
SCHOOL STANDARDS IN DARLINGTON

SUMMARY REPORT

Purpose of the Report

1. To provide information for members of Children and Young People Scrutiny Committee as regard with cumulative standards of attainment and achievement recorded by schools in Darlington in 2009.

Summary

2. The report details the cumulative standards of attainment in Darlington schools.

Recommendations

3. It is recommended that:-
 - (a) Members note the contents of the report.

Murray Rose
Director of Children's Services

Background Papers

Andrew Dunn Extension 2824

S17 Crime and Disorder	There are no matters arising from this report
Health and Well Being	There are no matters arising from this report
Sustainability	Improved results mean that the future workforce in Darlington will have higher accreditation and better educational standards.
Diversity	More children have passed examinations in a variety of subjects. This increases students' opportunities to gain entry to work education and training in the post 16 sector.
Wards Affected	All wards in Darlington
Groups Affected	Pupils aged 5-19 have improved in their educational attainment.
Budget and Policy Framework	The policy framework is contained in the School Improvement & Development Service Plan.
Key Decision	No
Urgent Decision	No
One Darlington: Perfectly Placed	This report is consistent with the Aspiring Darlington theme 'addressing the gaps in

	educational attainment and raising the performance of all schools across the Borough to match the best', and the Prosperous Darlington theme 'attracting high quality, well-paid jobs to the Borough, tackling the low wage economy and ensuring that local people have the skills needed to attract and compete for those jobs.
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MAIN REPORT

Information and Analysis

- This report details the cumulative performance of all schools in Darlington in national tests in 2009. Where results have been given for individual schools i.e. at KS3 and 4 this is because schools have already agreed to publish those individual scores prior to the official national publication date. In the Foundation Stage, at Key Stage 1 and 2 individual school data is not published until December 2009.

Foundation Stage

- EYFSP Threshold Target

Table 1

	Target	Performance	Difference
2007	74.8%	52.5%	22.3%
2008	62.5%	48.1%	14.4%
2009	54.0%	50.6%	03.4%

- EYFSP Gap Target

Table 2

	Target	Performance	Difference
2007	41.2%	37.7%	-3.5%
2008	39.0%	37.4%	-1.6%
2009	37.3%	38.0%	+0.7%

- The overall performance in the Early Years Foundation Stage Profile (EYFSP) for children achieving 78 points, including 6 points in all Communication Language and Literacy Development (CLLD) & Personal Social and Emotional Development (PSED) elements has improved by 2.5% (maintained schools and independent schools) since 2008. The improvement in Local Authority schools is greater at 3.2%. The EYFSP Threshold attainment was 50.6%, which is greater than the regional average and the national results.
- Early Years Foundation Stage profile judgements are made through interpreting a range of evidence gained predominantly through observation of the child in self-initiated contexts. The Early Years Foundation Stage Profile (EYFSP) scores are becoming more accurate each year. Nationally scores have been decreasing as the result of a more rigorous moderation procedure. The 2009 Darlington EYFSP scores more accurately reflect the attainment of children at the end of Reception. The national target setting process is based on previous years' performance and targets. In 2009 the Threshold performance and target difference reduced to 3.4%, which is greatly improved from 2007 (22.3% difference) and 2008 (14.4% difference).
- The Darlington moderation procedure is secure. The moderation of all schools and settings will continue in 2010. The primary purpose of the EYFS profile is to provide year one practitioners with reliable and accurate information about each child's level of development

at the end of the Early Years Foundation Stage. Accurate data enables practitioners to plan an effective, responsive and appropriate curriculum that will meet the children's needs.

10. All Communication, Language and Literacy (CLLD) and Personal, Social and Emotional Development (PSED) scores for the lowest scoring 20% of children have improved by 6.7%. The average point score was also raised by 0.6%.
11. Overall the Early Years Foundation Stage Profile (EYFSP) Gap is 38.0%. The Gap Target is the gap scores between the lowest 20% achievers and all pupils. The Gap Target and performance difference is + 0.7%. The impact of targeted Early Years programmes on specific schools is evident. Extension of the funded Every Child a Talker programme (ECAT) and the addition of the funded CLLD programme will support progress in this area.

