

**REPORT TO:** Executive

**REPORT FROM:** Lynda Fisher

**REPORT BY:** Paddy Bradley

**DATE:** 21<sup>st</sup> September 2004

**TITLE:** End of key stage assessments and GCSE results 2004

### **Purpose**

1. To update the Executive on local and national provisional key stage assessment and GCSE results for 2004 and to describe the actions that the LEA will take to secure further improvement.

### **Recommendations**

2. The Executive notes the city averages for 2004 in comparison with this year's national averages and the trend in results since 2000.
3. The Executive receives a report in November on the further specific actions to be taken to raise standards further at GCSE, in science and mathematics and to improve the achievement of gifted and talented pupils in all subjects.
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### **Background**

5. Performance of pupils is formally reported at the end of each key stage, although schools now typically set pupil level targets against which progress is measured in all years.
6. Schools are required to set targets for the end of each key stage, although only those at key stages 2-4 are statutory. Data are collected in two or more of the core subjects of English (reading and writing), mathematics, science and ICT, depending on the key stage.
7. For Key Stage 1, data are collected via the LEAs from schools. Data for key stages 2-4 are derived from the Qualifications and Curriculum Authority (QCA) and based on national tests.
8. In 2004, the LEA has taken part in a national trial at Key Stage 1 to produce a single teacher judgement on pupils' progress that incorporates teacher assessment and the outcomes of SATs tests. The process is likely to be rolled out to the rest of the country in 2005. The trial is sufficiently robust to enable comparisons to be made with previous years' results.

9. Taken over the last five years, trends in the City have been upward and generally ahead of national trends. This has to be seen in the context of starting from very low baselines, and especially so at key stages 3 and 4.
10. All data at Key Stages 2 and 3 and at GCSE are provisional. The results at Key Stage 1 are confirmed. In 2004, the national reporting of results has been badly affected by problems with the collation of data. The results for English at Key Stage 3 are incomplete and were not released with the other national provisional data on the 24<sup>th</sup> and 26<sup>th</sup> August. At the time of writing, the DfES has not given a publication date for the results for English.

## **Commentary**

### **Key Stage 1**

#### 11. Trends in LEA performance:

- 11.1 In 2004, in 5 out of 6 indicators, the LEA's performance is above the national average. In the remaining test score, Reading L2+, Portsmouth's average is the same as that achieved nationally.
- 11.2 Over the last 5 years, there has been good improvement in literacy scores, particularly writing. Pupils' performance at L2b+ has improved at a much greater rate than nationally (reading, +6 %points, nationally + 4% points, writing, +10 %points, nationally +6 %points). Performance in mathematics is at a higher level than literacy and the trend has been to broadly maintain these high standards.
- 11.3 When compared with national averages, Key Stage 1 is the highest performing key stage.
- 11.4 However, only 2 out of the 6 Local Public Sector Agreement (LPSA) targets have been reached. These are writing and mathematics at Level 2b+.

### **Key Stage 2**

#### 12. Trends in LEA performance:

- 12.1 The improvement in English is 4 times the national rise. The dip in performance in 2003 was the only decline since tests started in 1996.
- 12.2 Performance in mathematics has remained static for three years.
- 12.3 When taken together, the LEA's performance in English and mathematics shows consistent improvement since 2001. This is reflected in a letter from David Milliband, Minister for School Standards, who congratulated the LEA and schools on the performance since 2001, stating that Portsmouth was in a small group of LEAs that had maintained consistent rates of improvement.

- 12.4 Performance in science is declining slightly, but remains close to national averages.
- 12.5 For the first time we have 2 schools that have achieved 100% level 4+ attainment in all three subjects.
- 12.6 Attainment at the higher level 5+ is an area for improvement in all subjects. The gap between our performance and national averages is at its widest at the higher levels.

### **Key Stage 3**

#### 13. Trends in LEA performance:

- 13.1 The year on year improvement in mathematics continues, although confirmation of results is required as the DfES holds a lower figure for our L5+ performance.
- 13.2 The results in science are poor and a cause of serious concern. We are not achieving the progress in science from Key Stage 2 to Key Stage 3
- 13.3 We have less data about comparative ICT performance, but the year on year improvement continues.
- 13.4 The publication of English results is delayed until there can be a national reconciliation of levels from pupils' scripts.
- 13.5 Whilst we await the results for English, it is highly unlikely we will meet any of the PSA targets at Key Stage 3.

### **GCSE**

#### 14. Trends in LEA performance:

- 14.1 There is a limited set of data for 2004. The large improvement in 2003 has not been maintained at 5 A\*-C. The decline is likely to be between 2 and 3%points. However, we remain at a higher average than that achieved in 2002. The variation in performance between schools and the dip in performance in 6 out of 10 secondary schools
- 14.2 Three schools have improved their results in 2004, but at 6 schools, results have declined.
- 14.3 The results are well below the predicted achievement indicated by schools in the autumn term.
- 14.4 The national floor target at 5 A\*-C is now 30% and 3 schools are below this level.
- 14.5 We are not confident of reaching the PSA targets at GCSE.

## Actions

15. We will complete visits to all secondary schools by the 24<sup>th</sup> September. The purpose of the visits is to discuss with headteachers their analysis of the 2004 results and their immediate plans to secure improvement in 2005. The LEA will complete a more detailed analysis of GCSE performance once subject level data is available at the end of September. We will gain an understanding of why results at GCSE have dipped in 2004 when earlier indications had suggested we would reach our PSA target of 46% achieving 5 A\*-C.
16. There is a similar plan to discuss results in the primary phase with headteachers of schools where results have declined significantly. The focus is raising achievement in mathematics and science and understanding factors in schools which helped or hindered their performance.
17. We will use these visits to collate examples of effective practice particularly in the areas of teacher assessment, performance management and mentoring students. We will disseminate this practice through planned training for senior managers and governors on data analysis and setting and achieving targets.
18. The priority for action in the secondary phase is monitoring, challenge, intervention and support in the three schools below the floor target of 30% achieving 5 A\*-C. These schools are City of Portsmouth Boys' School, Miltoncross and Mayfield. They attract the highest levels of monitoring, challenge and intervention in addition to closely targeted support.
19. In order to increase the LEA's capacity to respond to the issues in secondary schools, we will purchase time from an external consultant to pick up some of the additional responsibilities of the Senior School Improvement Adviser - Secondary. This will enable her to concentrate, in particular, on school improvement at City Boys and Miltoncross. The focus for LEA actions in these schools is to:
  - complete a thorough audit of pupil achievement, training school managers if required;
  - ensure the curriculum is managed effectively to enable all pupils to have the opportunity to achieve their expected grades;
  - improve teacher assessment and tracking of pupils' progress so that the schools' knowledge of pupils' current levels of attainment is accurate;
  - confirm that performance management within the schools is rigorous and that the governing bodies are made fully aware of the schools' effectiveness; and
  - monitor the schools' progress through agreed action plans and monthly visits by the Senior School Improvement Adviser – Secondary.
20. Mayfield School is an improving school, although its results remain low. The strong leadership provided by the headteacher and the clear direction set by the governing body is increasing the capacity of the school to remedy its weaknesses with a decreasing support role required of the LEA. We will confirm that the actions outlined in paragraph 18, which are standard practice in good

