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

Date: 23<sup>rd</sup> February 2010

**Subject: Educational performance for children and young people 2009**

Classification: Unrestricted

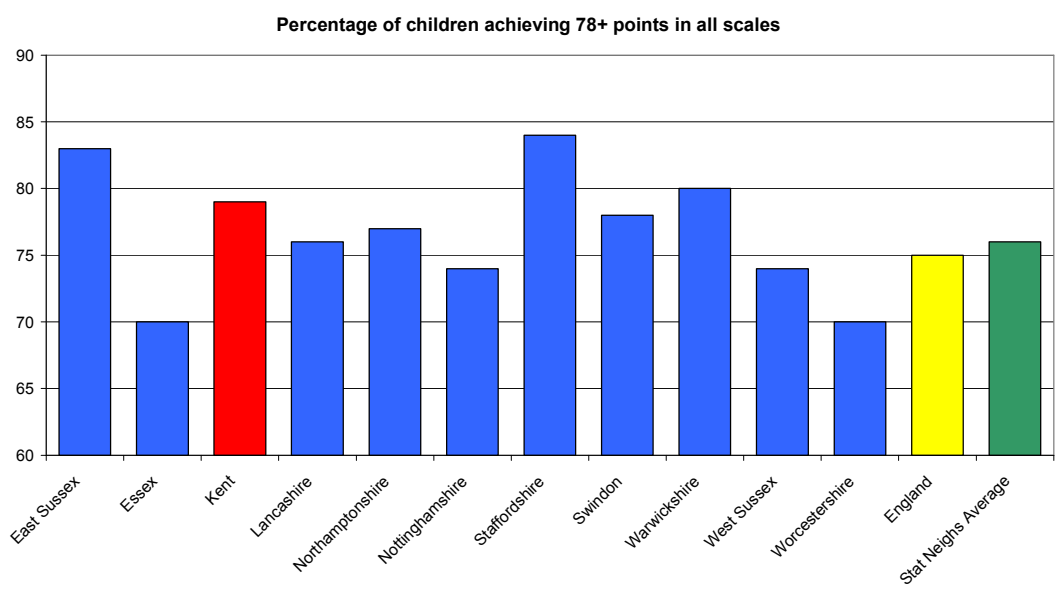
Summary: *The report aims to provide headlines, analysis and issues arising from the validated performance and inspection data from early years foundation stage to post-16, including vulnerable groups. More detailed information will be found in the Annual Standards and Achievement Report 2009*

**1. EARLY YEARS FOUNDATION STAGE**

**National Indicator 72**  
**Achievement of at least 78 points across the Early Years Foundation Stage with at least six in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy):**

Kent performance in the Early Years Foundation Stage Profile has significantly improved and the gap between Kent and national performance continues to reduce year on year. The improvement from 2006 when 36% of children were attaining the expected level has risen to 51% of children in 2009. This 15% increase equates to at least 2,250 children in Kent now working at the expected level. The LA is now only 1 percentage point below national results and the gap has significantly narrowed. When reporting on the percentage of children achieving 78 points on all scales Kent is achieving well above statistical neighbours (table 1).

**Table 1**



## National Indicator 92

### Narrowing the gap between the lowest achieving children in the Early Years Foundation Stage Profile and the rest:

From 2006 the gap has reduced from 35.1% to 30.5% which is a 4.6% reduction and the gap in Kent is smaller than the national gap and statistical neighbours. A focused project entitled "Making a Big Difference" has been effectively targeted at 30 schools with the highest level of low achievement in the foundation stage.

