

Committee/Panel:	Children, Schools and Young People's Services Scrutiny Committee
Meeting Date:	3 November 2005.
Lead Councillor/s:	Karen Knight
Local Councillor/s:	All
Sponsor:	Rosalind Turner, Director for Children and Young People
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PUPIL ATTAINMENT OUTCOMES IN SUFFOLK IN 2005.

PURPOSE OF REPORT

1. This report is for scrutiny purposes
2. It aims to provide you with an overview of pupil outcomes in Suffolk for 2005, from the Foundation Stage to Post-16, and give you the opportunity to scrutinise key areas of our work. The attached paper is intended to provide background information for the workshops that will take place as part of this agenda item. The paper also includes a brief description of the national curriculum assessment framework and the points at which pupils in England sit national curriculum tests and examinations.

ACTION RECOMMENDED

3. Following the presentation, you will be asked to discuss the performance of Suffolk pupils, scrutinise the action that we are taking to raise attainment, especially in relation to Key Stage 2 and post-16, and identify areas of our work and/ or focus that could be improved.

REASON FOR RECOMMENDATION

4. It is very important that members of the committee be fully informed about pupil outcomes in Suffolk and have the opportunity to challenge what we are doing to raise attainment for all pupils across the County

ALTERNATIVE OPTIONS

5. None.

THE FOLLOWING QUESTIONS, WHICH FOCUS ON THE MAIN ISSUES FOR SCRUTINY ARE RELEVANT TO THE COMMITTEE'S DISCUSSIONS:

6. Notwithstanding the technical nature of the data in the paper, do you find it helpful to have it presented in this way? Can you suggest how we might make the presentation of these complex issues simpler?

7. The presentations that will accompany the paper will set out the processes that we have in place to assess the impact of our work with schools. Are you satisfied that these processes are robust? Can you suggest how they might be improved?
8. Similarly, the presentations will set out the action that we are taking in response to key weaknesses in pupil attainment. Can you suggest other action that we should be taking, especially at Key Stage 2 and post-16?
9. Do you feel that the format of this session on performance has been helpful and should be replicated in future? If not, please suggest how it might be improved.

Structure of the Session

10. To facilitate a full and comprehensive discussion of pupil performance in Suffolk in 2005, this report will be supported by a series of presentations and workshops. The session will be structured in the following way:
 - a) Introduction & Overview – Rachael Black, Assistant Director (Quality & Improvement).
 - b) National Assessment Framework and Overview of the 2005 Outcomes. –Martin Clark, Head of School improvement Services and Judith Mobbs, 14-19 Strategy Manager.
 - c) Issues for the primary phase - Janet Wellings, Senior Adviser (Primary).
 - d) Issues for the secondary phase, including post-16, Kevin Haddock, Senior Adviser (Secondary) and Judith Mobbs.
 - e) Workshops:
 - I. Focus on Key Stage 2 - facilitated by Janet Wellings and Martin Clark.
 - II. Focus on post 16 - facilitated by Judith Mobbs and Kevin Haddock.
 - f) Feedback from workshops by facilitators.
 - g) Discussion.
 - h) Conclusions.

FURTHER ACTION AND TIMESCALES:

11. Further detail on a wider range of performance issues across the Directorate will be available in the autumn 2006 edition of the Children and Young People's Services Performance Handbook.

MAIN BODY OF REPORT:

12. The main body of the report is attached as Appendix 1. It sets out attainment data at all key stages from the Foundation Stage to Key Stage 4 and information about attainment post-16. Each section provides the latest performance results, with trend and comparative data, where this is available.
13. Pupil attainment data at this stage is published as provisional data. Final, confirmed data is expected in January 2006.

SOURCES OF FURTHER INFORMATION

Children and Young People's Services Performance Handbook. Available from Lyn Baran. 01473 264547. Lyn.baran@educ.suffolkcc.gov.uk.

Provisional pupil attainment outcomes - 2005

Introduction.

1. This paper:
 - I. sets out the national curriculum assessment framework;
 - II. summarises the 2005 provisional outcomes for Suffolk schools from the Foundation Stage to Key Stage 5 (age 5 to 19), including strengths and weaknesses;
 - III. identifies key attainment priorities for 2005/6.

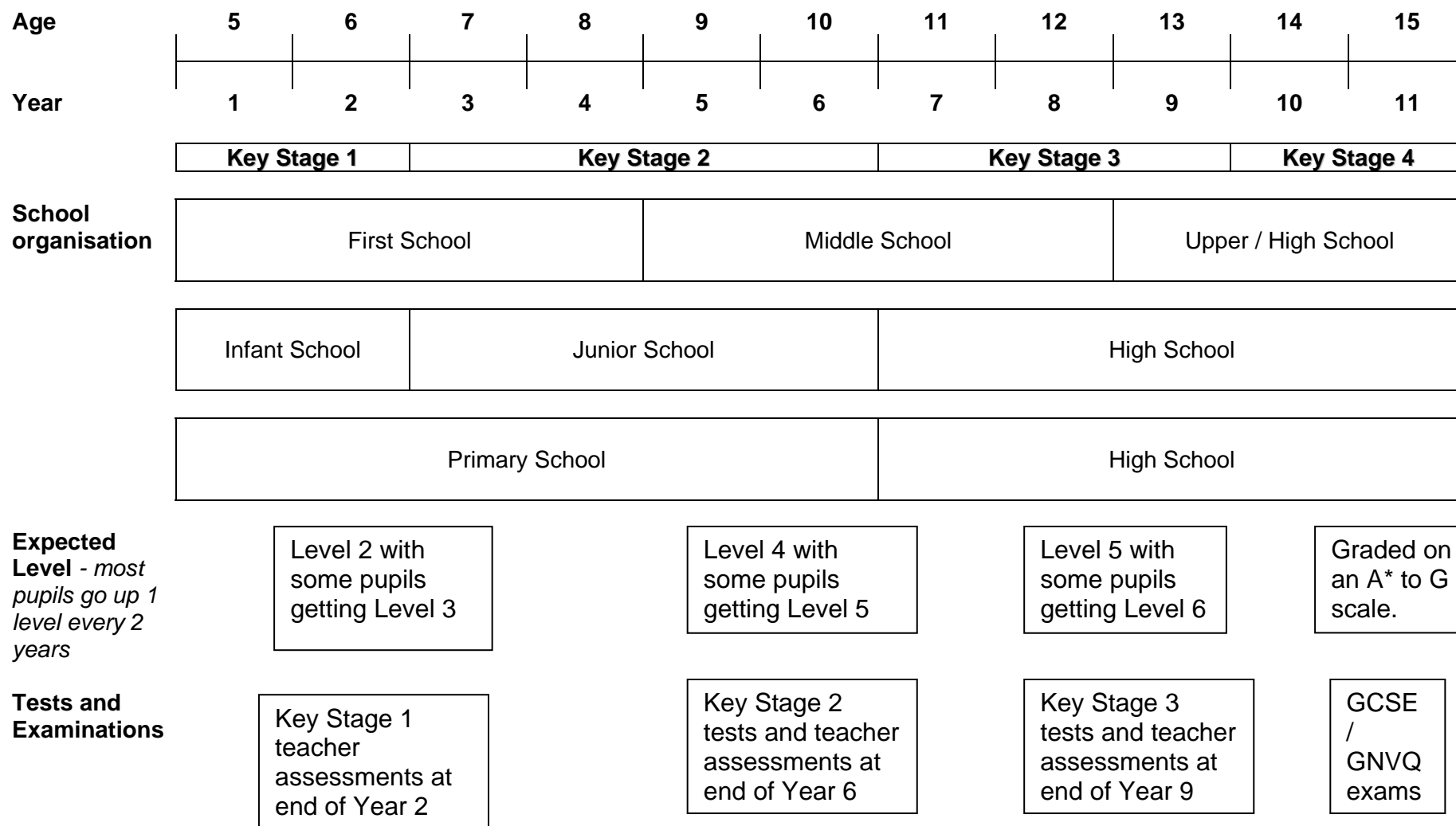
The National Curriculum assessment framework