and improving schools, are implemented at Mayfield.

21. Other secondary schools also have requested support to raise standards from the 2004 levels and planning is in place to co-ordinate this support to the best effect.
22. Standards in science at Key Stage 3 are a cause of serious concern and the drop at Key Stage 2 requires attention. We are currently advertising for a science adviser. In the short-term, we will support schools to carry out a pupil-level analysis of test answers in order to identify issues for teaching and curriculum coverage. We are increasing the capacity within the School Improvement Service to support science by purchasing more curriculum support and approaching neighbouring LEAs and some of our statistical neighbours to purchase time from leading teachers to focus on motivational, inspirational teaching at all ages. We are exploring the idea of recruiting a primary consultant to add science expertise to the primary strategy team.
23. In mathematics at Key Stages 1 and 2, a second primary strategy consultant started with us at the beginning of September. This enables us to have a full complement of staff for the first time in a year.
24. The responsibility for improving the achievement of gifted and talented pupils will be taken by the Senior School Improvement Adviser – Primary. We will extend our target setting process to include level 3+ in Key Stage 1 and maintain current procedures for level 5+ at Key Stage 2 and level 6+ at Key Stage 3. Actions to improve the achievement of our gifted and talented pupils will feature in the LEA's action plan in response to the recent inspection.
25. We will be able to develop specific action plans at GCSE, in science and mathematics and for the attainment of gifted and talented pupils once we have completed a thorough analysis ourselves and with schools. This will be available in November.

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Strategic Director of Education & Lifelong Learning

