
SCHOOL PERFORMANCE 2005: NATIONAL TESTS/EXAMS

Responsible Cabinet Member(s) – Councillor Chris McEwan, Children’s Services Portfolio
Responsible Director(s) – Margaret Asquith, Director of Children’s Services

Purpose of Report

1. To provide an analysis of pupil performance in the national tests and exams in 2005 (results attached at **Appendix 1**).

Information and Analysis

2. Each year pupils undertake a range of national tests/exams at age 7 (Key Stage 1), 11 (Key Stage 2), 14 (Key Stage 3), 16 (Key Stage 4) and 18 (Key Stage 5) as part of the assessment requirements of the national curriculum. With the exception of Key Stage 1, the local authority plays no direct role in the collection and distribution of this data. At Key Stage 1, the local authority is required to collect the data from schools and forward to the Department for Education and Skills (DfES).

Key Stage 1

3. Performance at Key Stage 1 was disappointing in 2004 and a key area for improvement in 2005. The 2005 tests and teacher assessments show that significant gains have been made in all areas. The proportion of pupils reaching Level 2+ and Level 2B+ (national expectation level) has increased in all subjects – reading, writing, mathematics and science. In Level 3, the proportion has increased in all subjects with the exception of mathematics. The local authority targets for Level 2B+ have been met or exceeded in all cases. These improvements make Darlington the fifth most improved LA nationally for writing, the ninth most improved for mathematics and the thirteenth most improved for reading.
4. There was a significant difference between the performance of boys and girls at Key Stage 1 in 2004. This resulted in a range of strategies being developed to address this concern. Results in 2005 show a dramatic reduction in this imbalance at all levels, with, for example, the Girl/Boy (G/B) difference at L2+ in reading being reduced from 12.8% in 2004 to 2.6% in 2005.

Girl/Boy % Level 2	Reading	Writing	Maths	Science
2004	-12.8	-16.5	-5.2	-5.0
2005	-2.6	-9.2	-2.1	-1.4

Girl/Boy % Level 2B+	Reading	Writing	Maths	Science
2004	-14.9	-16.1	-4.5	
2005	-7.3	-12.1	-0.2	

Girl/Boy % Level 3	Reading	Writing	Maths	Science
2004	-10.8	-9.8	-0.7	0.0
2005	-8.0	-6.7	+7.9	+0.3

Girl/Boy % APS	Reading	Writing	Maths	Science
2004	-1.7	-2.1	-0.5	-0.3
2005	-1.1	-1.3	+0.1	-0.1

Key Stage 2

- At Key Stage 2, the gains of 2004 have been built upon in 2005 with further improvements at L4+ in both English and mathematics. Performance at Level 5, however, fell back from the high of 2004. This was particularly marked in English at Level 5. Although performance has improved again at L4+ in 2005, targets for 2005 have not been met.
- The gains made in reducing the gender gap at Key Stage 1 are also evident at Key Stage 2. The average points score shows that there is now little difference between the performance of boys and girls in both mathematics and science. The difference in English still exists but this was reduced significantly this year.

Girl/Boy % Level 4+	Reading	Writing	English	Maths	Science
2004	-11.7	-21.0	-14.4	-4.6	0.1
2005	-5.5	-19.7	-7.6	1.4	-0.2

Girl/Boy % Level 5	Reading	Writing	English	Maths	Science
2004	-14.4	-11.1	-13.6	-1.5	-4.2
2005	-8.9	-8.8	-11.3	4.7	-2.5

Girl/Boy % APS	Reading	Writing	English	Maths	Science
2004	-1.7	-2.3	-2.0	-0.6	-0.4
2005	-1.0	-2.0	-1.4	0.3	-0.3

- Further progress has been made against the national floor targets for 2006, with a reduction in the number of schools below 65% in mathematics and English at Level 4+.