Key Stage 1

12. At Key Stage 1 school performance went up in 9 out of the 11 indicators in 2009.

Table 3

Subject	2008	2009	Difference
L2+ Speaking & Listening	86.6%	87.5%	Up 0.9%
L3 Speaking & Listening	22.6%	23.4%	Up 0.8%
L2+ Reading	81.8%	83.7%	Up 1.9%
L2b+ Reading	68.4%	71.9%	Up 3.5%
L3 Reading	22.2%	23.7%	Up 1.5%
L2+ Writing	78.4%	80.0%	Up 1.6%
L2b+ Writing	55.0%	58.0%	Up 3.0%
L3 Writing	09.5%	08.9%	Down 0.6%
L2+ Maths	88.7%	88.9%	Up 0.2%
L2b+ Maths	71.6%	72.2%	Up 0.6%
L3 Maths	19.0%	18.8%	Down 0.2%

13. If we were to consider a three year trend in Darlington then our results would be as follows at Level 2+.

Table 4

Subject	2007	2008	2009
Speaking & Listening	82.9%	86.6%	87.5%
Reading	81.8%	81.8%	83.7%
Writing	77.3%	78.4%	80.0%
Maths	88.2%	88.7%	88.9%
Science	88.2%	88.7%	90.4%
English & Maths	76.4%	77.7%	79.1%

14. Our improved results are best placed when considered within a regional and national context.

Table 5

**2009 Key Stage 1 Results
(Darlington compared to the North East and National Averages)**

	Level 2+			
	Reading	Writing	Maths	Science
Darlington	84.0%	80.0%	89.0%	90.0%

North East	84.0%	81.0%	89.0%	89.0%
Difference	0.0%	-1.0%	0.0%	1.0%

National	83.0%	80.0%	89.0%	88.0%
Difference	1.0%	0.0%	0.0%	2.0%

	Level 2B+		
	Reading	Writing	Maths
Darlington	72.0%	58.0%	72.0%

North East	72.0%	60.0%	74.0%
Difference	0.0%	-2.0%	-2.0%

National	71.0%	58.0%	72.0%
Difference	1.0%	0.0%	0.0%

	Level 3+			
	Reading	Writing	Maths	Science
Darlington	24.0%	9.0%	19.0%	23.0%

North East	26.0%	12.0%	21.0%	22.0%
Difference	-2.0%	-3.0%	-2.0%	1.0%

National	23.0%	11.0%	19.0%	19.0%
Difference	1.0%	-2.0%	0.0%	4.0%

	Average Points Score			
	Reading	Writing	Maths	Science
Darlington	15.6	14.1	15.6	15.7
North East	15.7	14.3	15.7	15.6
Difference	-0.1	-0.2	-0.1	0.1
National	15.4	14.1	15.6	15.3
Difference	0.2	0.0	0.0	0.4

Further comparison to our North East and statistical neighbours can be found at **Appendix 1**.

Key Stage 2

15. At Key Stage 2 our results were as follows:

Table 6

Subject	2008	2009	Difference
English Level 4+	80.1%	83.5%	Up 3.4%
English Level 5	29.1%	32.8%	Up 3.7%
Reading Level 4+	86.6%	88.2%	Up 1.6%
Reading Level 5	49.6%	55.0%	Up 5.4%
Writing Level 4+	68.0%	70.4%	Up 2.4%
Writing Level 5	19.2%	20.9%	Up 1.7%
Maths Level 4+	78.1%	82.7%	Up 4.6%
Maths Level 5	33.8%	41.5%	Up 7.7%
Science Level 4+	88.6%	91.1%	Up 2.5%
Science Level 5	46.9%	47.4%	Up 0.5%
English & Maths Combined Level 4+	72.2%	77.3%	Up 5.1%
English & Maths Combined Level 5	21.2%	24.6%	Up 3.4%

16. Our improved results are best placed when considered within a regional and national context.

Table 7

2009 Key Stage 2 Results (Darlington's ranking compared to other local authorities)

Subject	Achieving Level 4 or above	Achieving Level 5	Average Points Score
English	15 th	19 th	18 th
Maths	9 th	8 th	5 th
Science	5 th	15 th	16 th
English & Maths	8 th	14 th	-
Overall	-	-	11 th

Rankings out of 152 LAs

Table 8

**2008 Key Stage 2 Results
(Darlington's ranking compared to other local authorities)**

Subject	Achieving Level 4 or above	Achieving Level 5	Average Points Score
English	94 th	68 th	77 th
Maths	83 rd	32 nd	51 st
Science	54 th	35 th	47 th
Overall	-	-	56 th

