

<b>MEETING:</b>	<b>CHILDREN'S SERVICES SCRUTINY COMMITTEE</b>
<b>DATE:</b>	<b>22 OCTOBER 2010</b>
<b>TITLE OF REPORT:</b>	<b>STANDARDS IN THE PRIMARY PHASE.</b>
<b>OFFICER:</b>	<b>HEAD OF IMPROVEMENT AND PRIMARY TEAM LEADER</b>

**CLASSIFICATION:** Open

## **Purpose**

To provide the Scrutiny Committee with an overview of the standards in the Primary phase in Herefordshire in 2010.

## **Recommendation**

**THAT the Scrutiny Committee notes the content of this standards report and reflects on the actions to improve standards in the Primary Phase.**

## **Key Points Summary**

- Herefordshire has all through primary schools, with the exception of one infant and one junior school that are adjacent to one another. 55% of our schools have mixed age classes, with approximately a fifth of these having Y2/Y3 age groups.
- The vast majority of our schools are using 'Assessing Pupil Progress' materials to support teacher assessment and as such are involved in regular, termly in-house moderation activities. This means that usually within a school all staff are involved in the moderation process and that pupil levels are agreed across the school.
- Of all the pupils work externally moderated for reading, all were judged to be accurate. However, 8.5% of pupils work in writing was amended (with four being moved up one sub level and three moved down a sub level.) This was also the case for pupils work in mathematics.
- As in previous years, the moderation process in 2010 ran very smoothly. This is down to the experience and professionalism of the moderation team, made up of Headteachers, school practitioners and local authority officers. Schools have reported that they feel fully supported throughout the process.
- Target setting for key stage 1 has been introduced alongside statutory key stage 2 target setting and this will continue in 2010/11. Target setting meetings with school leaders are led by the School Improvement Partners.
- The following schools boycotted the KS 2 SAT assessments in 2010 - Lord Scudamore, Kings Caple, Sutton, Peterchurch, Bridstow, Lea , the Steiner Academy and Weston-under-Penyard. Nationally 25% of primary schools boycotted the Key Stage 2 tests and this was a much lower percentage in Herefordshire.

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Further information on the subject of this report is available from  
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- Due to falling rolls and the financial pressure this is placing on some schools, heads have had to consider carefully the organisation of classes at their schools. Some have reduced the number of classes and others have merged year groups, either on a full time or on a part time basis.
- Also due to the financial implications of falling roles the total hours of teaching assistants time has been reduced in some schools.
- Key stage one results continues to be a concern. Although there have been welcomed improvements in writing and some improvements in children achieving level 2B+ in reading and level 2C+ in maths, results are still not matching national averages.

## **Alternative Options**

- 1 No alternative options presented

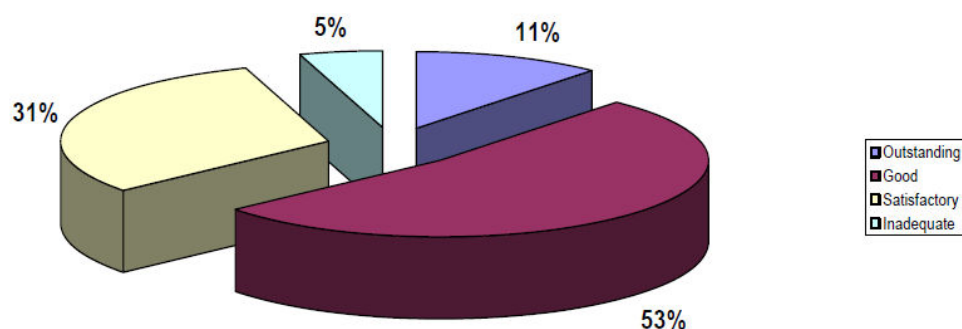
## **Reasons for Recommendations**

- 2 The report is presented as an overview of current standards and future actions for comment

