

Appendix B

Provisional Report on Standards in Central Bedfordshire's Schools – November 2009

Central Bedfordshire's Statistical Neighbours are: Bracknell Forest, Cheshire East, Essex, Hampshire, Hertfordshire, Leicestershire, Solihull, South Gloucestershire, Warwickshire and West Berkshire. Statistical Neighbour averages prior to 2009 don't include Cheshire East, a new authority as part of LGR. Care should be used when comparing outcomes with Statistical Neighbour averages before 2009.

Provisional Report for Early Years Foundation Stage Performance in Central Bedfordshire 2009

The Early Years Foundation Stage Profile (EYFSP) sums up and describes each child's achievements in their learning and development at the end of the Early Years Foundation Stage.

There are thirteen assessment scales, each of which has 9 points, that describe attainment in the six Areas of Learning in the Early Years Foundation Stage Curriculum. The table below shows the relationship between the Areas of Learning and the thirteen assessment scales.

Area of Learning	Assessment scale
Personal, Social and Emotional Development	Dispositions and attitudes
	Social development
	Emotional development
Communication, language and literacy	Language for communication and thinking
	Linking sounds and letters
	Reading
	Writing
Problem solving, reasoning and numeracy	Numbers as labels and for counting
	Calculating
	Shape, space and measures
Knowledge and understanding of the world	Knowledge and understanding of the world
Physical development	Physical development
Creative development	Creative development

Main Findings 1 – Overall performance in Central Bedfordshire

Percentage of children achieving 78 points overall and 6 or more points in each assessment scale in *Personal, Social and Emotional Development* and *Communication Language and Literacy*. (NI 72) (Table 1)

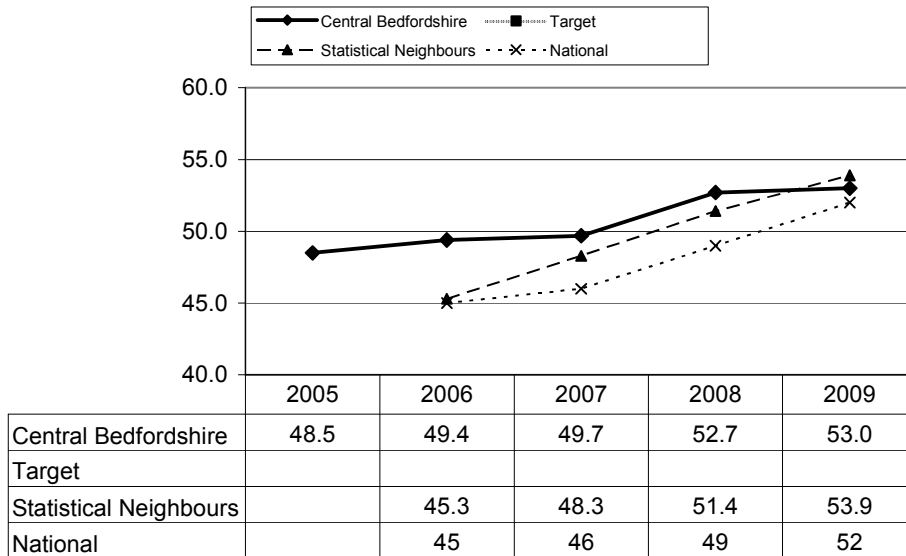
Central Bedfordshire, being a new Authority, currently has no target for this measure.

This is a key threshold indicator at the end of the Early Years Foundation Stage (EYFS). Achievement of this threshold is considered a good outcome at the end of the EYFS.

The percentage of pupils achieving the '78 points' threshold in Central Bedfordshire (CB) has improved by 0.3 per cent compared with 2008. This continues the trend of improvement from 2005. The 2009 figure for CB is 0.4 per cent below the SN figure, however, CB is 1 per cent above the national figure.

Table 1

Provisional Early Years Foundation Stage Profile - percentage of children achieving a good level of development



Total Average Point Score at the end of the Foundation Stage (Table 2)

This measure takes the average number of points achieved by children at the end of the EYFS. There are 13 assessment scales, each with a maximum of 9 points giving a total maximum for any child of 117 points. This measure averages the outcomes for all children completing the EYFS in CB.

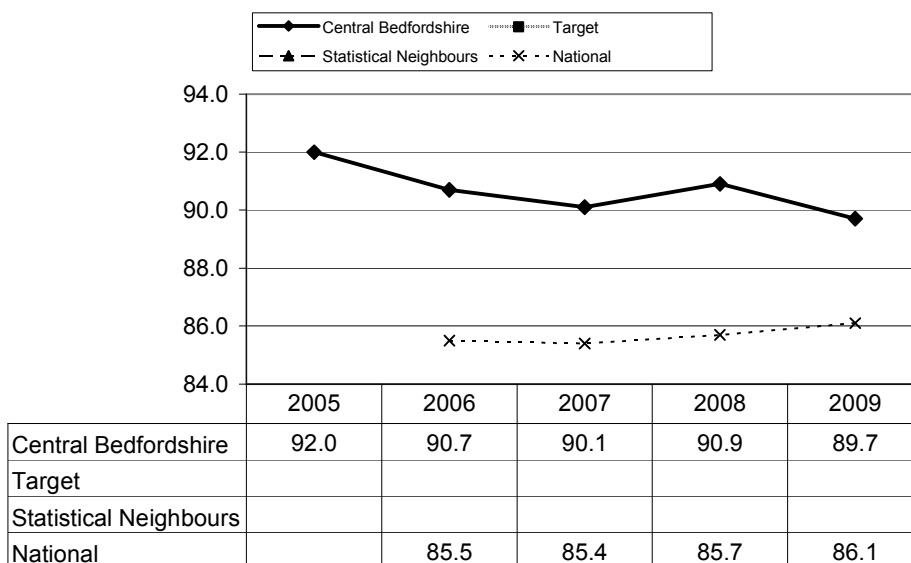
The total average point score for CB in 2009 is 89.7 points. This is 1.2 points below the 2008 figure and broadly in line with the figure for 2007.

Data for SN for this measure are not available.

The outcome for CB is 3.6 points above the national figure.

Table 2

Provisional Early Years Foundation Stage Profile - total EYFS point score



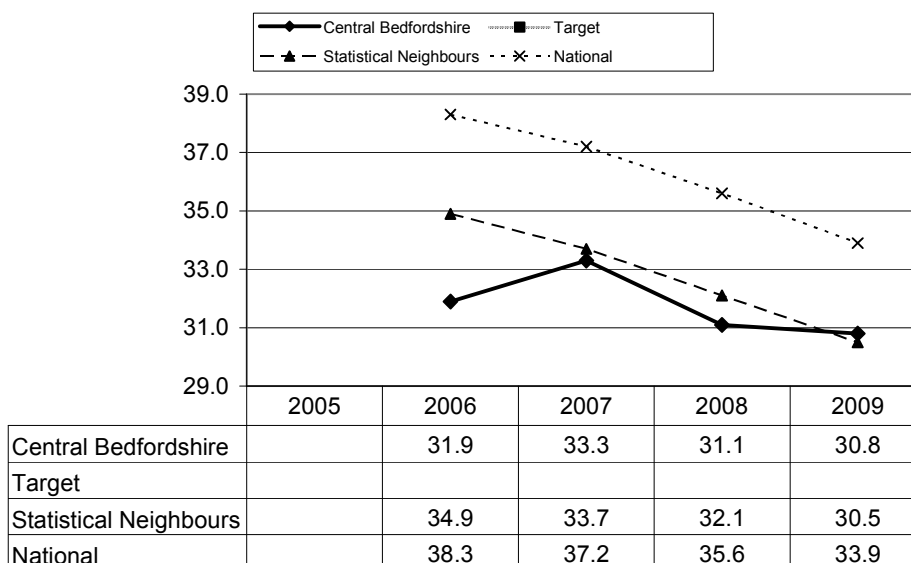
The gap between the lowest achieving 20 per cent in the EYFS Profile and the rest. (NI 92, PSA 11) –(Table 3)

Central Bedfordshire, being a new Authority, currently has no target for this measure.

“A focus on narrowing the gaps between the lowest achieving and the rest is the best way to ensure that all children regardless of background are able to reach their potential and that those at risk of poor outcomes are given as much help and support as possible.” – National Indicator Guidance, Department for Communities and Local Government. A lower percentage gap shows good performance. The gap in CB in 2009 has closed to 30.8 and follows the improving trend. The gap in CB is 0.3 wider than that of the Statistical Neighbours, however, the gap in CB in 2009 is 3.1 narrower than the national gap.

Table 3

Provisional Early Years Foundation Stage Profile - Narrowing the gap between the lowest achieving 20% and the rest of the LA



Main Findings 2 – The six areas of learning

Personal, social and emotional development

There are small declines in the percentages of children attaining 6 or more points in *Dispositions and attitudes* and **Social development** remain broadly in line with the outcomes for 2008. The proportion of children attaining 6 or more points in *Emotional development* has declined compared with the outcomes for 2008. Central Bedfordshire continues to be above the averages for statistical neighbours and national outcomes in 2009.

Communication language and literacy

There are improvements in the percentages of children attaining 6 or more points in each of the four assessment scales. The greatest improvement is in *Linking Sounds and Letters*. There is also a good improvement in the average point score in this assessment scale. This is an indication of positive impact in the large number of schools that had this as an improvement priority in 2008/09.

Average point scores in *Language for communication and thinking* and *Writing* show a slight decline compared with 2008.

