

ROYAL BOROUGH OF KENSINGTON AND CHELSEA**CABINET – 28 SEPTEMBER 2006****REPORT BY THE EXECUTIVE DIRECTOR FOR FAMILY AND CHILDREN'S SERVICES****KEY STAGE ASSESSMENTS – PROVISIONAL 2006 RESULTS**

Cabinet is asked to note the performance of schools in the Royal Borough in National examinations and to endorse the actions to improve performance further.

FOR DECISION**1. INTRODUCTION**

- 1.1 This report presents an evaluation of the provisional standards¹ ² achieved at the end of all key stages in 2006³. Comparisons are made with previous years and also with national⁴ and LA statistical neighbour benchmarks⁵.

¹ Schools have been asked to confirm the accuracy of Key Stages 2 and 3 results with NAA; some schools have also requested that their test results should be re-graded for individual pupils. If changes arising from this validation exercise have been notified to the LA, they are included within this report. However, the final confirmed data file has not yet been received from NAA; therefore results presented in this report should be treated as provisional.

² Schools with pupils recently arrived from overseas with English as an additional language have been able to have the results discounted at Key Stages 2 and 3 and at GCSE since 2000. Some pupils have been discounted for 2006, by agreement with schools, but this has not yet been confirmed by the DfES.

³ Parkwood Hall Special School is included in the borough figures for all key stages, although not reported separately.

⁴ "National Curriculum assessments of 7/11/14 year olds in England 2006 (provisional)"; published by the DfES in August/September 2006. National DfES comparative figures for GCSEs for 2006 are not yet published. Percentages for GCSE subjects for 2006 are derived from the Joint Council for Qualifications, and include students in independent schools.

⁵ These are the five LAs designated closest to Kensington and Chelsea by OFSTED in terms of population statistics plus two school variables (number of pupils in maintained schools and the proportion of pupils eligible for free school meals). Most LAs have ten statistical neighbours; Kensington and Chelsea does not have many close neighbours and has therefore been assigned only five for comparison purposes. In order of statistical closeness, these are **Camden, Hammersmith and Fulham, Westminster, Haringey** and **Wandsworth**. Kensington and Chelsea is deemed to

2 SUMMARY OF RESULTS

2.1 The main points for each key stage are as follows:

- **Key Stage 1:** There was improved performance at this key stage, particularly in *reading* and *writing* which exceeded national benchmarks for the first time.
- **Key Stage 2:** There was improved performance at this key stage in *English* and *science* although a slight decline in *mathematics*. However, Kensington and Chelsea was considerably above local and national benchmarks in all subjects.
- **Key Stage 3:** There was a dramatic improvement in performance at this key stage in all core subjects; Kensington and Chelsea was not only considerably above local and national benchmarks in all subjects but provisionally 2nd nationally of 150 LAs in 2006 in *English*.
- **GCSE:** There was a further improvement in the percentages of pupils achieving 5+ Grades A*-C in 2006; Kensington and Chelsea was again well above national benchmarks, and the gap continues to increase.

3 CONCLUSION

3.1 Overall, results for 2006 were outstanding when considered as a whole. Key Stage 1 showed an increase at Level 2 and above in all areas except for *mathematics*, which remained at the same level as in 2005; national averages were exceeded in *reading* and *writing* for the first time. At Key Stage 2, it was another year of excellent results and Key Stage 3 demonstrated improvement in all core subjects at the expected standard for the age, but particularly in *English* which bucked the national trend. At GCSE, there was again improvement, not just at the indicator which measures 5+ Grades A*-C, but also 5+ Grades A*-G which demonstrates the success of access and inclusion strategies in developing all pupils to their maximum potential. There were also improvements in above average attainment, particularly at Level 5 in *English*.

3.2 This achievement by schools in the Royal Borough needs also to be set in the context of the challenging social, linguistic and economic

be close to the first three of these, and 'somewhat' close to Haringey and Wandsworth, neither of which has Kensington and Chelsea included within their list of statistical neighbours (i.e. they have others that are closer).

profile of the pupils in Kensington and Chelsea compared with the national profile. There is double the percentage of pupils living in relative poverty in the Royal Borough, as measured by entitlement to receive a free school meal, compared to nationally, and four times the percentage of pupils learning English as an additional language and ethnic minority pupils than the national profile. However, as demonstrated by the results for 2006, schools already focus their resources well to enrich provision in order to counteract any factors that can potentially affect children's progress, and the local authority will continue to work in partnership with them to do so in the future.

4 FUTURE STRATEGY

- 4.1 The LA plans to continue to support this achievement through its programme of support, monitoring and challenge offered by all members of the School Improvement Service, which consists of the school improvement advisers and curriculum consultants. Schools are also supported through various programmes of intervention and support from services within Access and Inclusion, including the Language Development Service, Pupil Support, Attendance and the Behaviour Improvement Programme.
- 4.2 Using the model of support outlined in the School Improvement Strategy, schools and departments are allocated differential levels of support in inverse proportion to success.
- 4.3 Where results have been lower than expected, particular attention will be given to these schools to address the underlying reasons for low attainment. It is recognised that support for schools in particularly challenging circumstances has to address the underlying reasons for low achievement, as quick fixes only address performance in a superficial and unsustainable way.
- 4.4 This year, an improvement project to include some primary schools within North Kensington will focus not just on raising the standards of teaching and the quality of subject knowledge, particularly in mathematics, but will also offer support in recruitment and retention, family, childcare, early years and health. By approaching the challenging circumstances faced by many of these schools in a holistic and integrated way, it is hoped that the underlying issues leading to low standards may be addressed in a way that provides sustained and lasting improvement.
- 4.5 Target setting remains a challenge for many schools in the Royal Borough. Targets are set almost two years before the children and young people sit the tests and examinations, and in that time, because of high pupil mobility, a significant proportion of the cohort

will have changed in many schools. Complete accuracy of target setting therefore becomes very difficult, and targets set with the DfES will at times appear inaccurate.

