



## Buckinghamshire County Council

# *Report to Overview and Scrutiny*

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AGENDA ITEM: 7

### Overview and Scrutiny Committee, Children's Services

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### STANDARDS IN BUCKINGHAMSHIRE SCHOOLS - A PROVISIONAL REPORT

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#### 1. INTRODUCTION AND SUMMARY

The purposes of this report are:

- To inform Members of the provisional 2005 results attained by pupils in Buckinghamshire schools in Key Stages 1, 2, 3, 4 and post-16;
- To enable Members to begin to consider the emerging issues for Buckinghamshire raised by this analysis

Overall, standards in Buckinghamshire are high. At Key Stages 1, 2 and 4 they are rising or have stayed the same. They are well above national. When standards are very high, it is difficult to continue improving at the same rate as national.

Results were above the average of Buckinghamshire's Statistical Neighbours (comparable authorities – see appendix). The exception, science at Key Stage 2, has improved since last year. Results were furthest ahead at the higher levels.

At the benchmark levels (2+ at Key Stage 1, 4+ at Key Stage 2, and 5+ at Key Stage 3), there is evidence that boys' results have improved more than those of girls. This is not the case at Key Stage 4.

Standards of pupils of Pakistani and mixed White-Black Caribbean origin have risen by more than the county average for most measures. Results of the small number of pupils identified as of Black Caribbean origin are more mixed.

Information on pupil progress is not yet available. Contextual value added, a measure of progress which takes into account pupils' background, is now a key indicator for Authorities and for schools, and is provided to schools by OFSTED through an annual PANDA (Performance AND Assessment information) and also by the Fischer Family Trust in exceptions reports.

## 2. BACKGROUND INFORMATION

Please note that all data is provisional

### a. KEY STAGE 1

Results are well above national. 89% of pupils attained level 2 and above in reading, 87% in writing and 93% in mathematics. Results were between 2% and 5% above national at level 2+, and 5-7% above at level 2B+. At level 3, Buckinghamshire results were 8% above national in reading and mathematics and 5% in writing.

NB. 2005 figures are teacher assessments summarised from children's work over the year, while 2004 results were test results.

#### Gender

As last year, gender differences at level 2+ were smaller than national. They were highest in writing, where 9% more girls than boys in Buckinghamshire attained level 2+; in reading and mathematics, the differences were 6% and 1%. At level 3, the gender gaps were more pronounced than at lower levels. Girls were ahead by 10% in reading and 12% in writing, but boys did better in maths by 7%. In writing and maths these were greater than national differences.

#### Ethnicity

At level 2+, results of pupils of Pakistani origin improved by about 5% in reading, writing and maths; those of Mixed White-Black Caribbean origin rose by just under 3% in reading and writing and nearly 9% in maths; and those of Black Caribbean origin increased by nearly 3% in reading, 8% in writing and just under 1% in maths

All these increases are greater than for Buckinghamshire pupils generally.

### b. KEY STAGE 2

All results are above 2004, except for English level 5.

In English, 84% of 11-year old pupils attained level 4+ and 35% level 5; an increase since 2004 of approximately 2% at level 4+ and a drop of 1% at level 5. As for the last two years, results at level 4+ were 5% above national. At level 5, results were 8% above national; the difference is slightly less than last year but greater than in 2003.

In mathematics, 79% of pupils attained level 4+ and 39% attained level 5. As last year, there has been a steady improvement of about 1% at both levels. The rate of improvement is about the same as national at level 4+, but national results did not improve this year at level 5.

In science, 89% of pupils attained level 4+, which was about 2% above the 2004 result. 56% attained level 5, a 6% increase on last year. These improvements were greater than national; national results were static at level 4+ and rose by 4% at level 5.

#### Gender

In English and maths, boys have improved more than girls at level 4+. The gap in English, at 9%, is now slightly smaller than national. In maths, there is no longer a

gender difference. In science, girls do better than boys and the difference has remained at 2%, which is slightly larger than national.