Central Bedfordshire continues to be above the national figures in most assessment scales but broadly in line in *Linking sounds and letters*. Comparisons with Statistical Neighbours vary across the Area of Learning. Outcomes in *Reading* and *Language for communication and thinking* are significantly above those of Statistical Neighbours, broadly in line in *Writing*, but below that of similar authorities in *Linking sounds and letters*.

Problem solving, reasoning and numeracy

There is an improvement in the percentage of children attaining 6 or more points in *Calculating* whilst there is a slight decline in *Shape, space and measures*.

Average point scores in *Numbers as labels and for counting* and *Shape, space and measures* have declined slightly.

Central Bedfordshire continues to be above the national figures and those for statistical neighbours in all three assessment scales.

Knowledge and understanding of the world

The percentage of children in CB achieving 6 or more points in *Knowledge and understanding of the world* is below the figure for 2008.

Central Bedfordshire continues to be above those for statistical neighbours and the national figures.

Physical Development

The percentage of children in CB achieving 6 or more points in *Physical Development* is slightly below the figure for 2008.

Central Bedfordshire continues to be above those for statistical neighbours and national figures.

The percentage of children achieving 6 or more points in *Creative Development*

The percentage of children in CB achieving 6 or more points in *Creative Development* has declined substantially compared with 2008.

Central Bedfordshire continues to be above the figures for statistical neighbours and national figures.

Key Areas for improvement for Early Years Foundation Stage

Those children progressing more slowly through the reception year should receive targeted support in order to improve their rates of progress in order to narrow the gap between the overall average achievement and the average for the lowest 20 per cent.

There is a broad range of outcomes across the schools and settings in Central Bedfordshire. Schools that are below the LA average for the percentage of children attaining 6 or more points in PSED and CLL and 78 points overall should review their provision with the aim of improving outcomes. The LA is providing targeted support for the lower achieving schools and settings.

Continue to improve progress in *Linking Sounds and Letters* and *Writing*, thus building further on the successes of 2008/09

Provisional Report for Key Stage 1 Performance in Central Bedfordshire 2009

Introduction

Schools are statutorily required to assess pupils when they complete the Key Stage 1 programmes of study. For the great majority of pupils this is at the end of Year 2.

Teacher Assessments are made in speaking and listening, reading, writing, mathematics and science.

The Local Authority facilitates numerous training and moderation events throughout the year in order to ensure accuracy and consistency of teachers' judgments. Additionally, approximately 25 per cent of schools receive a visit from a LA moderator to ensure that teachers making assessments at the end of Key Stage 1 are competent in making accurate and reliable judgments.

The national age-related expectation in all subjects at the end of Key Stage 1 is Level 2B.

Average point scores are also an important measure as this aggregates attainment for all pupils in the cohort.

This report contains analysis of the 2009 results for all schools in reading, writing and mathematics.

The main commentary below relates to the overall results for Central Bedfordshire. Charts relating to the commentary are distributed through the report in the same order as the headings in the commentary. Throughout the commentary comparisons are made between the performance of Central Bedfordshire schools overall and that of our statistical neighbours and the national averages for 2009.

Main findings

Reading continues to be above the national and statistical neighbours averages. There has been a small decline in the percentage of pupils attaining Levels 2+ (Table 4) and 2B+ (Table 5).

Table 4

Provisional Key Stage 1 - percentage achieving level 2 and above in READING

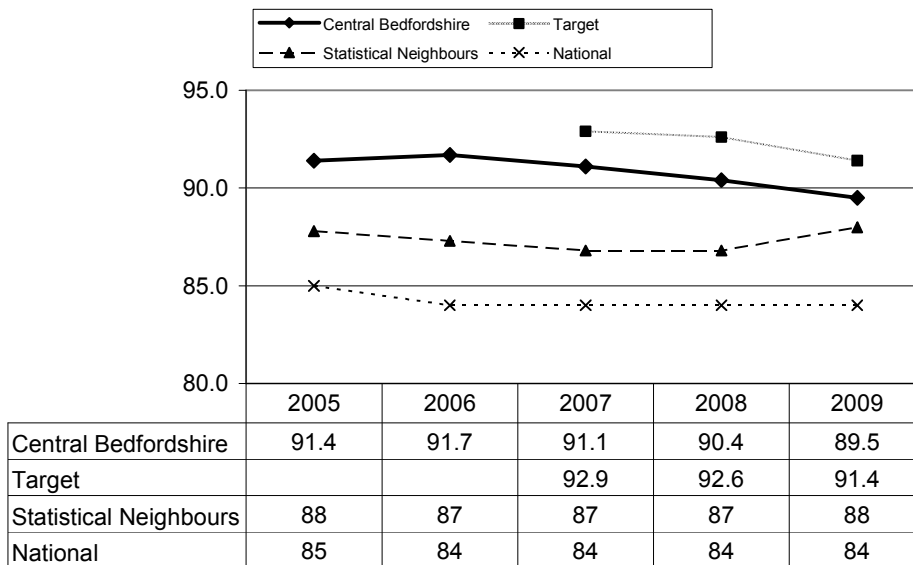
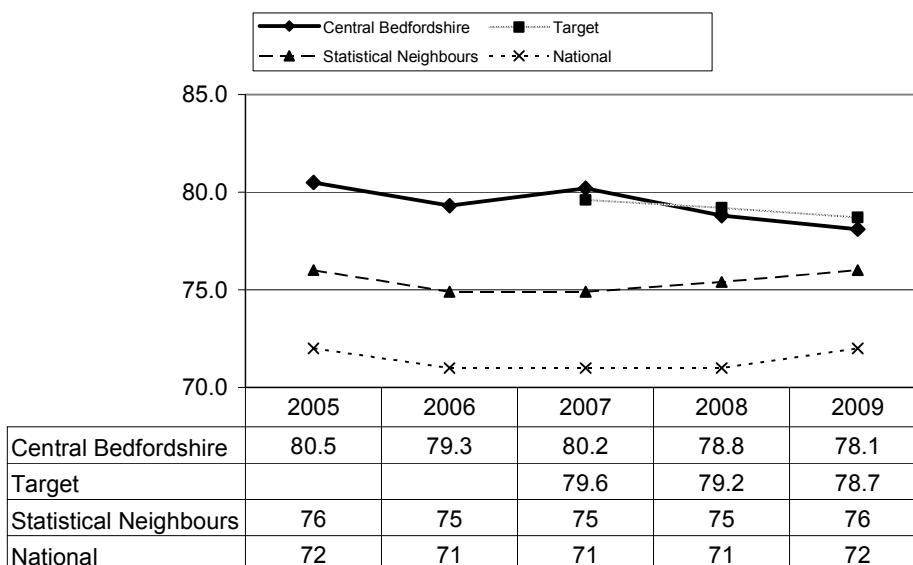


Table 5

Provisional Key Stage 1 - percentage achieving level 2B and above in READING



Writing continues to be above the national and statistical neighbours averages. There has been a small decline in the percentage of pupils attaining Levels 2+ (Table 6) and a small improvement in the percentage of pupils attaining 2B+ (Table 7).

Table 6

Provisional Key Stage 1 - percentage achieving level 2 and above in WRITING

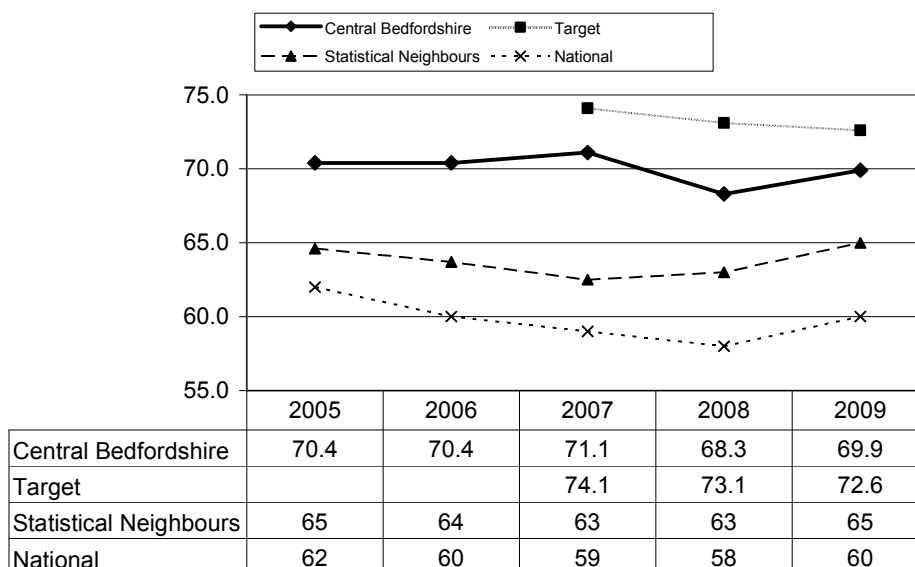
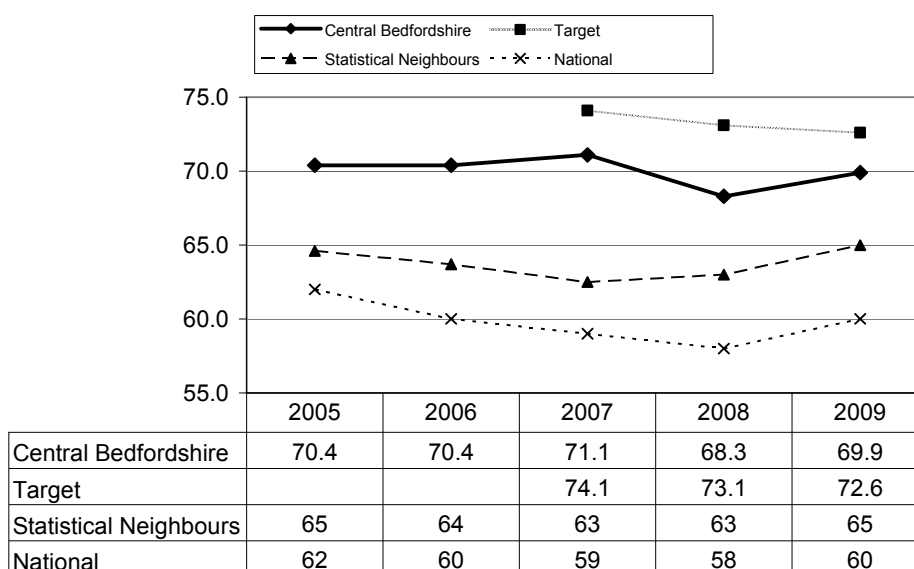


Table 7

Provisional Key Stage 1 - percentage achieving level 2B and above in WRITING



Mathematics continues to be above the national and statistical neighbours averages.

