
Meeting: Children's Services Overview and Scrutiny Committee
Date: 28 February 2012
Subject: 2011 Test and Examination Results
Report of: Cllr Mark Versallion , Executive Member for Children's Services
Summary: The report presents the 2011 test and examination results for Central Bedfordshire.

Advising Officer: Edwina Grant, Deputy Chief Executive/Director of Children's Services
Contact Officer: Pete Dudley, Assistant Director, Learning, Commissioning & Partnerships
Public/Exempt: Public
Wards Affected: All
Function of: Council

CORPORATE IMPLICATIONS

Council Priorities:

1. The report supports the Council to deliver the following priority:

- Educating, protecting and providing opportunities for children and young people

Financial:

2. The improvement actions identified in the report will be funded from existing resources.

Legal:

3. The Council has a duty under the Education Act 1996 to promote high standards, ensure fair access to educational opportunity and to promote the fulfilment by every child of his/her educational potential.

Risk Management:

4. Key risks in failing to deliver the improvement actions centre on children and young people not achieving as well as they could and ultimately not accessing employment, training or further education. There is a risk of reputational damage to the Council in being perceived as not providing a good quality education for young people. Risk management is a key part of delivery planning.

Staffing (including Trades Unions):

5. Not applicable.

Equalities/Human Rights:

6. Public authorities have a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and foster good relations in respect of nine protected characteristics; age disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Strategic actions for improvement will include the identification of children and young people in relation to the relevant protected characteristics who are not achieving, who are excluded or who are in vulnerable circumstances

Community Safety:

7. Not applicable.

Sustainability:

8. Not applicable.

Procurement:

9. Not applicable.

RECOMMENDATION(S):**The Committee is asked to:-**

1. Consider and comment on the 2011 test and examination results for Central Bedfordshire and on the actions to support improvement.

Background

1. This report provides a summary of the performance of Central Bedfordshire schools in the 2011 national tests and. Progress at the end of each key stage is judged against previous performance, national performance and the performance of Central Bedfordshire's statistical neighbours group¹.

Early Years Foundation Stage

2. The Early Years Foundation Stage Profile sums up each child's learning and development at the end of the Early Years Foundation Stage. For most children this is at the end of the Reception year in school.

¹ Bracknell Forest, Cheshire East, Essex, Hampshire Hertfordshire, Leicestershire, Solihull, South Gloucestershire, Warwickshire, West Berkshire

3. The percentage of children achieving a good level of development at the end of the Early Years Foundation Stage (**The Threshold Indicator**) in 2011 was 56% compared with 59% nationally and 59% compared with our statistical neighbours. This is an increase of 3% since 2010. As the improvement is in line with both the National and Statistical Neighbour average increase, Central Bedfordshire's relative position has not changed, and Central Bedfordshire is still ranked 9 out of 11 councils.

The Threshold Indicator			
	2009	2010	2011
Central Bedfordshire	53	53	56
Statistical Neighbours	53	56	59
National	52	56	59

4. Reducing the inequality gap in achievement between the outcomes for all children and for the bottom 20% (**The Narrowing the Gap Indicator**) has reduced by over 2% to 27.8% compared with 31.3% nationally and 29.9% for our Statistical Neighbours. The improvement for our statistical neighbours was just 0.7%. Central Bedfordshire is ranked 5 out of 11 councils and is ranked in the upper quartile nationally.

The Narrowing the Gap Indicator			
	2009	2010	2011
Central Bedfordshire	30.8	30.1	27.8
Statistical Neighbours	31.7	30.6	29.9
National	33.9	32.7	31.3

Key Stage 1

5. Level 2+ Reading

The percentage of pupils attaining Level 2 and above in reading fell marginally from 90% in 2009 and 2010 to 89% in 2011. Statistical neighbours' results remained static at 88% as did national results at 85%. Central Bedfordshire results are 1% above the figure for statistical neighbours and 4% above the national figure.

Reading % Level 2+			
	2009	2010	2011
Central Bedfordshire	90	90	89
Statistical Neighbours	88	88	88
National	84	85	85

6. **Level 2+ Writing**

The percentage of pupils achieving level 2 or above in writing fell by 1% to 87% having increased by 1% in 2010. The percentage of pupils attaining Level 2 and above in writing has fluctuated slightly over the last three years compared with a static figure for statistical neighbours and in terms of national results. Central Bedfordshire is now 3% above the figure for statistical neighbours and 6% above the national figure.