2. There are statutory assessments for all pupils when they reach the end of a Key Stage (for further information on the key stages see Diagram 1).
 - I. Key Stage 1 teachers make assessments of reading, writing, mathematics and science, informed by a bank of tests and tasks at age 7. It should be noted that the assessment arrangements were changed significantly in 2005 to place a greater emphasis on teacher assessment. These changes have depressed results at higher levels nationally, particularly for mathematics, where there was a 6% drop. We know from past experience that teacher assessments tend to be more conservative than test results.
 - II. Key Stage 2 ends at age 11, and pupils take statutory tests in English, mathematics and science.
 - III. At the end of Key Stage 3, age 14, there are tests for English, mathematics and science, and teacher assessments are collected for all other subjects.
 - IV. Key Stage 4, at age 16, is mainly assessed through GCSE exams, although the range of approved qualifications is extending to match new and more inclusive flexibilities within the curriculum, including many more vocational options and non-GCSE courses. There is a new point score system for recognising this range of subjects.
 - V. The post-16 phase is often known as Key Stage 5 and includes a wide range of qualifications through school 6th forms, colleges and other work-based providers.

National comparisons and “statistical neighbours”

3. We routinely compare our results with the national average and the attainment outcomes of our 10 “statistical neighbour” authorities (i.e. those authorities that have a socio-economic make-up similar to Suffolk) which enables us to compare our progress.

DIAGRAM 1. PUPIL ATTAINMENT MILESTONES WITHIN THE NATIONAL CURRICULUM



Notes

1. Many teachers divide National Curriculum levels into a, b and c sub-levels to help track progress. For example, level 2a is nearly level 3, level 2b is a secure level 2 and level 2c is just a level 2. These sub-levels are used in the statutory assessments at Key Stage 1.
2. The Foundation Stage precedes Key Stage 1 and a pupil's progress is summarised in the Foundation Stage Profile for all 5 year olds. This profile is passed to the first teacher in Key Stage 1 and is used to target work appropriately.

The Foundation Stage

4. Prior to Key Stage 1, the progress that children make in the Foundation Stage is summarised in a "Foundation Stage Profile". This profile is used to record what they can do in each of 13 scales and is used as the basis for planning at the start of Year 1. The 13 scales are outlined in paragraph 8.

The Foundation Stage and Key Stage 1

5. Data for the Foundation Stage Profile and Key Stage 1 is collected by local authorities and transmitted to the Department for Education and Skills (DfES) after a rigorous checking process. It is analysed by the beginning of September, and the outcomes are unlikely to change after this. The local authority is responsible for moderating these assessments and providing a quality control mechanism. In Suffolk we do this through moderation of teacher assessments in clusters of schools, in-service training for teachers which focuses on standards of work expected at the Key Stage levels, and random visits to schools. Our arrangements have been monitored and commended by the Qualifications and Curriculum Authority (QCA).

Key Stages 2 and 3

6. The tests at Key Stage 2 and 3 are externally marked, and local authorities are expected to make random visits to schools to ensure that guidelines are being followed. We are also expected to consider and approve any special arrangements. Schools send the test scripts directly to a marking agency, and provisional marks are returned to the school for checking at the end of July. Schools have the opportunity to request a review of marking if they are not satisfied. The aggregated provisional data is available to local authorities at the end of August. However, final results, taking account of marking reviews, are not available until October and sometimes later. Performance tables for Key Stage 2 are usually published in the second half of the autumn term.

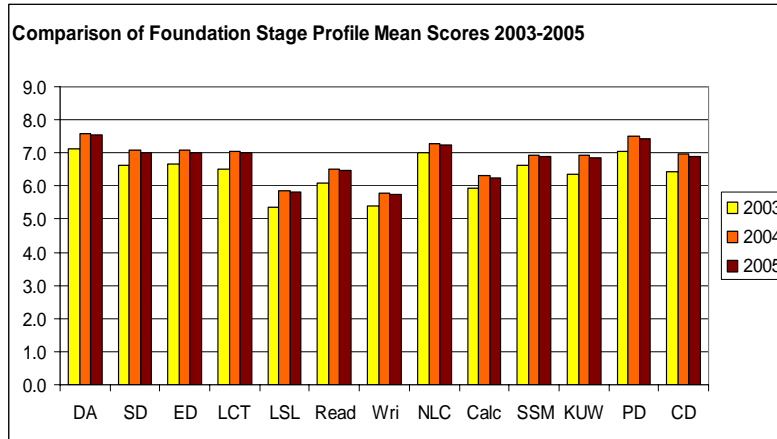
Key Stages 4 and 5

7. Most exams are marked externally by examination boards, but teachers may contribute moderated marks for course work or projects. Local authorities make no contribution to the assessment process. The grades are returned to schools towards the end of August, and provisional results are collated from the exam boards by NCER (a charitable organisation set up and controlled by local authorities) and circulated to us in mid October. At this stage the percentages are often inaccurate, and the outcomes of re-marking are not included in these figures. It often takes some time for all qualifications to be included in the data, and performance tables are usually published early in the spring term.

Foundation Stage (Age 5)

8. The Foundation Stage Profile is a collection of assessments made by teachers at the end of the Foundation Stage (age 5) based on observations over time. Judgements are recorded against 13 scales, each of which awards up to 9 points making a maximum of 117 points.

Chart 1:



NB 2003 was a pilot year with incomplete results

The 13 scales

- Dispositions and attitudes*
- Social development*
- Emotional development*
- Language for communication and thinking*
- Linking sounds and letters*
- Reading*
- Writing*
- Numbers as labels for counting*
- Calculating*
- Shape, space and measures*
- Knowledge and understanding of the world*
- Physical development*
- Creative Development*

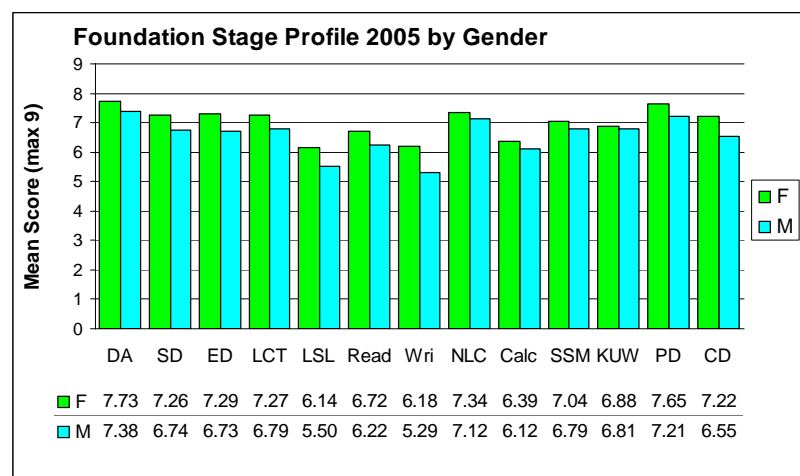
9. The Foundation Stage Profile was introduced in 2003 but the submission of outcomes was optional and therefore the Suffolk data was incomplete. In 2004 and 2005 a full return was collected from schools.