Outcomes overall are broadly in line with those for 2008. (Tables 8 and 9).

Table 8

Provisional Key Stage 1 - percentage achieving level 2 and above in MATHEMATICS

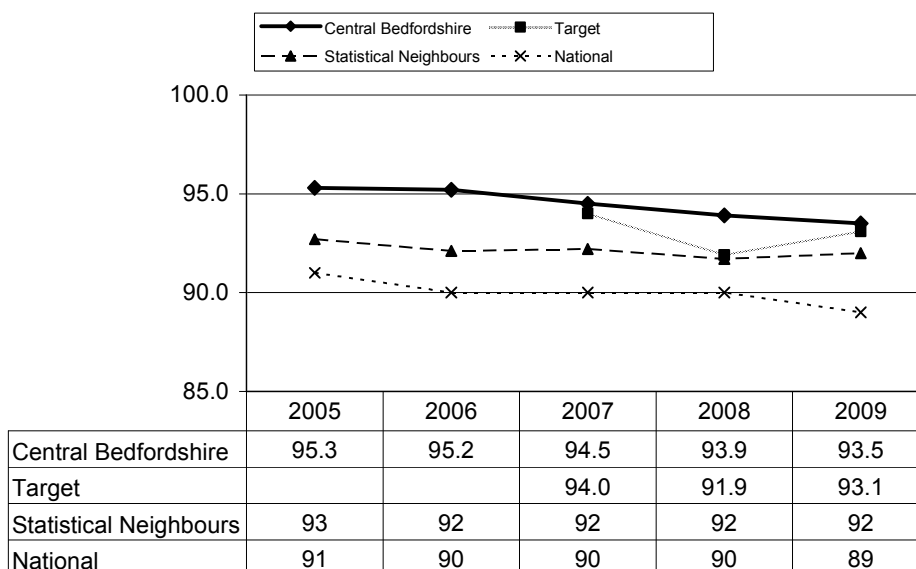
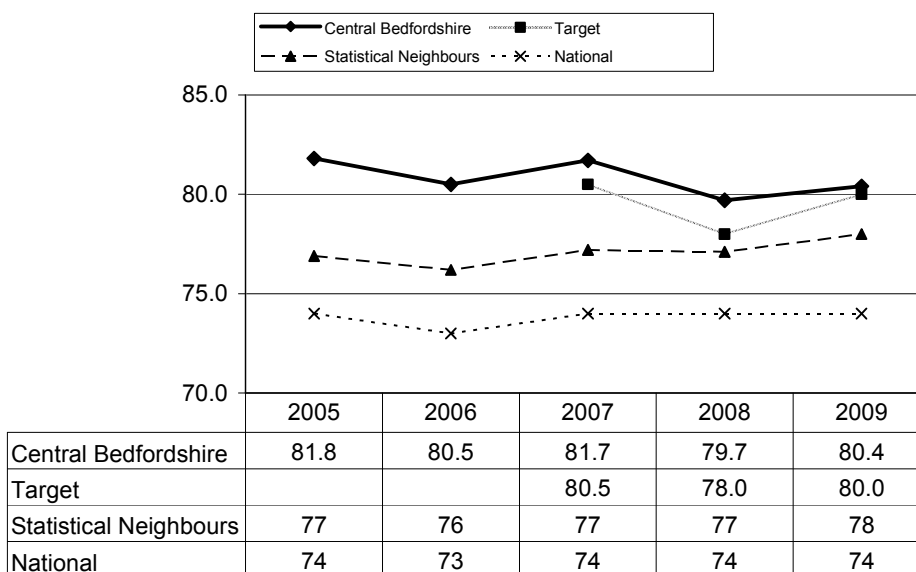


Table 9

Provisional Key Stage 1 - percentage achieving level 2B and above in MATHEMATICS



The performance of different groups

National outcomes for 2009 by pupil characteristics are not available at the time of publication. Comparisons described below are those with 2008 figures.

Gender groups

Girls outperform boys in reading, writing and mathematics. The gender differences in Central Bedfordshire are slightly greater than the national differences.

Minority Ethnic Groups

Pupils who are Traveller of Irish Heritage and Gypsy/Roma attain well below the averages for White British pupils in all three subjects.

Pupils from Black Caribbean background attain well below White British pupils in Central Bedfordshire but broadly in line with the same group nationally.

Pupils from Indian background attain above White British pupils in Central Bedfordshire and well above the national averages for the group.

Pupils from Pakistani background attain above White British pupils and well above the national averages for the group.

Pupils from Any other Asian background attain above White British pupils and well above the national averages for the group.

Pupils for whom English is an additional language

Pupils for whom English is an additional language attain below those pupils for whom English is the main language in Central Bedfordshire but above the same group nationally.

Pupils eligible for Free School Meals

Pupils eligible for Free School Meals attain less well than those not eligible in Central Bedfordshire (CB) in reading, writing and mathematics. In reading the gap in CB is slightly lower than the national. In writing the gap in CB is greater than the national gap. In mathematics the gap in CB is greater than the national.

Special Educational Needs

Pupils with SEN at School Action or School Action plus outperform the same groups nationally in all subjects.

Those with statements attain below the same group nationally in all subjects.

Schools are to be congratulated for maintaining standards above the averages for statistical neighbours and the national averages in all three subjects.

Average point scores for all three subjects are maintained above the national averages by between 0.9 and 1.2 points, which is a good achievement for schools in Central Bedfordshire.

There is an inevitable variation between the results for different schools, with some well above the national averages and others below. Those schools currently performing below the national averages should consider strategies for improving their results when reviewing targets for 2010 and setting those for 2011. School's own analyses will highlight those pupils and groups in need of additional support in order to make best possible progress.

Key Issues for improvement at Key Stage 1

1. Schools should devise and implement strategies to improve the progress of underachieving ethnic groups, especially those pupils from Gypsy/Roma and Traveller of Irish Heritage groups.
2. Schools should ensure that pupils with Statements of Special Educational Needs are set challenging targets and that tracking of progress informs key objectives in IEPs.

3. Schools should track the progress of pupils towards their targets through the use of periodic assessments. Where progress is insufficient for pupils to achieve their targets intervention and support strategies should be implemented as early as possible in order to prevent any pupils falling behind to such an extent that they will not attain their targets.
4. Schools should analyse pupil outcomes by each group of learners to enable them to make a judgement on the attainment of different groups and their progress.

Report for Key Stage 2 Performance in Central Bedfordshire 2009

Introduction

Schools are statutorily required to assess pupils when they complete the Key Stage 2 programmes of study. For the great majority of pupils this is at the end of Year 6.

The performance reported in this commentary is based on the outcomes of the statutory tests for English, mathematics and science that schools administered in May 2009.

2009 progress figures for statistical neighbours and national outcomes are not available at the time of writing.

Schools are required to set three targets for the end of Key Stage 2:

1. The percentage of pupils to attain Level 4 or above in both English and mathematics.
2. The percentage of pupils to achieve 2 national curriculum levels progress from KS1 to KS2 in English.
3. The percentage of pupils to achieve 2 national curriculum levels progress from KS1 to KS2 in mathematics.

As a new authority there is no published target for CB in 2009. The calculation of performance against target therefore compares the 2009 outcomes with a straight aggregation of the targets set by schools.

Main findings

1. Following a general trend of improvement, the percentage of pupils attaining Level 4 and above in both English and mathematics has declined by 1 per cent in 2009.
2. Following a three year trend of improvement the proportion of pupils achieving 2 levels progress from KS1 to KS2 in English has declined by 4 per cent in 2009.
3. For the second consecutive year there is an improvement in the percentage of pupils achieving 2 levels progress in mathematics. The figure for Central Bedfordshire has improved by 3 per cent compared with 2008.
4. The gap between the aggregated school targets and the actual results for 2009 is too large, with results well below the targets set by schools. The gap between target and result in the percentage of pupils attaining Level 4 in both English and mathematics is 8 per cent. Those for 2 levels progress in English and mathematics are each 12 per cent. Too many schools are achieving well below their targets.
5. Pupils with Gypsy/Roma and traveller of Irish Heritage perform well below the LA average for all pupils, with the exception of 2 levels progress for pupils of Irish Traveller Heritage, 100 per cent of whom achieved 2 levels progress in English.
6. There continues to be a need to improve the performance of boys in English.
7. Pupils whose home language is other than English attain well at L4+ in English and mathematics compared with pupils whose first language is English.