At level 5, the gaps are also narrowing. Girls were 12% ahead of boys in English, 1% less than last year. In maths and science, the increase in boys' results was greater than national. In Buckinghamshire, boys' results in science rose by 7%, nearly twice the increase in girls' results.

### **Ethnicity**

Provisional English results for pupils of Pakistani origin were slightly lower than last year, while maths results improved by 5%. Targets were met in both subjects. Results of pupils of mixed White-Black Caribbean origin improved by about 8% in both subjects and targets were met. The results of the small number of pupils identified as of Black Caribbean origin fell by about 4% in English and rose by the same amount in maths; targets were not reached.

## **c. KEY STAGE 3**

At the end of Key Stage 3, provisional results suggest that results at level 5+ have risen in English and science and remained stable in mathematics.

In English, 82% achieved level 5+ (an increase of 2%) and 52% achieved level 6+ (a drop of about 1%). Nationally, results rose by 3% to 74% at Level 5+ and by 1% to 33% at Level 6+. Buckinghamshire was 8% (Level 5+) and 17% (Level 6+) higher than national averages.

In maths, 81% achieved level 5+ (the same as 2004) while nationally results rose by 1%. 66% achieved level 6+, which was an increase of 1% (the same increase as national.) These results were 7% and 13% higher than the national average.

In science, 79% achieved level 5+ and 54% level 6+; this was an increase of 2% in both cases. Although nationally the increase was greater, results at level 5+ were 9% above national and at level 6+ they were 17% above national.

### **Gender**

The gender gap at level 5+ is narrowing in all three subjects. In English and science, boys' results increased, while girls' were static. In maths, boy' results increased while those of girls fell.

Girls were ahead in English at 5+ by 8%, and at 6+ by 12%; the national difference is 13% at both levels. In maths and science, differences are small at level 5+; girls do better nationally, but in Buckinghamshire boys are slightly ahead. At level 6+, boys are ahead both in Buckinghamshire and nationally, but the gap is wider in Buckinghamshire.

### **Ethnicity**

Results of pupils of Pakistani origin rose by 4% at level 5+ in both English and maths but were static in science. Targets in all three subjects were met. Results of pupils of mixed White-Black Caribbean origin rose in English and science, where targets were met, but fell slightly in maths. Pupils of Black Caribbean origin achieved higher results than last year in maths and science, while results in English were static; targets were not met.

### **Type of school**

In grammar schools, 98.9% of pupils attained level 5+ in English, 99.4% in maths and 99.2% in science. In upper schools, the figures were 74.4% in English, 71.7% in maths and 69.5% in science. Upper school results are higher than for all schools nationally in English, and are only slightly below in maths and science.

### **c. KEY STAGE 4**

KS4 results are now calculated for pupils at the end of KS4 and is no longer age-related. Provisional results suggest that results at 5+ A\*-C have risen by 1.4% to 67.3%; this is over 10% above national.

### **Gender**

Girls' results are 10.7% above those of boys; the difference is about the same as national. Girls' results have improved slightly more than boys' since 2004.

### **Ethnicity**

At 5+ A\*-C, results of pupils of Pakistani origin rose by about 5% and mixed White-Black Caribbean origin by about 8%, although targets were not met. Pupils of Black Caribbean origin achieved 4% higher results than last year and the targets were met.

### **Type of school**

Grammar schools' figures for 5+ A\*-C are very high, and have not increased this year. Upper schools' results have increased by 2% since last year: the increase since 2000 is over 10%.

### **d. Post – 16**

Students in Buckinghamshire again attained higher standards than students nationally. The 2005 Average Points Score per candidate, at 308.6, has increased by nearly 9 points since 2004; the national figure for maintained schools and colleges has risen by the same amount to 261.8. The Average Points Score per entry, at 86.2, is well above the national average of 76.8 and has risen slightly. These figures include students in both schools and colleges. Results were highest of the Statistical Neighbours for both measures.