- 4.6 However, the important aspect of target setting is the work that schools undertake in tracking and targeting the achievement of each individual pupil across the school, so that they are alerted to any underachievement and able to put in place appropriate intervention strategies to address the underachievement. This work is developing well in the majority of schools in the Royal Borough, which ensures greater confidence in the progress made by each pupil.
- 4.7 As results in the Royal Borough improve, it becomes increasingly challenging for schools to improve on previous performance. Schools are never complacent in their success and all strive continuously to develop their curriculum and their classroom practice to ensure better provision for every child, as results at each key stage are precise indicators of the future life chances of our children and young people.

FOR APPROVAL

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APPENDIX 1

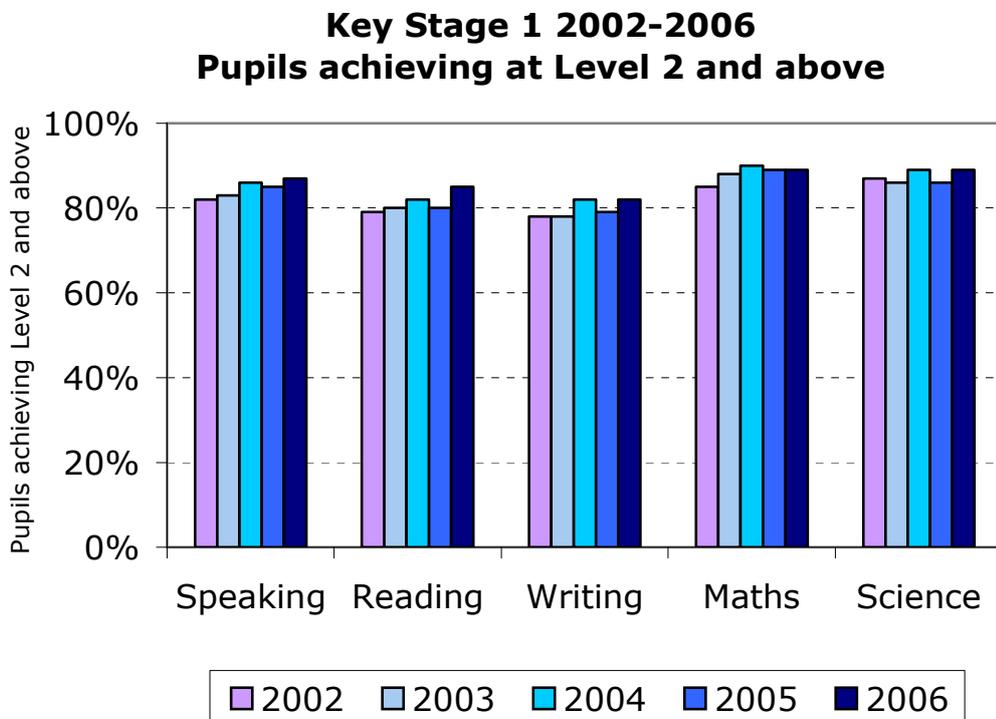
1 KEY STAGE 1

Pupils achieving at Level 2 and above

- 1.1 Compared with 2005, there was an increase in the percentage of pupils achieving at Level 2 and above in 2006 in *speaking* (from 85% to 87%), in *reading* (from 80% to 85%), in *writing* (from 79% to 82%) and in *science* (from 86% to 89%). The percentage achieving Level 2 remained at 89% in *mathematics* in 2005 and 2006.

Figure 1

	Percentage achieving Level 2 and above:				
	2002	2003	2004	2005	2006
Speaking	82%	83%	86%	85%	87%
Reading	79%	80%	82%	80%	85%
Writing	78%	78%	82%	79%	82%
Maths	85%	88%	90%	89%	89%
Science	87%	86%	89%	86%	89%