Writing % Level 2+			
	2009	2010	2011
Central Bedfordshire	87	88	87
Statistical Neighbours	84	84	84
National	81	81	81

7. **Level 2+ Mathematics**

The percentage of pupils achieving level 2 or above in mathematics has decreased by 1% to 93% compared with a 1% improvement for statistical neighbours and nationally. Central Bedfordshire is 1% above the figure for statistical neighbours and 3% above the national figure.

Mathematics Level 2+			
	2009	2010	2011
Central Bedfordshire	94	94	93
Statistical Neighbours	92	91	92
National	89	89	90

8. **Level 3+ Reading**

The percentage of pupils attaining Level 3 and above in reading fell from 35% in the past two years to 33% this year. Results for statistical neighbours remained static at 31% as did the outcomes for the national group at 26%. Central Bedfordshire is 2% above the figure for statistical neighbours and 7% above the national figure.

Reading Level % 3+			
	2009	2010	2011
Central Bedfordshire	35	35	33
Statistical Neighbours	32	31	31
National	26	26	26

9. **Level 3+ Writing**

The percentage of pupils attaining Level 3 and above in writing has remained static over the past three years. The percentage for statistical neighbours has remained static over the past two years whilst the national figure showed a 1% increase on results from 2010. Central Bedfordshire remains 5% above the figure for statistical neighbours and 7% above the national figure.

Writing % Level 3+			
	2009	2010	2011
Central Bedfordshire	20	20	20
Statistical Neighbours	16	15	15
National	12	12	13

10. **Level 3+ Mathematics**

The percentage of pupils attaining Level 3+ and above in mathematics has fallen by 1% since 2010. The figure for statistical neighbours mirrored that for 2010 and the national figure also remained static. Central Bedfordshire is now 2% above the figure for statistical neighbours and 7% above the national figure.

Mathematics Level 3+			
	2009	2010	2011
Central Bedfordshire	29	28	27
Statistical Neighbours	26	25	25
National	21	20	20

Key Stage 2

11. **Percentage Achieving Level 4+ in English and Mathematics**

Results declined in 2011 by 7% to 66%. This was influenced significantly by Robert Bloomfield Academy not taking the SATs and the DfE publishing figures which included this school. This worsened the result by around 5%. The national average remained static at 74%. This means that the performance gap between Central Bedfordshire and the national percentage figure for this indicator has changed from 1% below the national figure to 8% below national. The figure for statistical neighbours remained static at 76%, with Central Bedfordshire 10% below this percentage and ranked last.

English and Mathematics % Level 4+			
	2009	2010	2011
Central Bedfordshire	73	73	66
Statistical Neighbours	75	76	76
National	72	74	74

12. **Percentage Achieving Level 4+ in English**

74% of pupils attained level 4 or above in English. The percentage of pupils attaining Level 4 and above in English has declined by 7% compared with 2010, although this was influenced significantly by Robert Bloomfield not completing SATs. Central Bedfordshire is now 10% below statistical neighbours. There was an improvement of 1 per cent nationally this year. Results for Central Bedfordshire are 8% below the national figure.

English % Level 4+			
	2009	2010	2011
Central Bedfordshire	82	81	74
Statistical Neighbours	83	82	84
National	80	81	82

13. **Percentage Achieving Level 4+ in Mathematics**

72% of pupils attained level 4 or above in mathematics. The percentage of pupils attaining Level 4 and above in mathematics fell by 7% compared with 2010. This figure was again influenced significantly by the one school which did not complete the SATs. The figure for statistical neighbours remained static at 82%. The gap between statistical neighbours and Central Bedfordshire has increased to 10% for reasons already noted. The national figure remained static at 80% with Central Bedfordshire 8% below the national figure.

Mathematics % Level 4+			
	2009	2010	2011
Central Bedfordshire	79	79	72
Statistical Neighbours	81	82	82
National	79	80	80

14. **Percentage Achieving Level 5+ in English**

25% of pupils attained level 5 or above in English. This outcome was influenced adversely by Robert Bloomfield school not completing SATs. The percentage of pupils attaining Level 5 and above in English fell by 6% compared with 2010. The figure for statistical neighbours fell by 3%. Central Bedfordshire is now 7% below the figure for statistical neighbours. The national figure fell by 4% with results for Central Bedfordshire 4% below the national figure.