## **Appendices**

**1. Key Stage 1 (age 7)**

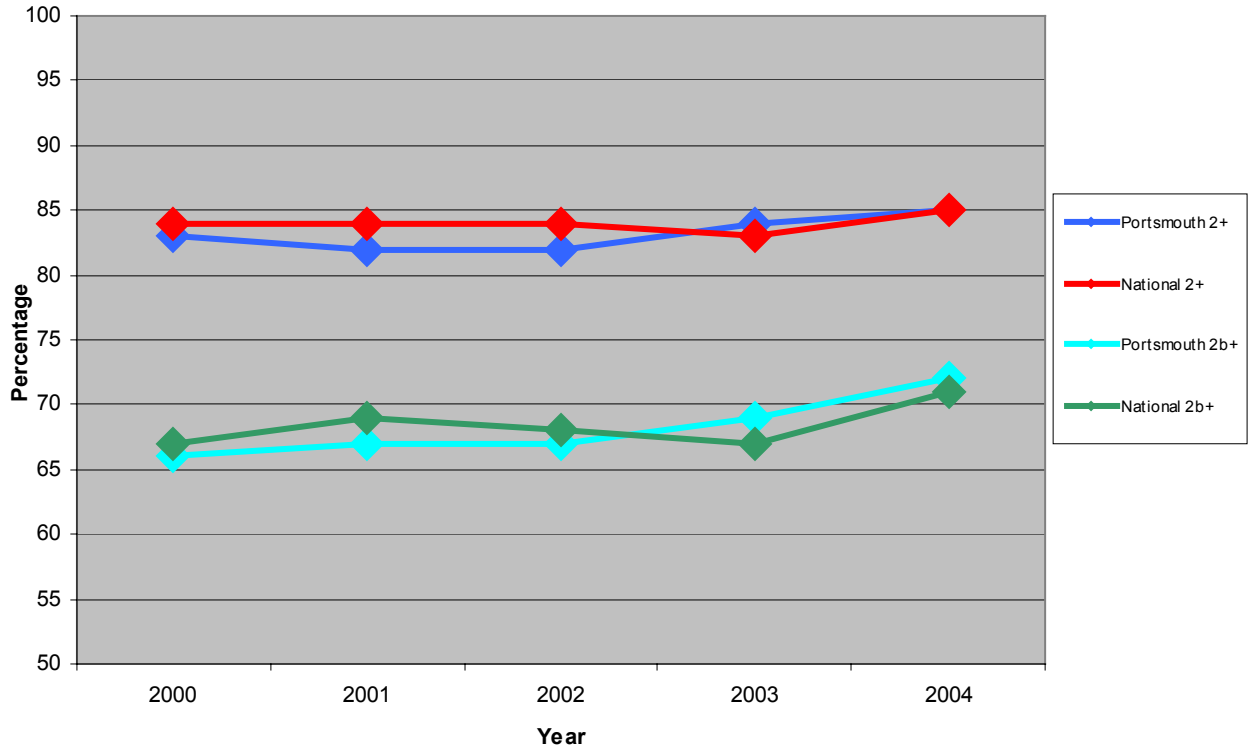
**2. Key Stage 2 (age 11)**

**3. Key Stage 3 (age 14)**

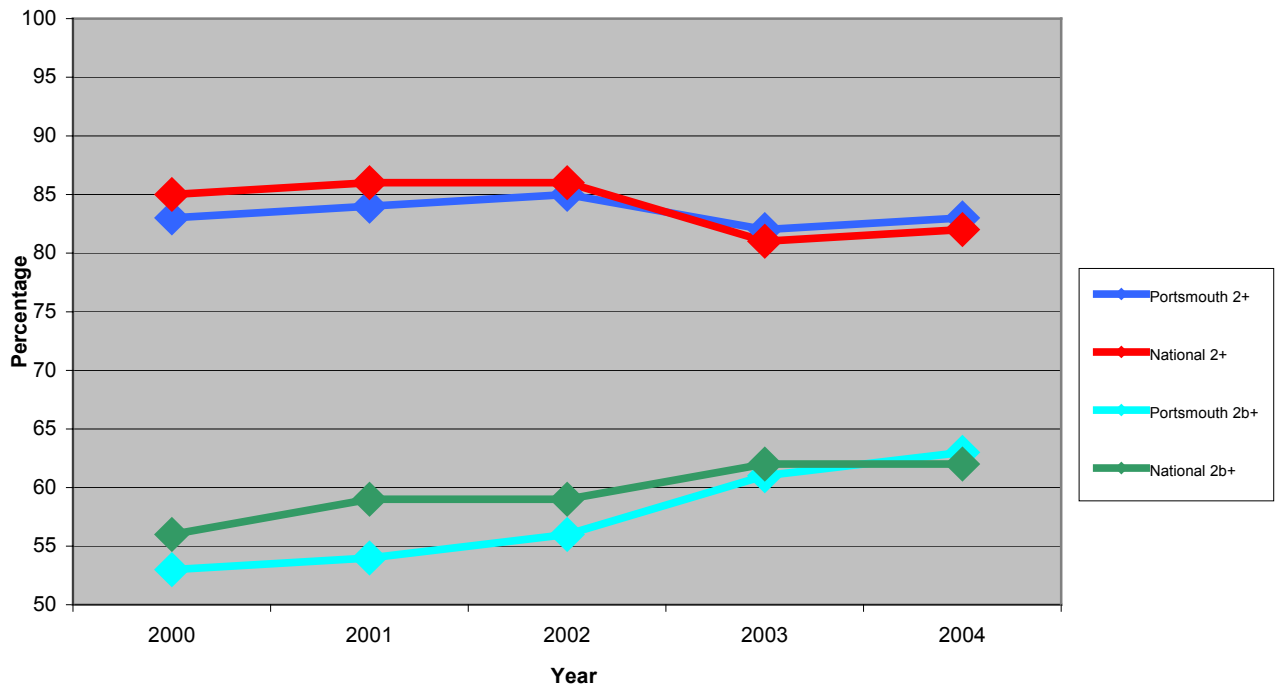
**4. Key Stage 4 (age 16)**

# Key Stage 1 (age 7)

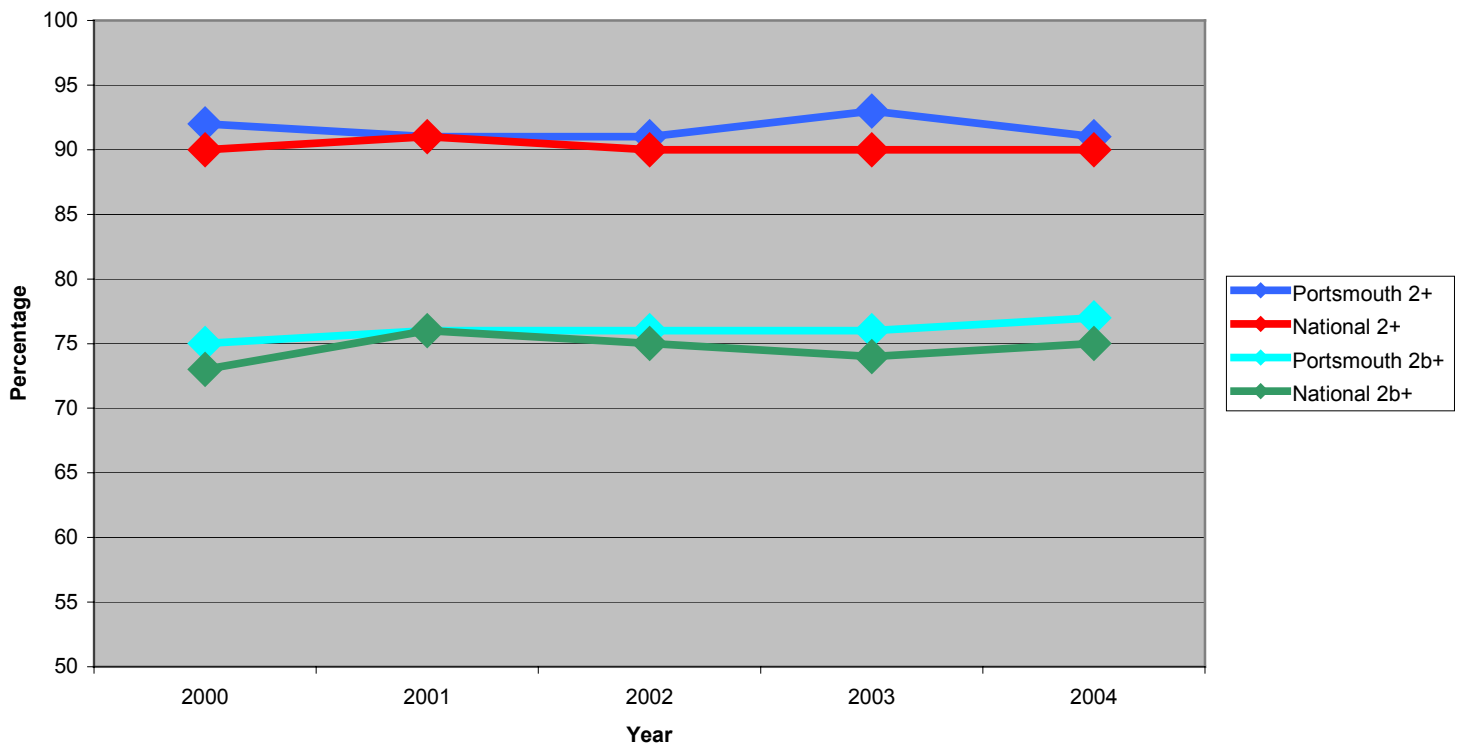