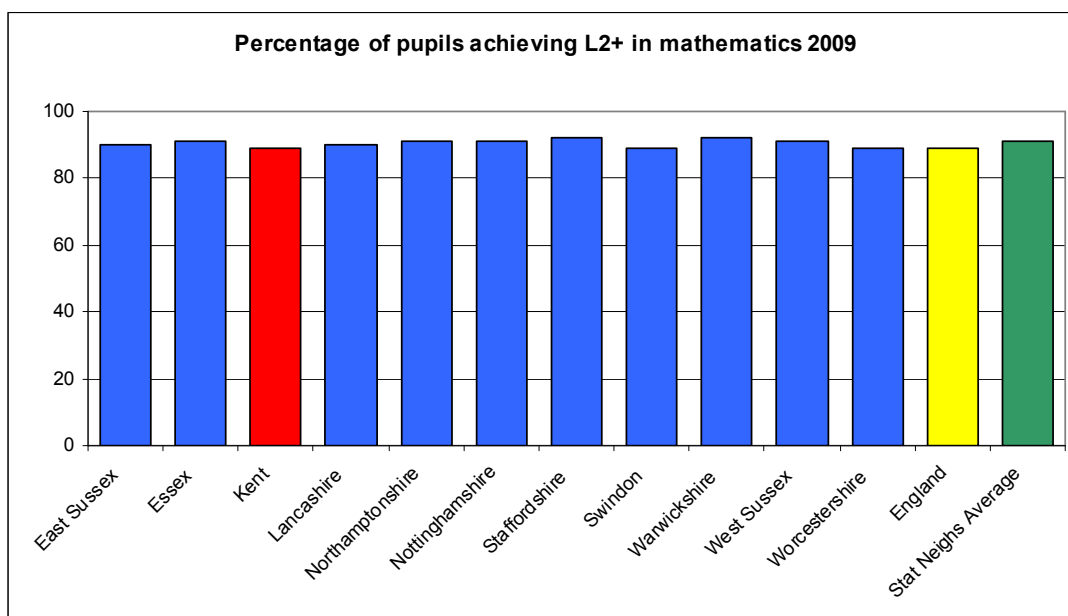
#### Key Priorities:

The Local Authority will focus on increasing the percentage of children achieving: at least six points in all aspects of communication, language and literacy (CLL) **and** at least six points in all aspects of personal, social and emotional (PSE) development **and** also achieving a point score overall of at least seventy-eight **points** in their Foundation Stage Profile.

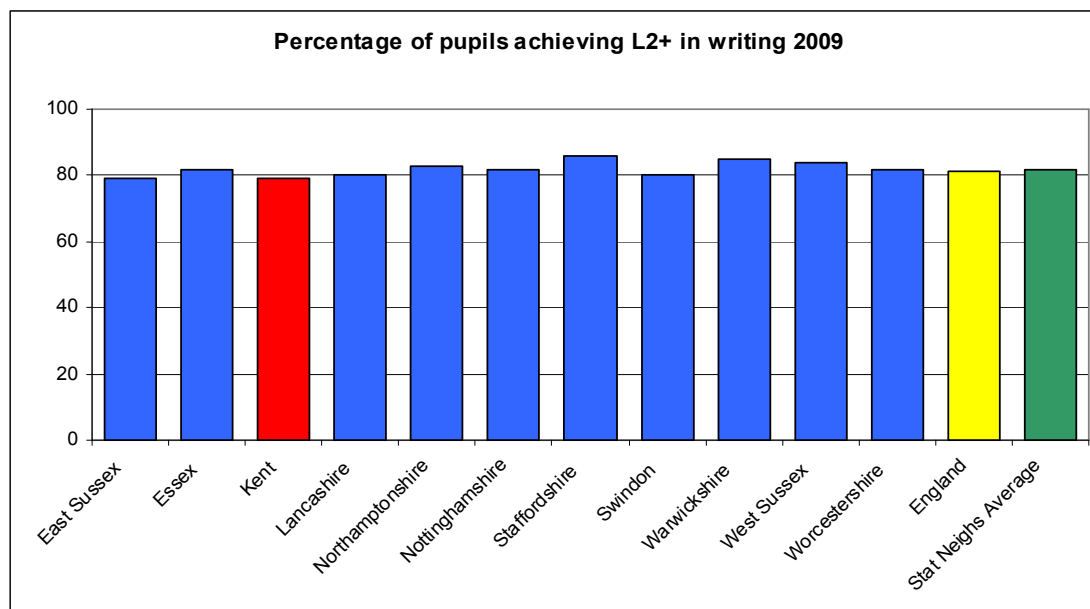
## 2. PRIMARY KEY STAGE ONE

**Kent seven year olds** achieved in line with the national average in reading and mathematics at level 2. Performance in reading and mathematics at Level 2b are also in line with the national average and with statistical neighbours (see table 2). At Level 2 in writing, standards dipped slightly against 2008 level results but as still in line with statistical neighbours (see table 3).