## **Introduction and Background**

- 3 The first statutory assessment of children's progress comes at the end of the Reception year at school when children are 5 years old. It is measured and reported under the Early Years Foundation Stage profile. This is followed at age 7 by statutory Key Stage 1 assessment, measured through moderated teacher assessment and informed by the results of national tests.
- 4 National tests are undertaken at the end of key stage 2 in the summer term. Results are collected nationally and made available for schools and local authorities.
- 5 The Local Authority uses the information from both national tests/examinations, Ofsted inspections of schools and Local Authority performance monitoring to inform planning and to measure school effectiveness. A key role is to pinpoint where additional support is needed, and to identify the good practice to be shared.
- 6 The Herefordshire School Improvement Policy was agreed in the summer term 2010 and has been implemented since 1 September 2010.
- 7 The CYPD School Improvement Service – Improvement and Inclusion division plan was agreed in the Summer Term and is currently being implemented.
- 8 Two thirds of all of our schools (67%) have a current Ofsted rating of good or outstanding.
- 9 64% of our primary schools have a current Ofsted rating of good or outstanding.
- 10 57% of all schools inspected during this academic year were rated as good or outstanding. This compares to 67% in the 2008 – 2009 academic year.
- 11 78% of all schools inspected during this academic year stayed at the same rating, or improved on their previous rating. This compares to 85% in the 2008 – 2009 academic year.

## Current Ofsted Ratings for All Primary Schools



## Key Considerations

### 12 Key stage 1

- **Reading** results for 2010 show that the percentage of children who achieved level 2C + has remained similar to the 2009 data at 82.7% (table A). However, the national average has risen by one percentage point to 85%. This means that Herefordshire is around two points below national results.
- Herefordshire's percentage of pupils achieving level 2B+ has risen by one percent and has closed the gap between the Herefordshire and national average, a gap of only two percent.
- When reading results are analysed according to gender it is the boys who are underachieving, at both 2C+ and 2B+.(Table B)
- **Writing** results show an improvement from 2009 but are still below national averages (approximately 4% behind for level 2C+ and 2% for level 2B+). The percentage of pupils achieving level 1 in writing is still too high in Herefordshire.
- As in reading boys are not achieving as well as girls in writing and this is particularly the case for pupils achieving Level 2B+ with a gender gap at this level of nearly 19 % ( Table B).
- **Mathematics** shows a mixed picture with improvements in the number of pupils who achieved level 2C+ which is now only 0.5 % behind national, but a decline in the number of pupils achieving level 2B+.
- Again boys are not doing as well as girls but in mathematics the difference between the two is 3%, far less than the difference in reading and writing.

**Table A: KS 1 results for Levels 2C+ and 2B+ achievement in reading, writing and mathematics.**

	<b>Attainment 2008</b>	<b>Attainment 2009</b>	<b>Attainment 2010</b>
Reading Level 2C+	<b>84.8%</b> (84%)	<b>82.4%</b> (84%)	<b>82.7%</b> (85%)
Writing Level 2C+	<b>78.6%</b> (80%)	<b>76.8%</b> (81%)	<b>77.3%</b> (81%)
Maths Level 2C+	<b>89.3%</b> (90%)	<b>87.5%</b> (89%)	<b>88.5%</b> (89%)
Reading Level 2B+	<b>69.8%</b> (71%)	<b>68.9%</b> (72%)	<b>70.2%</b> (72%)
Writing Level 2B+	<b>53.6%</b> (58%)	<b>52.9%</b> (60%)	<b>53.8%</b> (60%)
Maths 2B+	<b>70.8%</b> (74%)	<b>71.8%</b> (74%)	<b>70.1%</b> (73%)
<b>Child percentage equivalent</b>	<b>0.06%</b>		

National figures in brackets

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**Table B: KS 1 results for Levels 2C+ and 2B+ achievement in reading, writing and mathematics showing the achievement of boys and girls.**

	<b>Boys Attainment 2010</b>	<b>Girls Attainment 2010</b>	<b>Difference between Boys and Girls</b>
Reading Level 2C+	<b>78.1%</b>	<b>87.4%</b>	<b>9.3%</b> (8%)
Writing Level 2C+	<b>70.8%</b>	<b>84%</b>	<b>13.2%</b> (12%)
Maths Level 2C+	<b>87%</b>	<b>90%</b>	<b>3%</b> (3%)
Reading Level 2B+	<b>68.3%</b>	<b>76.6%</b>	<b>8.3%</b>
Writing Level 2B+	<b>44.5%</b>	<b>63.3%</b>	<b>18.8%</b>
Maths 2B+	<b>68.6%</b>	<b>71.7%</b>	<b>3.1%</b>
<b>Child percentage equivalent</b>	<b>0.12</b>	<b>0.12</b>	

National figures in brackets

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- 12 Table C shows that performance at level 3 has dropped since last year in reading and maths, the largest decline being in mathematics (over 2%). Achievement in writing at level 3 has improved slightly but is still 3% behind national.

