.6% of pupils in Kent schools (including academies) have achieved 5+ A\*-C at GCSE which is an improvement of 5% since 2008
- 51.8% of pupils in Kent schools (including academies) have achieved 5+ A\*-C at GCSE including English and mathematics which is an improvement of 1.8% since 2008
- 92.8% of pupils in Kent schools (including academies) have achieved 5+ A\*-G at GCSE which is in line with the 2008 outcome
- the percentage of pupils in Kent schools (including academies) who did not achieve any passes at GCSE has been successfully reduced by 0.3% since 2008 from 1.6% to 1.3%

(2) In 2009, pupils once again achieved their best ever results with 72.6% achieving 5+ A\*-C at GCSE or equivalent, a further improvement on performance in 2008 (67.6%). Twenty-two schools improved by 10% or more, 9 by 15 % or more and 6 by 20% or more. When comparing the performance of schools to their Fischer Family Trust predictions, 89 schools exceeded their FFT 'B' target. Seventy-one schools exceeded their FFT 'D' target, matching the performance of the top 25% of schools nationally. This is another significant step forward.

(3) Kent pupils also made good progress with 51.8% of students achieving 5+ A\*-C at GCSE including English and mathematics in 2009. This again was an increase of 1.8% from the 2008 results, which were already above the national average. There are currently no 2009 national comparisons for this performance. The percentage of pupils gaining 5+ A\*-G at GCSE or equivalent has remained roughly the same. The 2008

outcome was already higher than the national average. Again, the national average for 2009 is not yet known.

## **The National Challenge**

7. (1) In 2008 a new government floor target was introduced for Local Authorities, this determined that no school should be below 30% 5+ A\*-C (E/M) by 2011. In 2008 Kent had 33 schools below 30% 5 A\*-C including English and mathematics. Based on the provisional results of 2009, 11 local authority schools have now exceeded the 2011 floor target of 30% 5 A\*-C. Twenty-two of the 33 schools improved on their 2008 results, eleven of which improved by 5% or more. King Ethelbert school has achieved an outstanding increase, rising from 14% to 34%.

(2) Nineteen National Challenge schools exceeded FFT 'B', 10 of which also exceeded their FFT 'D' target, matching the performance of the top 25% of schools nationally. Seven schools exceeded FFTD by 5% or more.

## **Key Stage 5**

8. (1) Key points:

- 94.2% of pupils in Kent schools (including academies) have achieved 2+ A-E at A-Level which is an improvement of 1% since 2008
- the percentage of students attaining at least 2+ A levels (A-E) increased in 44 schools and in 9 schools by more than 15%

(2) The rise in the number of students attaining 5+ A\*-C at GCSE including English and mathematics has enabled more students to continue to Level 3 courses. Data for this year indicates that many students have chosen to stay in Kent school Sixth Forms and that standards are improving. As the number of students taking A-Level or equivalent courses increases, it is possible that the number attaining the lower grades will also increase. This must be set against the fact that more students will be achieving the recognised standard for a Level 3 qualification. This allows greater choice beyond the sixth form, including the opportunity to go onto higher education courses at university or college.

## **Recommendations**

Members of the Children Families and Education Policy Overview Committee are asked to note the contents of this report and agree to receive a more detailed report in January 2010 when all the validated results are in.

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*Background Documents: None*  
*Other Useful Information: None*

## Kent Provisional Educational Outcomes 2009

### Early Years Foundation Stage

	Size of FS cohort 2008	Results 2008	Size of FS cohort 2008	Results 2009	Difference	Comments
NI72 Children achieving 78+ points and at least 6+ in PSE & CLL	14924	45.9	15195	50.8	+ 4.9	For the third year in succession we have exceeded our statutory Improvement Target NI 72.
NI92 Reducing the gap between the average of the lowest 20% and the median in Early Years Foundation Stage Profile	14924	32.7	15195	30.5	-2.2	We have continued for a third year in succession to narrow the gap in line with NI 92.

### Key Stage 1

	Size of Year 2 cohort 2008	Results 2008	Size of Year 2 cohort 2009	Provisional results 2009	Difference	Comments
Reading Level 2+	14964	83.7	14812	83.7	0.0	Reading is in line with national results.
Writing Level 2+	14964	79.8	14812	79.4	-0.4	Writing is slightly below national results.
Mathematics Level 2+	14964	89.9	14812	89.3	-0.6	Mathematics is slightly above national results.
Reading Level 3	14964	28.2	14812	28.3	+0.1	Reading is above national results.
Writing Level 3	14964	14.4	14812	14.1	-0.3	Writing is above national results.
Mathematics Level 3	14964	23.5	14812	22.8	-0.5	Mathematics is above national results.

### Key Stage 2

	Size of Year 6 cohort 2008	Results 2008	Size of Year 6 cohort 2009	Provisional results 2009	Difference	Comments
Reading Level 4+	16429	84.7	16056	83.5	-1.2	Reading has dipped.
Writing Level 4+	16429	64.8	16056	65.3	+0.5	Writing has improved and narrowed the gap with national performance.
Mathematics Level 4+	16429	75	16056	75	0.0	
Reading Level 5+	16429	46.9	16056	45.2	-1.7	Reading has dipped.
Writing Level 5+	16429	19.5	16056	18.5	-1.0	Girls writing has dipped in line with girls writing nationally.
Mathematics Level 5+	16429	30	16056	33	+3.0	Mathematics has significantly improved.

**Key Stage 4**

	<b>Size of Year 11 cohort 2008</b>	<b>Results 2008</b>	<b>Size of Year 11 cohort 2009</b>	<b>Provisional results 2009</b>	<b>Difference</b>	<b>Comments</b>
5+ A* - C	16985	66.8	16650	72.8	+6.0	The results are well above the national average.
NI75 5+ A* - C, including English and mathematics	16985	49.5	16650	51.9	+2.4	There has been a significant increase in 5+ A* - C, including English and Mathematics.
5+ A* - G	16985	92.7	16650	92.9	+0.2	
No passes	16985	1.7	16650	1.3	-0.4	There has been an improvement in the number of students with no passes.
NI78 National Challenge Number of schools below 30% 5A* - C including English and mathematics		24		19		The number of schools performing below the floor target has been reduced to 19. 22 National Challenge schools improved on their 2008 results.

**Key Stage 5**

	<b>Size of Year 13 cohort 2008</b>	<b>Results 2008</b>	<b>Size of Year 13 cohort 2009</b>	<b>Provisional results 2009</b>	<b>Difference</b>	<b>Comments</b>
2+ A - E	6663	93.4	7026	94.8	+1.4	
Average Point Score Per Entry	6663	206.0	7026	210.9	+4.9	
Average Point Score Per Student	6663	722.4	7026	739.0	+16.6	