Table 2



**Table 3**



At the higher Level 3, reading, writing and mathematics are all well above the national average. The gender differences in performance in Kent mirror the national picture, with girls' performance exceeding that of boys' except for Level 3 in mathematics.

### **3. PRIMARY KEY STAGE TWO**

#### **National Indicator 73**

**Achievement at level 4 or above in both English and mathematics at Key Stage 2**

#### **National Indicator 93**

**Progression by 2 levels in English between Key Stage 1 and Key Stage 2**

#### **National Indicator 94**

**Progression by 2 levels in mathematics between Key Stage 1 and Key Stage 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 trend with a dip in English. Kent schools did achieve their best ever results in writing at Level 4. Pupil progress by two levels between Key Stages 1 to 2 was 81.3% in English and 78.5% in mathematics (National Indicators 92 and 94).

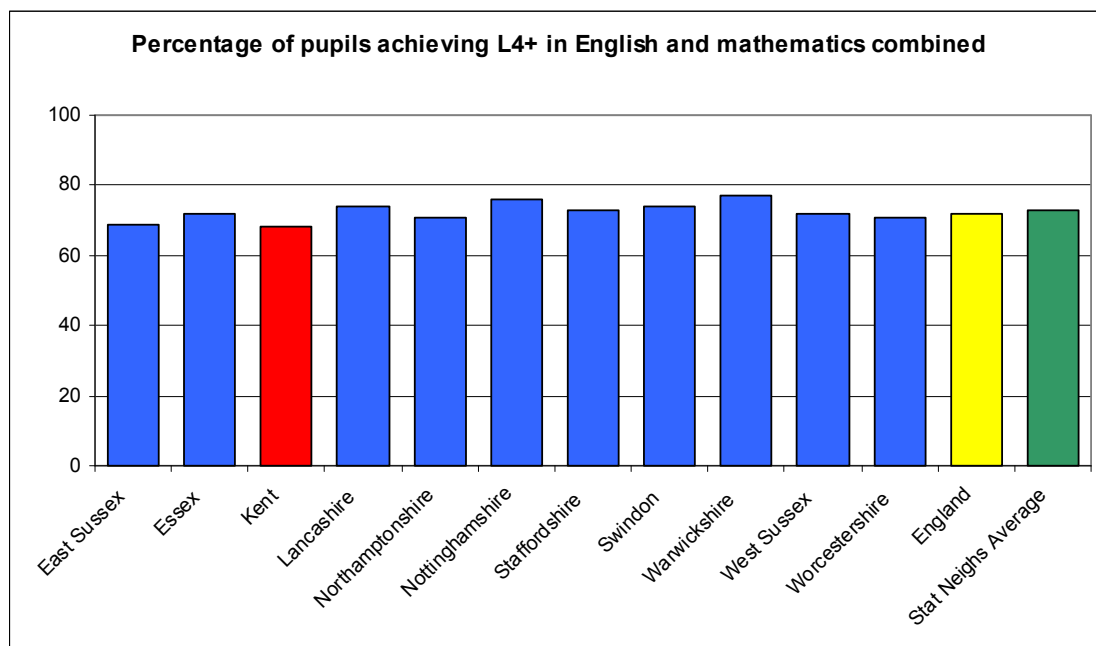
#### **3.1 National Target for Key Stage 2**

#### **National Indicator 76**

**The number of schools where less than 55% of pupils achieve level 4 in both English and mathematics at KS2**

All primary schools now work towards a target of 55% in English and mathematics at Level 4 and above. National results have shown that there is significant year on year variability in performance of schools below these targets and this is a cause for concern both nationally and within Kent. Table 4 indicates that Kent is performing below that of statistical neighbours.