## Reading Level 2+ and 2b+



## Writing Level 2+ and 2b+

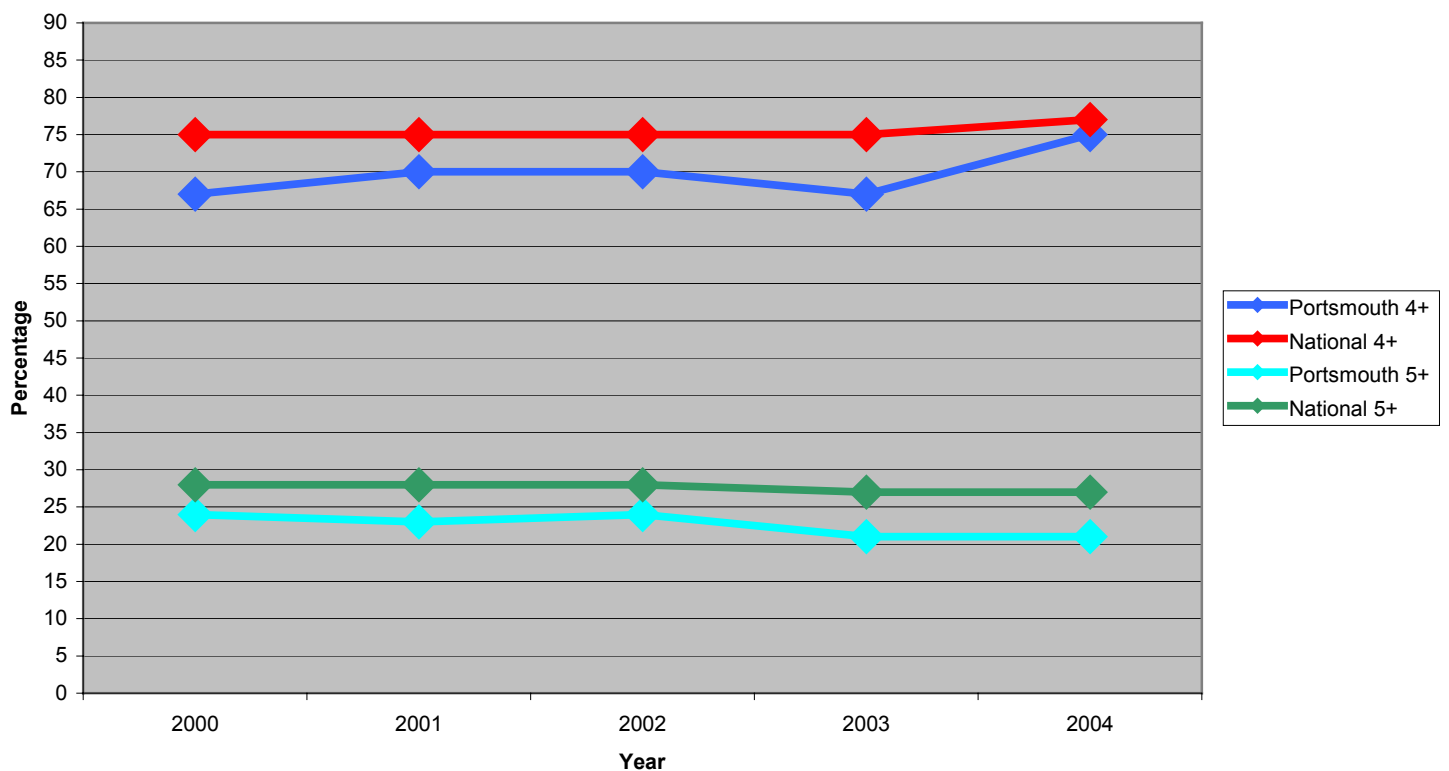


## Mathematics Level 2+ and 2b+



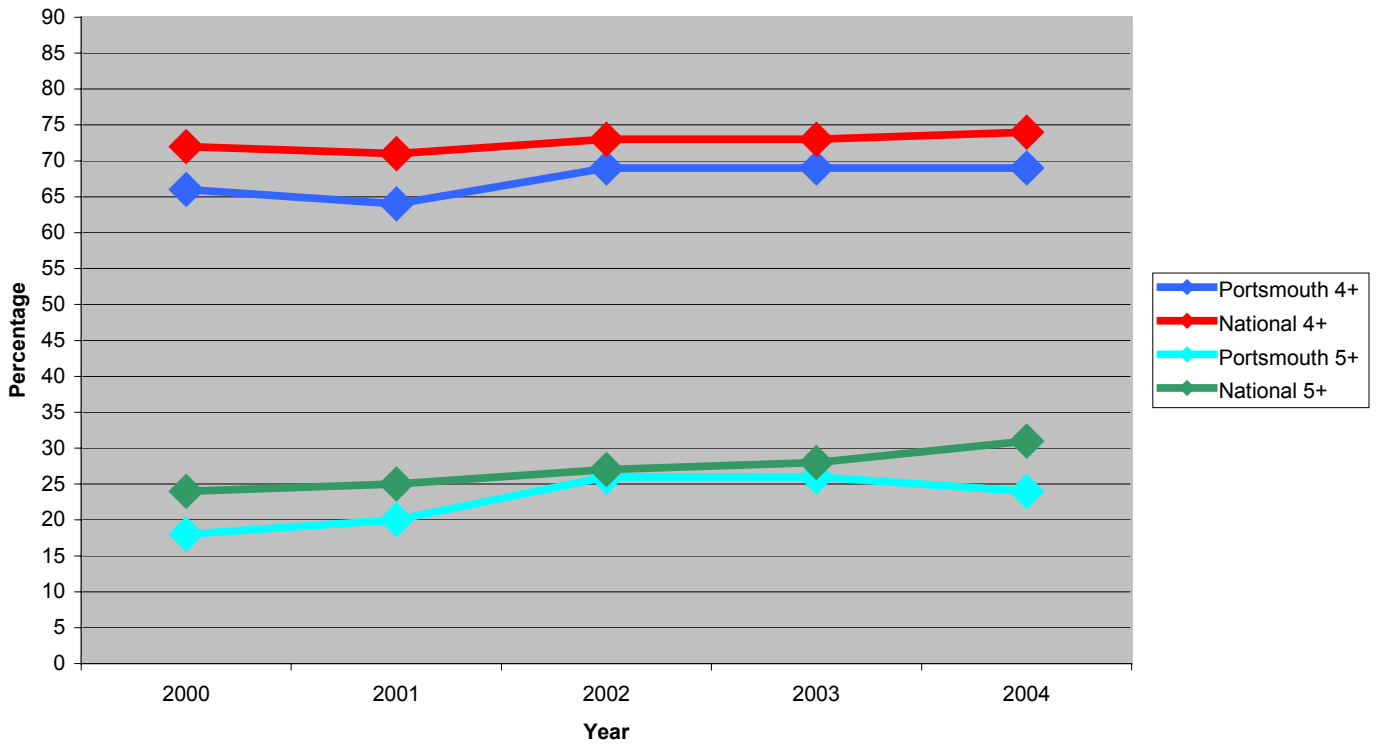
## 2. Key Stage 2 (age 11)