Percentage English Level 5+			
	2009	2010	2011
Central Bedfordshire	27	31	25
Statistical Neighbours	31	35	32
National	29	33	29

15. **Percentage Achieving Level 5+ Mathematics**

30% of pupils attained level 5 or above in mathematics. This percentage has declined by 4% compared with 2010, with the impact of Robert Bloomfield not completing SATs again being reflected here. The figure for statistical neighbours increased by 1% in 2011. Central Bedfordshire is now 8% below the figure for statistical neighbours. There was an increase of 2% nationally, with results for Central Bedfordshire now being 5% below the national figure.

Mathematics Level % 5+			
	2009	2010	2011
Central Bedfordshire	36	34	30
Statistical Neighbours	37	37	38
National	35	33	35

16. **Two Levels of Progress in English**

The percentage of pupils achieving two levels of progress from KS1 to KS2 in English fell by 3% compared with 2010. The figure for statistical neighbours remained static at 83% as did the national figure at 84%. The gap between Central Bedfordshire and both statistical neighbours and national has increased this year. Central Bedfordshire is now 9% below statistical neighbours and 10% below national.

English % 2 Levels Progress			
	2009	2010	2011
Central Bedfordshire	73	77	74
Statistical Neighbours	82	83	83
National	81	83	84

17. Two Levels of Progress in Mathematics

The percentage of pupils achieving 2 levels of progress from KS1 to KS2 in mathematics fell by 1% compared with 2010. The figure for statistical neighbours remained static at 82% while the national figure improved by 1%. The gap between Central Bedfordshire and statistical neighbours increased to 7%. The gap between Central Bedfordshire and national increased by 2% to 8%.

Mathematics % 2 Levels Progress			
	2009	2010	2011
Central Bedfordshire	75	76	75
Statistical Neighbours	81	82	82
National	80	82	83

18. Schools below the Floor Standard

Two schools are below the Government's floor standard of 60% of Key Stage 2 pupils achieving level 4 in English and Mathematics and two levels of progress in English and in Mathematics between the end of Key Stage 1 and the end of Key Stage 2):

- Kings Houghton Middle School(39%)
- Streetfield Middle School (58%)

Streetfield Middle School has made satisfactory progress. An academy sponsor is being sought for Kings Houghton Middle School. Both schools are the subject of a support and challenge programme.

Key Stage 4

19. **Percentage Achieving 5 A*-C including English and Mathematics**

Central Bedfordshire’s performance in the proportion of students achieving five or more GCSE grades at A* - C including English and mathematics improved by 5.2% this year, rising from 54.2% in 2010 to 59.4% in 2011 and placing Central Bedfordshire above the national average. National results increased by 5.5% to 58.9%, and therefore the rise in performance locally was matched by all schools nationally. However, the national increase of 5% is affected by the inclusion of IGCSEs not included in previous years. The national improvement of schools similar to those in Central Bedfordshire i.e. excluding independent schools was just 3.1%. This shows a greater improvement in Central Bedfordshire schools than in similar schools.

20. The gap between Central Bedfordshire and statistical neighbours has narrowed to 1.5%. This means that in 2011 Central Bedfordshire’s performance rose at a faster rate than our statistical neighbours. Central Bedfordshire is now ranked 8 out of 11, an improvement from 11 out of 11 in 2010.

% 5 A*-C including English and mathematics			
	2009	2010	2011
Central Bedfordshire	50.0	54.2	59.4
Statistical Neighbours	54.2	58.6	60.9
National	49.8	53.4	58.9

21. **Percentage Achieving the English Baccalaureate**

The English Baccalaureate was introduced as a performance measure in the 2010 performance tables. It is not a qualification in itself. The measure recognises where pupils have secured a C grade or better across a core of academic subjects – English, mathematics, history or geography, the sciences and a language. 12% of students achieved this measure in Central Bedfordshire schools, placing Central Bedfordshire below the national and statistical neighbours average of 17.6%. Schools are still making adjustments to the curriculum to respond to this new requirement.

Percentage Achieving the English Baccalaureate		
	2010	2011
Central Bedfordshire	10.6	12.3
Statistical Neighbours	17.7	17.6
National	15.6	17.6

22. **Percentage Achieving 5 A*- G**

The percentage achieving 5 A*-G grades in 2011 was 95.2%. This is above the national average and slightly below the average for statistical neighbours.