**Table 4**



In English, 68 schools have still to achieve the target compared to 58 schools in 2008 and there was a similar increase nationally. Eight of these schools needed only one more pupil to achieve Level 4 in order to reach the target. In mathematics, 82 schools have still to achieve the target compared to 79 schools in 2008, again in line with a national increase. This target would have been achieved by a further 32 schools if one more child had achieved Level 4.

At Level 4 in English Kent is 2% below the national average, in mathematics 4% below the national average and for English and mathematics combined Kent is 17% below national figure. Kent is below the performance of statistical neighbours at Level 4 combined English and mathematics see table 4. There are 78 Kent primary schools that have not achieved the national target and these 'hard to shift' schools are now prioritised within a Primary school national challenge programme. These schools receive a high level of advisory resources and additional funding, including one to one tuition for individual children who are at risk of underachievement.

**Key priorities:**

The local authority will ensure that:

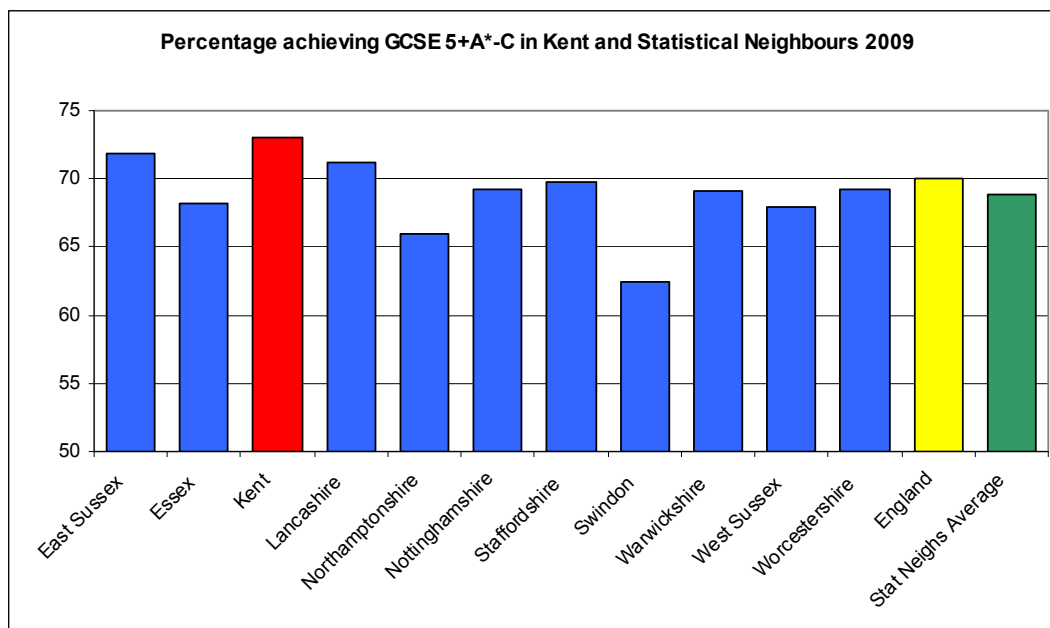
- there is an improvement in the standards in writing of seven year olds
- eleven year olds must make greater improvement in English and mathematics at Level 4

We will implement a range of strategies to ensure that all schools achieve the national target of 55% in English and mathematics by working closely with 31 primary schools that are not expecting to achieve this target in 2010 e.g. all children currently performing close to level 4 in English and/or mathematics will receive additional support and intervention within the World Class Primary Programme.

#### 4. SECONDARY KEY STAGE 4

In 2009, Kent's overall results were 73% of students achieving 5+ A\*-C at GCSE or equivalent, a further 5.4% improvement on performance in 2008. This is 3% above the national figure (70%) and Kent is ranked first out of all the statistical neighbours (see table 5).