### English Level 4+ and Level 5+

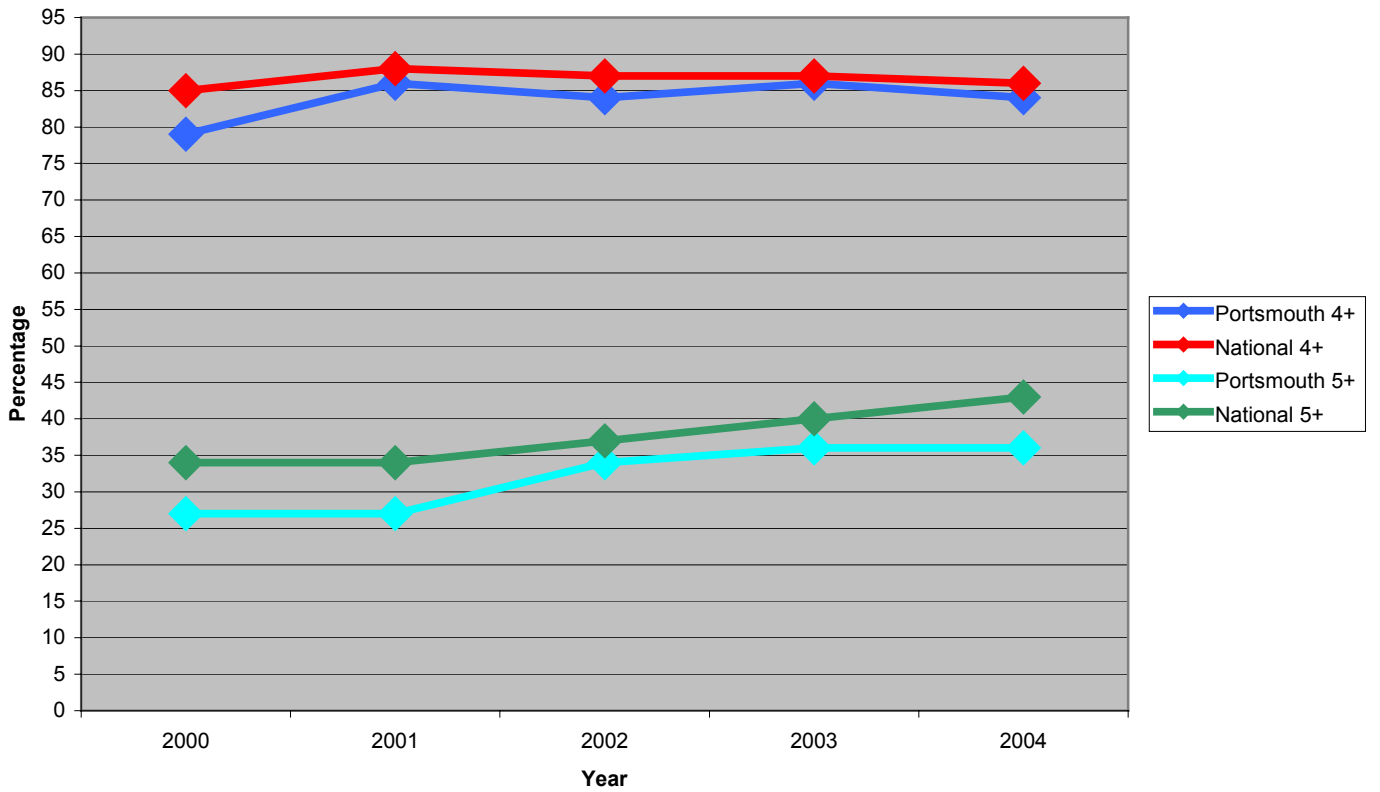




### Mathematics Level 4+ and 5+

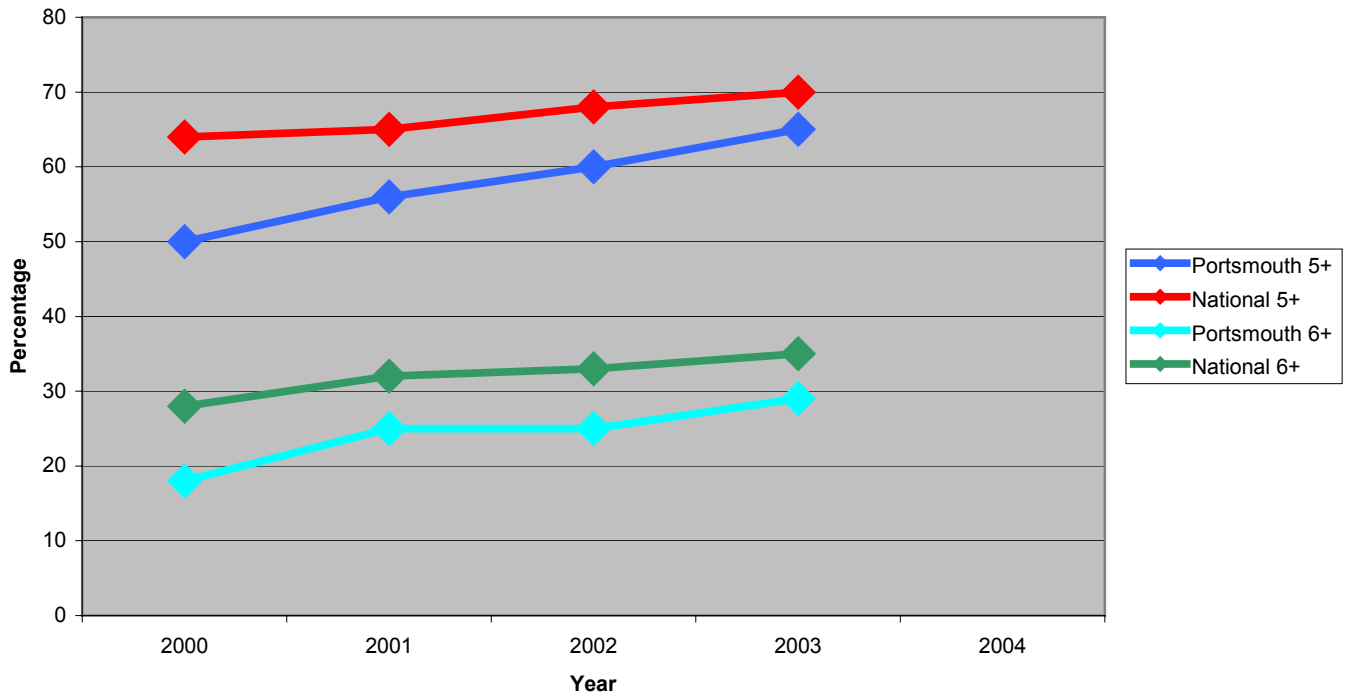


