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**SCHOOL STANDARDS AND PERFORMANCE**

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**SUMMARY REPORT**

**Purpose of the Report**

1. To provide information for members of Children and Young Peoples Scrutiny Committee as regards the cumulative standards of attainment and achievement recorded by schools in Darlington in 2008.

**Summary**

2. This report details the cumulative performance of all schools in Darlington in national tests in 2008.

**Recommendation**

3. It is recommended that Member note the contents of this report.

**Murray Rose,**  
**Director of Children's Services**

**Background Papers:**

No Background papers were used in the preparation of this report.

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S17 Crime and Disorder	Improved attainment can affect students' life chances so affecting crime and disorder.
Health and Well Being	A broad and balanced curriculum can lead to improved life chances and life choices for all students.
Sustainability	There are no issues with regard to sustainability.
Diversity	All hard to reach groups are included in the data contained within this report.
Wards Affected	All Wards in Darlington.
Groups Affected	All children/young people of school/college age.
Budget and Policy Framework	The contents of this report do not affect the Budget or policy Framework.
Key Decision	This is not a key decision.
Urgent Decision	This is not an urgent decision.

One Darlington: Perfectly Placed	Improved attainment is in line with the aims set out in the Aspiring Darlington theme of the Sustainable Community Strategy.
Efficiency	There are no efficiency issues.

## MAIN REPORT

### Information and Analysis

#### Foundation Stage

4. Overall standards in 2008 and progress made, including trends over last 3 years.  
Overall attainment on the Foundation Stage Profile (FSP) for children achieving 78 points, including 6 points in all Communication Language and Literacy Development (CLLD) & Personal Social and Emotional Development (PSED) elements has been decreasing over the last three years both nationally and in Darlington.
5. We know that the significant decrease in scores year on year is a result of more accurate moderation processes and consider the 2008 result to more accurately reflect ability of children at the end of their Reception year. The percentage of children in Darlington achieving 78 points including 6 points in all CLLD & PSED sections is now the same as the regional average and slightly below both national and statistical neighbour results.
6. We consider moderation is now secure but will continue to support its development and will moderate all schools in Darlington in 2009. This represents a 25% increase on 2008 moderation. We are predicting a decrease in the number of children gaining the higher level scores across all aspects of the FSP in 2009.
7. Results for children living in the lowest 30% SOAs in Darlington show scores for CLLD which are significantly lower than scores for PSED. CLLD results for these children have dropped by 4.0 percentage points from the 2007 figure. The LA hopes that engagement in the funded Every Child a Talker programme (ECAT) alongside enhanced focus on CLLD will support progress in this area. Boys' scores remain well below girls in all FSP areas except numbers as labels for counting.

#### Key Stage 1

8. At **Key Stage 1** school performance went up in 8 out of the 11 indicators and only Reading attainment at Level 3 and Writing at Level 2b+ were down. Many of the biggest improvements in performance came in the schools serving the most deprived communities in Darlington.
9. L2+ Speaking and Listening 86.6% in 2008 **up 3.7%** on 2007  
L3 Speaking and Listening 22.6 % in 2008 **up 1.7%** on 2007  
  
L2+ Reading 81.9% in 2008 **up 0.1% on 2007.**  
L2b+ Reading 2007 68.5% 2008 68.5% **no change**  
L3 Reading 2007 24.8% 2008 22.9% down 0.8%  
  
L2+ Writing 78.5% in 2008 **up 1.2%** on 2007.

L2b+ Writing	2007	55.4%	2008	55%	<b>down 0.4%</b>
L3 Writing	2007	9.1%	2008	9.5%	<b>up 0.4%</b>
L2+ Maths 88.8% in 2008 <b>up 0.6%</b>					
L2b+ Maths	2007	70.2%	2008	71.6%	<b>up 1.4%</b>
L3 Maths	2007	18.5%	2008	19%	<b>up 0.5%</b>

- National Strategies have highlighted that Darlington was one of only three LAs in the North East which reported a general increase in standards at Key Stage 1.
- A general fall in results across the country has occurred since the abolition of Key Stage 1 SAT tests. However, the move to teacher assessment has, it is generally acknowledged, resulted in a more accurate set of results

### Key Stage 2

- At Key Stage 2 our results were as follows:

#### English

Level 4+	2007	79.5%	2008	79.5% (National 81%)
Level 5	2007	37.2%	2008	28.9% (National 29%)
LA Average Points Score 27.2				
Nat. Average Points Score 27.4				