National Floor Targets	KS2 En 2006 <65%	KS2 Ma 2006 <65%
2003	10	7
2004	4	6
2005	3 Skerne Park 63.3% Red Hall Primary 63.3% Firthmoor Primary 43%	2 Corporation Road 64.3% Firthmoor Primary 40%

8. At Key Stage 2, 15 schools improved on their English L4+ performance of 2004, with 5 schools improving on their English L5 performance. In mathematics, 16 schools improved on their mathematics L4+ performance of 2004, with 10 schools improving on their mathematics L5 performance.
9. Some schools made significant improvements on their 2004 results. A 10% point improvement or greater in English L4+ was achieved at Dodmire Juniors, Rise Carr Primary, Bishopton/Redmarshall CE Primary, Holy Family RC Primary and MSG Primary. In mathematics, similar improvements were made at Skerne Park Primary, Corporation Road Primary, Abbey Juniors, Rise Carr Primary, Hurworth Primary and Holy Family RC Primary. A 10% point decrease or greater was seen in English L4+ at Firthmoor Primary, Heathfield Primary and St Teresa's RC Primary. In mathematics, similar decreases were seen at Firthmoor Primary, Springfield Primary, Heathfield Primary and St Teresa's RC Primary.
10. Because of their performance in 2004, a number of primary schools received intensive support during 2004/05 as part of the National Primary Strategy Intensifying Support Programme (ISP). Those schools in the programme generally improved their results at a rate above the Darlington average, as was the case in 2004. At Level 4+, performance in ISP schools was better than the performance of non-ISP schools in all subjects except mathematics.
11. This pattern was also repeated for Level 5.

Performance of primary schools in Intensifying Support Programme

12.

KS2 L4+	English	Reading	Writing	Maths
Darlington	0.6%	2.4%	-6.7%	1.9%
ISP	2.4%	5.0%	-5.4%	1.6%
Non-ISP	-0.3%	0.9%	-7.6%	2.3%

KS2 L5	English	Reading	Writing	Maths
Darlington	-5.4%	0.0%	-5.0%	-2.4%
ISP schools	-2.5%	1.8%	-1.2%	-5.5%
Non-ISP	-6.7%	-1.0%	-6.8%	-1.0%

13. A further group of schools benefited from additional support through the National Primary Strategy Leadership Programme. At Level 4+, the performance of these schools was generally not as strong as the ISP schools or the non-ISP/PLP schools. This was also the case at Level 5.

Performance of primary schools in Primary Leadership Programme

14.

KS2 L4+	English	Reading	Writing	Maths
Darlington	0.6%	2.4%	-6.7%	1.9%
ISP	2.4%	5.0%	-5.4%	1.6%
PLP	-3.3%	-1.7%	-10.4%	1.4%
Non-ISP/PLP	1.8%	2.6%	-5.9%	2.8%

KS2 L5	English	Reading	Writing	Maths
Darlington	-5.4%	0.0%	-5.0%	-2.4%
ISP	-2.5%	1.8%	-1.2%	-5.5%
PLP	-7.0%	-3.9%	-5.2%	0.6%
Non-ISP/PLP	-6.5%	0.9%	-7.9%	-2.0%

Key Stage 3

15. Performance at this key stage in 2005 shows improvement in English, reading, writing, science and Information Communications Technology (ICT) at Level 5+. Performance in mathematics remains at the 2004 level. At Level 6+, performance fell on the previous year in English, reading, writing and ICT. Performance in mathematics and science at Level 6+ remains at the 2004 level.
16. Of the 7 secondary schools, 3 schools have improved on their 2004 mathematics L5+ performance and 3 on their 2004 mathematics L6+ performance. In science, 5 schools improved on their 2004 science L5+ performance and 3 on their science L6+ performance. In some schools, significant progress has been made.
17. Where improvements have been made in 2005, these improvements are generally below the national rate of improvement. At Level 6+, the drop in English, reading and writing does not mirror the national picture. When compared to those local authorities within the Government Office of the North East, Darlington is in line with science but above in English and mathematics at Level 5+. At Level 6+ Darlington is above in English, mathematics and science. Darlington is joint highest placed LA in GONE for English at Level 5+ and Level 6+. In mathematics, Darlington is joint fourth placed LA at Level 5+ and Level 6+.
18. At Level 7+ (not a nationally reported level), performance in English, science and ICT was below that in mathematics. Performance in ICT was also below that of English and science. Approximately 25% of pupils gained this level in mathematics but only 10% did so in English and science. The figure was only 5% in ICT. As at the other levels, girls outperformed boys in most subjects. The difference between these groups is, however, much less at this level. Unlike Level 5+ and Level 6+, boys outperformed girls in English at three schools.

19. Although the overall rate of improvement in Darlington at Level 5+ does not match the national rate of improvement, there are some significant successes to celebrate within the performance of individual schools. It will be noted that a number of schools made improvements greater than the national rate of improvement in some subject area but few schools, with the notable exception of Branksome, achieved this across all three subjects.