% 5 A*-G Grades			
	2009	2010	2011
Central Bedfordshire	94.0	95.0	95.2
Statistical Neighbours	94.7	95.5	95.9
National	92.3	92.8	93.5

23. **Post 16**

This section refers to students in school sixth forms only. Analysis of headline data for school sixth-forms is complex because not all students are in post-16 education and a significant number who continue with their learning attend an FE College rather than a school sixth form. This makes generalisations about the school population difficult because a school sixth form only includes a proportion of the students who continue with education and the profile of the sixth form may not compare directly with a previous year.

24. National benchmarks currently refer to the number of points achieved by a student (reflecting the total number of subjects studied) and points per entry (reflecting how well a student did on average in all their subjects). National data sets include all providers (FE Colleges and Independent Schools).

25. The provisional 2011 results for Central Bedfordshire school sixth forms show an average total points score per candidate of 750.3, which places Central Bedfordshire above the national average of 745.9 and above the average of 745.6 for statistical neighbours, placing Central Bedfordshire fourth out of eleven. The points score per entry for Central Bedfordshire of 207.2 places Central Bedfordshire below the national average of 216.2 and below that for statistical neighbours of 214.19, placing Central Bedfordshire 9 out of 11. Both measures represent an improvement compared with 2010.

26. In Central Bedfordshire 97.3% of students in the sixth form achieved two or more passes equivalent to an A level. This was above the national average of 94% and above the average of 94.4% for our statistical neighbours, placing us in second position.

Action to Support Improvement

27. At Key Stage 2 a targeted intervention programme has been developed for all non-academy middle schools and schools with Year 6 pupils where pupils have been identified as at risk of not achieving their challenging targets and/or two levels progress from the end of KS1. This programme aims to raise Key Stage 2 standards in 2012.

28. The responsibility for improving Key Stage 2 standards in academies rests with the governing body of the Academy or the sponsor (in the case of a Sponsored Academy). It is expected that during the current academic year, 16 of the 25 middle schools and schools with Year 6 pupils will become academies. However, Central Bedfordshire is working in partnership with its academies to raise standards, and all academies were invited to a conference focusing on raising standards at Key Stage 2.
29. Schools below the Government's floor standard (60% of Key Stage 2 pupils achieving level 4 in English and Mathematics and two levels of progress in English and in Mathematics between the end of Key Stage 1 and the end of Key Stage 2) have been involved in an intensive programme of support and challenge. In addition, there is a programme of work with those schools identified as requiring intervention following inspection or otherwise causing concern.
30. At Key Stage 4 the focus for activities in 2011/12 has shifted significantly as schools have become Academies. During this academic year the majority of students will have been taught in Academies and Central Bedfordshire will have little direct input into school improvement. However, the Council maintains a key strategic leadership role and continues to develop its partnership with academies to ensure a focus on raising standards at Key Stage 4.
31. Improvement activities with maintained schools are focused around:
- a) Continued support for improved teaching and learning through a programme of activities brokered through the Council to develop data, improve active teaching strategies and ensure that schools work collaboratively to share practice.
 - b) Brokering and commissioning support from Local Leaders in Education (LLE) and Teaching Schools where required.
 - c) Targeted activities and intervention with priority schools – those in OfSTED categories, with satisfactory capacity or at risk through leadership issues.
33. **Post 16**
- The Council has worked closely with schools to provide a focused approach to data and target setting. This has included
- a) The provision of early data for schools to target their actions and a set of self-review materials
 - b) Supported reviews in priority schools
 - c) The purchase of externally benchmarked data to support schools in their analysis of progress mid-year

d) Support for heads of Sixth Form through CPD and other activities

Evidence shows that there has been a good overall impact of these strategies and that this year real progress has been evident

34. The focus for activities in 2011/12 has shifted significantly as schools have become Academies because the responsibility for improvement rests with the governing body of the Academy or the sponsor (in the case of a Sponsored Academy). During this academic year the majority of students will have been taught in Academies and the Council will have little direct input in school improvement, although it will still be a key strategic partner. Activities are focused around the following:

a) The Council has enabled schools to carry on with a post-16 data analysis project which will support early target setting and analysis for 2011/12.

c) The Council has helped schools to set up a Heads of Sixth Form forum.

d) The Council will provide information and brokerage on good performance so that schools can develop their own support and intelligence on effective practice.

Appendices:

None

Background papers and their location: (open to public inspection)

None