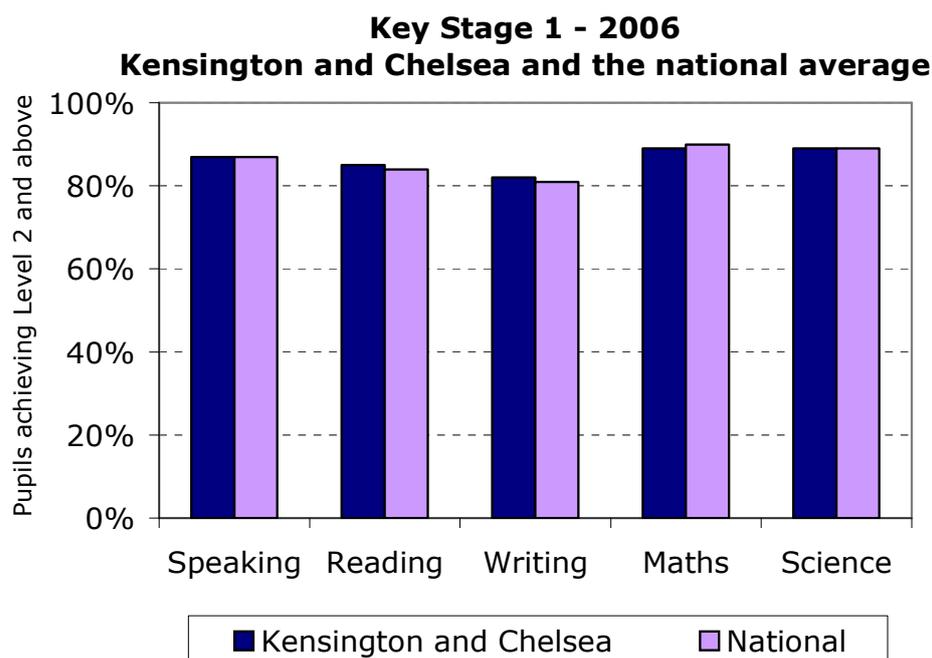
Pupils achieving at Level 3

- 1.2 Compared with 2005, there was an increase in the percentage of pupils achieving at Level 3, the higher level of attainment, in 2006 in *speaking* (from 17% to 18%), in *reading* (from 21% to 23%), in *writing* (from 11% to 13%), in *mathematics* (from 18% to 19%) and in *science* (from 18% to 25%).

National comparisons

- 1.3 The percentage of pupils attaining Level 2 and above in the Royal Borough in 2006 was similar to national benchmarks. Performance in Kensington and Chelsea was slightly above the national average in *reading* and *writing* (by one percentage point for both subjects), the same in *speaking* and in *science*, but slightly below the national average for *mathematics* (by one percentage point). However, at Level 3, Kensington and Chelsea was below the national average in all subjects except *science*.

Figure 2



Statistical neighbours

- 1.4 In 2006, Kensington and Chelsea attained above all statistical neighbours in *reading*, *writing*, *mathematics* and *science*. In *reading*, this was by a considerable margin of between five and seven percentage points for individual neighbours.

Gender differences

- 1.5 In line with national trends, girls in Kensington and Chelsea schools attained above boys at Level 2 and above in all subjects. Boys and girls performed at the same level as nationally in *speaking* and *reading*; where there were differences between Kensington and Chelsea and nationally, these were only by one percentage point (in *writing*, *mathematics* and *science*). However, both boys and girls were below the national average at Level 3 in all subjects except *science*. Boys' attainment at Level 3 in Kensington and Chelsea declined in *writing* for the second consecutive year while girls' rose, thus widening the gender gap compared to 2004 and 2005, although the gender gap in this subject is still smaller than nationally. In contrast to *speaking*, *reading* and *writing*, boys' attainment at Level 3 was above that of girls in *mathematics* and *science* both locally and nationally.

Looked after children

- 1.6 Local authorities have the responsibility for monitoring the educational outcomes of looked after pupils who are resident in the Royal Borough, and who have been looked after continually for at least 12 months, regardless of where they attend school. At the end of Key Stage 1, the cohort of looked after pupils has consistently been well below ten. In 2005, there were six looked after pupils who were assessed, of whom three reached Level 2 or above in all subjects; nationally the percentages were 57% for *reading*, 52% for *writing* and 64% for *mathematics*. In 2006, there were three Key Stage 1 pupils of whom two provisionally achieved at the required level in all subjects.

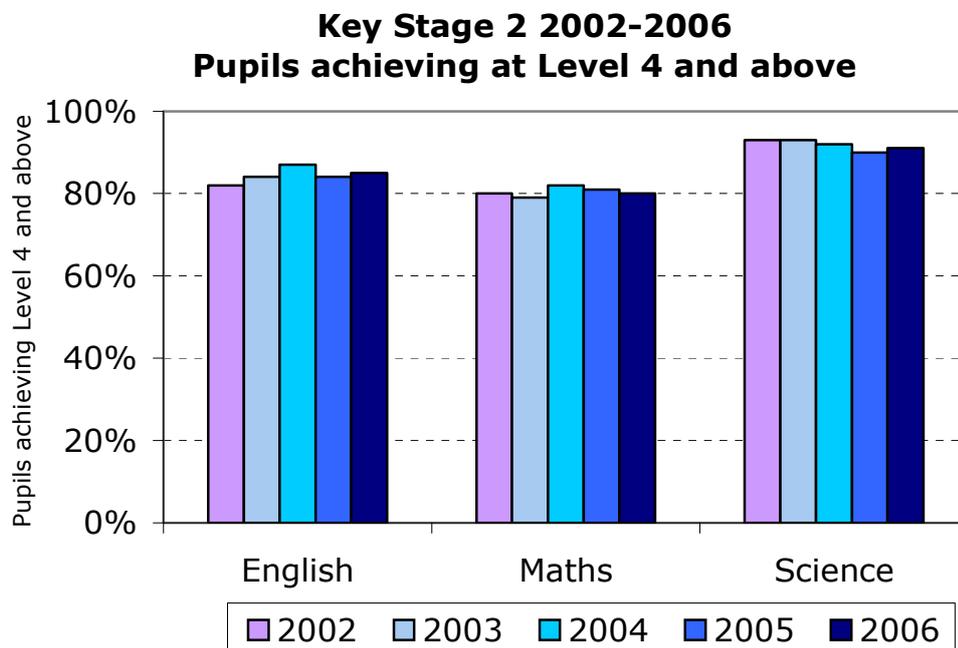
2 KEY STAGE 2

Pupils achieving at Level 4 and above

- 2.1 Compared to 2005, the percentage of pupils attaining Level 4 and above in the test results increased slightly in *English* and *science* and decreased slightly in *mathematics*. In the *English* test, the percentage attaining Level 4 and above rose from 84% in 2005 to 85% in 2006. In the *mathematics* test, the result fell from 81% in 2005 to 80% in 2006, and in the *science* test the result rose from 90% in 2005 to 91% in 2006.