## **3. RECOMMENDATION**

Members may wish to consider the progress of pupils, overall and for specific groups, in early 2006 when this information has become available. Members may also wish to know more about how areas of underachievement are being tackled.

## **4. BACKGROUND PAPERS**

Department for Education and Skills Statistical First Releases:

KS1: Reference	SFR30/2005	Date released	23 August 2005
KS2: Reference	SFR31/2005	Date released	23 August 2005
KS3: Reference	SFR32/2005	Date released	8 September 2005
KS4: Reference	SFR46/2005	Date released	20 October 2005

DfES website: <http://www.dfes.gov.uk/rsgateway>

## SUMMARY OF RESULTS, CHANGES AND COMPARISONS WITH NATIONAL AND STATISTICAL NEIGHBOURS

### PROVISIONAL DATA

**N.B.** "Statistical neighbours", (SNs) are Surrey, N. Yorkshire, N. Somerset, W. Berkshire, Gloucestershire, Windsor and Maidenhead, Hampshire, Dorset, Oxfordshire and Bedfordshire. These ten Authorities are deemed by Ofsted to be similar the Buckinghamshire in terms of contextual factors such as income, wealth and employment, overcrowding, mobility, parental education, ethnic mix, and a range of geographic factors.

**Key Stage 1** (there are no targets in KS1, as the assessment system has changed)

Subject	% Result	% Change from 2004	% National change	SN position 2005	Change in SN position from 2004
Reading level 2+	89	0	0	2 <sup>nd</sup>	down (was joint 1st)
Writing level 2+	87	+2	0	joint 2nd	up (was joint 4 <sup>th</sup> )
Maths level 2+	93	0	+1	joint 2nd	same
Reading level 3	35	-2	-2	joint 2nd	same
Writing level 3	20	0	-1	1st	up (was 2 <sup>nd</sup> )
Maths level 3	31	-6	-6	2nd	same

### Key Stage 2

Subject	% Change	% National change	SN position 2005	Change in SN position	Target met?
English level 4+	+2	+1	joint 2 <sup>nd</sup>	Up (was 3 <sup>rd</sup> )	Yes (results 84%, target 82%)
Maths level 4+	+1	+1	joint 2 <sup>nd</sup>	same	No (results 79%, target 84%)
Science level 4+	+2	0	joint 7 <sup>th</sup>	Up (was joint 9 <sup>th</sup> )	-
English level 5	-1	0	joint 1st	same	no (results 35%, target 38%)
Maths level 5	+1	0	1 <sup>st</sup>	Same	Yes (results 39%, target 38%)
Science level 5	+6	+4	joint 1st	Up (was joint 2 <sup>nd</sup> )	-

### Key Stage 3

Subject	% Change	% National change	SN position 2005	Change in SN position	Target met?
English level 5+	+2	+3	Joint 1st	same	Yes (results 82%, target 82%)
Maths level 5+	0	+1	4th	Down (was joint 1 <sup>st</sup> )	No (results 81%, target 82%)
Science level 5+	+2	+4	Joint 2nd	Down (was joint 1 <sup>st</sup> )	Yes (results 79%, target 79%)
English level 6+	-1	+1	1st	same	No (results 52%, target 56%)
Maths level 6+	+1	+1	1st	same	Yes (results 66%, target 66%)
Science level 6+	+2	+3	1st	same	No (results 54%, target 57%)

### Key Stage 4

NB. KS4 results are now calculated for pupils at the end of KS4 and are no longer age-related. Average points scores' calculations changed in 2004, after the targets were set.

Subject	Result	% Change	% National change	SN position 2005	Change in SN position	Target met?
5+ A*-C	67.3	+1.4	+2.8	1st	same	No (target 68)
Avge Point Score (capped/uncapped)	324.3 396.8	+5.2 +8.1	+7.7 +11.7	1st	same	Yes (target 50 uncapped-equivalent score)