Improvement % L5+	English	Mathematics	Science
National	3	1	4
Darlington	2	0.1	2.0
Branksome	17.8	7.2	17.5
Hurworth	-2.7	10.0	7.2
Eastbourne	8.0	-3.6	1.8
Haughton	8.6	-3.6	4.9
Longfield	-3.9	-4.4	-7.8
Hummersknott	-1.5	2.6	1.4
Carmel	-7.0	-1.8	-3.8

20. There was a significant difference between the performance of boys and girls at Key Stage 3 in 2004 with girls outperforming boys in most subjects at most levels. Results in 2005 show that this gap has generally widened at Level 5+ and Level 6+ in all three subjects. Girls continue to outperform boys in English, mathematics and science at Level 5+ and Level 6+ in Darlington. This is also the national picture with the exception of science at Level 6+ where boys outperform girls.

% difference in Girls/Boys at L5+	National 2005	Darlington 2005	Darlington 2004
English	13	14.4	10
Reading	14	17.1	7
Writing	12	12	10
Mathematics	1	3	1
Science	1	2	1

% Difference in Girl/Boys at L6+	National 2005	Darlington 2005	Darlington 2004
English	13	19	13
Reading	14	21.1	13.2
Writing	11	15	10
Mathematics	0	1	2
Science	-2	2	1

21. The difference between the attainment of boys and girls varies considerably between individual schools and between subjects. (- indicates that boys outperform girls). At Level 5+ in English, girls outperform boys in all schools but the picture is more variable in mathematics and science with boys outperforming girls in a number of schools. At Haughton, there is a significant difference in science at Level 5+ with boys outperforming girls by nearly 20%. The attainment gap at three of our schools in English at Level 5+ is less than the national gap.

% difference in Girls/Boys at L5+	English	Mathematics	Science
National	13	1	1
Branksome	19.5	9.9	2.9
Hurworth	10.5	2.6	-0.7
Eastbourne	16.4	-3.4	8.1
Haughton	9.8	-4.8	-19.8
Longfield	20	3.5	11
Hummersknott	12.1	-1.6	-0.8
Carmel	4.3	3.1	2

22. This picture is repeated at Level 6+, with girls outperforming boys in all schools in English but boys outperforming girls in some schools in science and mathematics. Unlike Level 5+ though, few schools perform better than the national average in English. In most schools the differential is greater between girls and boys in English at Level 6+ than it is at Level 5+. This Level5+/Level6+ difference is less marked in science and mathematics.

% difference in Girls/Boys at L6+	English	Mathematics	Science
National	13	0	-2
Branksome	18.7	5.4	-5.5
Hurworth	31.5	0.6	5.3
Eastbourne	16.7	-4.5	4.3
Haughton	3	-10.2	-8.8
Longfield	19.9	1.6	5.5
Hummersknott	18.5	1.6	0.8
Carmel	25.8	0.7	4.8

National Floor Targets

23. Further progress has been made against the national floor targets for 2008, i.e. in all schools at least 50% of pupils achieve Level 5 or above in English, mathematics and science. The local authority is well placed to meet this target before 2008.

National Floor Targets	KS3 En 2008 <50%	KS3 Ma 2008 <50%	KS3 Sc 2008 <50%
2003	1	1	1
2004	0	0	1
2005	0	0	1 Eastbourne 44%

Key Stage 4

24. The percentage of pupils gaining 5 or more grades at A* - C shows significant improvement (up 7 percentage points) on the 2004 figure. Darlington is now above the national average of 55.7%. The percentage gaining 5 or more grades at A* - C including English and mathematics also shows improvement (up 7 percentage points) on the 2004 figure and, again, is now in line with the national average. In both of these areas Darlington's

performance is above that of the Government Office of the North East (GONE) average. This improvement ensured that Darlington met its 5+ A*-C target and uncapped average points score target for 2005. The overall improvement seen in 2005 makes Darlington the sixth most improved LA nationally at 5+ A*-C and the second most improved LA nationally at this measure including English and mathematics.

