

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1.	Meeting:	Children and Young People’s Scrutiny Panel
2.	Date:	Friday 18th February 2011
3.	Title:	Summer 2010 Key Stage 2 Assessment Results
4.	Directorate:	Children & Young People’s Services

5. Summary:

The purpose of this report is to inform the Children and Young People’s Scrutiny Panel of performance in Rotherham primary schools at the end of Key Stage 2, in 2010.

6. Recommendations:

- **That the report be received.**
- **That the Children and Young People’s Services Scrutiny Panel notes the improvements in performance in important areas of Key Stage 2.**
- **That the Children and Young People’s Services Scrutiny Panel supports the drive to encourage all schools to continue to improve their results.**
- **That the Children and Young People’s Services Scrutiny Panel endorses the drive to reduce the number of schools below the Department for Education (DfE) new floor target of 60% in both English and Mathematics L4+ and make the expected levels of progress between Key Stage 1 and 2, improve boys’ attainment and that of black and minority ethnic (BME) pupils and Looked After Children (LAC).**

7. Proposals and Details:

All schools must conduct a form of statutory assessment at the end of each Key Stage (ages 7, 11, 14 and 16). At the end of Key Stage 2 (age 11) pupils undertake the externally marked Statutory Assessment Tests (SATs).

a) Summary of KS2 Performance

At the end of Key Stage 2 (age 11) pupils undertake the externally marked Statutory Assessment Tests (SATs). Current comparisons with other local authorities and national averages are difficult due to the national boycott in 2010. Just three Rotherham schools boycotted the tests (3%) whereas the national average figure was 26%.

The positive features of performance were:

- Many of our most vulnerable schools performed well. The number of schools below the national floor target fell for the fourth consecutive year and now stands at ten. Nine schools climbed above the national floor target from the 2009 target group. Three of the five schools that were classed as 'hard to shift' because they had been below the floor targets for five or more consecutive years moved above the floor targets in 2010.
- The vulnerable schools that were part of the Improving Schools Programme and received extensive support from the School Effectiveness Service made good progress. Their scores improved by 1.3% in English and 4% in mathematics.
- The performance of some vulnerable groups of pupils has improved. For example at Level 4+ in English and mathematics combined:
 - The performance of pupils eligible for free school meals (FSM) has increased by 9% in the period 2006 – 2010.
 - The gap in attainment between children eligible for FSM and those not eligible for FSM has narrowed by 1.3% in 2010.
 - The gender gap was reduced by 2% in 2010.
 - The percentage of Asian Pakistani pupils improved by 18.3% in 2010.

The concerning features of the performance are:

- Overall the Key Stage 2 results were very disappointing. The main reason for this was a 4.5% fall in reading results at Level 4+. As a consequence of this the overall English results fell by 2% at Level 4+ and the combined scores in English and mathematics fell by 2.0% at Level 4+. Results in other subjects were broadly in line with 2009. National averages declined by 3% in Reading but improved by 4% in Writing and as a consequence English remained at 80%, 6% above the LA average.
- The coalition government have introduced new 'floor standards'. Schools are now expected to have at least 60% of their pupils achieving L4+ in both English and mathematics and progress in English and maths is expected to be above national median progression. In 2010 this was 87% in English and 86% in maths. The range in Rotherham schools is much too variable. In our best schools 100% of pupils made the expected two levels of progress but in English the range is from 50% to 100% And in mathematics from 48% to 100%. As a result the LA has too many schools below the new 'floor standards'.
- In some schools there was a significant mismatch between the predicted outcomes, teacher assessment and test results, raising issues about the overall accuracy of teacher assessment and how effectively the information is used by school leaders.

b) Priorities for Improvement

- Further improve standards in both English and mathematics so that they are more closely aligned to statutory targets for 2011 (79%)
- Reduce the number of schools below the new government floor standards
- Improve the performance of more able pupils, therefore increasing the proportion of pupils who reach L5+ in all subjects
- Improve the achievement and standards of vulnerable groups (boys, BME, FSM, 30% Super Output Areas (SOA))

c) Development Activities

Rotherham LA was required to submit an action plan to the Secretary of State for Education on January 29th 2010, outlining how it was going further to improve the profile of Rotherham's Primary Schools. This includes plans to raise standards, accelerate progress, further improve the quality of teaching and learning, and create a system of sustainable autonomous and self improving primary schools for the future. This work is a key element of the government White Paper 21st Century Schools and is designed to create 'World Class Primary Schools'. Key elements of this plan included:

- Amending the School Improvement Partner (SIP) programme. A number of schools now receive extended SIP support for 15 days per year rather than the previous 5 days. Another group will receive 8 days of support.
- There has been an increase in the number of school reviews and these are usually led by the SIP to improve their overall knowledge of the school.
- Further work has taken place within the segmentation of schools and support offered has been extended.
 - 20 schools are now part of ISP
 - 17 schools are now part of Maximising Progress: The Good Schools Project. These are schools that could broadly be described as satisfactory but possibly stuck. The programme is designed to be fast paced to secure the changes that will allow the school to be judged good or better within one year.
 - 34 schools are part of the Primary Partnership Programme which aims to move good schools to outstanding.
- The SIP agenda for the autumn term has been further strengthened. New structures should lead to a greater clarity of judgement and a more accurate correlation between Autumn estimates and actual results .
- The Raising the Bar project continues to raise awareness of the nature of disadvantage and barriers to the learning process for our lowest 20% of pupils. The Extra Mile project is being used to promote 'every lesson a language lesson' in Y3/Y4 in 5 of our schools serving the most deprived areas.
- The LA is extending the use of federations further to drive school improvement where there has been a recent record of underachievement.

8. Finance:

Resources, within the Council, to drive the school improvement agenda are a combination of core budget, DfE grant through the Area Based Grant and Standards Fund and income generation. The introduction of the World Class Primary School Programme and the new Ofsted Framework have placed considerable pressures on a small SES workforce. From April 2011, funding reductions have required a significant contraction of SES, by between a third and a half of the whole Primary team. The challenge, therefore, in supporting Primary Phase improvement has been considerably intensified.

Schools also receive additional funding, through Standards Fund to address the agenda for raising standards. It is still unclear whether budgets from April 2011 will be at a comparable level to 2009/10. Potentially the most disadvantaged schools may lose a considerable element of their funding because of the closure of programmes such as Excellence in Cities.

9. Risks and Uncertainties:

Should Rotherham's schools continue to show insufficient progress this could result in:

- Significant numbers of children underachieving which reduces their opportunities in secondary and post statutory education
- The Council's rating, in relation to the quality of services and its statutory responsibility to raise standards will be affected through the CAA and APA systems

10. Policy and Performance Agenda Implications:

Pupil achievement is a key performance indicator (Learning), in the Community Strategy, the Corporate Plan and the Children and Young People's Single Plan.

Appendix 1: Trend of Rotherham KS2 Results

Appendix 2: Performance of Vulnerable Groups

11. Background Papers and Consultation:

Summer 2006 Key Stage 2 Assessment Results – Report to Cabinet – 2006/07

Summer 2007 Key Stage 2 Assessment Results – Report to Cabinet – 2007/08

Summer 2008 Key Stage 2 Assessment Results – Report to Cabinet – 2008/09

Summer 2009 Key Stage 2 Assessment Results – Report to Cabinet – 2009/10

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