10. Patterns across the thirteen scales are very similar to those of 2004. The average score has fallen by less than one point. This is not significant and is likely to be due to improved understanding of the assessment criteria by teachers and more extensive moderation arrangements.

11. The highest performance in 2004 and 2005 was found in scales focusing on disposition and attitudes (DA), which covers engagement, attention and interest, physical development (PD) and use of numbers as labels for counting. The lowest performance was found in the scales covering linking sounds and letters (LSL) and writing (Wri). This reflects the national pattern.

Chart 2:

12. Girls outperform boys in all scales. The pattern has been similar for two years running, and the biggest attainment gaps are in the scales covering creative development, writing and linking letters and sounds.



Full details and further information about the scales and other National Curriculum assessments can be found on the Qualifications and Curriculum Agency (QCA) website. www.qca.org.uk

Key Stage 1 (Age 7)

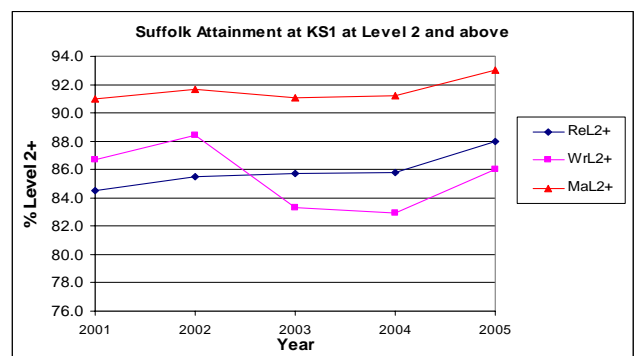
13. Summary of Key Points

- I. The national assessment arrangements changed significantly in 2005 to take a greater account of teachers' judgements. This means that year-on-year comparisons are difficult, particularly at Level 3.
- II. The 2005 results at Level 2 and above show improvements from 2004 and generally bigger gains than those found nationally.
- III. At Level 3 there were drops similar to the national pattern.
- IV. Suffolk remains above the national average for all aspects and compares well with similar local authorities.
- V. 2005 – 2006 priorities include further development of boys' reading and writing and improvements at Level 3 and above.

More Detailed Information

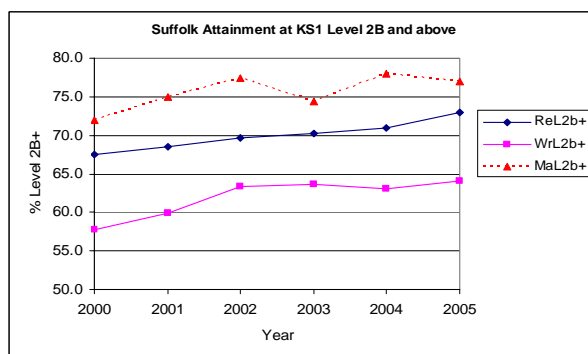
14. Key Stage 1 includes 5 to 7 year old children, and assessments are made by teachers for aspects of English, mathematics and science at the end of the Key Stage. The national assessment model changed significantly in 2005, and the results are now based on teachers' judgements over a wider range of evidence including a bank of tests and tasks.

Chart 3:



15. At the expected level (Level 2), there were encouraging 2% gains in reading, mathematics and science and a 3% gain in writing. The development of writing was a key issue for Suffolk schools last year.

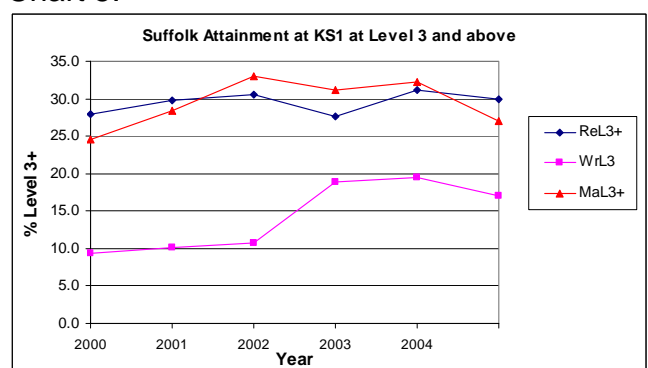
Chart 4:



17. At the higher level (Level 3), there were drops in line with the national picture for reading and mathematics. In writing the drop was bigger than that found nationally. There is no doubt that changes to the assessment system in 2005 make it difficult to use year on year comparisons.

16. Performance at Level 2b and above is a useful indicator of potential to reach the expected level (Level 4) at age 11. There were gains in reading (2%) and writing (1%) and a drop of 1% in mathematics.

Chart 5:



Science

18. In 2005, science improved by 2% at Level 2 and above and dropped 1% at Level 3. We have been in line with, or above, the national average for 5 years.

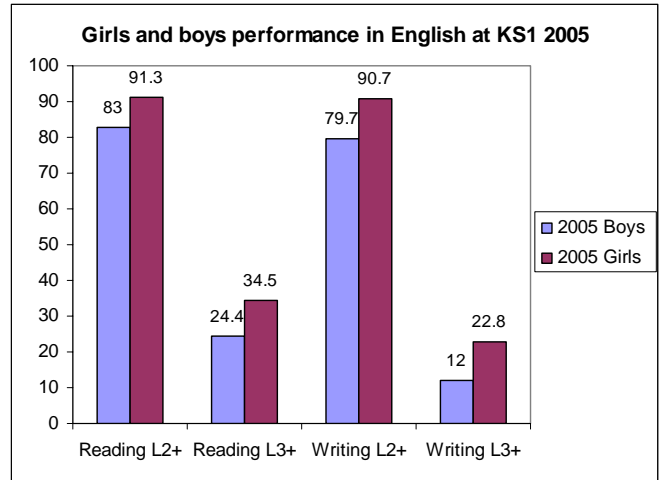
Gender differences

19. Girls continue to outperform boys in reading and writing. The gaps are similar to those for 2004.

20. The development of boys' reading and writing continues to be a key issue.

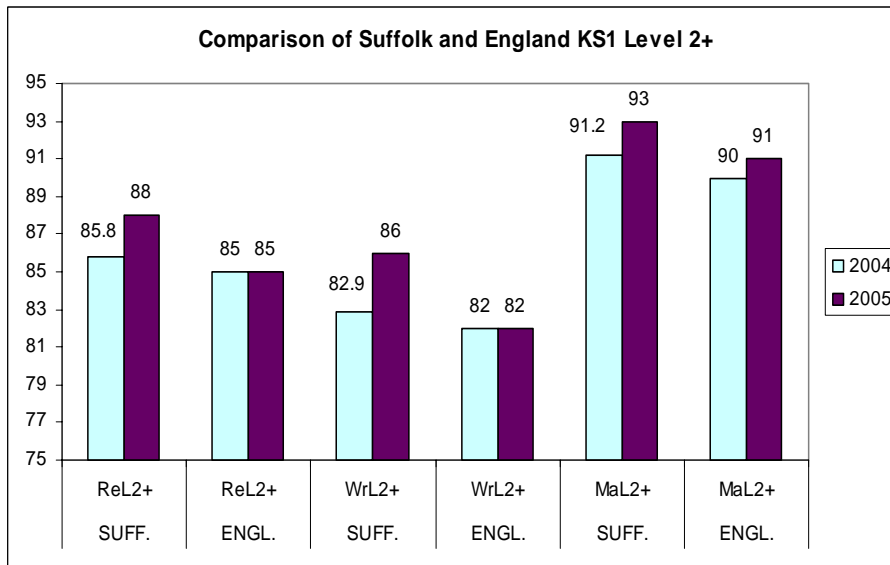
21. Girls outperform boys by 2% at Level 2 and above in mathematics. This is reversed at Level 3 where boys do better by 5%.