8. Pupils whose home language is other than English make good progress in English and mathematics compared with those pupils whose first language is English.
9. The performance gap between those pupils eligible for free school meals and those not eligible is greater in Central Bedfordshire than the national gap.

Percentage of pupils attaining Level 4 and above in English and mathematics

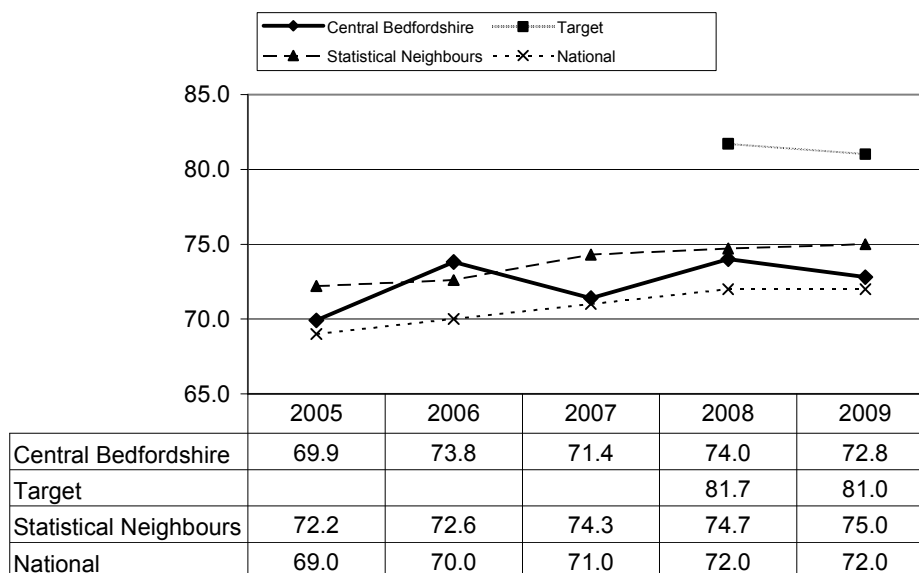
Following a general trend of improvement, the percentage of pupils attaining L4+ in both English and mathematics has declined by 1 per cent in 2009.

Central Bedfordshire (CB) is 2 per cent below the 2009 average for statistical neighbours (SN) but above the national average.

Results for CB are 8 per cent below the aggregated target for all schools.

Table 10

Key Stage 2 - percentage achieving level 4 and above in ENGLISH and MATHEMATICS



Percentage of pupils achieving 2 levels progress from KS1 to KS2 in English.

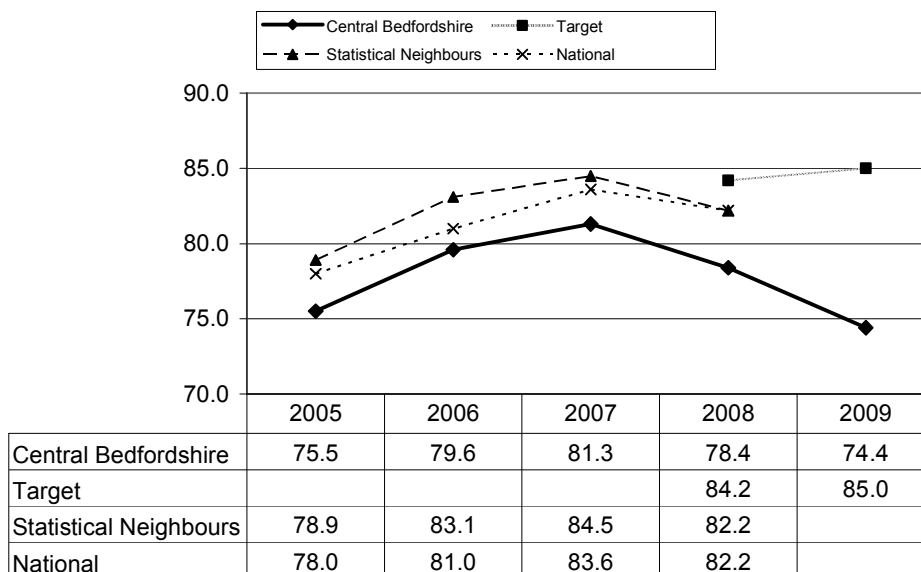
The percentage of pupils 2 levels progress in English has declined by 4 per cent in 2009.

Central Bedfordshire (CB) is 8 per cent below the 2008 average for statistical neighbours (SN) and 8 per cent below the national average for 2008.

Results for CB are 12 per cent below the aggregated target for all schools.

Table 11

Key Stage 2 - percentage achieving 2 levels progress in ENGLISH



Percentage of pupils achieving 2 levels progress from KS1 to KS2 in mathematics.

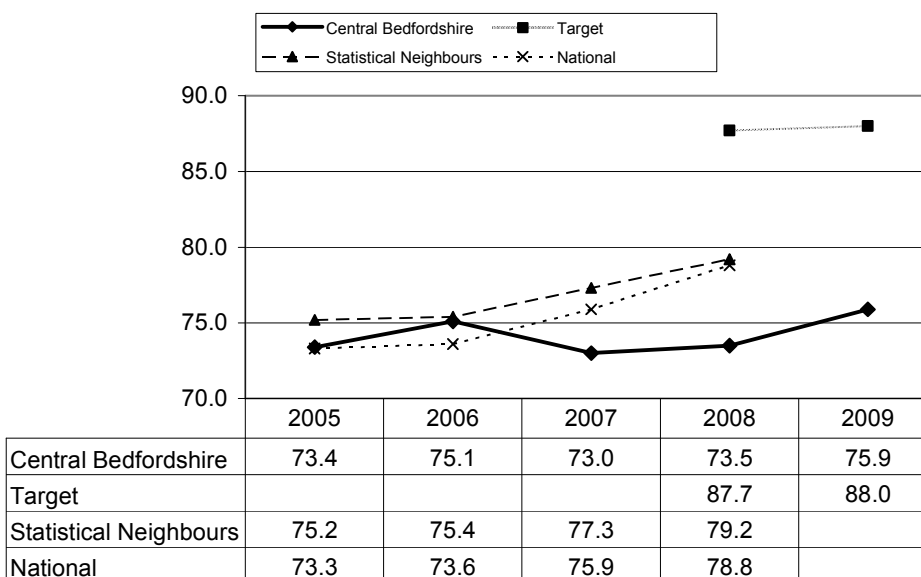
The percentage of pupils 2 levels progress in mathematics has improved by 3 per cent in 2009, continuing an improving trend.

Central Bedfordshire (CB) is 3 per cent below the 2008 average for statistical neighbours (SN) and 3 per cent below the national average for 2008.

Results for CB are 12 per cent below the aggregated target for all schools.

Table 12

Key Stage 2 - percentage achieving 2 levels progress in MATHEMATICS

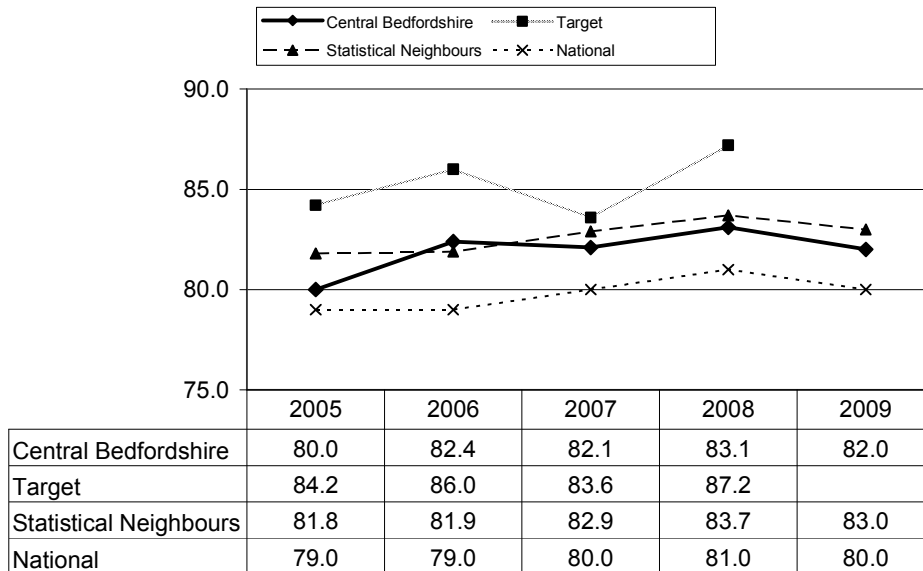


Percentage of pupils attaining Level 4+ in English

The percentage of pupils attaining Level 4+ in English has fluctuated over the last 5 years. The 2009 outcome in CB is 1 per cent below that for 2008. CB is broadly in line with the average for SN and 2 per cent above the national average for 2009.