**Table C: KS 1 results for Level 3 achievement in reading, writing and mathematics.**

	<b>Attainment 2008</b>	<b>Attainment 2009</b>	<b>Attainment 2010</b>
Reading Level 3	<b>24.1%</b> (25%)	<b>25.3%</b> (26%)	<b>24.4%</b> (26%)
Writing Level 3	<b>8.3%</b> (12.0%)	<b>8.5%</b> (12.0%)	<b>9%</b> (12%)
Maths Level 3	<b>17.6%</b> (21%)	<b>18.2%</b> (21%)	<b>15.8%</b> (20%)
<b>Child percentage equivalent</b>	<b>0.06%</b>		

National figures in brackets

- 13 In view of the 2010 data the priorities for 2010/11 at key stage 1 for the School Improvement team have been identified as:
- Improving all subjects at key stage 1 with a particular emphasis on improving the performance of boys especially in reading and writing. Intervention programmes such as ECAW, ECAR, ECC and Numicon will help in addressing this. As will the early years CLLD phonics focus.
  - Improving the quality of leadership in schools to ensure that all pupils make the required progress and achieve well. Tightening up of SIP visits at school will ensure that leadership receives the rigour of effective challenge and support.
  - Improving the quality of governance to ensure that the leaders in schools are challenged and supported to drive improvements in standards. The setting up of a larger governor service will ensure that the delivery of key training will develop governor skills to focus on school improvement issues.
  - Improving the transition between Early Years Foundation Stage and the start of the National Curriculum at key stage 1. School Improvement Advisers and SIPs will work closely with schools to ensure that Headteachers ensure an effective transition between early years and the first year of the National Curriculum.

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- When analysing this year's key stage 2 results it is important to recognise that as some schools did not administer tests this year the national results may be over stated by one percentage point.
- It is also important to note that these results are only based on the 73 schools that carried out the assessments. Eight Herefordshire schools (including the Steiner Academy) boycotted the national key stage 2 tests in 2010.

**Table D: Key stage 2 results – three year trends.**

	<b>Attainment 2008</b>	<b>Attainment 2009</b>	<b>Attainment 2010</b>
<b>Level 4+ including English and Maths</b>	<b>72.2%</b> (72%)	<b>70.8%</b> (72%)	<b>71.4%</b> (74%)
<b>Level 5 including English and Maths</b>		<b>19.2%</b> (20%)	<b>19.5%</b> (23%)
<b>English Level 4+</b>	<b>81.2%</b> (80%)	<b>80.8%</b> (80%)	<b>79.2%</b> (81%)
<b>Maths Level 4+</b>	<b>77.3%</b> (78%)	<b>77.4%</b> (79%)	<b>77.9%</b> (80%)
<b>Science Level 4+</b>	<b>88.8%</b> (88%)	<b>89.5%</b> (88%)	<b>TA only</b>
<b>English Level 5+</b>	<b>30.8%</b> (29%)	<b>29.9%</b> (28%)	<b>31%</b> (33%)
<b>Maths Level 5+</b>	<b>29.2%</b> (31%)	<b>32%</b> (34%)	<b>30.4%</b> (35%)
<b>Science Level 5+</b>	<b>44.8%</b> (43%)	<b>45%</b> (43%)	<b>TA only</b>
<b>Child percentage equivalent</b>	<b>0.06%</b>		

National figures in brackets

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- Results for **level 4+ in English and maths** (National Indicator 73) have risen by 0.6% from 2009 to 71.4%. However, national results have improved by 2% to 74%. Herefordshire results for this measure falls short of the overall LA target of 79%.
- Five schools had less than 55% of pupils gaining at least level 4 in both English and Maths. (Not including Specials and Steiner)- National Indicator 76. This is an improvement on 10 schools last year, but falls short of the LA target of 2 schools.
- Results for **level 5 English and maths** have improved slightly from 2009 but are still below national average.
- Results for **English at level 4+** have declined whereas national results have improved. However, this year 7 schools had less than 65% of pupils gaining at least level 4, compared to 10 schools last year.
- When analysing the results by gender, boys achieved 73.6% which is down 1.7% from last year's result of 75.3%. Girls achieved 85.5% which is down 1.5% from last year's result of 87.0%. The gender difference is wider than national figures.
- 51% of schools matched or improved their results for pupils achieving level 4+ in English
- Results for **Maths at level 4+** have improved by 0.5% from last year but below the national average of 80.0%. 14 schools had less than 65% of pupils gaining at least level 4, compared to 16 schools last year.
- 14 schools had less than 65% of pupils gaining at least level 4, compared to 16 schools last year.
- When analysing the results by gender, boys achieved 77.9% which almost matches last year's result of 78%. Girls' results also closely match last year's results. Gender differences match national figures.
- 53% of schools matched or improved their results for pupils achieving level 4+ in Mathematics
- Herefordshire results for **English at level 5** are the best for three years but as national results this year improved for level 5 we are still 2% below the national average for this measure.
- This 2% difference is reflected in both the boys and girls results. (Table E).
- 63% of schools had 25% or more pupils achieving level 5 in English with one in five of our schools achieving 50% or better in level 5.
- Herefordshire results for **mathematics at level 5** have dropped from last year and are now over 4% behind the national average.
- Results for both boys and girls are equally behind national gender figures.
- 71% of schools had 25% or more pupils achieving level 5 in Mathematics with one in eight of our schools achieving 50% or better in level 5.