Chart 6:



Comparisons with national results and statistical neighbours

Chart 7:



22. Suffolk results at Key Stage 1 are significantly above national averages in all aspects.

23. Suffolk is placed in a group with ten similar local authorities for comparative purposes. These authorities have a socio-economic make up like ours, and it is useful to benchmark our performance in this context.

23. When compared to similar local authorities we are in the top quartile (2nd out of 11 authorities) at Level 2 and above.

24. At Level 2b and above we are 6th for reading and 4th for writing and mathematics.

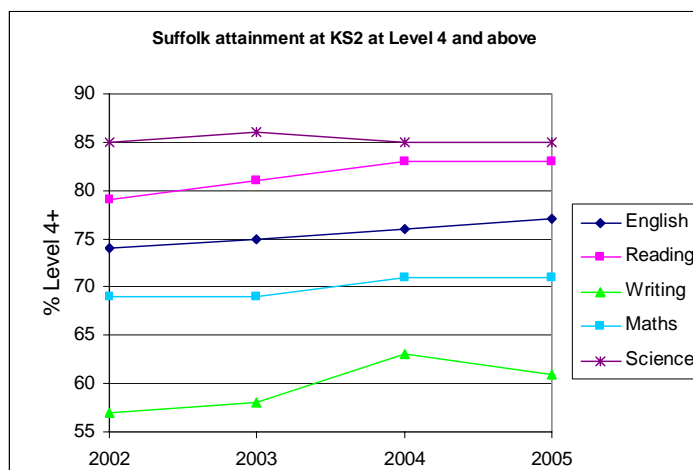
25. At Level 3 we are 4th for reading, 3rd for writing and 1st for mathematics.

26. Summary of Key Points

- I. 2005 results at Key Stage 2 Level 4 improved by 1% in English. Science and maths were similar to 2004. At Level 5 there were significant gains in reading (4%) and science (5%).
- II. Writing dropped by 2% at Level 4 (and above) and by 3% at Level 5.
- III. Although trends over recent years are generally upwards, our Key Stage 2 results do not compare well with similar local authorities. We are not keeping pace with their improvements, and Suffolk performance is below the national average in English, mathematics and science.
- IV. There have been significant gains for schools engaging in specific improvement programmes, with direct support from the local authority. These programmes will continue to be targeted appropriately for 2005.
- V. Schools in the two-tier system continue to outperform those in the three-tier system.
- VI. Key priorities for 2005 include raising standards at Key Stage 2, particularly in mathematics, and improving progress from Key Stage 1 to Key Stage 2 (conversion from Level 2 to Level 4) particularly in the 3-tier system.

More Detailed Information

Chart 8:



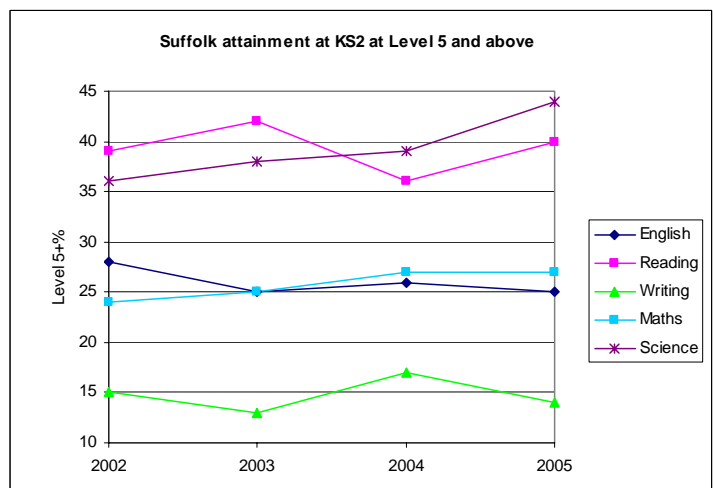
27. At Level 4 and above (the expected level), provisional results indicate a 1% gain in English and no change from 2004 in mathematics and science. Reading remains at the 2004 level (83%), but writing has dropped by 2% to (61%).

28. It is expected that children who are at Level 2 at age seven should achieve Level 4 at age eleven. However, our conversion rates are low.

29. At Level 5 and above, English is down 1%, mathematics stayed the same as 2004, and there was a significant gain of 5% in science.

30. Reading improved by 4% at Level 5, and writing fell by 3% in line with national patterns.

Chart 9:

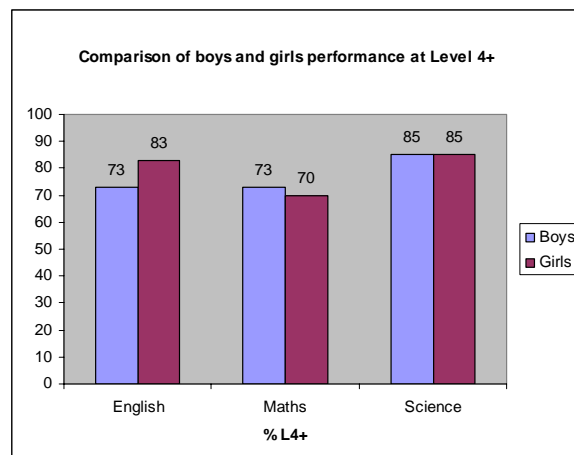


Gender differences

31. Girls outperform boys by 10% in English at Level 4 and above. In writing the gap is 20% (girls at 72% and boys 52%) and in reading it is 5% (girls at 86% and boys 81%). At Level 5+, girls outperform boys by 11% in writing and by 9% in reading.

32. The differences in performance between boys and girls are reversed in mathematics. At Level 4 and above boys outperform girls by 3% and at Level 5 by 5%. In science the performance of boys and girls is similar.

