

**To the Chair and Members of the  
SCHOOLS CHILDREN AND YOUNG PEOPLE'S OVERVIEW & SCRUTINY  
PANEL**

**LOCAL AUTHORITY SUMMARY OF SCHOOL TEST AND EXAMINATION  
OUTCOMES 2013**

| <b>Relevant Member(s)</b> | <b>Cabinet</b> | <b>Wards Affected</b> | <b>Key Decision</b> |
|---------------------------|----------------|-----------------------|---------------------|
| Cllr Fennelly             |                | All                   | Information only    |

**EXECUTIVE SUMMARY**

1. The report informs the panel about the 2013 examination and test results for Doncaster children and young people aged 5, 7, 11, 16 and 18. Some of the results have yet to be validated nationally and are still based on information from schools. The report gives information about the trends, national, statistical neighbour and regional comparators, where they are available, for children of the same age. Also included are the current Ofsted outcomes for good and better education provision in Doncaster compared with national and regional averages.

**EXEMPT REPORT**

2. The report is not exempt.

**RECOMMENDATIONS**

3. That the panel notes the information in the report and supports the Local Authority challenge and support for schools to improve standards in line with the Council's core functions.

**BACKGROUND**

4. Children and Young people in Doncaster are subject to National tests and examinations as follows:

| <b>Year - Age</b>  | <b>Examination</b>              | <b>Key Measure</b>  | <b>Floor Standard expected by the DfE</b> |
|--------------------|---------------------------------|---|---|
| 4/5 years          | Foundation Stage Profile (FSP)  | Good level of development in three main areas of learning | NA  |
| Year 2 – 6/7 years | Statutory Assessment Test (SAT) | Level 2 or better in Reading, Writing, Speaking and       | NA  |

|                       |  |  |  |
|-----------------------|--|--|--|
|                       | (Teacher Assessment)   | Listening, English, Mathematics, Science   |  |
| Year 6 – 10/11 years  | Statutory Assessment Test (SAT) Test and teacher assessment)                 | Level 4 or better in Reading, Writing and Mathematics<br>2 levels of Progress in Reading, Writing, Mathematics                           | Every school 60% Level 4+ in Reading, Writing and Maths                    |
| Year 11 – 15/16 years | General Certificate of Secondary Education (GCSE) or equivalent Examinations | 5 or more good GCSEs (C or better) including English and Mathematics. Expected progress in English and Mathematics (measured separately) | Every school 40% of students achieve 5 A* to C including English and Maths |
| Year 13 – 17/18 years | Advanced Level examinations  | Average score per candidate and per entry  | NA   |

### **Early Years Foundation Stage Profile (EYFSP) Assessments:**

#### ***About the test:***

5. Assessment against the 17 Early Learning Goals and the three characteristics of effective learning are made in the summer term of the academic year in which a child reaches age five, in accordance with the statutory framework.
6. Taking into account all the evidence from a range of sources, practitioners match their view of each child's attainment to the exemplification of national standards and the guidance on characteristics of effective learning. This will lead to judgements of attainment and to the nature of each child's learning characteristics. Results report 'good levels of development' in a range of aspects of learning.

#### ***EYFSP Results 2013:***

7. Children aged 5 in Doncaster achieve less well than the regional and national average. 43% of children in Doncaster attain a good level of development in the main areas of learning compared with 50% in the Yorkshire and Humber region and 52% nationally. Results cannot be compared with previous years as the assessment changed in 2013.

## **Teacher Assessments at age 7:**

### ***About the tests:***

8. All children in their final year of KS1 must be assessed. Most of these children will be in Year 2 and will reach the age of 7 by the end of the school year.
9. Teacher assessment is the main focus for the end of KS1 assessment and reporting. It is carried out as part of teaching and learning. Statutory National Curriculum tasks and tests are administered to all children who are working at Level 1 or above to help inform the Teacher Assessment judgement. The expected level by age 7 is Level 2.
10. Teachers must summarise their judgement on children's attainment in relation to the National Curriculum level descriptions for Reading, Writing, Speaking and Listening, Mathematics and Science.

### ***Key Stage 1 Results 2013:***

11. Children aged 7 in Doncaster achieve well in Maths and Speaking and Listening. All areas of performance have improved this year and Doncaster compares favourably with regional measures in all the areas of Reading, Writing, Reading, Science, Maths and Speaking and Listening. Reading and Writing need to improve in order to meet the National Average.