Table 13

Key Stage 2 - percentage achieving level 4 and above in ENGLISH

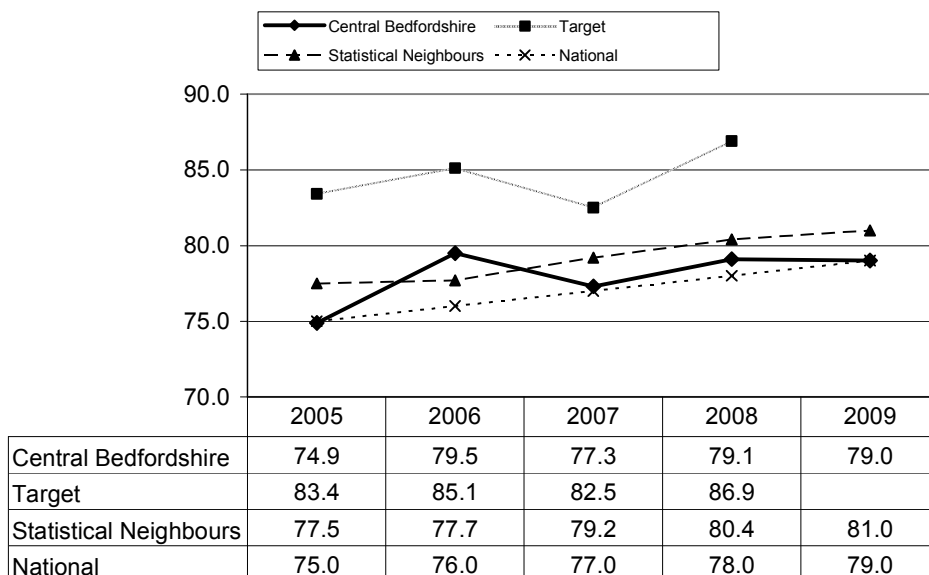


Percentage of pupils attaining Level 4+ in mathematics

The percentage of pupils attaining Level 4+ in mathematics has fluctuated over the last 5 years. The 2009 outcome in CB is broadly in line with that for 2008. CB is 2 per cent below the average for SN and in line with the national average for 2009.

Table 14

Key Stage 2 - percentage achieving level 4 and above in MATHEMATICS



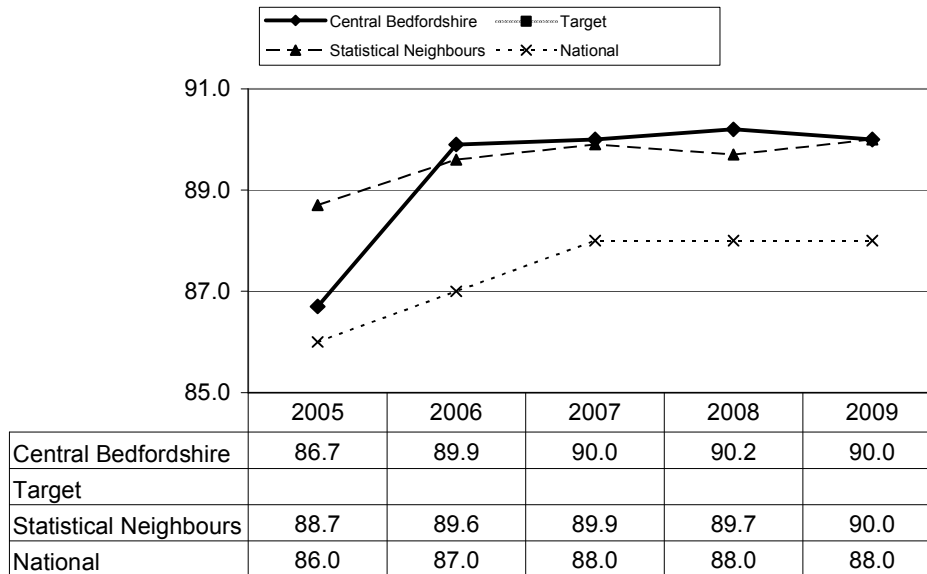
Percentage of pupils attaining Level 4+ in science

The percentage of pupils attaining Level 4+ in science has remained broadly the same for the last 4 years. Overall trends for SN and national are similar. The 2009 outcome in CB is in line with that for 2008.

CB is in line with the average for SN and 3 per cent above the national average for 2009.

Table 15

Key Stage 2 - percentage achieving level 4 and above in SCIENCE



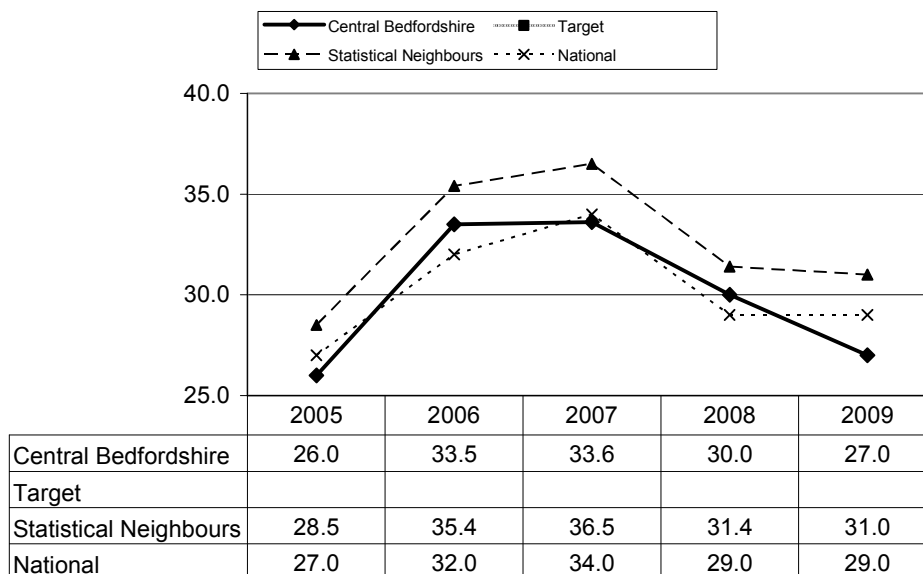
Percentage of pupils attaining Level 5+ in English

The percentage of pupils attaining Level 5+ in English peaked in 2007 at 34 per cent. Both SN and national peaked in the same year. The 2009 outcome in CB is 6 per cent below that for 2007 and 2 per cent below that for 2008.

CB is 4 per cent below the average for SN and 1 per cent below the national average for 2009.

Table 16

Key Stage 2 - percentage achieving level 5 and above in ENGLISH

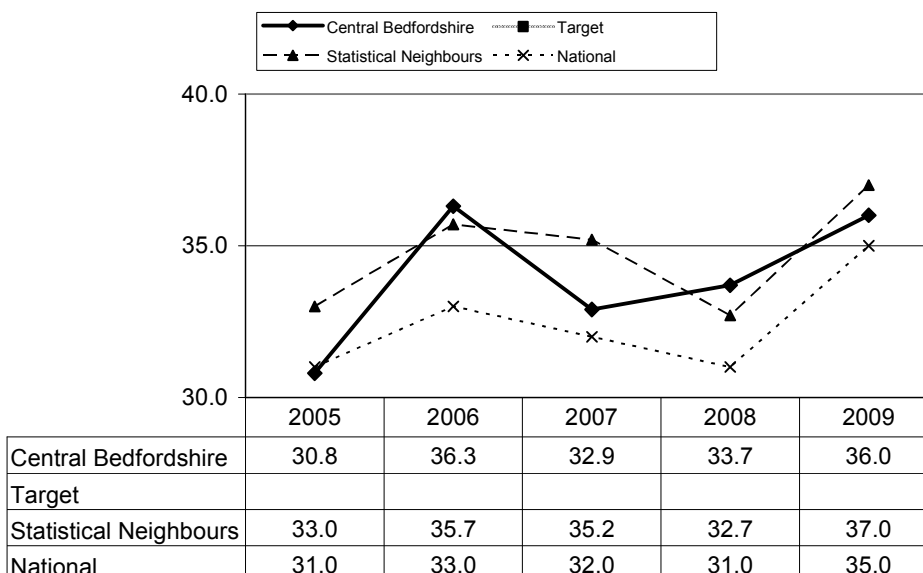


Percentage of pupils attaining Level 5+ in mathematics

The percentage of pupils attaining Level 5+ in mathematics in 2009 is the third year of an improving trend. The figure has improved by 2 per cent in 2009. CB is 1 per cent below the average for SN and 1 per cent above the national average for 2009.

Table 17

Key Stage 2 - percentage achieving level 5 and above in MATHEMATICS



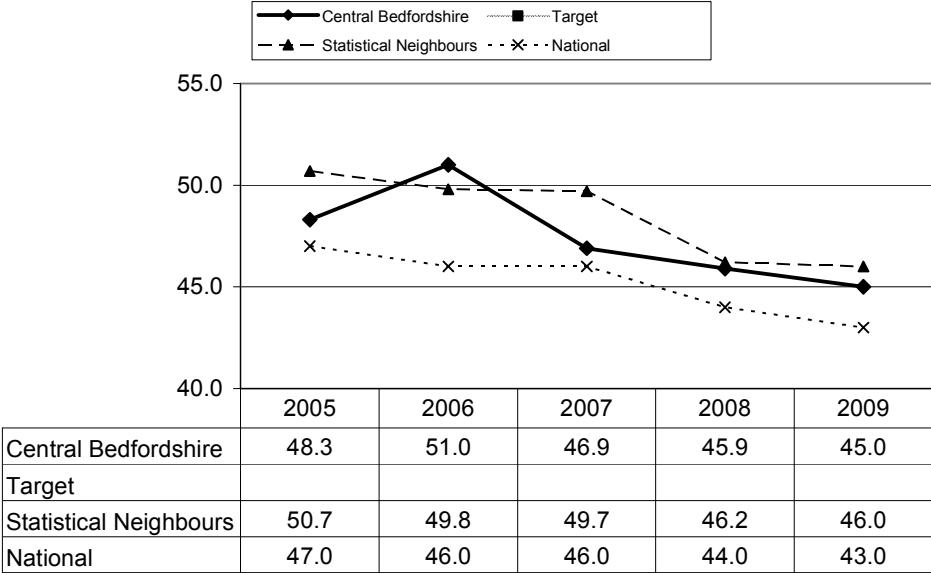
Percentage of pupils attaining Level 5+ in science

The percentage of pupils attaining Level 5+ in science peaked in 2006 at 51 per cent. The 2009 outcome in CB is 5 per cent below that for 2006, but broadly similar to that for 2008.