**Table 5**

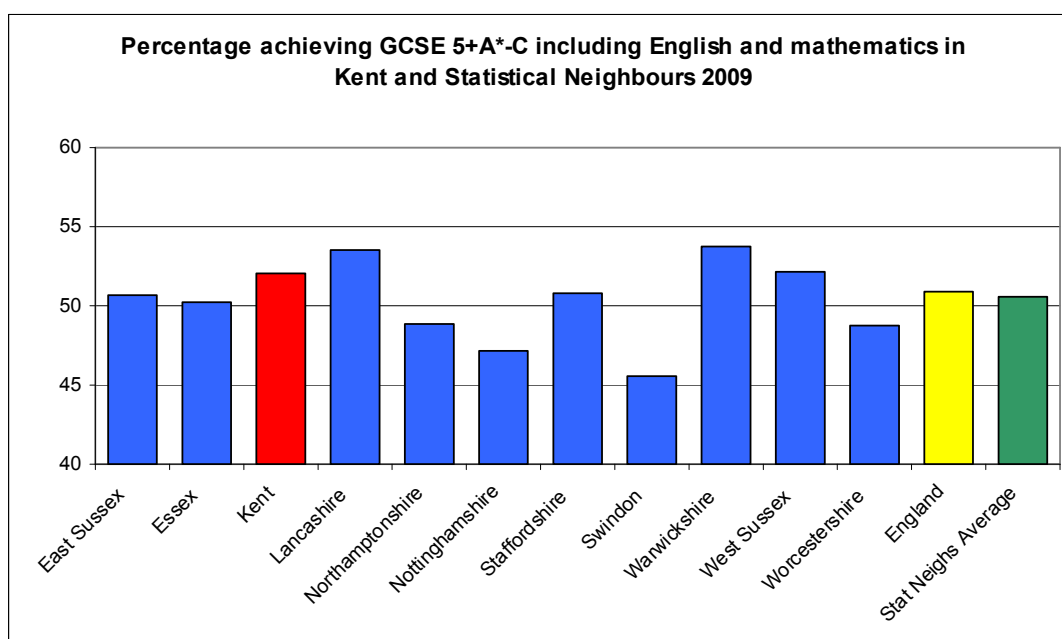


#### **National Indicator 75**

#### **Achievement of 5 or more A\*-C grades at GCSE or equivalent including English and mathematics**

Kent pupils also made good progress at GCSE 5+ A\*-C (including English and mathematics) with 52% of students achieving this measure in 2009 (see table 5). This is an increase of 2% from the 2008 results and above national (49.8%) by 2.2%. Sixty schools improved on their 2008 results with 56 schools placed in the top 25% of similar schools nationally. On this measure Kent was ranked third in comparison to statistical neighbours (see table 6).

**Table 6**



## 4.1 THE NATIONAL CHALLENGE PROGRAMME

### **National Indicator 78**

#### **Achievement of 5 or more A\*-C grades at GCSE and equivalent including GCSEs in English and mathematics (number of schools not reaching the floor target)**

In 2008 Kent had 33 schools in the National Challenge programme. In 2009 the number of Kent schools performing below the 2011 target has now been reduced to 18.

Twenty-two of the 33 schools improved on their 2008 results, fourteen of which improved by 5% or more. King Ethelbert school had a 20% increase rising from 14% to 34%.

Eight schools did not achieve as well as their 2008 performance. Predictions for students who were expected to achieve 5 A\*-C including English and mathematics were inaccurate. In most of these schools performance declined in either English or mathematics due to a lack of experienced and specialist teachers and inexperienced heads of English and mathematics departments. Pupil progress tracking was insufficiently robust and intervention programmes not well targeted. These schools have been subject to significant scrutiny through the government Review of the National Challenge Programme in Kent and rigorous plans have been put in place to ensure that there is not a repeat of this downward trend in 2010. (The Kent National Challenge Action Plan has been submitted and we are currently awaiting the response of the Secretary of State.