25. The percentage gaining a higher grade – A*/A – improved by 3 percentage points on the 2004 figure. The percentage gaining 5 or more grades at A* - G fell, however, by 2 percentage points. The percentage of pupils registering no passes fell from 4.9% in 2004 to 4.2% in 2005. This figure equates to 51 pupils. The LSC has recently commissioned some research work to look at the background of these pupils who failed to achieve any passes in order to identify any trends that may enable preventative action to be taken in future years.
26. The Girl/Boy attainment gap nationally at 5+A*-C is 10% but Darlington is below this figure at 6% in 2005. At 5+ A*-G, the national gap is 4.9% but Darlington's gap is 6.3% in 2005. In the other measures, girls generally outperform boys in Darlington, as is the national picture.
27. The attainment in individual subjects in 2005 is variable across schools and variable within schools. At A*-C, performance was highest in English and mathematics. There is little difference between the performance of boys and girls in mathematics but a marked difference of 8% in English. There is also little difference in attainment of boys and girls in science, information and communication technology, design & technology and music. The greatest variations can be seen in art (19.6%) and modern foreign languages (12.6%). Geography and sports studies are the only subjects where boys outperform girls. The lowest subject performance was to be seen in geography and music. Both Carmel and Hurworth performed particularly well in ICT, reflecting their specialist school status, as did Hummersknott in modern foreign languages and Longfield in sports studies.
28. There is also variability within individual schools in terms of subject performance. At Hurworth School, for example, at A*-C the figures for mathematics and English were 67.2% and 65.5% respectively. In geography and music, however, the figures were 13.9% and 5.7% respectively. At Branksome, for the same measures, the figures were 42.8% and 44.9% then 8.0% and 2.9%. This variability is to be seen in all the other schools as well. In the higher grades – A*-A – at English and mathematics, Hummersknott and Carmel were the top performing schools.

Key Stage 5

29. Carmel is the only school with post-16 provision in Darlington. The percentage of pupils gaining 2 or more A Levels at A – E was 96.9%. This is a 9 percentage point improvement on 2004. The performance of Carmel, allied to the excellent performance at Queen Elizabeth VI Form College, may well make Darlington the best performing local authority in England at A Level this year.

Value Added

30. Since the introduction of the National Curriculum, schools have had access to a growing range of performance data that has enabled school leaders to make judgements about the overall effectiveness of their schools. Much of the early performance data was based solely on attainment within the national tests/exams. Over the last couple of years the use of data

has become more sophisticated with the introduction of value added measures. These measures are based on individual pupils' results and thus give an indication of the difference that the school has made to each pupil and to each cohort. This is not the case when only raw attainment data is used to make judgements about a school's effectiveness. For this reason, contextual value added (CVA) data is now seen as a key indicator of a school's effectiveness. A value added measure will, for the first time, be included in the 2005 performance and assessment reports (PANDAS) issued to schools by OfSTED. CVA data is also used by the DfES in its conversations with local authorities.

31. National value added data is published at various points throughout the year. Fischer Family Trust (FFT) data makes extensive use of CVA and the first release, based on provisional 2005 data, is now available to local authorities. This will not be confirmed until January 2006. This data takes into account a range of pupil-level and school-level indicators, including pupil prior attainment, gender, month of birth, free school meals entitlement, ethnicity, SEN stage, mobility and geo-demographic data. Because CVA is pupil based, any analysis can only be based upon those pupils who were present at the start and end of the key stage.
32. As well as the FFT data, the DfES is now publishing CVA data to schools within their annual PANDA reports. KS2 data was published in November 2005, with KS3 data being published in December 2005 and KS4 data in late December 2005/early January 2006. The format used differs to that used by FFT. The CVA data published by DfES is an overall measure relative to the national mean of 100.
33. An analysis of FFT 2003-2005 CVA data for all schools in Darlington shows that, in general, value added from Key Stage 1 to Key Stage 2 is very positive. The very few areas of concern relate to the performance over time of middle ability girls in English and those pupils categorised as "other Asian". Performance is particularly strong for the following "groupings" – girls' mathematics and science, boys' science, pupils entitled to free school meals in mathematics and science and SEN in all core subjects. For the remainder of the groups, performance over time is in line with that expected.
34. The picture remains less positive at Key Stage 2 to Key Stage 4 for 2003-2005 but the improvements of 2005 are beginning to impact on this three-year overview. When broken down into Key Stage 2 to Key Stage 3 and Key Stage 3 to Key Stage 4, a significant difference can be seen in the CVA for each key stage; the CVA picture for KS 3 to KS 4 is far more positive than that for KS 2 to KS 3. The overall picture is of pupils not making the expected progress from KS 2 to KS 4 but the trend for the last three years is of pupils not making the expected progress from KS2 to KS3 but then making better than expected progress from KS3 to KS4.
35. At KS2 to KS3, the progress made in English is stronger than the progress in the other core subjects. Generally, CVA is weak across most groupings. However, at KS3 to KS4 the picture changes and progress for most pupil groupings is at least that expected. It is better than this for the 5A*-C measure for most groupings, as it is in the overall points score. BME pupils generally make the progress expected.
36. The CVA of the individual secondary schools for this period generally mirrors the overall picture for Darlington. Only Carmel RC Technology College, Hurworth School and Longfield School show expected/better than expected progress at KS2-KS4. These same schools, unlike the remainder of schools, also show a similar level of performance at KS2-