Chart 10:



Performance of ethnic minority groups

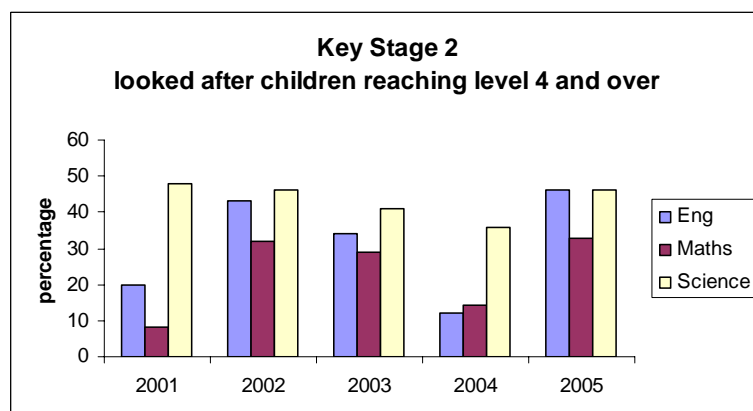
Chart 11:

Percentage of pupils achieving level 4 or above	Number of pupils	Eng 4+	Ma 4+
White	7220	77.8	71.9
Indian	17	94.1	76.5
Bangladeshi	26	57.7	50.0
African	11	45.5	54.5
Mixed White and Black Caribbean / Black Caribbean	94	69.1	59.6
Chinese	18	88.9	83.3

33. The small numbers of pupils in each cohort make year on year results vulnerable to fluctuation. Chinese and Indian pupils have exceeded estimates in English, while Bangladeshi scores reflect the profile of this year's cohort. Raising the attainment of African-Caribbean pupils is a priority, and Local Area Agreement (LAA) targets are being negotiated with the DfES. Maths remains a priority for all groups, and joint work between the Minority Ethnic and Traveller Achievement Team and the Suffolk Advisory Service in supporting schools is progressing well.

Educational performance of looked after children

Chart 12:



39 pupils were identified and 11 did not take the test.

34. 2005 saw a significant improvement in performance at Level 4 and above for looked after children. This is the best performance for 5 years, with 46% gaining Level 4+ in English, 33% in mathematics and 46% in science.

35. The cohort is very small (39 pupils were identified and 11 did not take the test) and there are always fluctuations year on year.

Educational performance of children with a statement of Special Educational Needs Chart 13.

	2004	2005	2004	2005
Key Stage 2	English	English	Maths	Maths
Pupils with statement for Emotional Behaviour Development	15%	24%	16%	27%
Pupils with statement for autism	11%	14%	11%	14%

36. This year has seen an increase in achievement at Key Stage 2 for children with a statement of Special Educational Need. Children with a statement for difficulties with behaviour, emotional and social development (EBD) showed significant increases of 9% in English and 11% in mathematics when compared to the previous year. There was a similar picture for pupils with statements for disorders that are part of the Autistic Spectrum (AUT), where a 3% increase was seen in both subjects.

Comparisons between the two and three tier systems in 2005

Chart 14:

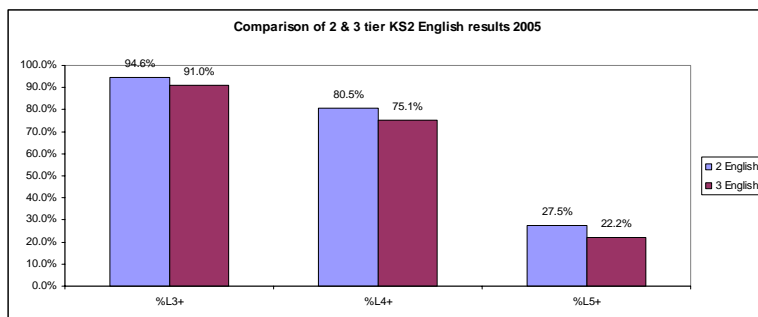


Chart 15:

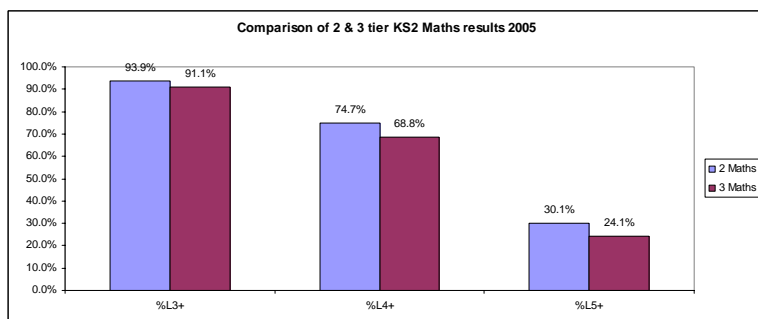
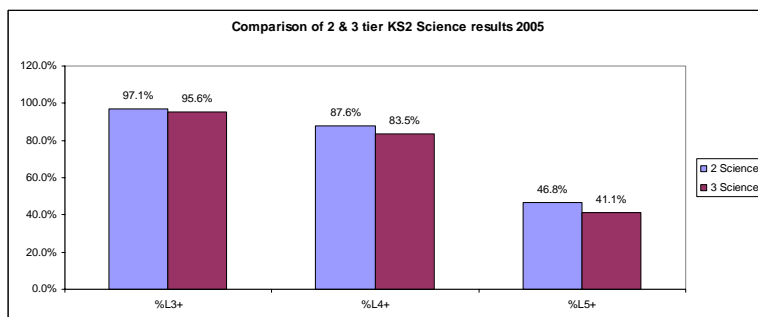


Chart 16:



37. Over the last three years there have been significant differences between the two and three tier systems. The 3-tier system refers to part so the County where there are middle schools. Provisional results suggest that this gap has not been significantly closed in 2005 although, in mathematics overall and in science at Level 5, the picture is one of improvement. The gap has closed in individual middle schools which have received direct support from the local authority. In some cases the attainment gains in individual schools are significant.

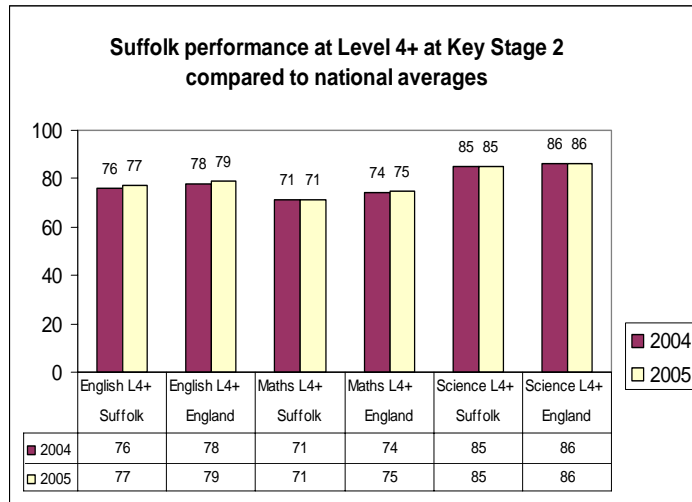
38. At Level 4 and above the gap in English is 5%. In mathematics it is 6% and in science 4%. In 2004 these were 3%, 8% and 3% respectively.

39. At Level 5 and above the 2005 gap in English is 5%, in mathematics 6% and in science 6%. In 2004 these were 2%, 9% and 10%.

Comparisons with national results and statistical neighbours

40. The performance of schools in Suffolk is below the national average in all core subjects.

Chart 17:



41. Suffolk is placed in a group with ten similar local authorities for comparative purposes. These authorities have a socio-economic make up like ours, and it is useful to benchmark our performance in this context.

42. Although the trend of our results is upwards over time, when compared with similar local authorities we are in the bottom quartile for all aspects at Key Stage 2.

Local authority targets

43. Targets for Suffolk, set by DfES for 2005, were extremely challenging and we are some way short of meeting them. Following changes in legislation, our targets for 2006 have been adjusted to base local authority targets on an aggregation of school targets.

Chart 18:

	Target for 2005	Result for 2005	Target for 2006
KS2 English L4+	86%	77%	80%
KS2 mathematics L4+	85%	71%	78%

44. In order to meet our 2006 target, we will need a 3% improvement at Level 4 and above in English and a challenging 7% improvement in mathematics.