## **Tests at Age 11**

### ***About the Tests:***

12. All children in their final year of KS2 must be assessed. Most of these children will be in Year 6 and will reach the age of 11 by the end of the school year.
13. Statutory National Curriculum tests are administered to all children who are working at Level 3 or above in mathematics, reading, grammar, punctuation and spelling. Children's writing is assessed by teachers.
14. Results are published as scores and levels for each test. Level 4 is the expected outcome.

### ***Key Stage 2 Results 2013:***

15. At age 11 children in Doncaster have improved their attainment in writing this year, stayed the same as last year in Maths, but declined by 4% in Reading. The combined Reading, Writing and Maths scores of level 4 plus fell by 1%. Doncaster's outcomes are the same as the regional average, but below the National average by 3%. Progress in reading from age 7 declined from last year. Progress in Writing improved and Maths stayed the same.
16. There are currently 18 schools below the national expectation floor standard of 60% Level 4+ Reading, Writing and Maths.

## **GCSE Examinations at age 16**

17. General Certificate in Education (GCSE) examinations are taken by most pupils at the end of compulsory school education, Year 11, in England, Wales and Northern Ireland. Other recognised qualifications can also be taken, normally measured through a method of ongoing assessment rather than end of course examination, with the outcome converted to a GCSE equivalent grade for the purposes of comparison. GCSE provides a uniform framework for assessment, with all candidates in all subjects graded from A\* to G, with U being the result given to those whose papers are "ungraded".
18. There are over 40 different GCSE subjects, alongside a smaller number of Vocational GCSEs. Up to 2013, each GCSE subject is assessed by formal examinations or by coursework, or by a combination of the two.
19. GCSE syllabuses are set, examinations administered and certificates awarded by five "awarding bodies" or Examination Boards: Assessment and Qualifications Alliance (AQA), Council for the Curriculum, Examinations and Assessment (CCEA); Pearson Edexcel; Oxford, Cambridge and RSA Examinations (OCR); Welsh Joint Education Committee (WJEC).
20. Although all grades other than U are a pass, the pass grades for GCSE are considered to be A\* to C, with the percentage of pupils passing five or more GCSEs including English and mathematics at A\* to C being the key threshold measure for secondary schools.
21. In late 2010 the Government introduced a new performance indicator called the English Baccalaureate, which measures the percentage of students in a school who achieve grades A\*-C in English, mathematics, two sciences, an ancient or modern foreign language and history or geography at GCSE level. The measure has been included in school league tables since January 2011. This outcome is not a standalone qualification in itself, rather a percentage that simply shows the proportion of year 11 pupils who have gained a "good" GCSE qualification in all of these subjects.

### **Key Stage 4 Results 2013:**

22. Numbers of Doncaster young people who gained at least 5 good GCSEs including English and Maths improved this year to 56.1%. Although this was an improvement for Doncaster our scores are still below the National, regional and statistical neighbour average. Progress from results at age 11 improved but is also behind the national average. Although, the three year improvement for both English and mathematics is well above the same measure for national, regional and statistical neighbours. Progress in mathematics is also above the regional and statistical neighbours' average. On the inclusive measure of young people achieving 5 A\* to C in any subject combination, Doncaster is above the National, regional and statistical neighbour average and has been so for a number of years.

## ***The English Baccalaureate***

23. The scores for the English Baccalaureate measures improved on last year but remains below average.
24. In uncapped average points scores Doncaster achieves very well in the top quartile and 36<sup>th</sup> in the country and 42<sup>nd</sup> for the measure of 5A to C in any subjects. This means that students do well in a wide range of subjects, but not yet well enough in English and Mathematics to improve the 5A\* to C measure.
25. There are no Secondary Schools currently below the floor standard of 40% 5A\* to C including English and Maths.

## **AS and A2 level Examinations**

### ***About the examinations:***

26. AS and A levels are the traditional qualifications offered by schools and colleges for 16-19 year olds. They're highly valued by universities and employers and focus on academic subjects, although some are work-related.
27. AS levels can be taken as a stand-alone qualification, or as the first part of an A level course. AS levels are completed at the end of Year 12 (the old 'Lower Sixth' year). A2 exams and coursework are added on to an AS level at the end of Year 13 (the old 'Upper Sixth' year), bringing it up to A level standard. Unlike GCSEs, the grades available range from A\* to E, with acceptance on to university courses being dependent on the A level grades achieved at the end of the course.
28. At age 18 Young people in Doncaster declined from last year and are below regional, national and statistical neighbours in high grades at A Level. However the average points' scores per candidate and per examination entry are more positive placing Doncaster in the third quartile of Local Authorities nationally. Students in Doncaster appear to achieve a range of A Levels, but not enough at the higher A and B grades.

## **All Doncaster Examination Results 2013**

29. Please see appendices 1 and 2 for summary tables of Results for Doncaster's Performance with relevant comparators at all stages.