CB is in line with the average for SN and 3 per cent above the national average for 2009.

Table 18

Key Stage 2 - percentage achieving level 5 and above in SCIENCE



Provisional Report on Key Stage 4 Performance in Central Bedfordshire 2009

Introduction

The key progress measure used for Key Stage 4 performance is the proportion of students achieving five or more C plus grades at GCSE, including English and mathematics. Other significant indicators are

- the proportion achieving five or more C plus GCSE grades
- the average points score achieved by students (this gives a good indication of the progress made by all students and will have a significant bearing on the school's contextual value added score)
- the proportion of students achieving one or more GCSE grades A* - G – indicating something about the performance of the most vulnerable students

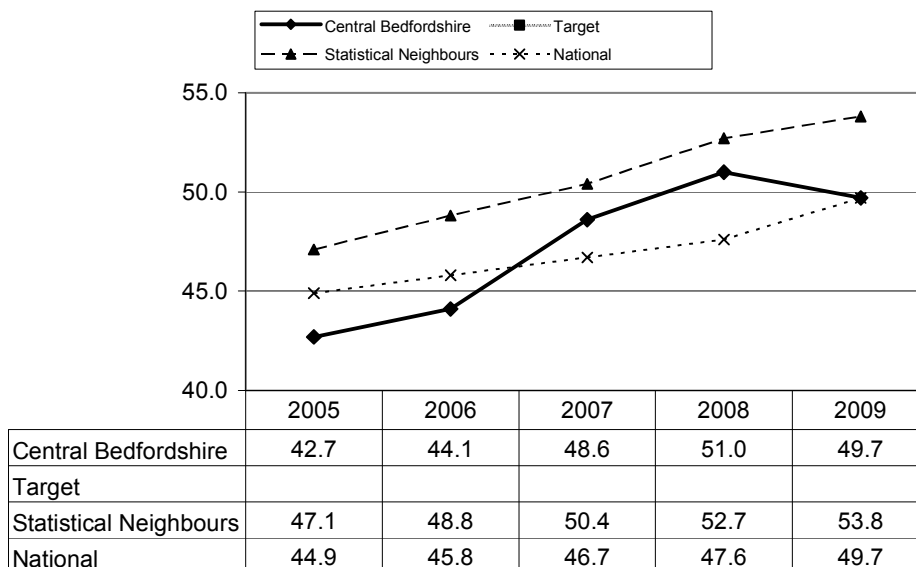
Schools are now required to set one statutory target – the proportion achieving five or more GCSE A* - C grades including English and mathematics. In 2009 the combined target for Central Bedfordshire schools was 55.1%. If schools had achieved their targets it would have placed Central Bedfordshire third out of 11 compared to our statistical neighbours and well above the average for England. Two out of the ten schools in Central Bedfordshire met or exceeded their targets and two made accurate predictions of the actual performance outcome of the proportion achieving 5+ A* - C grades including English and mathematics.

Main findings

Using provisional data 50% of students in Central Bedfordshire schools gained 5+ A* - C grades including English and mathematics (NI 75) in 2009. This was in line with the national average but placed Central Bedfordshire tenth out of eleven when compared to our statistical neighbours. In 2008 51% of students in Central Bedfordshire achieved 5+ A* - C grades including English and mathematics. The 2009 results declined from the previous year.

Table 19

Provisional Key Stage 4 - % 5A-C (or equivalent) incl. English and mathematics



This a key performance issue for Central Bedfordshire Upper Schools. In particular how to reverse the decline in 2009 how to get above the 2009 statistical neighbour average for this measure – 54% of students achieving 5+ A* - C including English and mathematics.

Similar trends can also be seen in the other significant indicators – shown in tables 20-22

Table 20

Provisional Key Stage 4 - % 5A-C (or equivalent)

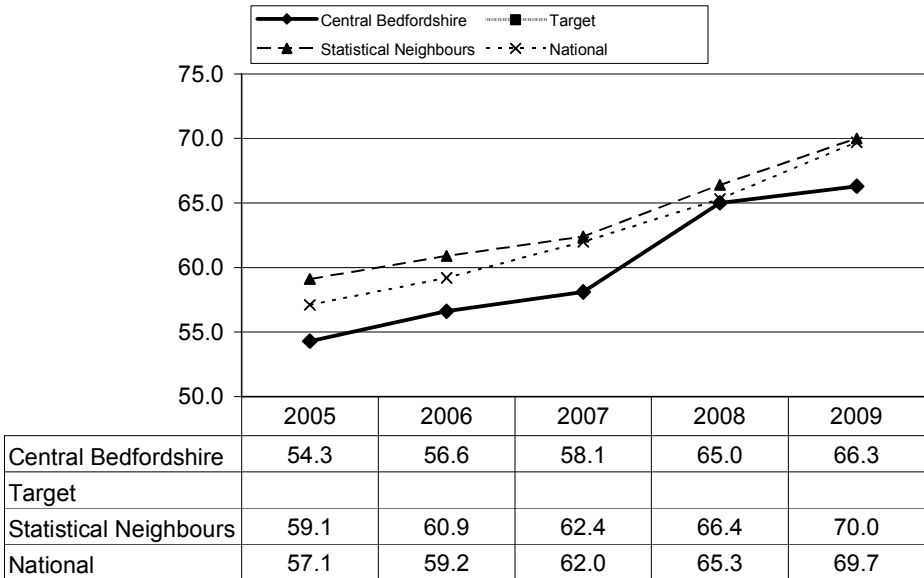


Table 21

Provisional Key Stage 4 - % 1A-G (or equivalent)

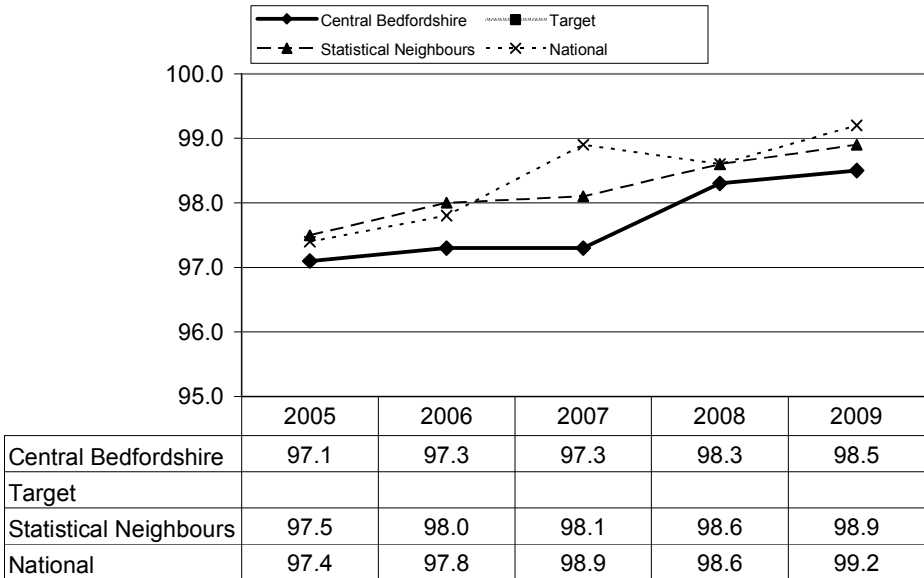
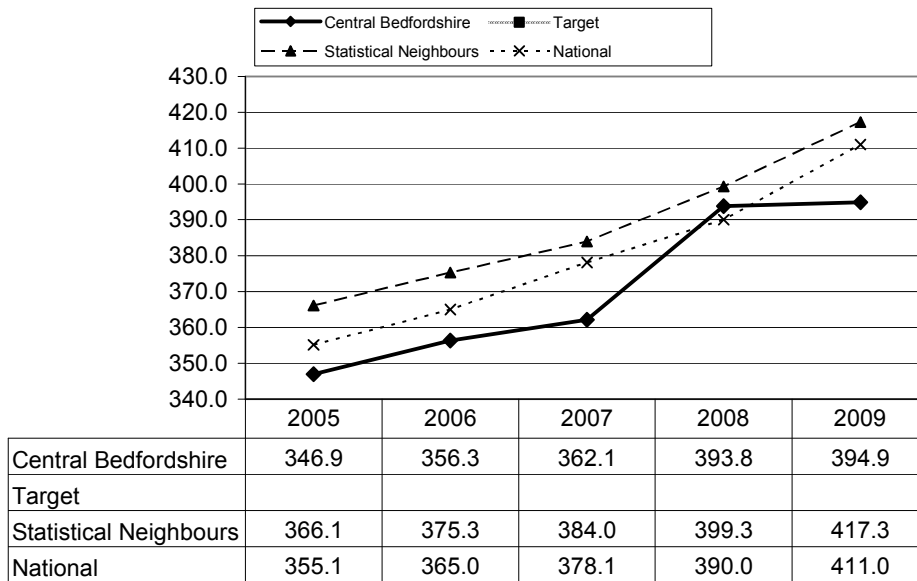


Table 22

Provisional Key Stage 4 - Total point score



66.3 % of students in Central Bedfordshire schools achieved 5+ A* - C grades compared to a national average of 69.7% in 2009. This below average figure placed Central Bedfordshire tenth out of the group of eleven statistical neighbours. This figure compared to 65.2% in 2008 and 58.4% in 2007 – therefore showing steady progress in Central Bedfordshire schools across these three years. Despite the progress made over three years the Central Bedfordshire figure needs to increase to above 70% in order to be above our statistical neighbours.