45. In 2004 there were 17 schools below the government floor targets of 65% at Level 4 and above for English and 29 schools for mathematics. In 2005 there are 16 schools below floor target in English and 34 in mathematics.

46. Summary of Key Points

- I. There were gains of 4% at Level 5 and above in English and science in 2005. Mathematics results are similar to 2004.
- II. At higher levels, Level 6 and above, there were improvements in science (3%) and mathematics (2%) and a 2% drop in English.
- III. There has been a significant improvement in boys' writing since 2003, and this has contributed to a 7% gain in English at Level 5 and above over 2 years. Suffolk boys do well compared to similar authorities.
- IV. Key Stage 3 outcomes are generally good. We are above the national average in English, mathematics and science. Compared to similar authorities at Level 5 and above, our English and science performance places Suffolk in the top half of the group, but mathematics is towards the bottom.
- V. A key priority is to improve performance in mathematics in 2006.

More Detailed Information

47. Over a five year period there have been significant gains at Key Stage 3.

48. English at Level 5+ (the expected level) has risen significantly for the second year running (up 4% in 2004 and up 3% in 2005).

49. Mathematics results are broadly the same as last year, and science has made a 4% gain to recover the position of two years ago.

Chart 20:

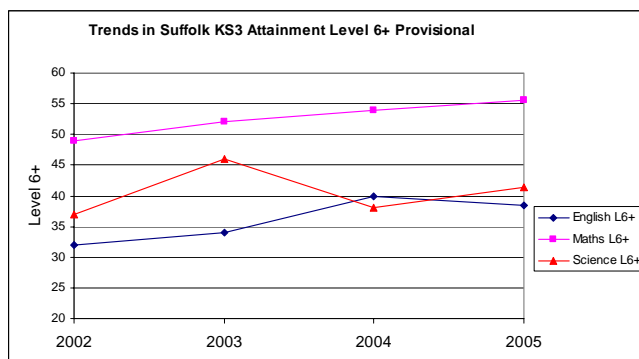
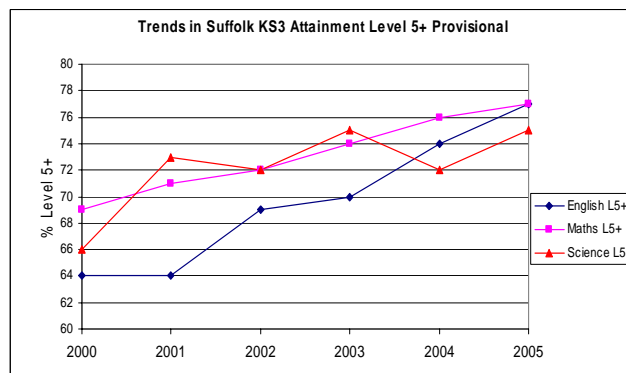


Chart 19:



50. At Level 6 and above there was a 2% drop in English, a 2% increase in mathematics and a 3% improvement in science.

Information and Communication Technology (ICT)

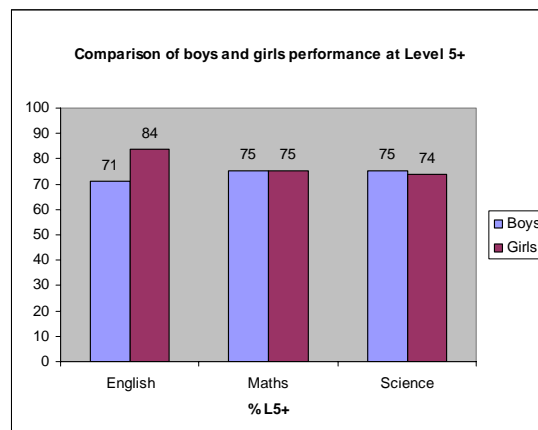
51. ICT performance against National Curriculum levels is assessed by teachers and is not moderated. From 2006 there will be a new "online" assessment. Performance in Suffolk at Level 5 and above fell from 78% to 76% in 2005 but is still 7% above the national average. At Level 6 and above, we dropped from 33% in 2004 to 30% in 2005, and we are 6% above the national average.

Gender differences

52. Although writing has improved for boys in 2005, the gap between boys' and girls' English at Level 5 and above is significant (13%) and is similar to 2004 (11%). At level 6+ the gap is 15%.

53. There is very little difference between the performance of boys and girls at Level 5 and above in mathematics and science. Boys do better at Level 6+ by 2% in mathematics and 3% in science. This pattern was similar in 2004.

Chart 21:

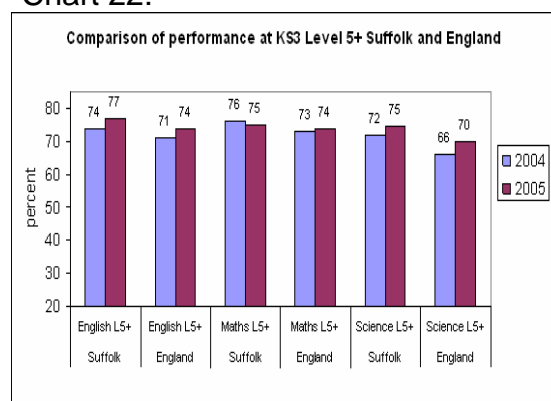


Comparisons with national results and statistical neighbours

54. We are significantly above the national average in English (3%) and science (5%) and just above in mathematics (1%).

55. When compared with similar local authorities at Level 5 and above, we are in the top half of the table for English and top quartile for writing (2nd for boys' writing). Science places us in the middle of the table (6th), but mathematics has dropped to 9th place this year.

Chart 22:



Local authority targets

56. Targets for Suffolk, set by DfES for 2005, were revised following changes in legislation. They were adjusted so that local authority targets were based on an aggregation of school targets.

Chart 23:

	Target for 2005	Result for 2005	Target for 2006
KS3 English L5+	77%	77%	78%
KS3 mathematics L5+	77%	76%	79%
KS3 science L5+	76%	75%	78%
KS3 ICT L5+	80%	76%	83%

57. We have made good progress towards our 2006 targets and will need a 1% improvement at Level 5 and above in English, 3% in mathematics and science and 7% in ICT.

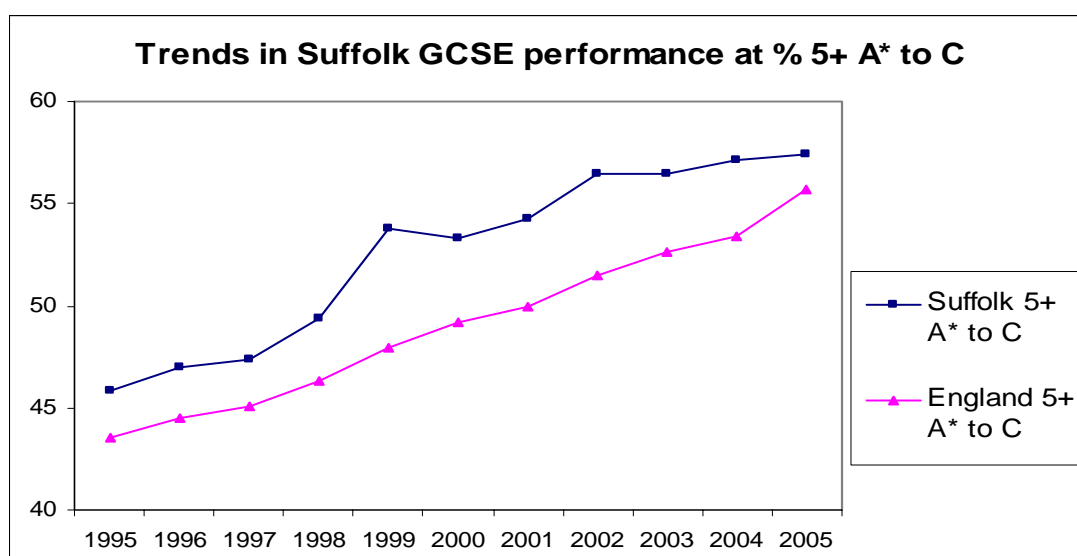
58. Government floor targets have been set at 50% of students to achieve Level 5 or more by 2008. Only one school failed to meet this target for English in 2005, and all schools cleared it in mathematics and science.