Rankings out of 150 LAs

Table 9

**2009 Key Stage 2 Results
(Darlington compared to the North East and National Averages)**

	Level 4+			
	English	Maths	Science	English & Maths
Darlington	84.0%	83.0%	91.0%	77.0%
North East	79.0%	79.0%	89.0%	72.0%
Difference	5.0%	4.0%	2.0%	5.0%
National	80.0%	79.0%	88.0%	72.0%
Difference	4.0%	4.0%	3.0%	5.0%
	Level 5			
	English	Maths	Science	English & Maths
Darlington	33.0%	42.0%	47.0%	25.0%
North East	28.0%	35.0%	43.0%	19.0%
Difference	5.0%	7.0%	4.0%	6.0%
National	29.0%	35.0%	43.0%	20.0%
Difference	4.0%	7.0%	4.0%	5.0%
	Average Points Score			
	Reading	Writing	Maths	Science
Darlington	27.7	28.2	29.2	28.4
North East	27.1	27.6	28.8	27.8
Difference	0.6	0.6	0.4	0.6
National	27.3	27.6	28.7	27.9
Difference	0.4	0.6	0.5	0.5

Further comparison to our North East and statistical neighbours can be found at **Appendix 2**.

Key Stage 3

17. Key Stage 3 results are now based on teacher assessment and are attached at **Appendix 3**.

Key Stage 4

18. Darlington's headline figure in 2009 is that 51.1%% of pupils achieved five or more A* to C grades including English and Maths compared to 47.7% in 2008. A three year trend analysis of data supplied by schools can be found at **Appendix 4**.
19. In respect of our National Challenge school, Haughton, results were significantly improved with the number of students gaining 5A* to C including English and Maths up from 18.9% in 2008 to 42% in 2009. The number of young people gaining 5A to C grades also rose from 61.1% to 75% at Haughton this year.

The next steps. How do we continue to improve?

20. From September 2009 the models used by the School Improvement and Development team to engage with schools will change significantly. The work of Lead Officers with schools and SIPs will continue to evolve, as will the link between this process and the brokering of support. The main outcomes to be achieved from commissioning will be:
21. A robust development in collaboration across the LA and beyond, to include a range of possibilities for working with others in a structured and problem-solving way, to achieve clear outcomes. This is driven by the ethos of "schools@onedarlington".
22. Improved outcomes for both children and staff, underpinned by effective professional development.
23. To build capacity for improvement and development across the town, by encouraging a range of innovative models for developing leadership, and achieving set goals.
24. To provide a coherent development of Darlington 'priorities', designed to have the greatest impact on locally and nationally driven agenda's.

Collaboration

25. 'Schools@onedarlington' advocates the promotion of effective collaborative work across schools in Darlington, and with schools and other stakeholders. Under the new commissioning arrangements, any innovations or developments we plan for should have a strong collaborative feel about them. This means:
 - (a) Working with other schools
 - (b) Working with Darlington LA, and where appropriate, other partners
 - (c) Building effective networks for long term development
 - (d) Creating effective networks for short term problem solving or outcome
 - (e) Working effectively with other staff within the same school
 - (f) Working with outside agencies on local and national issues

The benefits of collaboration are clear:

- Sharing and developing good and improving practice in Darlington
- Promoting a problem solving approach in partnership with other practitioners
- Opportunities to lead networks and groups to achieve clear outcomes
- The building of capacity for school improvement across the town
- Improved outcomes, effective professional development

Outcomes for collaborative work and the development of LA priorities

26. At each stage of the commissioning process we will identify clear outcomes. These could be outcomes for pupils, outcomes for staff professional development, outcomes for those staff who have been commissioned etc. The outcomes we move towards will contribute to the Darlington Children and Young Peoples Plan (CYPP) objectives, and be grouped into some key priorities.

Some examples are:

- Assessment for Learning
- APP/ Assessment in KS3
- PLT progression / transferable skills
- Learning to Learn
- Curriculum development
- PLT development & impact on competences / skills
- Planning + designing new Primary curriculum / links to new secondary curriculum
- Developing pedagogy and personalisation
- Narrowing the Gap
- Boys achievement
- Vulnerable groups
- SOA performance
- Developing transition
- Developing sport through transition
- Curriculum continuity
- Collaboration in teaching and learning
- Role of parents
- Summer schools + specialisms

27. These broad priorities provide the headings for a variety of professional development opportunities. As an example, if, say a group of schools want to work together on a project entitled “Addressing under achievement in boys reading”. This could involve a team leader from one school, co-ordinating and designing the expected outcomes of the work. The focus of Narrowing the Gap matches with one of the LA priorities, and could also contribute to others such as Boys achievement or assessment. In that way, the network of collaborating schools, brought together to design a route through what is in effect their own issue, can also contribute to concurrently running LA priorities. This will bring the work of individuals in schools closer to that of the LA and encourage closer collaboration.

28. Members of Children and Young Peoples Scrutiny Committee are asked to note the contents of this report.