#### Maths

Level 4+	2007	79.8%	2008	78.5% (National 78%)
Level 5	2007	33.9%	2008	33.8% (National 31%)
LA Average Points Score 27.4				
Nat. Average Points Score 27.3				

#### Science

Level 4+	2007	90.2%	2008	88.6% (National 88%)
Level 5	2007	48.1%	2008	46.6% (National 44%)
LA Average Points Score 29.0				
Nat Average Points Score 28.8				

#### English and Maths combined

Level 4+ in 2008	72% (National 72%)
Level 5 in 2008	21.2% (National 19%)

- It was acknowledged that marking was problematical at Key Stage 2 with many schools asking for papers to be re-marked.
- In 2008 the DCSF have introduced a new measure of progress for children at the end of Key Stage 2. They now intend to measure the percentage of pupils who make two levels progress between the end of Key Stage 1 and the end of Key Stage 2. In Darlington in 2008 81.5% of pupils made two levels progress in English whilst 76.1% did so in maths. At present there are no national comparators. The new indicator showed that we scored a little lower than expected and a little lower than similar schools elsewhere in English. However, in Maths we scored much better than expected and in comparison with other similar

schools.

15. Using Fischer Family Trust data for prior attainment and similar schools nationally, our pupils in English have done better than would have been expected and are better than similar schools nationally. Maths results are also much better than prior attainment would have indicated and much better than in similar schools nationally. Science scores are also better than prior attainment suggested and better than in similar schools nationally.
16. Fischer Family Trust also publish Estimate X, comparing results this year with the trend in the school (and the Authority) over the last 3 years. At Level 4 + this showed that our performance was 3% better in English, 2.1% better in Maths and 1.6% better in Science than the trend line would have predicted.
17. For pupils achieving the expected target grade - level 4+ - in both English and Maths, we again scored much better than prior attainment would have predicted and much better than similar schools nationally.
18. The LA's data shows significant improvements in the attainment of Gypsy Roma Traveller (GRT) pupils in 2008. Gypsy/Roma pupils' KS2 English and mathematics combined attainment has increased from 23.5% to 46.2%. The LA provides effective Central Professional Development (CPD) and briefings to ensure that School Improvement Partners (SIPs) can challenge and support schools in closing the gap for all underachieving groups. As well as the overall KS2 targets, SIPs are setting targets for individual underperforming groups (Travellers, BME, Free School Meals entitlement and looked after children) with schools. The LA has identified the need to further develop capacity in schools to provide a more tailored approach to the learning needs of traveller pupils.

### Key Stage 3

19. At **Key Stage 3**, English and Science results were down overall and Maths improved at level 5+. There were big improvements in Modern Foreign Languages and ICT. The scores for 2008 will be the final sets of results derived from SAT tests as the DCSF have decided to move to teacher assessment from 2009.

#### English

Level 5+ 2007	74.9%	2008	70.4% (National 73%)
Level 6+ 2007	33%	2008	28.7% (National 33%)

#### Maths

Level 5+ 2007	76.7%	2008	77.5% (National 77%)
Level 6+ 2007	56.1%	2008	55.5% (National 57%)

#### Science

Level 5+ 2007	73.3%	2008	72.8% (National 71%)
Level 6+ 2007	41.6%	2008	38.9% (National 41%)

#### English and Maths combined

Level 5+ 2007	68.9%	2008	65.5% (National 66%)
Level 6+ 2007	26.6%	2008	26.6% (National 30%)

#### Modern Foreign Languages

Level 5+ 2007	72.3%	2008	78.6% (National 58%)
Level 6+ 2007	33.7%	2008	45.1% (National 25%)

#### ICT

Level 5+ 2007	75%	2008	81.7% (National 74%)
Level 6+ 2007	25.6%	2008	44.3% (National 28%)

20. It is worthy of note that this set of results though lower than 2007 in some cases, are generally equal to or higher than the results obtained in 2006 across the LA. The 2006 cohort went on to achieve our best ever results at GCSE.