Figure 3

	Percentage achieving Level 4 and above:				
	2002	2003	2004	2005	2006
English	82%	84%	87%	84%	85%
Maths	80%	79%	82%	81%	80%
Science	93%	93%	92%	90%	91%



Pupils achieving at Level 5

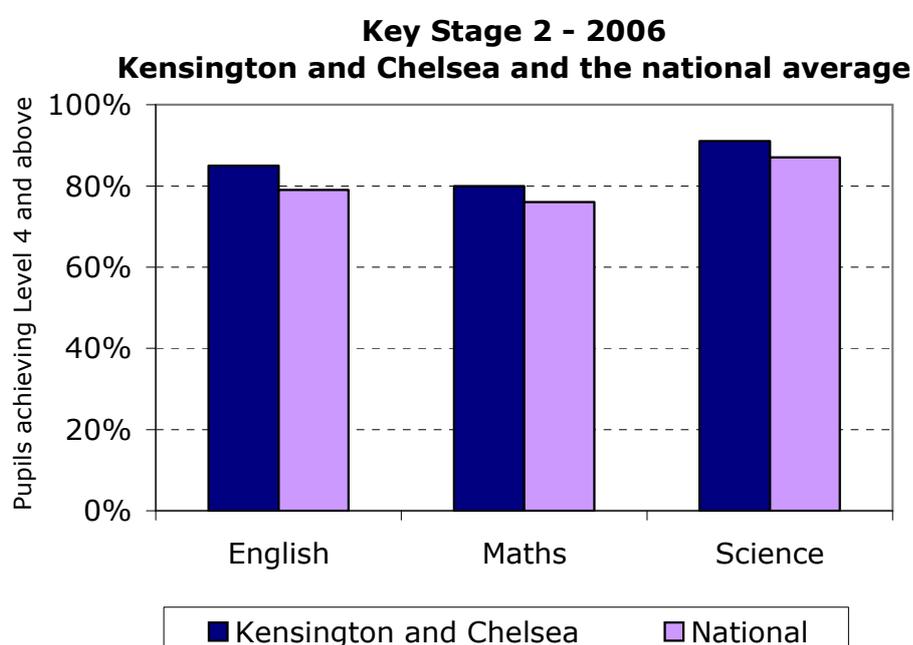
- 2.2 In 2006, the percentage of pupils attaining Level 5, the higher level of attainment, increased in *English*, remained the same in *mathematics* and decreased in *science* compared with 2005. In the

English test, 39% of pupils attained Level 5 in 2006, up from 35% in 2005; in *mathematics*, 36% of pupils attained Level 5 in 2006, the same as 2005, and in *science* the figure fell from 57% to 52%.

National comparisons

- 2.3 The percentage of pupils attaining Level 4 and above in the Royal Borough of Kensington and Chelsea in 2006 was above the national average in all subjects. The differences were six percentage points in *English*, four in *mathematics* and four in *science*.

Figure 4



Statistical neighbours

- 2.4 The percentage of pupils attaining Level 4 and above in all subjects in the Royal Borough in 2006 was above those of its statistical neighbours. Furthermore, Kensington and Chelsea was provisionally 4th nationally of 150 LAs in *English*, 12th in *mathematics* and 3rd in *science* behind Richmond and Wokingham.

Gender differences

- 2.5 Attainment at Level 4 and above for both sexes in the Royal Borough was considerably above the national comparative figures for all three subjects. On average, girls attained at a higher level than boys locally and nationally in 2006 for *English* but the gap between the two sexes was larger in Kensington and Chelsea (92%

for girls and 79% for boys) than the national gap (85% and 74% respectively). Girls' performance was slightly above that of boys for *mathematics* in the Royal Borough (80% and 79% respectively) while boys and girls achieved the same in *science* (both 91%); nationally boys' performance was slightly higher in *mathematics* (77% for boys and 75% for girls) while girls were slightly higher than boys in *science* nationally (87% for girls and 86% for boys).

Achievement of targets

- 2.6 The DfES annually agrees targets with each LA for the proportions of pupils attaining Level 4 and above in *English* and *mathematics*. In 2006, the Royal Borough met the target of 85% for *English*, but missed the target for *mathematics* (also 85%) by five percentage points.

Looked after children

- 2.7 At the end of Key Stage 2, the cohort of looked after children has consistently been around ten. In 2005, there were eleven looked after children, of whom results were available for ten. Nine reached Level 4 in *English* (82%, compared to 42% nationally), with five in *mathematics* (45%, compared to 38% nationally) and seven in *science* (64%, compared to 53% nationally). The national expectation is that looked after children should achieve at least 60% as well as their peers (this would mean that around a half of looked after children would be expected to attain at the required standard). Provisional attainment data for 2006 shows that of the seven pupils assessed, six attained Level 4 or above in *English*, four in *mathematics* and 5 in *science*.