#### **Key Priority:**

In 2010 the local authority will urgently reduce the number of secondary schools below the 30% GCSE 5+ A\*-C (including English and mathematics) 2011 target.

## **5. POST-16**

The proportion of Kent students attaining at least 2+ A Levels at grade A to E increased by 1%. The percentage of students attaining this measure increased in 44 schools.

The average point score per student fell from 722.4 in 2008 to 712.8 in 2009. The average point score per student in grammar schools ranged between 706.1 and 1135.1. The range in high schools was from 349.7 to 733.4. Two high schools attained an average point score per student that was higher than the lowest attaining grammar school.

#### **Key Priority:**

We will work with school sixth forms to ensure that improvements are made in the average point score per student by ensuring appropriate curriculum pathways are in place for all abilities. (With the transfer of strategic planning and commissioning from the Learning and Skills Council to the local authority in April 2010, we will also have a stronger role in quality assurance of sixth form provision).

## **6. PERFORMANCE OF VULNERABLE GROUPS**

### **6.1 SPECIAL EDUCATIONAL NEEDS (SEN)**

The 2009 results for KS2 level 4+ in English and mathematics for SEN groups compared to national show that at school action plus and SEN with statements Kent results are similar or very close to national (school action plus 26% national, 25% Kent; SEN with statement 13% national, 13% Kent). At school action there is a 4% gap between national (38%) and Kent (34%)

The 2009 results for KS4 5+A\*-C including English and mathematics for SEN groups compared to national show that Kent performance is in line with or better than national; school action 21% national, 22% Kent; school action plus 13% national, 16% Kent; SEN with statement 7% national, 8% Kent

Analysis is entirely dependent upon schools accuracy in identifying pupils with special educational needs at school action and school action plus. Since 2005 there has been a positive trend of improvement in the progress of pupils with special educational needs at school action and for those with statements of special educational needs.

### **6.2 FREE SCHOOL MEALS (FSM)**

#### **National Indicator 102**

**Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4, the achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and the achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 4**

In 2009 the performance of children receiving free school meals was significantly lower than the non free school meal children. For eleven years olds the gap in performance at Level 4 was 30% and this is a larger gap than for schools nationally.

The gap was even wider for sixteen year olds with a 32% gap at GCSE 5 A\*-C including English and mathematics and this is significantly larger than for schools nationally. Five secondary schools are currently in a national project known as the Extra Mile and we are introducing our own Kent project this year to disseminate the successful strategies more widely in our schools.

### **6.3 MINORITY ETHNIC GROUPS**

Most eleven years olds of minority ethnic background achieving level 4+ in English and mathematics was at least the same as or better than all pupils. 75.6% of Indian children, 71.4% of children of Black African/White and Black African backgrounds achieved Level 4+ in English and mathematics compared to 68.2% for all pupils. In English, the % of children making the expected two levels of progress was consistently higher than all Kent pupils. 85.7% of Bangladeshi, 96.9% of children of Asian background (including Nepalese) made two levels of progress in English compared to 81.3% of all children.

Most sixteen year olds of minority ethnic background achieving 5 GCSE A\*-C including English and mathematics achieved at least the same as, or better than, all pupils. 70.8% of Indian children, 66% of children of Black African/White and Black African backgrounds compared to 52% for all Kent cohort. In English, the % of children making the expected three levels of progress was consistently higher than all pupils. 86.8% of Indian Children, 95.2% of children of Asian background (including Nepalese) compared to 66.2% for the all children.

### **6.4 KENT LOOKED AFTER CHILDREN (LAC)**

#### **National Indicator 99**

**Children in care reaching level 4 in English at Key Stage 2**

### **National Indicator 100**

**Children in care reaching level 4 in mathematics at Key Stage 2**

### **National Indicator 101**

**Children in care achieving 5 A\*-C GCSEs (or equivalent) at Key Stage 4 (including English and mathematics)**

Kent looked after eleven year olds achieved 31.6% at Level 4 or above in both English and mathematics. Only 6.3% of sixteen years old that are in the care of the local authority achieved 5 A\*-C (including English and mathematics) at GCSE in 2009. This is an unacceptable gap in performance and is one of the highest priorities for improvement both nationally and in Kent.