The performance of different groups

Table 24 Summary of performance by groups over a three year period

	% 5+A*-A	% 5+A*-C	% 5+A*-G	5+A*-C (inc EM)	Total Points	English	Maths	Science
All Pupils		↓		↓	↓		↓	↓
Girls				↓	↓			
Girls - Lower								
Girls - Middle		↑			↓			
Girls - Upper		↓		↓	↓		↓	
Boys		↓		↓	↓		↓	↓
Boys - Lower		↓			↓			↓
Boys - Middle		↓		↓	↓			
Boys - Upper	↑							
FSM - No		↓		↓	↓		↓	↓
FSM - Yes					↓			
No SEN		↓	↓	↓	↓		↓	↓
SEN Action	↑							↑
SEN Action Plus	↓	↓	↓					↓
SEN Statement	↑							
White		↓		↓	↓		↓	↓
Black Caribbean	↓							
Black African						↓	↓	↓
Indian								
Pakistani		↑					↑	
Bangladeshi		↓						
Other Asian	↓				↓			
Chinese		↓	↓	↓	↓	↓		
Any Other				↓	↓			↓
No Information								

Key

No significant change or high/low value added	
Significant rise over the 3 years	↑
Significant fall over the 3 years	↓
Significantly high value added over the 3 years	
Significantly low value added over the 3 years	

Gender groups

Girls out-performed boys significantly in 2009 using almost all measures of comparison. 53.9% of girls achieved 5+ A* - C grades including English and mathematics compared to 45.4% of boys. This placed the performance of girls 8/11 compared to statistical neighbours and boys 11/11. There is a similar picture for

the 5+ A* - C grades measure. The performance of girls, however, declined over a three year period. The performance of boys in achieving 5+ A*-C passes (including English and mathematics) declined over a three year period and in 2009 was significantly below expectation. Boys underperformed in 2009. The performance of lower ability boys is a particular concern (12% below expectation in 2009). The lower-ability girls also under-performed in each of the last three years (based on prior achievement compared to actual attainment).

61% of boys achieved 5+ A* - C grades in 2009. This was well below the provisional England average of 65.5% and eleventh out of the eleven statistical neighbours. 45.4% achieved 5+ A* - C including English and mathematics. This was close to the England provisional average but still eleventh out of eleven compared to statistical neighbours. 71.6% of girls in 2009 achieved 5+ A* - C. This was below the England average and seventh out of eleven compared to statistical neighbours. 53.9% of girls achieved 5+ A* - C including English and mathematics. This was close to the England average but below the statistical neighbour average and eighth out of eleven compared to statistical neighbours. Lower ability girls have made insufficient progress over the last three years.

Minority Ethnic Groups

More able Indian and Chinese students performed well over the last three years (comparing actual results to estimated performance for 5+ A*-A Passes). Other Asian students achieved as expected, although their performance declined over a three year period, in line with all students. Pakistani students performed significantly well in 2009 - confirming a trend over three years. The performance of Chinese students declined over a three year period using the 5+ A*-C measure. These outcomes are based on relatively small groups and any trends may be volatile.

Pupils eligible for Free School Meals

Students eligible for free school meals under-performed significantly in each of the last three years.

Special Educational Needs

SEN students with statements achieved as expected, although their performance declined over a three year period. Students on SEN Action plus and SEN Action significantly under-performed in 2009.

Looked after children

The percentage of students achieving 5+ A* - C was very low and significantly below expectation in 2009.

Key Issues

1) Achieving a step change in improving performance in 5+ A* - C so that it matches or exceeds the national average and closes the gap on statistical neighbours.

2.) Reversing the recent decline in performance measured by percentage of students achieving 5+ A* - C (including English and mathematics), improving the progress made by students from Key Stage 2 and closing the gap on our statistical neighbours.

3) Addressing particular issues related to performance for

- lower ability girls
- boys
- students on SEN action and action plus
- students with free school meals
- looked after children

through the target setting and monitoring of progress against targets as part of the SIP programme.

4) Improving school target setting and the strategies used to achieve targets so that more make expected progress (Fischer B or above) and mid-year predictions are accurate enough to allow successful intervention to take place.

Performance in subjects

Performance in subjects - based on provisional 2009 results and using expected progress between Key Stage 2 and Key Stage 4

There was significant positive performance in:

A* - A	A* - C
Applied science	Art and design
DT resistant materials	DT product design
DT textiles	PE
PE	

There was significant negative performance in:

A* - A	A* - C
Applied PE	Applied PE
English literature	Biology
English language	Chemistry
French	DT systems and control
Geography	English literature
History	English language
ICT	Geography
Mathematics	German
Physics	History
RE	Mathematics
Spanish	Physics
	RE
	Spanish

338 (8.4%) of students achieved a grade C in three subjects but not English or mathematics. 23 students (0.8%) achieved a C+ in English and mathematics but not in three other subjects. 268 students (9.5%) achieved English and three other subjects but not mathematics. 185 students (6.6%) achieved mathematics and three other subjects but not English.

Table 25

Grade Combinations	English A*-C	Maths A*-C	At least 3 A*-C in other subjects	No of Pupils	Central Bedfordshire	NCER (national)
Achieving 5+ A*-C, inc English & Maths	Y	Y	Y	1432	50.10%	51.00%
Achieving C+ in English and Maths, but not in at least 3 other subjects	Y	Y	N	23	0.80%	0.50%
Achieving C+ in Maths and in at least 3 other subjects, but not English	N	Y	Y	185	6.50%	5.90%
Achieving C+ in at least 3 other subjects and English, but not Maths	Y	N	Y	269	9.40%	9.10%
Achieving a C+ in Maths, but not in English or at least 3 other subjects	N	Y	N	35	1.20%	1.40%
Achieving a C+ in English, but not in Maths or at least 3 other subjects	Y	N	N	46	1.60%	1.30%
Achieving a C+ in at least 3 other subjects, but not in English or Maths	N	N	Y	238	8.30%	10.90%
Not Achieving 5+A*-C, inc English & Maths (excluding grade combinations above)	N	N	N	636	22.30%	19.90%

Source: National Consortium of Exam Results (NCER). Information includes updates not yet published in the DCSF Statistical First Release.

Provisional review of 2009 Key Stage 5 performance in Central Bedfordshire school sixth forms

Introduction

School sixth forms are not required to set targets for performance. Undoubtedly the most successful sixth forms will do so, using a variety of easily available performance systems. Current national performance tables measure two key indicators:

1. Points score per student - the average point score per student is calculated as the sum of the QCA points awarded to each 16 to 18 year old student, divided by the total number of 16 to 18 year old students at the end of study towards general and applied A/AS or equivalent level 3 qualifications
2. Points score per entry - the average point score per examination entry is calculated as the sum of the points awarded to each 16 to 18 year old student, divided by the total number of qualification entries. For this calculation, a general or applied A level and a BTEC National Award is each equal to one entry, a general/applied A level Double Award or BTEC National Certificate is equal to two entries, a general or applied AS level is equal to 0.5 of an entry, a Key Skill at level 3 is equal to 0.3 of an entry. The table in the appendix lists some of the common qualifications and the qualification entries counted. Where a student has attempted an A level and failed, but they have been awarded an AS in the same subject, the A level entry is still counted.

The DCSF also uses a CVA calculation to measure the performance of school sixth forms and FE Colleges.

Key Stage 4 - Key Stage 5 CVA measure (centred around 1000)	
Profile	Percentile
1033.1 - 1102.7	Top 5% of schools and colleges nationally
1014.7 - 1033.1	Next 20% of schools and colleges nationally
1006.2 - 1014.7	Next 15% of schools and colleges nationally
995.6 - 1006.2	Middle 20% of schools and colleges nationally
986.4 - 995.6	Next 15% of schools and colleges nationally
964.1 - 986.4	Next 20% of schools and colleges nationally
918.0 - 964.1	Bottom 5% of schools and colleges nationally

Summary analysis for provisional 2009 results in Central Bedfordshire

Average points score per student

The provisional points score per entry for Central Bedfordshire was 741.7. This is above the provisional England average of 731. Central Bedfordshire was fourth out of 11 when compared to statistical neighbours using this measure.

Girls achieved 756 points and out-performed boys (726.50). However the performance of girls placed them 5/11 compared to statistical neighbours, whereas boys were 4/11.

Average points score per entry

The provisional average points per entry was 199.2. This was significantly below the England average of 211.2. Girls achieved 203 points, out-performing boys (195 points). Overall their performance was 10/11 when compared to statistical neighbours. The performance of both boys and girls was 10/11 compared to statistical neighbours. This is a key area requiring improvement.