Table E: Key stage 2 results showing the achievement of boys and girls.

	Boys Attainment 2010	Girls Attainment 2010	Difference Attainment 2010
<b>Level 4+ including English and Maths</b>	<b>68.6%</b> (71%)	<b>74.6%</b> (77%)	<b>6%</b> (6%)
<b>Level 5 including English and Maths</b>	<b>18.4%</b> (20%)	<b>20.8%</b> (25%)	<b>2.4%</b> (5%)
<b>English Level 4+</b>	<b>73.6%</b> (76%)	<b>85.5%</b> (85%)	<b>11.9%</b> (9%)
<b>Maths Level 4+</b>	<b>77.9%</b> (80%)	<b>77.8%</b> (80%)	<b>+0.1%</b> (0%)
<b>English Level 5+</b>	<b>24.4%</b> (26%)	<b>38.3%</b> (40%)	<b>13.9%</b> (14%)
<b>Maths Level 5+</b>	<b>33.2%</b> (37%)	<b>27.4%</b> (32%)	<b>+5.8%</b> (+5%)
<b>Child percentage equivalent</b>	<b>0.11%</b>	<b>0.12%</b>	

National figures in brackets

- Two level progress data shows that pupils have made better progress in English than in maths (table F)
- Maths progress data is similar to the 2009 results. However we have missed our target of 87% (N194)
- English progress data has declined significantly since 2009. and this is still below our target.(N193)

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**Table F: two level progress percentages for English and mathematics from Key Stage 1 to Key Stage 2.**

	<b>Attainment 2008</b>	<b>Attainment 2009</b>	<b>Attainment 2010</b>
<b>2 levels progress English</b>	<b>90.8%</b>	<b>90.9%</b>	<b>86.4%</b>
<b>2 levels progress Maths</b>	<b>77.7%</b>	<b>80.5%</b>	<b>80.2%</b>

15 In view of the 2010 data the priorities for 2010/11 at key stage 2 for the School Improvement team have been identified as:

- Improving all subjects at key stage 2 with a particular emphasis on improving the progress of all pupils in maths and the performance of the more able in the subject. Key interventions such as one to one tuition in English and mathematics will ensure that targeted support will be effective in accelerating progress and improving standards, The MAST training for teachers will improve teacher subject knowledge and will build up a team of teachers to support other schools in developing teacher subject knowledge in maths,
- Improving the quality of leadership in schools to ensure that all pupils make the required progress and achieve well. Tightening up of SIP visits at school will ensure that leadership receives the rigour of effective challenge and support.
- Improving the quality of governance to ensure that the leaders in schools are challenged and supported to drive improvements in standards. The setting up of a stronger governor support service will ensure that the delivery of key training will develop governor skills to focus on school improvement issues.
- LA consultants will deliver focussed bespoke training and support for schools in targeting appropriate intervention to help move all pupils who achieve 2C at key stage 1 to level 4 at key stage 4, along with moving all pupils who achieve level 3 to a level 5

## **Community Impact**

16 Improving pupils' achievement in the basic skills of English and maths will improve their life chances and consequently their contributions to the wider community.

## **Financial Implications**

17 The costs of the training programme will be covered by current training budgets already identified.

18 Training and support would be delivered by the existing team School Improvement Partners, School Improvement advisors and consultants.

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## **Legal Implications**

19 The proposals will ensure that the Local Authority and Heads are able to meet the legal requirements for the primary phase assessment and reporting.

## **Risk Management**

20 No risks identified at this stage.

## **Consultees**

None

## **Appendices**

None

## **Background Papers**

KS 1 Moderation Report.

Herefordshire Council: School Improvement Policy.

Glossary of Terms