#### **Key Priorities:**

The local authority will:

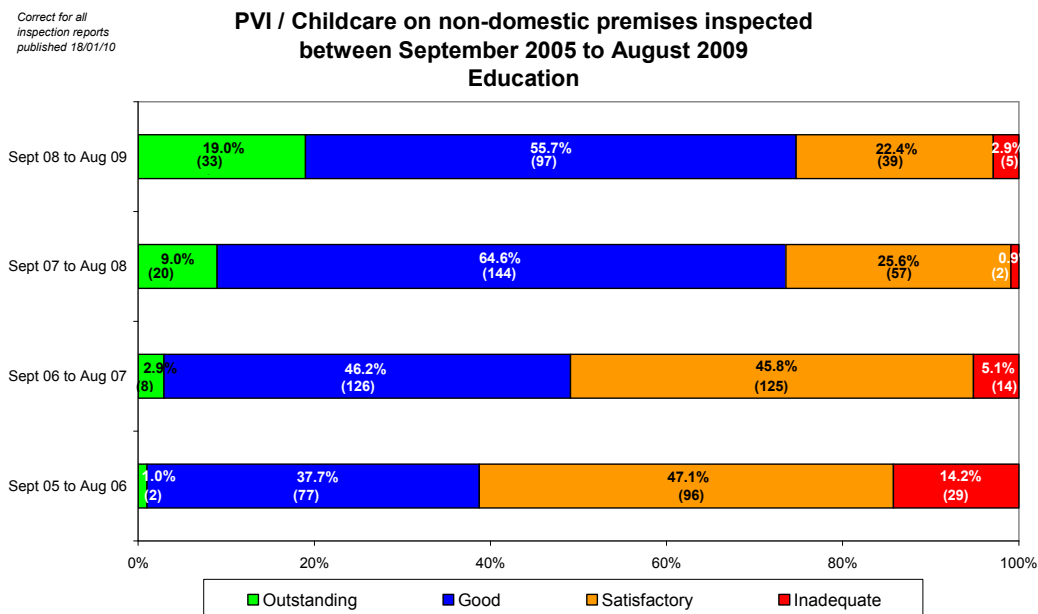
- urgently address the underachievement of children receiving free school meals and reduce the attainment gap for eleven year olds and sixteen year olds by engagement in the Extra Mile Project
- support schools to ensure that there are improvements in the standards and progress of Gypsy Roma Traveller children, European Union Accession State migrants and children of multiple heritage background especially White, Black and Caribbean children
- as one of its highest priorities improve the performance of looked after children and ensure that the gap is narrowed by more effective identification, tracking and intervention strategies such as one to one tuition
- help schools to identify pupils with special educational needs at school action and school action plus more accurately and to improve schools understanding of the local management of schools in relation to SEN funding

## 7. THE INSPECTION PROGRAMME

### 7.1 EARLY YEARS SETTINGS

One hundred and seventy six early years settings were inspected between the 1 September 2008 and 31 August 2009. One hundred and thirty three settings were judged to be good or better and 27 were judged as outstanding. A further thirty seven settings were judged to be satisfactory with six settings judged as requiring improvement.