Trends in these two measures

The following tables gives a summary of the trends in these two performance measures in school sixth forms. Overall the trend in 2009 was up – for both measures. Information on CVA performance is not available at the time of writing this report.

Despite these limitations in the data set the table shows that there is a significant performance issue related to average points score per entry. This issue requires closer investigation for each school suggesting scrutiny of:

- performance in particular subjects that leads to lower than expected outcomes for learners
- too many students failing courses – this has a significant impact on this measure
- linked to the above issue - whether too many students are being enrolled on courses that are not suitable for their needs

All of this information also needs to be set in the context of the success rates for each of the schools – how many students starting course complete and achieve qualifications. This information is not available at the time of writing this report. Regional LSC data shows that a key issue for school sixth forms in Central Bedfordshire is improving the percentage of young people who stay on into a school sixth form (or other suitable post-16 provision) and in particular, improving the proportion that complete year 12 and stay on into year 13. These contextual issues make evaluation of key Stage 5 performance complex.

This raw data also needs to be set in the context of the GCSE points score on entry for students in Central Bedfordshire sixth forms. There is quite a wide variation in the policies adopted by schools:

Table 26

Provisional Key Stage 5 - Point score per student

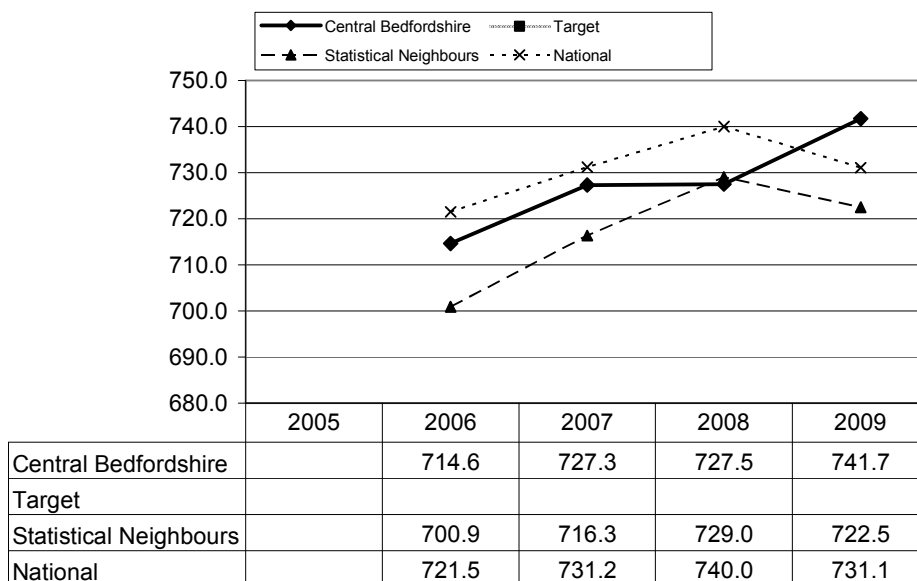
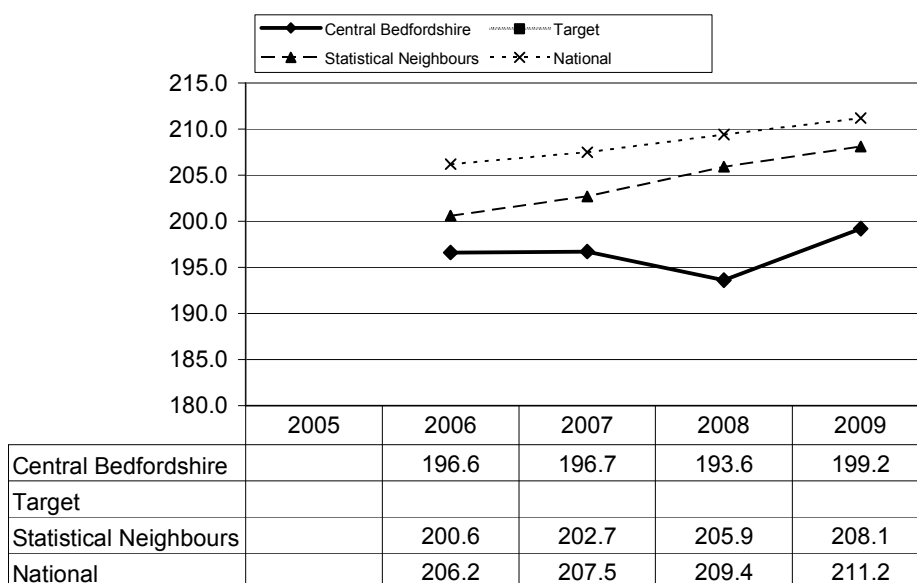


Table 27

Provisional Key Stage 5 - Point score per entry



Schools commonly evaluate themselves on the proportion of students achieving A grades, A – B grades and A – E grades. These measurements of performance may be relevant and meaningful. However they may also mask under-performance because of the difference in GCSE points achieved by students on entry to each school sixth form.

There are similar pitfalls in evaluating the performance of individual groups of students in school sixth forms using raw scores:

Table 28

Ethnicity	Any			points per	
	A	A-B	A-E	pupil	entry
African	0.0	0.0	0.1	615.0	164.0
Any Other Asian Background	0.2	0.3	0.3	801.7	209.1
Any Other Ethnic Group	0.1	0.2	0.2	824.6	199.0
Any Other Mixed Background	0.1	0.2	0.3	790.5	197.6
Bangladeshi	0.0	0.0	0.1	405.0	142.9
Black Caribbean	0.0	0.0	0.0	960.0	240.0
Chinese	0.2	0.2	0.3	750.0	198.5
Indian	0.1	0.1	0.4	636.9	186.1
Information Not Obtained	0.0	0.0	0.0	495.0	141.4
Irish	0.1	0.2	0.2	747.9	197.5
Italian	0.0	0.0	0.0	900.0	200.0
N/A	0.1	0.3	0.3	702.0	226.5
Other White	0.4	0.4	0.6	865.6	219.1
Pakistani	0.0	0.0	0.1	667.5	166.9
Refused	0.1	0.1	0.2	1015.0	229.8
White And Asian	0.1	0.1	0.2	813.0	198.3
White And Black African	0.0	0.0	0.0	540.0	154.3
White And Black Caribbean	0.1	0.1	0.2	895.0	225.6
White British	11.7	22.3	35.8	744.6	198.6
	0.7	1.3	2.1	747.1	199.1

The table above appears to show under-performance for the groups coloured red. However a comparison has been made with all schools and FE Colleges (including independent schools) and as noted above not all students currently stay on in to school sixth forms. Further investigation is needed of the proportion of students from ethnic groups accessing school sixth forms and the match between their GCSE points score on entry and achievement in the sixth form. The data in the table above suggest that there is probably under-performance in school sixth forms for key vulnerable ethnic groups.

No information is available at this time on the performance of looked after children or their progression routes post-16. The lack of information is a key issue that needs to be addressed by the LA.

Fail grades

A significant factor affecting performance against the points per entry measure appears to be the high proportion of fail grades within Central Bedfordshire sixth form

Subject performance

Value added evaluation of subject performance indicates that there are some key performance issues in particular subjects and qualifications across Central Bedfordshire. In several cases these involve a significant number of learners. For this reason there is a need to identify and share effective practice in these subjects in a more coherent and planned way. The summary data below includes some wide variations across individual schools. In addition there are in some cases some very small and uneconomical group sizes.

There was significant positive performance in: Applied Business (AS Level) in percentage passes, percentage A-C and percentage A grades.

There was significant negative performance in:

Table 29

Pass (A-E)	A-C	A
Art & Design (GCE A)	Art & Design (GCE AS)	D&T Product Design (GCE AS)
Art & Design (GCE AS)	Biology (GCE AS)	English Literature (GCE A)
Biology (GCE AS)	English Literature (GCE A)	Psychology (GCE A)
Chemistry (GCE AS)	English Literature (GCE AS)	Psychology (GCE AS)
Economics (GCE A)	Govt and Politics (GCE A)	
Health & Soc.Care (aGCE A)	Media/Film/TV Stds (GCE AS)	
Law (GCE A)	Physics (GCE AS)	
Music Technology (GCE A)	Psychology (GCE A)	
Religious Studies (GCE AS)	Sociology (GCE A)	

Key issues:

1. To use the planned extra SIP time (allocated from LSC resources) to investigate further contextual factors such as:
 - the proportion of students staying into school sixth forms, their attainment on entry and the learning destinations of the remaining students
 - an investigation the proportion of students who fail courses, do not complete courses and do not continue with learning in each school sixth form
 - how representative school sixth forms are of the general school population – for example gender, ethnicity, proportion eligible for free school meals, gender, SEN etc

and identify how points score per entry can be improved in Central Bedfordshire school sixth forms.

2. The LA should use the A-level Performance System (ALPs) to provide timely and consistent evaluation of performance in school sixth forms and identify and disseminate particular good practice in subjects. The LA should also raise expectations for itself and schools to monitor and evaluate the performance of key groups of students who do not enter the sixth form (their progression routes) and those who do.
3. The LA should encourage and influence schools to review their curriculum in order to ensure that students with a wide range of prior attainment are able to progress to courses that meet their needs, establish strong partnerships that include FE Colleges, work based learning providers and schools to plan jointly the best curriculum offer that will maximise achievement and ensure that the raise in the participation age is delivered effectively. Part of this conversation should include the strong encouragement for schools to work informally and formally within locality based partnerships in order to share resources and expertise.