

**THE ROYAL BOROUGH OF KENSINGTON AND CHELSEA
FAMILY AND CHILDREN'S SERVICES SCRUTINY COMMITTEE
22 NOVEMBER 2010**

**REPORT BY THE EXECUTIVE DIRECTOR OF FAMILY AND CHILDREN'S
SERVICES**

SCHOOL PERFORMANCE IN 2010 KEY STAGE ASSESSMENTS

The purpose of this report is to inform Members of the schools' recent key stage examination results for 2010.

FOR INFORMATION

1. INTRODUCTION

- 1.1 The Committee are asked to note the key stage examination results achieved by Royal Borough schools in 2010.
- 1.2 Members are asked to note the achievement by schools in the Royal Borough is set in the context of the challenging social, linguistic and economic profile of the pupils in Kensington and Chelsea schools: in 2010 in primary schools the percentage of pupils entitled to a free meal (36 percent) was over double the national average (17 percent), pupils speaking English as an additional language (55 percent) was nearly four times the national average of 16 percent (over a third of pupils were in the early stages of English acquisition). 76 percent were ethnic minority (26 percent nationally), and pupil turnover was 18 percent in 2009/10. In secondary schools the percentage of pupils entitled to a free meal (23 percent) was almost double the national average (14 percent), and pupils speaking English as an additional language (49 percent) was over four times the national average of 12 percent. 69 percent were ethnic minority (23 percent nationally), and pupil turnover was 7 percent in 2009/10.

2. FOUNDATION STAGE PROFILE

- 2.1 The percentage of children achieving level six or above in the foundation stage profile was higher in 12 out of the 13 assessment areas when compared to the 2009 results. Kensington and Chelsea was above or the

same as the 2010 national average in all 13 areas. The most notable area of improvement was in the assessment for 'linking sounds and letters' which saw an increase of 7 percent on last year.

- 2.2 The percentage of children achieving 78 points overall and at least six in all personal, social and emotional development (PSED) and communication, language and literacy (CLL) scales (i.e. deemed a good level of development within the early learning goals by the DfE) was 59 percent, which had risen from 54 percent in 2009, and was above the target (51 percent) and the 2010 national average (56 percent).
- 2.3 There were wide variations in performance between schools in the 13 assessment areas and differences between boys and girls were more marked in some schools than others. This issue was raised with the chairs of school governing bodies earlier in the term.
- 2.4 In 2010, local authorities were required to set an improvement target (to raise overall attainment) and an equalities target (to close the 'gap' between the lowest achieving 20 percent and the rest of the cohort). According to Department for Education criteria, overall achievement rose from 54 percent to 59 percent, and the median point score rose from 91 to 92, and both targets were exceeded. The score of the lowest achieving 20 percent of children also rose (from 61.3 to 64.0) and met the target, but while the achievement 'gap' closed slightly (from 32.6 to 30.4) the target of 28.9 was not met.

3. KEY STAGE 1

- 3.1 Compared with 2009, there was an increase in the percentage of pupils achieving at Level 2 and above in 2010 in speaking (from 87 percent to 88 percent), in writing (from 81 percent to 82 percent) and in mathematics (from 88 percent to 91 percent taking it above the national average); in reading the percentage remained at 85 percent in both years, and in science the percentage remained at 89 percent.
- 3.2 These are the best overall results in the last five years. National averages were met or exceeded: performance in Kensington and Chelsea was above the 2010 national average in mathematics (by two percentage points) and in speaking and writing (by one percentage point), and the same as the 2010 national average in reading and science.
- 3.3 Areas for action and development for the future include: increased focus on development of higher level reading skills for more able pupils; reducing the gender gap in literacy at the higher levels; raising attainment of key groups e.g. White working class and Mixed White and Black Caribbean in mathematics and science; and personalisation of initiatives to improve attendance.

4. KEY STAGE 2

- 4.1 Ten of Kensington and Chelsea's 26 schools sat national tests in 2010 and the provisional percentage at Level 4 and above in English was 86 percent in 2010, the same as in 2009. The percentage rose in mathematics (from 86 percent to 89 percent) and the borough was considerably above the 2010 national averages for both subjects (81 percent and 80 percent respectively). (note, there were no science tests in 2010).
- 4.2 For teacher assessments used in those schools which did not administer the national tests, achievement at Level 4 and above in English, mathematics and science (84 percent, 86 percent and 91 percent respectively) was also considerably above nationally (81 percent, 81 percent and 85 percent respectively). Using tests for those schools which sat them, otherwise teacher assessments, the borough overall performance for 2010 was 85 percent for English and 87 percent for mathematics, with 81 percent for both English and mathematics.
- 4.3 Standards at Level 5 and above, which represent achievement beyond expected, were exceptionally high in English, at 43 percent for tests, and well above the 2010 national average of 33 percent. The Royal Borough also performed above nationally for mathematics tests (43 percent, compared with 35 percent). For teacher assessments, achievement at Level 5 in English, mathematics and science (43 percent, 45 percent and 45 percent respectively) was also considerably above nationally (32 percent, 35 percent and 36 percent respectively). Using tests for those schools which sat them, otherwise teacher assessments, the borough overall performance for 2010 was 44 percent for English and 44 percent for mathematics, with 34 percent for both English and mathematics. Using this methodology, progress from Key Stage 1 was 93 percent in English (well above the 2010 national figure of 84 percent) and 92 percent in mathematics (also well above the 2010 national average of 83 percent).
- 4.4 Members are aware of the potential lack of confidence of the results and no national reporting of Key Stage 2 for the borough because of the boycott by 16 schools. However, these schools worked together with the School Improvement Service to implement rigorous teacher assessment and moderation which included:
- Year 6 pupils being tested on previously unseen National Test papers
 - Internal school moderation of the Year 6 tests to confirm levels of achievement
 - Subsequent external moderation by Headteachers and the School Improvement Service (School Improvement Advisers and teaching and learning consultants).