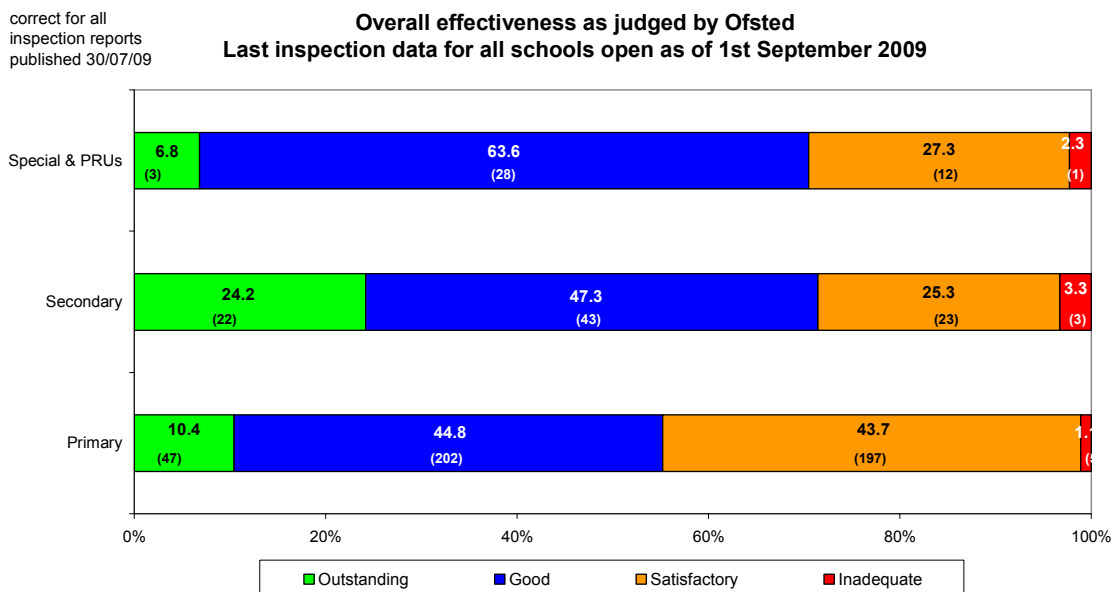
**Table 7**



### 7.2 SCHOOLS AND PUPIL REFERRAL UNITS (PRUs)

Between the 1 September 2008 and 31 August 2009, 192 schools were inspected, 27 schools had subject inspections and 15 schools received monitoring visits. 113 schools were judged to be good or better and 21 were judged as outstanding. A further seventy one schools were judged to be satisfactory with eight schools judged to require improvement.

**Table 8**



### **7.3 PRIMARY SCHOOLS**

Between the 1 September 2008 and 31 August 2009, two Primary schools were removed from Special Measures and two were removed from the category of Notice to Improve. Three Primary schools were given a Notice to Improve and one school was placed in Special Measures.

### **7.4 SECONDARY SCHOOLS**

Between the 1 September 2008 and 31 August 2009, one Secondary school was removed from the OfSTED category of Notice to Improve. Two Secondary schools were given a Notice to Improve and one was placed in Special Measures.

### **7.5 SPECIAL SCHOOLS AND PUPIL REFERRAL UNITS**

Between the 1 September 2008 and 31 August 2009, one Special school was removed from the OfSTED category of Notice to Improve. One Alternative Curriculum PRU was given a Notice to Improve.

#### **Key Priorities:**

The local authority will:

- support its Early Years Settings to improve the quality of learning and care
- reduce the number of schools that require significant improvement through earlier challenge and intervention for those schools that are judged as only satisfactory

From September 2009 to the beginning of February 2010 a further 69 schools have been inspected, 11 schools have had a subject or themed inspection and 11 schools have received a monitoring visit.

Twenty eight schools were judged to be good or better and three were judged as outstanding. A further 33 schools were judged to be satisfactory.

The new Ofsted Framework introduced in September 2009 with its 'limiting judgements' on achievement and safeguarding has been very challenging and has resulted in eight schools that require significant improvement, including five requiring special measures.

Three schools have been removed from Ofsted category.

#### **8. Recommendations:**

Members of the Learning & Development Policy Overview and Scrutiny Committee are asked to:

- Comment on the information provided and the overall standards highlighted
- Note the key priorities for improvement emerging from the scrutiny of standards
- Comment on any additional information required at this stage for the reporting cycle to the Learning and Development POSC.

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*Related Documents: None*

*Other Useful Information: None*