59. Summary of Key Points

- I. GCSE performance has improved steadily over a 10 year period and is higher than the national average.
- II. There is some evidence of an emerging plateau of improvement at Key Stage 4, when compared to other local authorities.
- III. New performance measures for 2006 will focus more closely on English and mathematics. These are currently being piloted nationally.
- IV. Key priorities include raising standards further in English and mathematics and developing more flexible and innovative curriculum choices, including vocational options.
- V. There is a gap between the performance of boys and girls which matches the national pattern

More Detailed Information

Chart 24:



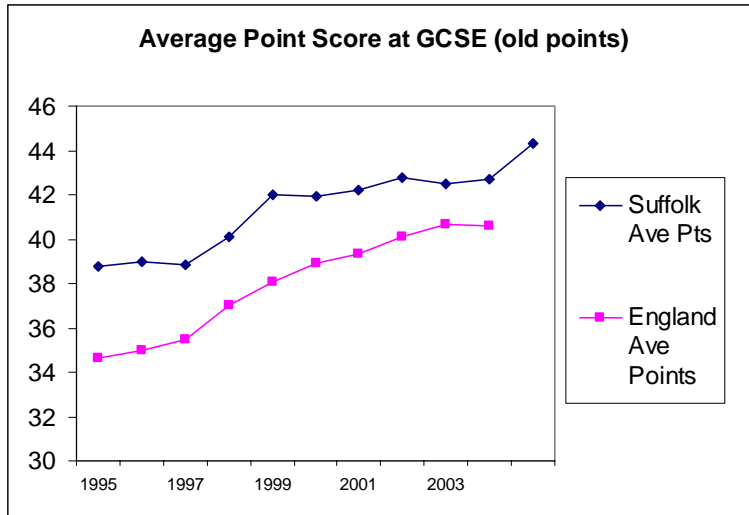
60. Provisional results (not including any appeals or re-marks) show a small gain from 2004 of 57.1% to 57.4% of students gaining at least 5 A* to C grades at GCSE.

61. This continues an upward trend over 10 years, but there is evidence of a slow-down in improvement.

62. The GCSE point score system was changed in 2004. Using the new points system, the Suffolk result has improved from 352 to 359 this year. This exceeds our 2005 DfES target by 5 points.

63. The old point score can still be calculated in order to show improvement over time. 2005 saw a significant increase from 42.7 to 44.3.

Chart 25:



There is no national data for the old point score for 2005.

64. Points are used to recognise a wider range of curriculum opportunities than just GCSE, for example many literacy, numeracy and vocational qualifications are included in the new point score.

65. Only 2.6% of students failed to gain any GCSE passes. This is a slight improvement on 2004 (2.7%) and is significantly lower than the national figure for 2005 of 3.7%.

Changes to performance measures in 2006

66. From 2006, performance measures for schools will have an increased focus on English and mathematics. These measures are currently being piloted and are likely to include 5 or more A* to C grades, including English and mathematics, and new Contextual Value Added (CVA) measures which rely heavily on progress in the core subjects (English, mathematics and science).

67. In 2004, 44% of Suffolk students achieved 5 or more A* to C grades, including English and mathematics. In 2005 the figure was 46% (provisional figure for England is 44%). In addition, 91% of students achieved 5 GCSE passes at A* to G grades, including English and mathematics.

Gender differences

68. There are significant gender differences in all measures at GCSE. In 2004, 62% of girls achieved 5 or more A* to C grades compared with 51% of boys – a gap of 11%. In 2005 this gap stays at 11% and is similar to the national result.

69. The new measure, including English and mathematics, show 49% of girls gaining 5 or more A* to C grades and 43% of boys – a gap of 6%.

Chart 26:

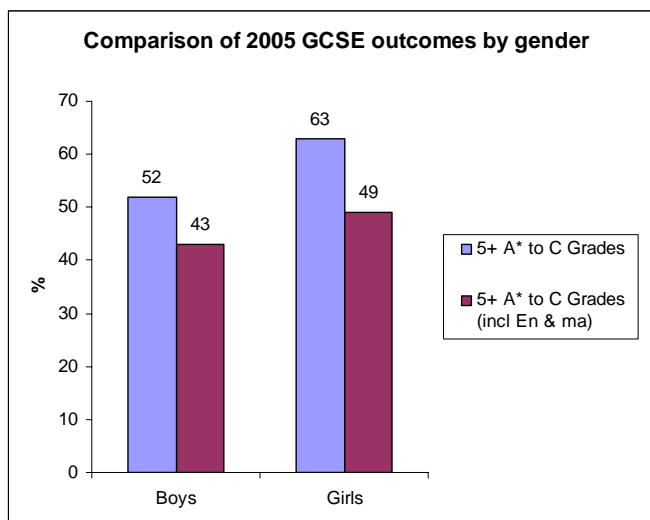
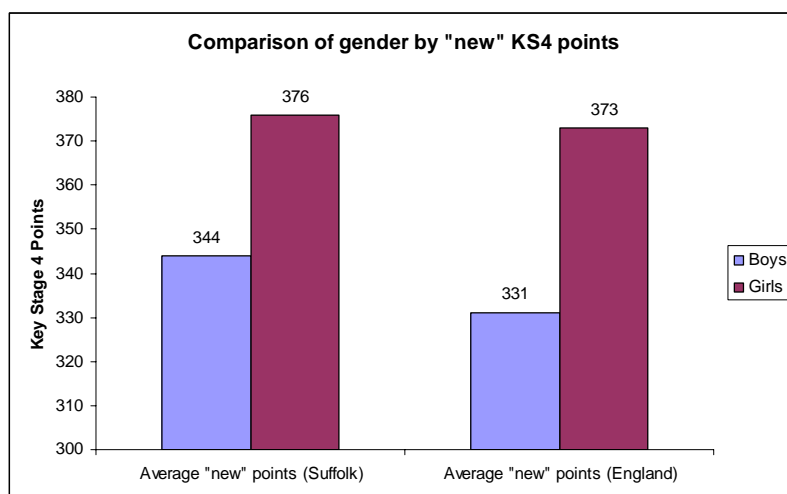


Chart 27:



70. This pattern has been similar for the last 3 years and is reflected in both the old and new point scores.

71. However, the new point score, which reflects a more inclusive curriculum, suggests that the attainment gap between boys and girls is smaller in Suffolk than that found nationally.