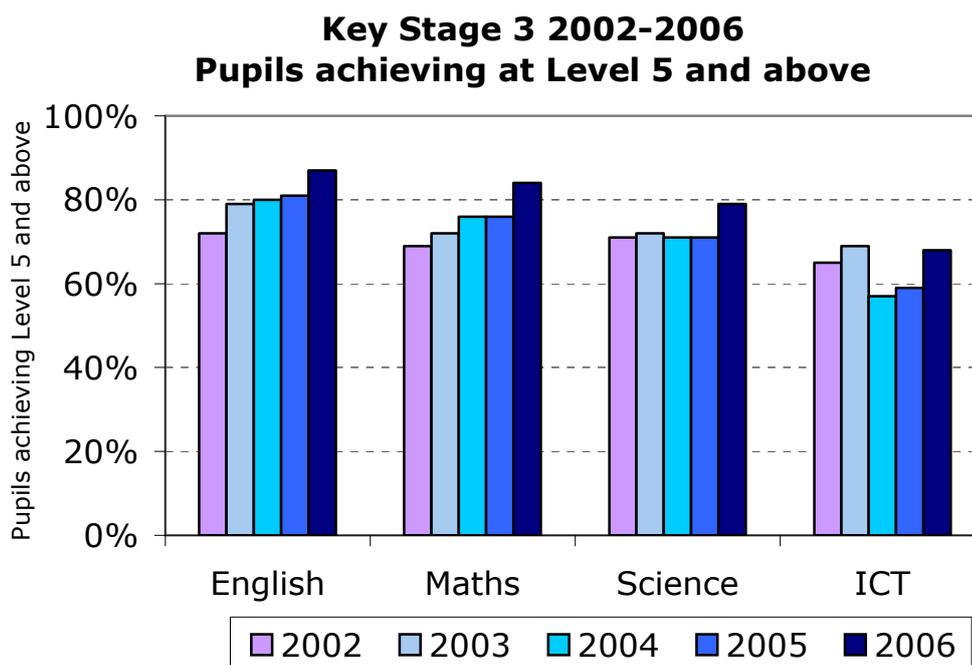
3 KEY STAGE 3

Pupils achieving at Level 5 and above

- 3.1 Compared to 2005, the percentage of pupils attaining Level 5 and above in the test results increased in *English* (from 81% in 2005 to 87% in 2006), in *mathematics* (from 76% to 84%), in *science* (from 71% to 79%) and in ICT (from 59% to 68%).

Figure 5

	Percentage achieving Level 5 and above:				
	2002	2003	2004	2005	2006
English	72%	79%	80%	81%	87%
Maths	69%	72%	76%	76%	84%
Science	71%	72%	71%	71%	79%
ICT	65%	69%	57%	59%	68%



Pupils achieving at Level 6 and above

- 3.2 In 2006, the percentage of pupils attaining Level 6 and above, representing higher than average attainment, increased in *English* (from 42% in 2005 to 44% in 2006), in *mathematics* (from 60% to 66%), in *science* (from 43% to 48%) and in ICT (from 17% to 29%).

Pupils achieving at Level 7 and above

3.3 In 2006, the percentage of pupils attaining Level 7 and above increased in *English* (from 15% in 2005 to 18% in 2006), in *mathematics* (from 33% to 41%), in *science* (from 19% to 21%) and in ICT (from 3% to 6%).

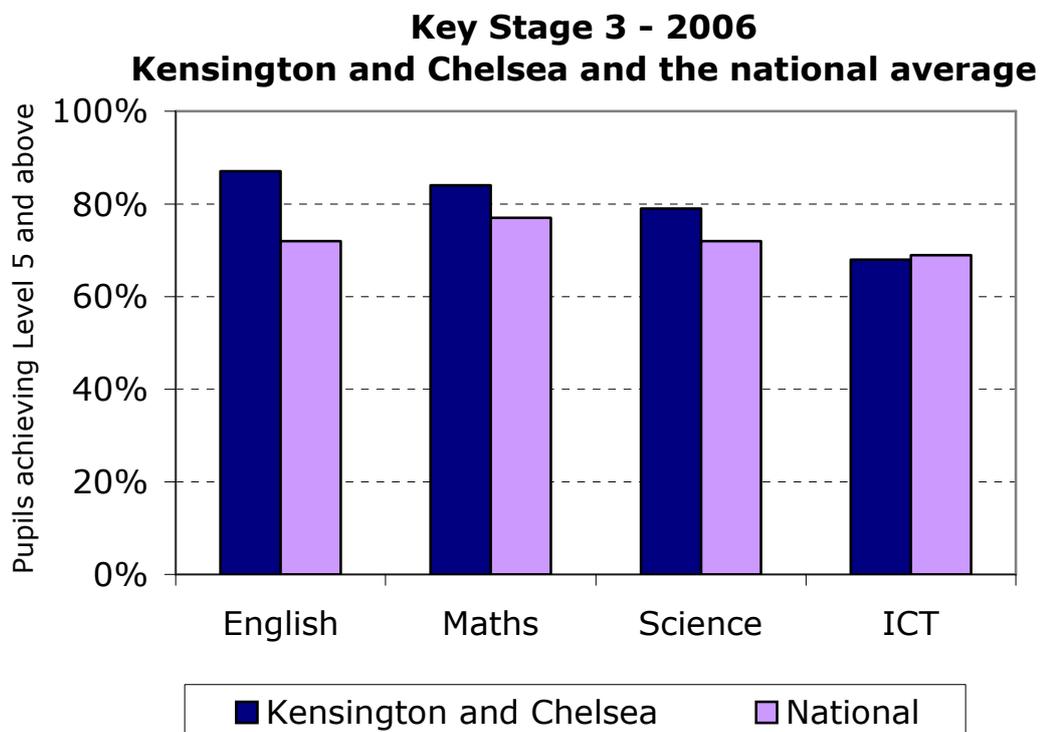
Foundation subjects

3.4 There were also increases in the percentages achieving Level 5 and above in *design and technology* (from 75% in 2005, to 83% in 2006), *geography* (from 73% to 79%), *modern languages* (from 57% to 59%), *art* (from 76% to 85%) and *music* (from 83% to 92%). PE remained at 86% in both years. The percentage for *history* declined (from 76% in 2005, to 71% in 2006).

