

## Key Stage 1 Attainment 2010 – Oxfordshire County Council

- The purpose of this paper is to provide members of the Children's Services Scrutiny Committee with some information to help them decide on whether to undertake a select committee review of Key Stage 1 attainment levels. There has been a lot of publicity around this subject, particularly with regard to attainment levels in the City. However it is not an issue that relates exclusively to the City and members may consider it to be more appropriate to consider the subject on a County-wide basis.

### Background information

- Key Stage 1 results are based on Teacher Assessment not on standardised tests. In order to understand the context of the results there are three aspects that need to be taken into account for each cohort as they move from Early Years Foundation Stage (EYFS) to Key Stage 1 and then onto Key Stage 2.
  - Catchment in Oxford City is not purely on District/Borough Council boundaries; therefore using purely Oxford City Council boundaries will not reflect the pupils who attend schools. The pressure on school places in Oxford City and its environs is significant (both in and out of Oxford).
  - Pupils living in Oxford City do not just go to Oxford City schools; many attend schools outside the city boundary.
  - Pupil characteristics in the Oxford area show a diverse population of children with a significantly higher number of children who have English as an additional language (28%) compared to the county (9.5%), there are also high levels of mobility, higher levels of pupils with special educational needs and a significantly greater number of children able to claim free school meals.

### Comparison with National and Statistical Neighbour at Level 2

	<b>KS 1 Reading</b>		<b>KS 1 Writing</b>		<b>KS 1 Mathematics</b>	
<i>% of schools</i>	<b>2009</b>	<b>2010</b>	<b>2009</b>	<b>2010</b>	<b>2009</b>	<b>2010</b>
<b>Oxfordshire</b>	84.0	84.0	80.0	79.0	90.0	89.0
	5250 / 6250	5571 / 6632	5000 / 6250	5239 / 6632	5625 / 6250	5903 / 6632
<b>SN average</b>	87.0	88.0	84.0	85.0	92.0	92.0
	5335 / 6132	5655 / 6426	5151 / 6132	5462 / 6426	5641 / 6132	5912 / 6426
<b>National</b>	84.0	85.0	81.0	81.0	89.0	89.0
	446099 / 531070	468707 / 551420	430167 / 531070	446650 / 551420	472652 / 531070	490764 / 551420
<b>- North Area</b>	86.4	85.8	82.6	79.7	92.1	90.3
	2103 / 2433	2275 / 2652	2010 / 2433	2119 / 2652	2240 / 2433	2394 / 2652
<b>- Central Area</b>	79.7	80.3	75.3	75.6	85.7	85.1
	1141 / 1432	1211 / 1508	1079 / 1432	1140 / 1508	1227 / 1432	1283 / 1508
<b>- South Area</b>	86.9	86.9	83.2	83.1	92.3	91.3
	2006 / 2308	2065 / 2377	1920 / 2308	1975 / 2377	2131 / 2308	2160 / 2377
<b>Oxford City</b>	76.0	76.0	71.0	71.0	83.0	82.0
	905 / 1191	969 / 1275	846 / 1191	905 / 1275	989 / 1191	1046 / 1275

***Attainment across Oxfordshire:***

3. The table above relates to attainment at Level 2 which is the level reported and published nationally. Level 2 is further sub-divided into Levels 2a, 2b and 2c. Level 2b is considered by Ofsted to be the “national target level” for a child aged 7. Level 3 is the highest level at this age.
4. Compared to national attainment at Level 2b, Oxfordshire remains in line for reading and mathematics and is slightly below (by one percentage point) the national average for attainment in writing. At Level 3 and above Oxfordshire continues to be slightly above the national average for reading and mathematics and writing has improved and is now in line with the national average.
5. The performance across Oxfordshire at Key Stage 1 is relatively consistent with 2009. There has been a slight increase in the proportion of children achieving Level 2b and above in reading (up by 0.6 % percentage points) and Level 3 and above in writing (up by 1.6% percentage points) and a decrease in achievement in mathematics (where the percentage of pupils achieving Level 2b and Level 3 and above have both decreased by over 1% percentage point), this is in line with the national trend for mathematics.
6. Writing remains the key area of prioritisation across the county, with 59.4% of pupils achieving Level 2b and above, whereas over 72% of pupils achieve this level in reading or in mathematics.
7. Compared to statistical neighbours (SN) we remain in the lower half of the rankings and below the SN average for Level 2b and above by 5.5 percentage points (pp) for reading, 6pp for writing and 4.5pp for mathematics.

***Attainment in the City area:***

8. The proportion of children achieving Level 2 and above in the City area is lower in all subjects than in the other areas and very low against national measures. By their very nature teacher assessments will have less consistency than standardised tests and it is an area we are investigating with Head Teachers.
9. The Early Years Foundation Stage (EYFS) point scores for the same cohort were 16 points lower than the county average (attainment on entry to KS 1). This is well below the Oxfordshire and the national average. Some schools were significantly lower than these measures of attainment on entry.
10. In most cases these schools are making at least satisfactory or better progress by the end of Key Stage 1 and the gap in attainment is narrowing. This means that the gaps are being closed despite a lower starting point.
11. Currently schools have recorded improvements in their EYFS point scores in 2010. This is as a direct result of the additional and successful training and improved moderation of teacher assessments which has also become more reliable.

12. City schools have also shown improvements in their Key Stage 2 scores over the past two years with some significant gains. There are fewer schools below the Key Stage previous national floor target in 2010.
13. Rates of progress across the entire primary age range in the City schools continue to improve.

***Measures to support improvement:***

14. The Local Authority recognises the low levels of attainment in a number of schools in the city and across the county. To address this, significant work has been undertaken across schools where there is underachievement. The support for reading, mathematics and communication includes courses for teachers to deepen subject knowledge in English and mathematics as well as individual work with children by specially trained teachers. Within the City, 13 of the 21 primary schools are part of these programmes which include:
  - ECaT - Every Child a Talker early years programme to build literacy skills
  - ECaR - Every Child a Reader - Reading recovery programme - individual work with children by specially trained teacher through a short term intervention
  - ECC - Every Child Counts - Mathematics programme where children are taught by specially trained teacher 30 minutes every day for 12 weeks
  - CLLD – Communication, Language and Literacy Development - programme across early years and Key Stage 1
  - Targeted training for teachers in Assessment and Moderation for Key Stage 1, and in the use of APP (Assessing Pupil Progress).
15. In addition since September 2010 we have been running a 'securing Level 2' course for targeted schools (all schools on the National Strategies 'Maximising Progress' [known as Developing Success in Oxfordshire] and 'Improving Schools Programme' (ISP) were invited. We have also been putting on Subject Leader courses that support teachers in using data and moderating standards.
16. We have increasingly prioritised a greater proportion of early intervention and targeted support in our City schools and are beginning to see good improvement in EYFSP results.
17. Over the last two years we have been using our powers as a Local Authority to ensure improvements are made where they are not judged to have been at the pace we would like to see. We are appropriately challenging school leaders to improve outcomes; this has in particular involved more rigorous expectation of leadership and management at all levels.
18. In addition seven of the City schools have had a formal LA review in the same period resulting in clear recommendations for their next steps and in most cases the necessary improvement.