### Science Level 4+ and 5+

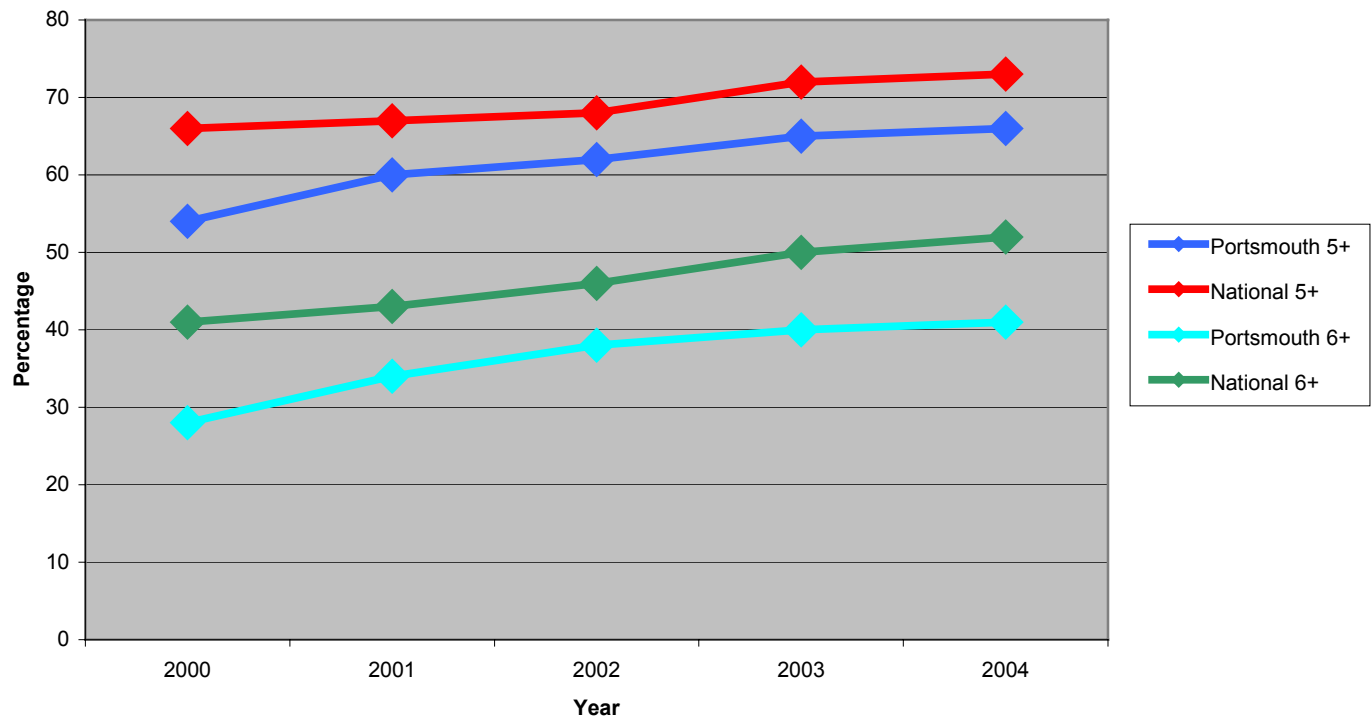


### 3. Key Stage 3 (age 14)

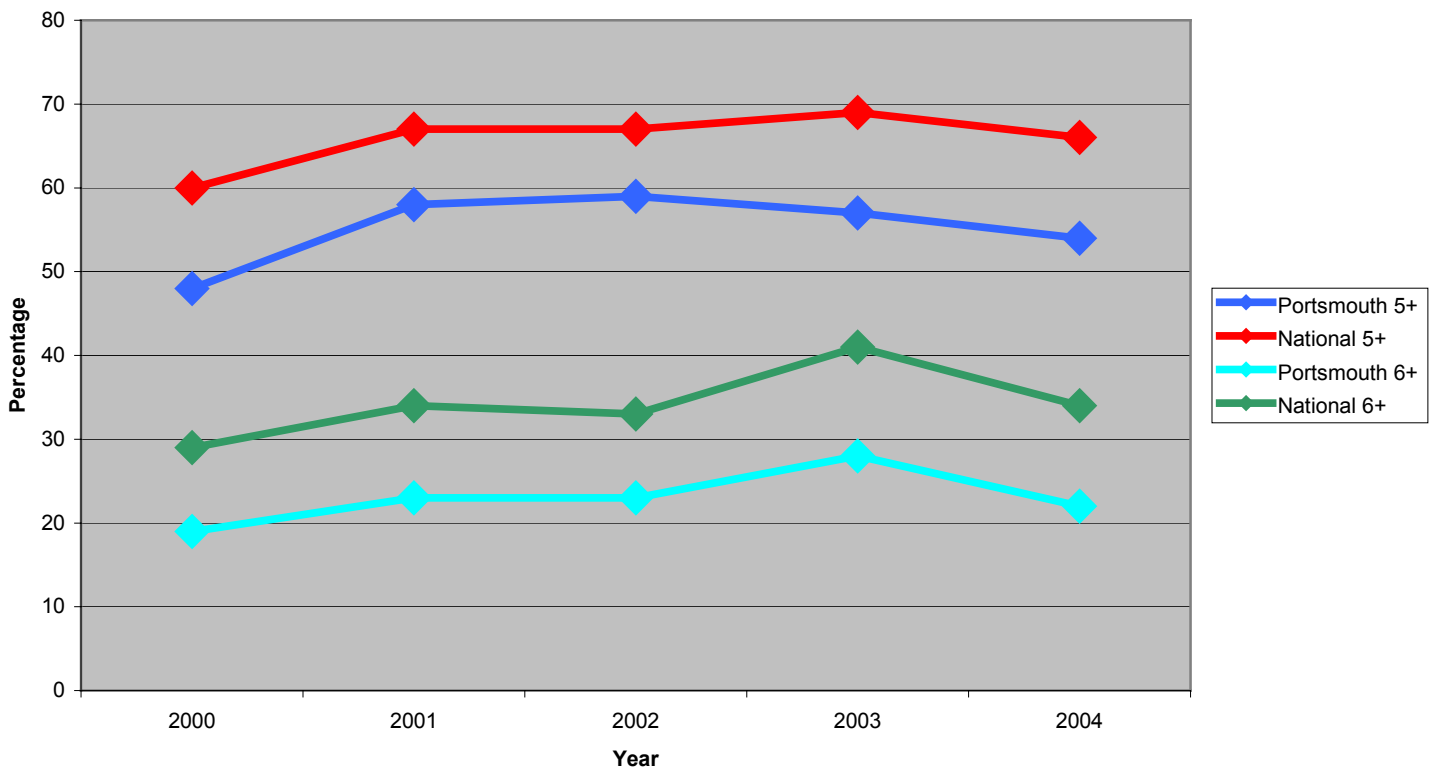
English Level 5+ and 6+