National comparisons

3.5 The percentage of pupils attaining Level 5 and above in the Royal Borough of Kensington and Chelsea in 2006 was above the national average in all core subjects. The differences were fifteen percentage points in *English*, seven in *mathematics* and seven in *science*. The percentage of pupils attaining Level 5 and above in ICT was one percentage point below the 2005 national average (*ICT* national figure for 2006 has not yet been published).

Figure 6



Statistical neighbours

- 3.6 The percentage of pupils attaining Level 5 and above in all core subjects in the Royal Borough in 2006 was above those of its statistical neighbours by a considerable margin. Furthermore, Kensington and Chelsea was provisionally 2nd nationally of 150 LAs in 2006 in *English* behind only the Isles of Scilly, plus top nationally in *reading* and 5th in *writing*. Kensington and Chelsea was 8th in *mathematics* and 17th in *science*.

Achievement of targets

- 3.7 The DfES annually agrees targets with each LA for the proportions of pupils attaining Level 5 and above in *English*, *mathematics*, *science* and *ICT*. In 2006, the Royal Borough exceeded the target of 84% for *English* (by three percentage points) and the target of 83% for *mathematics* (by one percentage point), but the targets for *science* and *ICT* were not met.

Looked after children

- 3.8 At the end of Key Stage 3, the cohort of looked after children has consistently been twenty or less. In 2005, there were ten looked after children, of whom results were available for eight. Six reached Level 5 in *English* (60%, compared to 27% nationally), with four in *mathematics* (40%, compared to 28% nationally) and five in *science* (50%, compared to 26% nationally). Provisional attainment data for 2006 shows that of the twelve pupils assessed, four attained Level 5 or above in *English* with six in *mathematics* and six in *science*.

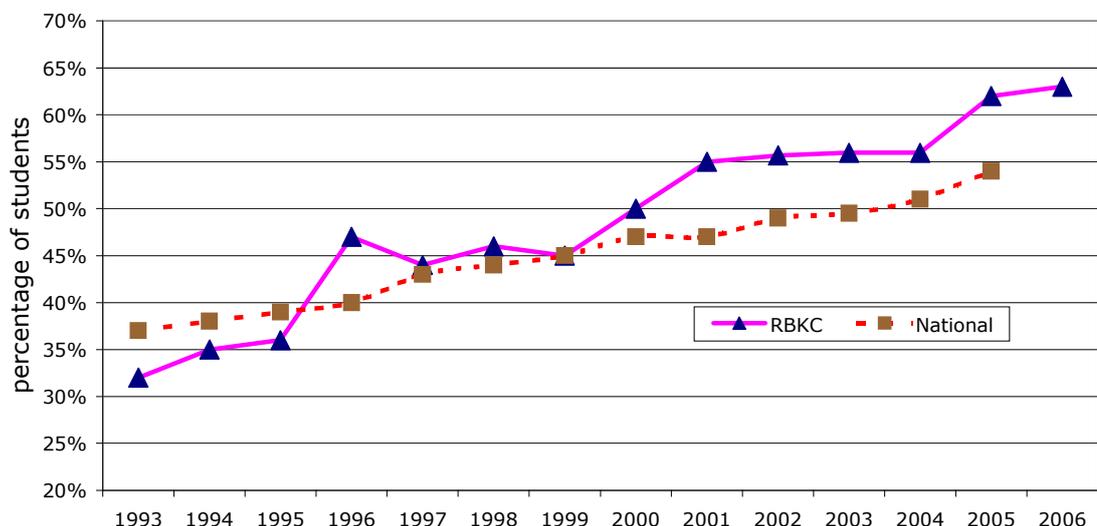
4 GCSE AND EQUIVALENCIES

5+ Grades A*-C at GCSE

- 4.1 In 2006, 63% of students achieved 5+ GCSEs at Grade A*-C; this had increased from 62% in 2005, compared to a 2005 national average for maintained schools of 55%; 2006 national data for this indicator is not yet available. Since 1993, achievement in the Royal Borough's schools for 5+ Grades A*-C has improved from five percentage points below nationally to eight percentage points above.