## **Summary**

30. In the majority of areas and for most age groups Doncaster improves its results year on year. However there are still gaps between how well Doncaster children and young people achieve and the National averages. Attainment in English and Mathematics is a challenge and is often what hold back the overall scores at age 16, having an impact on how well young people can then progress post 16 and into employment. School to school outcomes vary and this has a direct co-relation to Ofsted outcomes which also fall below the national average in terms of numbers of children who access a good or outstanding school.

31. Early Years outcomes indicate that not enough children have a good early years' education, particularly in the area of communication, language and learning to read.
32. Improving attainment and Ofsted outcomes is a priority for the Council but it can only be achieved by working with school leaders, governors and Academy sponsors. The prime responsibility for improving test results lies with the school leadership and the governing body. They are responsible for ensuring that the quality of teaching is good and better in order for children to make progress.
33. The role of the Council via the Education service is to challenge underperforming schools and to work with all the relevant partners to make sure teaching and learning improves. The Council has a published School Improvement Policy describing how we challenge and support schools that are not performing well enough.
34. Schools are encouraged to set targets for every child and every year group and to share their information with the Local Authority so that we can predict examination and test outcomes every year. Outstanding schools are encouraged to support weaker schools and the new Teaching School Alliance facilitates support and training for schools in partnership with the Local Authority.
35. Local schemes for training teachers work very well in Doncaster. Our Teaching School is now leading the teacher training scheme in local schools and is very successful.

## **OPTIONS CONSIDERED**

36. There are no options as the report is for information.

## **REASONS FOR RECOMMENDED OPTION**

## **IMPACT ON THE COUNCIL'S KEY PRIORITIES**

|    | <b>Priority Outcome</b>   | <b>Implications of this initiative</b>   |
|----|---|--|
| 1. | Doncaster's economy develops and thrives, underpinned by effective education and skills | Examination results at all stages are key to employability for Doncaster's children and young people.                            |
| 2. | Children are safe   | Children and young people engaged in education are at less risk of harm. Education engagement raises self esteem and confidence. |
| 3. | Stronger families and stronger communities  | Learning at all levels contributes to building stronger, more confident communities.   |

|    |   |   |
|----|---|---|
| 4. | Modernised and sustainable Adult Social Care Services with increased choice and control   |   |
| 5. | Effective arrangements are in place to deliver a clean, safe and attractive local environment   |   |
| 6. | The Council is operating effectively, with change embedded and sustained with robust plans in place to operate within future resource allocations | The Council has core duties linked to the quality of education offered to children and young people. Examination results are a measure of the effectiveness of the delivery of that function. |

## RISKS AND ASSUMPTIONS

### Assumptions:

- 37. Doncaster's schools are challenged by their Governing Bodies, the Local Authority, the DFE and Ofsted about their examination and test outcomes at all stages.
- 38. Governing Bodies are responsible for ensuring the school development plans are in place to address low attainment and progress.
- 39. Schools are responsible for the purchase of high quality training and support from a range of sources to improve teaching and learning.
- 40. The Local Authority is not the provider of training and support, but acts as the judge and the broker when challenging results that are too low.
- 41. The Local Authority monitors results and progress and exercises its duties in accordance with a published School Improvement Policy.

### Risks:

- 42. The Local Authority has insufficient resource to monitor and challenge schools effectively.
- 43. The increase in numbers of Academies could prevent the Local Authority in being effective in gaining information and challenging providers to improve results.
- 44. Governors have insufficient knowledge and understanding of results analysis to provide appropriate challenge to the school's leadership.
- 45. Insufficient good quality training and support is available to schools in the region who are now dependent on Teaching Schools and other independent providers for their training.
- 46. Poor outcomes will affect the reputation of the Council and disadvantage children and young people.

## **LEGAL IMPLICATIONS**

47. There are no specific legal implications arising from this report. As the action points listed in the report are brought forward further legal advice will be required.

## **FINANCIAL IMPLICATIONS**

48. The Core function of the Local Authority to challenge under achievement is dependent upon a very small team of officers where recruitment is proving difficult. Budget reductions have taken place and further reductions may be necessary to meet targets.

## **CONSULTATION**

This report has significant implications in terms of the following:

|                               |  |                              |  |
|-------------------------------|--|------------------------------|--|
| Procurement                   |  | Crime & Disorder             |  |
| Human Resources               |  | Human Rights & Equalities    |  |
| Buildings, Land and Occupiers |  | Environment & Sustainability |  |
| ICT                           |  | Capital Programme            |  |

## **BACKGROUND PAPERS**

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