#### Key Stage 4

21. Darlington's headline figure is that 72% of pupils achieved five or more A\* to C grades compared to 62% last year making us the 3rd most improved LA in the country.
22. Impressive results came from Longfield School which went from 53% to 73% of pupils gaining five A\* to C grades and at Haughton, where over 62% of students gained five A\* to C grades, compared to 31% last year. In both cases the results were the best the schools have ever achieved.
23. Carmel RC College celebrated 95% of its students achieving five or more A\* to C grades, 73% of these included English and Maths. This is its best performance.
24. Hurworth School pupils again gained excellent results. 93% of this year's students achieved five or more A\* to C grades with a significant proportion passing with top A\* and A grades. Hummersknott had 67% of pupils gain five A\* to C grades and Branksome achieved 53%. Both results consolidated performance.
25. Our pass rate of 5 GCSEs at A\*-C, including English and Maths, improved from 45% last year to 50% this year.
26. To help set a context for all of these results, a gain of 2% each year is the national trend over quite an extended period now, so improvements of 10% are at the top end of expectations and have placed the authority in the top 25% of LAs in the country.
27. However, there is still room for further improvement. The percentage of pupils achieving 5 GCSEs at A\*-C, including English and Maths did not improve in all schools at the same rate as the overall pass rate and so there are students leaving school still without some of the qualifications desired by employers. However, overall, we have Darlington's best ever exam results, combined with our best ever school attendance figures and our lowest exclusion figures for a long time so there is much to celebrate.
28. In respect of National Challenge school - Haughton - we are working closely with the appointed National Challenge Advisor and we have welcomed the actions taken by the school to improve standards. The National Challenge Advisor has confirmed to the Local Authority her confidence in the school's improving performance and expects standards at 5A\* to C including English and Maths to rise above the 30% floor target in 2009 and 2010.

29. The Regional Adviser for the National Strategies Mike Viner suggested at our recent annual standards meeting that:

‘Recent announcements place even greater emphasis on the rigour with which LAs monitor school performance and Darlington is well-placed to meet these challenges through its effective school improvement service’.

**The next steps. How do we continue to improve?**

30. Feedback from schools indicates that there is support for a bold programme of educational transformation in Darlington. This will be taken forward by many of the structures already in place (Joint Consultative Group, Schools Forum) with a clear remit to improve collaboration so that outcomes for all improve. This programme has been branded as [schools@onedarlington](mailto:schools@onedarlington). Our vision, reflecting other strategic plans, is as follows:

*Schools in Darlington will work together to raise standards for all. Darlington is going to be a place of increased aspiration and opportunity for everyone. We will achieve this by partners being encouraged to innovate, to be creative and to share their successes with others, so that all children and young people benefit.*

31. The work on transitions between primary and secondary schools is the most striking example of schools collaborating to improve outcomes for all. Now that there is the basis for common transition arrangements (we now have two common transition days) there is the possibility that this could be extended to 3, 4 or 5 days each year. All schools are participating in the transition schemes and transition action groups led by schools are developing work plans which will benefit all.
32. Through these arrangements, we are creating an opportunity for 1100 children each year to take part in a programme of increasingly planned and structured activities in the Summer term. We know that this programme will help the children to work in mixed school groups, learn with adults they have never met and move within the larger school setting. They will develop the social skills they need for successful transition into secondary school and we anticipate that the start of Year 7 traditional dip in attainment and focus will be reduced, children will settle down quickly, they will make friends more easily and they will be more confident. A possible next stage for this work would be to increase the transition period, to include perhaps 4 days in the secondary school with the middle day – Wednesday – back in the home primary schools to take stock, to reflect on experiences and to respond to any needs.
33. Similar collaborative work took place over support for behaviour, resulting in funding being agreed by the Schools Forum and new provision being established. All schools are seeing a reduction in exclusion rates even before the new parts of the scheme are properly established and we would expect the collaborative approach to maintain this rate of progress. Similar collaboration could support further work to promote successful inclusion.
34. [schools@onedarlington](mailto:schools@onedarlington) is the vehicle that is organising a borough wide training day on the final day of the spring half term, 12<sup>th</sup> February 2010.
35. [schools@onedarlington](mailto:schools@onedarlington) will offer to co-ordinate a CPD programme after school on, for example, one Thursday evening each half term. This would obviously need schools to

suspend their own programme that evening to enable staff to attend the borough wide events. The benefits would include structured opportunities to ‘walk through’ other learning environments, sharing best practice and creating opportunities to be involved in action learning sets.

36. On December 3<sup>rd</sup> 2008 Darlington’s Virtual Leadership College was launched in collaboration with the National College for School Leadership and Teesside University. It will cater for the professional development needs of all Darlington teachers whether they are newly qualified or aspiring head teachers.
37. Almost 60% of our school Governing Bodies have undertaken the LAs Governing Body Self Review Programme in its first year. The programme ensures that governors become better at their task by asking them to look at their own practice and write their own development plan.

### **Outcome of Consultation**

38. No consultation was required in the preparation of this report.
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