- 4.5 Areas for action and development in the forthcoming year include: the need for senior leaders to regularly analyse pupil performance data to identify and address the needs of potentially underperforming groups. The outcomes of such targeted interventions for these pupils should be closely monitored by senior leaders. The strong link between attendance and attainment requires that school leaders focus on specific strategies to ensure every pupil attends school regularly. School leaders are also advised to consider sharply focused projects where the Teaching and Learning Consultants can assist schools to raise achievement for all groups of learners.

5. KEY STAGE 3

- 5.1 The provisional percentage at Level 5 and above increased in English (from 89 percent in 2009 to 91 percent in 2010), in mathematics (from 81 percent to 83 percent), in science (from 87 percent to 93 percent) and in ICT (from 83 percent to 84 percent). The borough was above the 2010 national averages for English, mathematics and science (79 percent, 80 percent and 80 percent respectively) and above the 2008 national figure for ICT (78 percent), and provisionally top nationally in 2010 for English and science.
- 5.2 Standards at Level 6 and above, which represent achievement beyond expected, were exceptionally high in English, at 71 percent, and well above the 2010 national average of 43 percent. The Royal Borough also performed above nationally for mathematics (67 percent, compared with 58 percent nationally), science (64 percent, compared with 48 percent nationally) and ICT (40 percent, compared with 33 percent nationally in 2008).
- 5.3 Performance in non-core subjects is, again, variable and leadership teams will reflect upon these results, alongside those from KS4 to address any 'in-school' variability there might be.
- 5.4 It is not appropriate to make direct comparisons with previous years' results given that a move to a two year Key Stage 3 has taken place in certain schools.
- 5.5 Areas for action and development include: the need for school leaders to analyse results carefully to identify any variability in outcomes for identified groups of learners. They will also need to assure themselves they have strategies in place to address any avoidable gender gaps. The impact of one to one tuition in schools is evident and sustaining the intervention is to be encouraged. Results in mathematics vary within and across schools and therefore school leaders are encouraged to reflect upon current pedagogy to secure better outcomes in mathematics for an increased number of students. With the lack of an external test at the end of Key Stage 3 schools will need to make to moderate assessment across departments, and potentially across schools, to ensure accurate assessment informs teaching and learning and enable students to achieve the highest possible outcomes at the end of Key Stage 4.

6. KEY STAGE 4

	5+ GCSEs Grades A*-C		5+ GCSEs Grades A*-C including English & mathematics	
	2010	2009	2010	2009
Holland Park	93 %	95 %	67 %	63 %
St Thomas More	91 %	72 %	65 %	53 %
Sion Manning	85 %	71 %	59 %	62 %
Cardinal Vaughan	92 %	94 %	90 %	91 %
Total RBKC	92 %	85 %	71 %	66 %
Total national		76 %		55 %

- 6.1 The percentage of students achieving five or more GCSEs at Grades A*-C rose to 92 percent in 2010 from 85 percent in 2009; in particular St Thomas More and Sion-Manning improved by 19 percent and 14 percent respectively. This percentage was considerably above the national average for maintained schools for 2010 (76 percent). The percentage of students achieving five or more GCSEs at Grades A*-C including English and mathematics was provisionally 71 percent in 2010, up from 66 percent in 2009, and also considerably above the 2010 national average for maintained schools (55 percent), and above the target (70 percent).
- 6.2 At Holland Park, a 4 percent increase in the percentage of students achieving 5+ GCSEs A*-C including English and mathematics, the best result the school has ever achieved and continues the strong trajectory of improvement.
- 6.3 At St Thomas More, a 12 percent increase in the percentage of students achieving 5+ GCSEs A*-C including English and mathematics, from 53 percent to 65 percent, the best result the college has ever achieved.
- 6.4 At Sion-Manning, 59 percent of students provisionally achieved 5+ GCSEs A*-C including English and mathematics, slightly down on 2009 but a five percent improvement since 2008 (54 percent).
- 6.5 At Cardinal Vaughan, 90 percent of students achieved 5+ GCSEs A*-C including English and mathematics an outstanding 35 per cent above the 2009 national average.

6.6 In order to maintain the upward trajectory of progress all teachers need to use assessment data to closely monitor the progress of each group of learners. Such data should also be used to inform lesson planning and the feedback (both written and oral) provided to the students. The flexibilities of the Key Stage 3 National Curriculum and the opportunities provided by the plethora of Key Stage 4 courses should be fully utilised to design a bespoke curriculum that reflects the needs of all the learners in each school. Collaboration between schools will enhance such opportunities. Support for transition at ages 11 and 16 needs to be developed to enable a successful move into the next phase of education. Schools are therefore encouraged to explore opportunities for middle leaders and classroom practitioners to learn from the practice in primary schools and the sixth form in schools/colleges within the borough

7. POST 16

- 7.1 At Cardinal Vaughan, the percentage of papers awarded a Grade A*-C was 94 percent in 2010, considerably above the national average of 75 percent. Those achieving the highest grade (Grade A*, awarded for the first time in 2010) was 18 percent; also considerably above the national average of eight percent.
- 7.2 At Holland Park, 85 percent of papers were awarded a Grade A*-C (up from 80 percent in 2009), and nine percent a Grade A*; both percentages were also above national benchmarks. At both schools, all pupils passed (Grades A*-E); nationally the percentage passing was 98 percent.

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