Figure 7

**Students achieving 5+ A*-C GCSEs,
1993-2006**



5+ Grades A*-G at GCSE

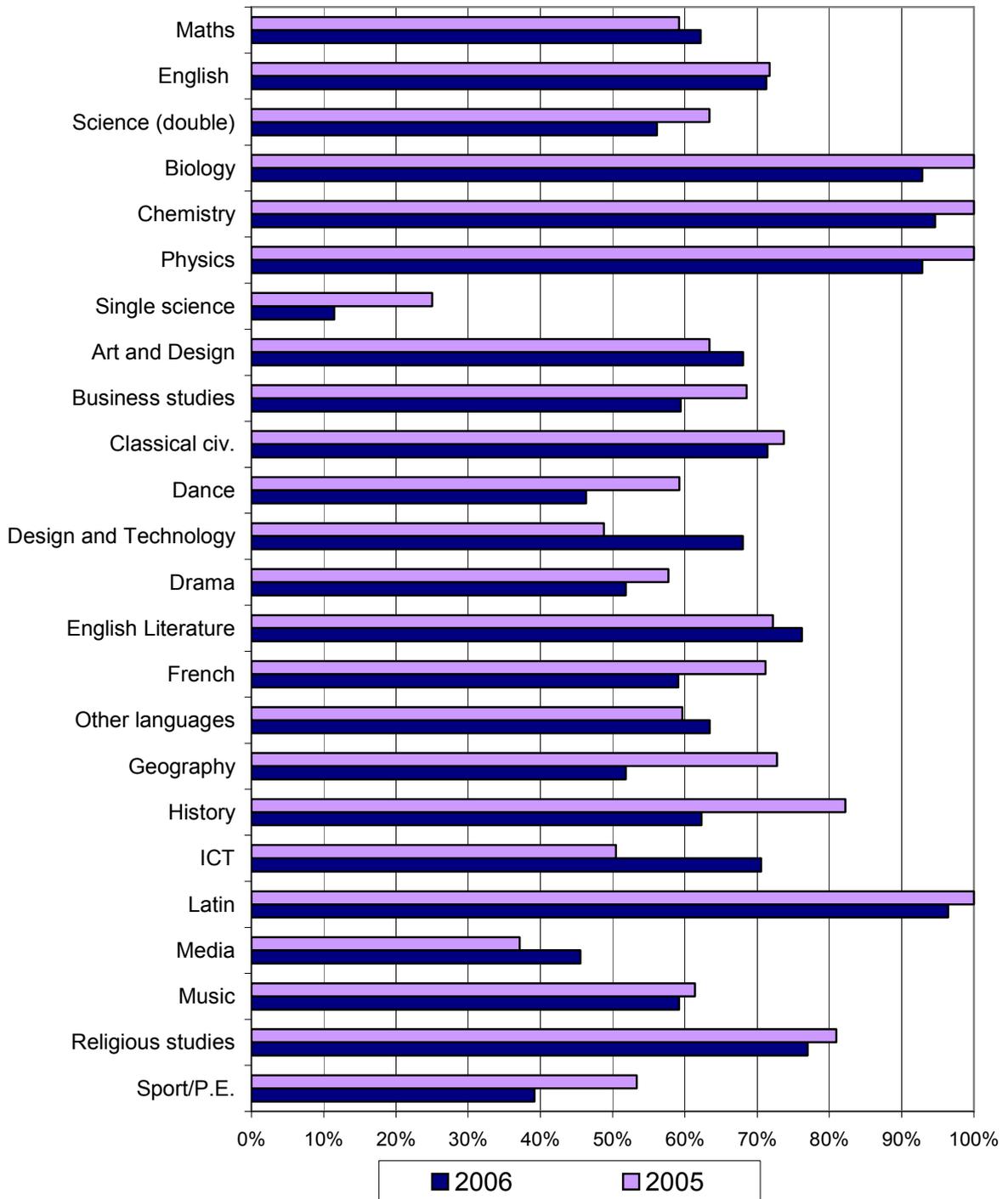
- 4.2 In 2006, 97% of students achieved 5+ GCSEs at Grade A*-G; this had increased considerably from 90% in 2005, compared to a 2005 national average of 89%.

Results by subject over time

- 4.3 In 2006, the percentage of GCSE papers awarded Grade A*-C rose in *mathematics* (from 59% in 2005, to 62% in 2006), but fell slightly in *English* (from 72% to 71%) and in *science* (63% to 56%). Subjects in which there was marked improvement in performance in 2006 were *design and technology* and *ICT*. Subjects in which there was a marked decline included *geography* and *history*.