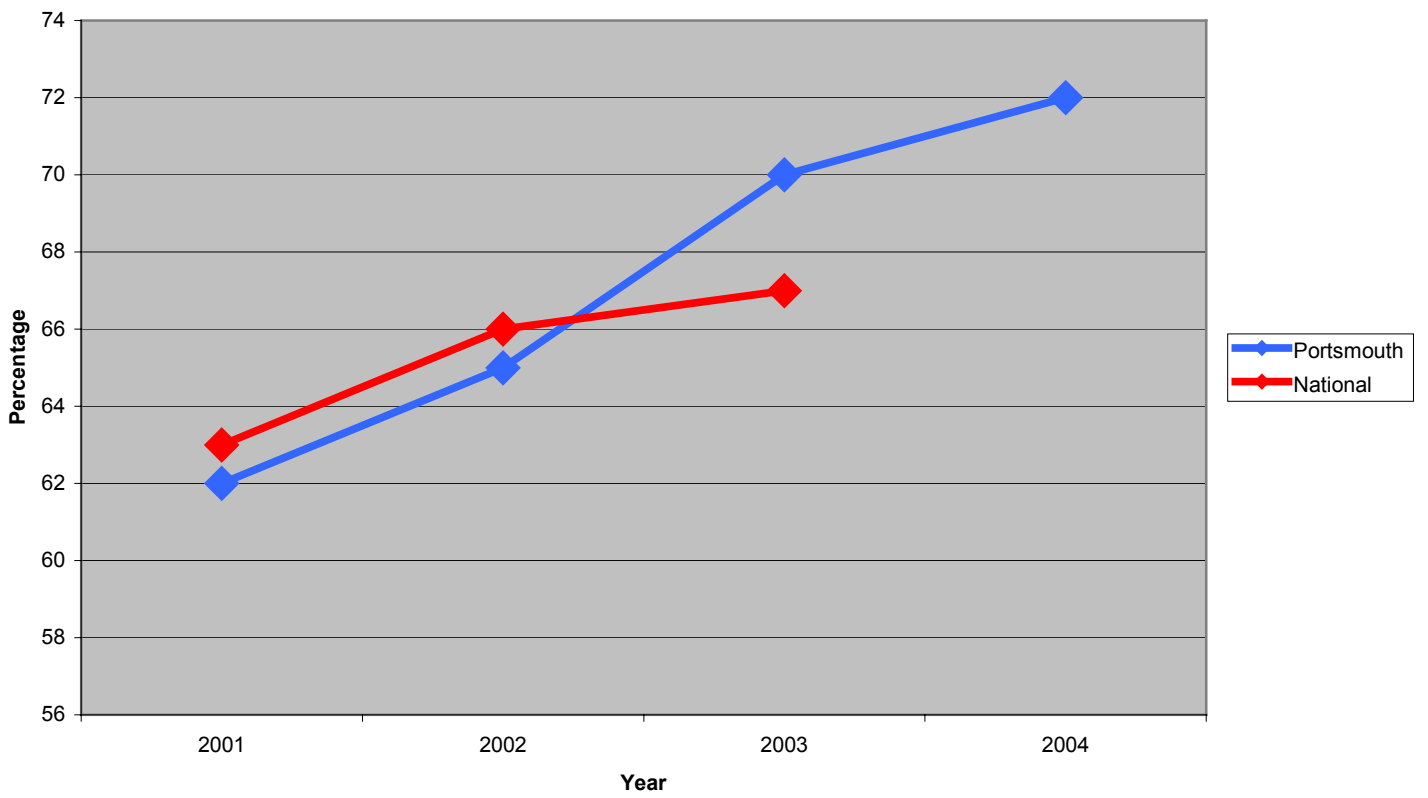
Mathematics Level 5+ and 6+



### Science Level 5+ and 6+

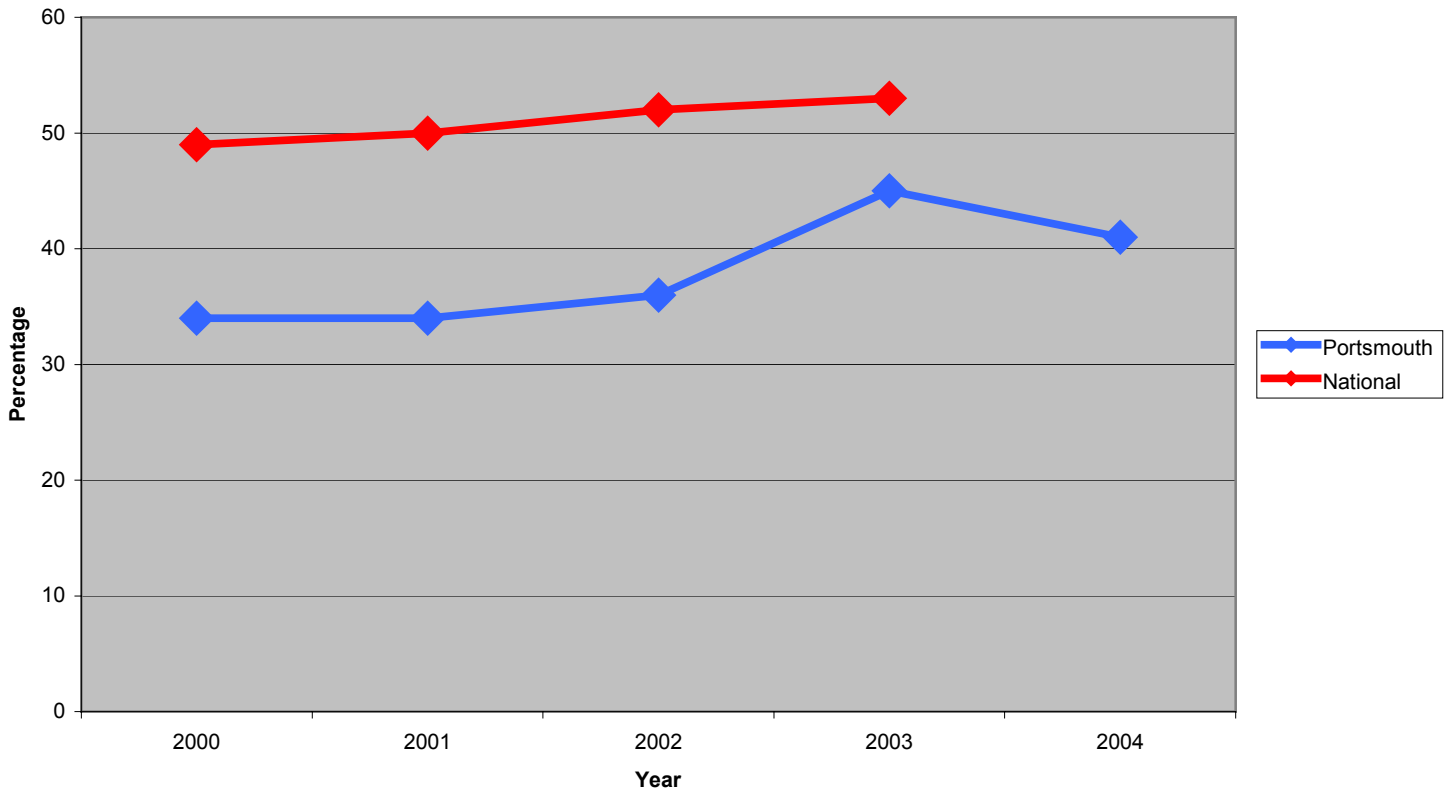