KS3. At KS3-KS4, the more positive progress seen across Darlington is reflected in the CVA of Branksome, Carmel, Eastbourne and Hurworth. At Hummersknott and Longfield, the picture is less positive and progress over time in these schools is generally below that expected.

37. Although the national value added measures used by the DfES are not published in their entirety until January 2006, it is possible to calculate the value added scores for each school using the DfES formula. The value added data published by DfES is an overall measure relative to the national mean of 100. Once again, this is based on provisional data.
38. The primary data shows that, in 2005, half of primary schools in Darlington were on the mean or above it. The national data suggests that performance that is 2.5 above/below the mean is of significance. Cohort size also has an impact on the significance of the measure. No school in Darlington was above the mean by this figure and only one school, Firthmoor Primary, was below by this amount. The significance of the measure at Firthmoor is that it places the school in the bottom 5% of schools nationally. Despite having no school over the 2.5 threshold, the measure at St Augustine's places it in the top 5% of all schools nationally. When taken over three years, a falling trend to below the mean can be seen at St Teresa's Primary, Red Hall Primary, Heathfield Primary and Beaumont Hill School. An increasing value added measure over this period can be seen in 19 of the 28 primary schools.
39. The secondary data identifies that, in 2005, only Hurworth, Carmel and Beaumont Hill School were above the national mean for progress at KS2 to KS4. The most improved measures in 2005 are to be seen at Longfield School, Carmel and Beaumont Hill School.
40. At KS2 to KS3, improvement on the 2004 measure was to be seen in all schools except Carmel. Carmel, however, remained above the mean. This will have a positive impact on the overall value added for Darlington given that progress between KS2 and KS3 was a particular area for improvement. Taken over the period 2002 – 2005, only Carmel and Hurworth show a falling trend but, despite this, both schools remain above the mean.
41. At KS3 to KS4, Carmel, Hurworth and Beaumont Hill School are above the mean. The measure, however, fell in the majority of schools with the exception of Longfield, Carmel and Beaumont Hill School. The most significant falls were to be seen at Hurworth and Branksome.

Summary

42. Significant improvements have been made at Key Stage 1 and Key Stage 4 in 2005. The overall improvement at Key Stage 4 makes Darlington the sixth most improved LA nationally at 5+ A*-C and the second most improved LA nationally at this measure including English and mathematics. At Key Stage 1, the improvements make Darlington the fifth most improved LA nationally for writing, the ninth most improved for mathematics and the thirteenth most improved for reading. The improvements of 2004 at Key Stage 2 have been maintained in 2005. Performance also continued to improve at Key Stage 3 in 2005 but this was below the national rate of improvement. Value added is positive for Key Stage 1 to Key Stage 2 but not for Key Stage 2 to Key Stage 4. When examined though the value added from Key Stage 3 to Key Stage 4 is much better than the value added from Key Stage 2 to Key Stage 3. This area remains a priority for improvement.

Outcome of Consultation

43. No consultation required in the preparation of this report.

Legal Implications

44. This report has been considered by the Borough Solicitor for legal implications in accordance with the Council's approved procedures. There are no issues which the Borough Solicitor considers need to be brought to the specific attention of Members, other than those highlighted in the report.

Section 17 of the Crime and Disorder Act 1998

45. The contents of this report have been considered in the context of the requirements placed on the Council by Section 17 of the Crime and Disorder Act 1998, namely, the duty on the Council to exercise its functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent, crime and disorder in its area. It is not considered that the contents of this report have any such effect.

Council Policy Framework

46. The issues contained within this report do not represent change to Council policy or the Council's policy framework

Decision Deadline

47. For the purpose of the 'call-in' procedure this does not represent an urgent matter

Recommendation

48. It is recommended that Members note the content of this report

Reason

49. To allow Members to monitor the performance of schools in Darlington.

Margaret Asquith
Director of Children's Services

Background Papers

There were no background papers used in the preparation of this report.

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