Figure 8

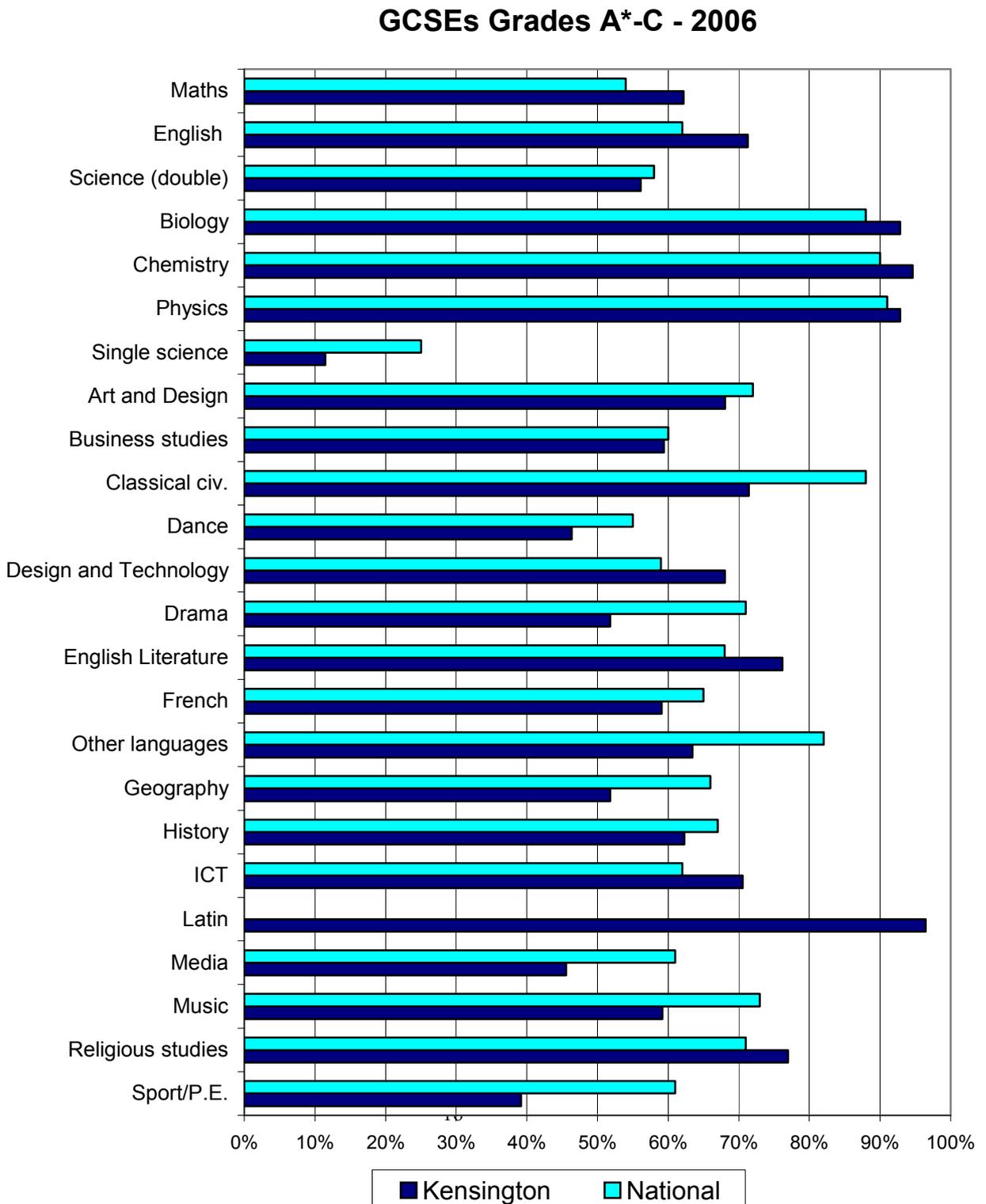
GCSEs Grades A*-C, 2005-2006



Results by subject compared with national averages

- 4.4 In 2006, the percentage of GCSE papers awarded Grade A*-C was above the national average in *English* and *mathematics* but slightly below *science*. Subjects considerably above the national average in 2006 included *design and technology*, *English Literature* and *ICT*. Subjects considerably below the national average in 2006 included *geography* and *drama*.

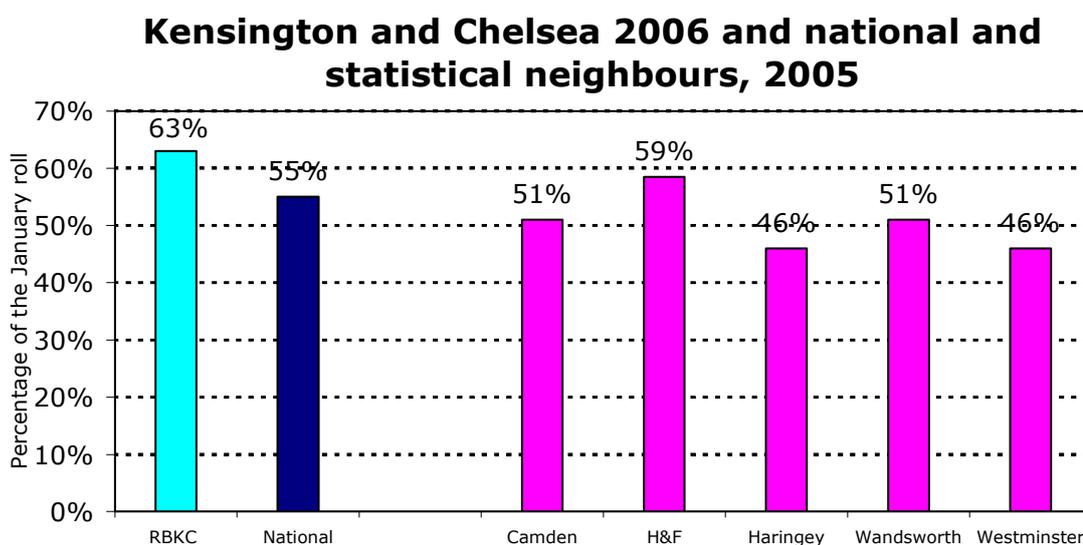
Figure 9



Comparison with statistical neighbours

- 4.5 The percentage of students achieving 5+ GCSEs at Grade A*-C in 2006 was well above the 2005 percentages for all of the five statistical neighbours.

Figure 10



Achievement of targets

- 4.6 The DfES annually agrees targets with each LA for the proportions of pupils attaining 5 or more GCSEs at Grades A*-C. In 2006, the Royal Borough provisionally missed the target of 64% by one percentage point. However, it is hoped that late adjustments will lead to this percentage rising to meet the target.

Looked after children

- 4.7 At the end of Key Stage 4, the cohort of looked after children has consistently been 30 or less. In 2005, there were 24 looked after children, of whom results were available for 20. Three achieved 5 or more Grades A*-C (13%, compared with 11% nationally) and four achieved no grades (17%, compared to 40% nationally). The national expectation is that 24% should reach 5 or more Grades A*-C and 10% should achieve none. Provisional data for 2006 indicates that of the nineteen eligible pupils, two achieved 5+ Grades A*-C and five achieved no results.

5 A Levels

Holland Park

- 5.1 In 2006, there were 96 A Level entries; 68% of papers were awarded Grades A-C compared with 72% in 2005. 97% of papers were awarded Grades A-E; this percentage compared with 98% in 2005.

Cardinal Vaughan

- 5.2 In 2006, there were 413 A Level entries; 95% of papers were awarded Grades A-C compared with 92% in 2005. 100% of papers were awarded Grades A-E, the same percentage as in 2005.