### ICT Level 5+

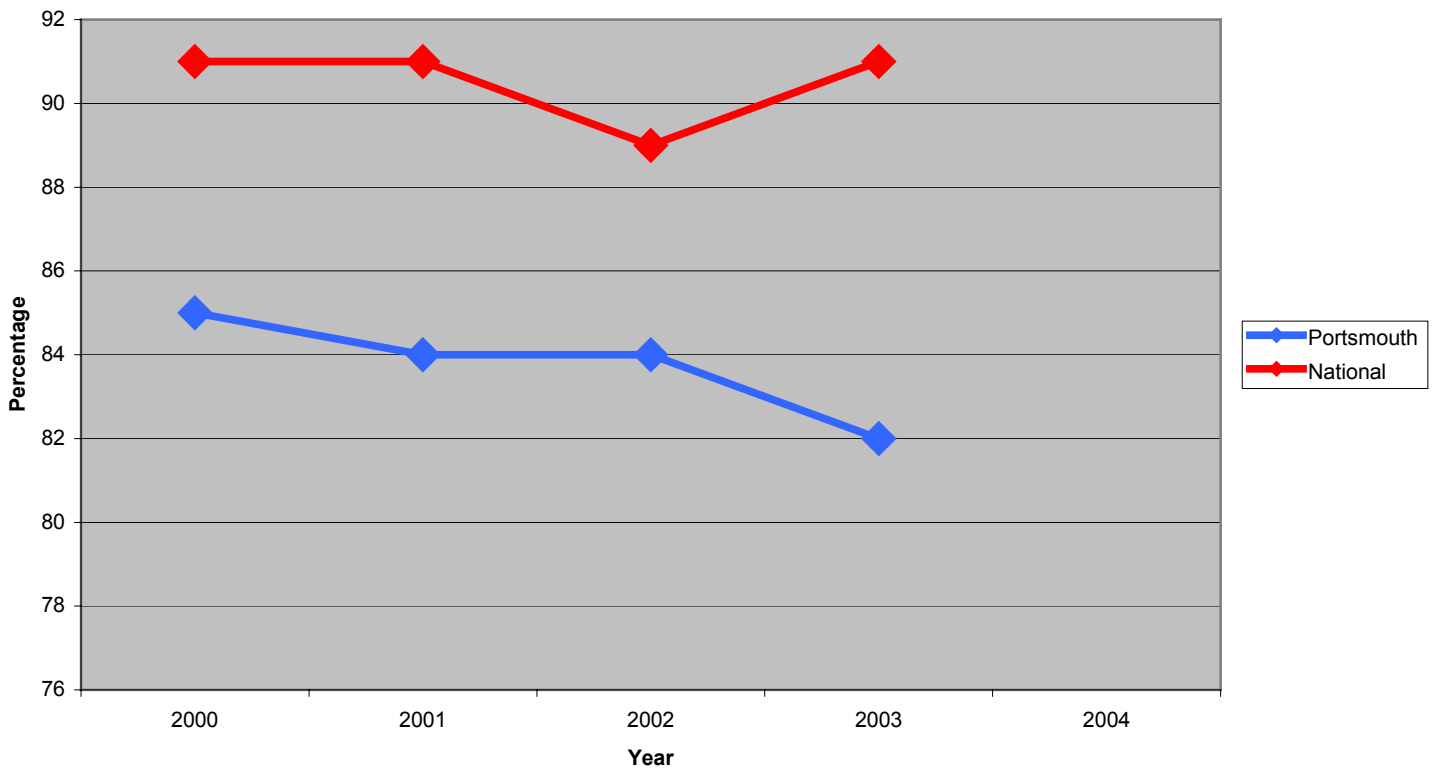


## 4. Key Stage 4 (age 16)

GCSE 5 A\*-C



GCSE 5 A\*-G (including English and mathematics)



GCSE 1 A\*-G