Performance of ethnic minority groups

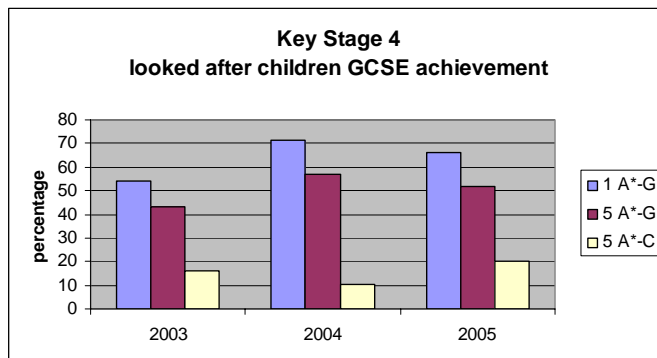
Chart 28:

GCSE performance in 2005	Number of pupils	5 + A*-C	5+ GCSE passes inc En & Ma	"New" Points per student
White	7415	58.5%	92%	363
Indian	12	75%	92%	368
Bangladeshi	26	42%	77%	300
African	11	36%	64%	195
Mixed White and Black Caribbean / Black Caribbean	78	29%	74%	250
Chinese	20	65%	85%	369

72. The small number of students in these groups makes it difficult to make reliable year on year comparisons. The performance of Chinese and Indian students exceeded our projections. The Bangladeshi cohort was not expected to sustain the exceptional results of 2004 but exceeded the estimates we made for this group, based on prior attainment. African-Caribbean achievement continues to be a priority, and Local Area Agreement targets are being negotiated with the DfES.

Educational performance of looked after children

Chart 29:



50 looked after students were identified in 2005

73. Of the cohort of 50 students, 20% achieved at least 5 GCSE grades at A* to C – a 10% improvement from 2004.

74. 66% gained at least one GCSE grade, and this has fallen by 5% from last year.

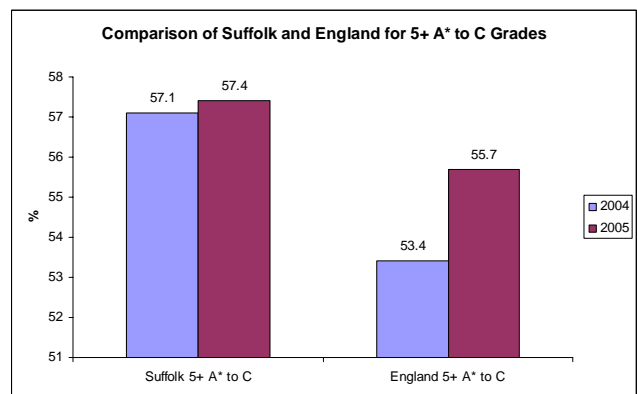
75. The cohort is small and there are always fluctuations year on year.

Comparisons with national results and statistical neighbours

76. We were 1.7% above the national average for 5 or more GCSE grades at A* to C in 2005. The gap between the national average and Suffolk has narrowed from 3.6% to 1.7% this year.

77. The new Key Stage 4 point score for Suffolk was 359 points in 2005. This is significantly above the national average of 343 points. This point score recognises a wide range of qualifications beyond GCSE and GNVQ accreditation

Chart 30:



78. In 2004 we were ranked 4th when compared to our 10 statistical neighbours and in 2005 we were 6th.

Local authority targets

79. We have made good progress towards our 2006 target for GCSE points, but we are over 4% adrift of our 2005 target for 5 or more A* to C grades at GCSE. It will be challenging to meet the 2006 DfES target set at 63.5% A* to C grades.

Chart 31:

	Target for 2005	Result for 2005	Target for 2006
GCSE 5 subjects at A* to C grades	62%	57.4%	63.5%
GCSE points	354	359	363

80. The government expects that, in all schools, at least 25% of students will achieve 5 or more A* to C grades by 2006. In Suffolk we currently have only one school below this threshold.

Information about KS4 qualifications and point scores can be found at <http://www.openquals.org.uk>

Post 16 Attainment

81. Post 16 students can study qualifications in school sixth forms, colleges and through apprenticeships. The first part of this section reports on attainment at advanced level and includes GCE A levels, Advanced Vocational Certificates, and General National Vocational Qualifications (GNVQs). These are all level 3 qualifications. This section also reports on attainment in further education colleges and workbased learning programmes at foundation, intermediate and advanced levels (Levels 1 to 3).

82. Summary of Key Points

- I. Advanced level performance has been improving gradually over the last few years and, for the first time in several years, average points per pupil has exceeded the national average.
- II. Points per subject entry remain below the national average, but improved in 2005 at a faster rate than nationally.
- III. In value added terms, students do not make as much progress as similar students on a national basis, given their performance at GCSE.
- IV. In 2004, performance in the Further Education sector (FE) in Suffolk declined, placing Suffolk at the bottom of the Eastern region Learning and Skills Council (LSC) rankings.
- V. Workbased learning achievement for Suffolk is the highest in the Eastern region.
- VI. The Suffolk14 – 19 Strategy has established a post-16 annual review for all schools with sixth forms and a support programme for providers who are performing less well across the school, college and workbased sectors.

Attainment at Advanced Level in school sixth forms

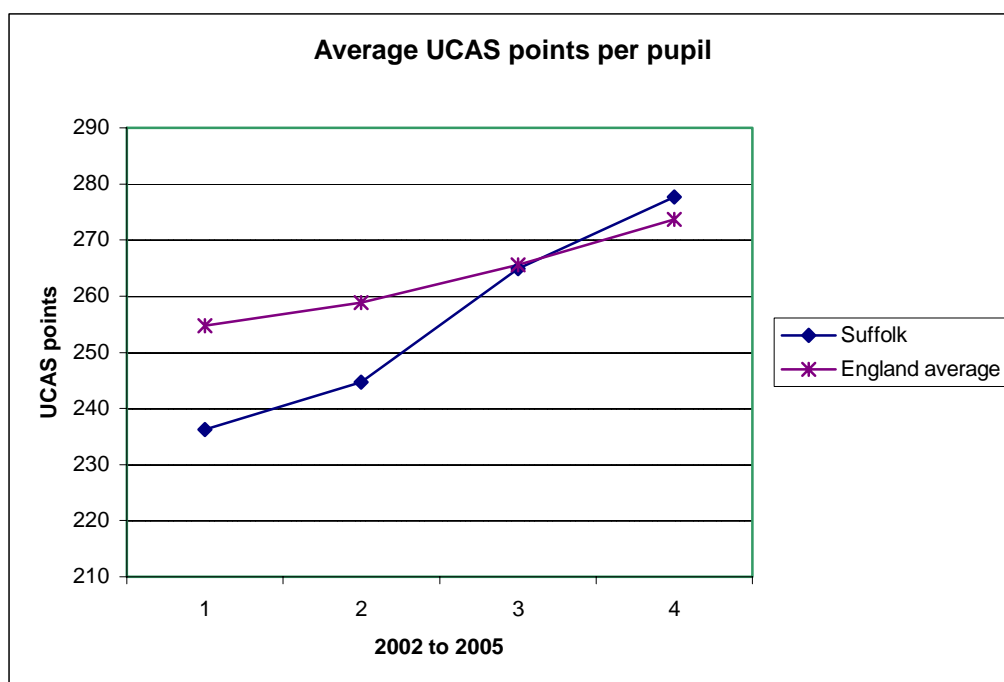
83. *Points per pupil* records the overall number of UCAS points gained by an individual student across all qualifications for which they are entered. High points scores can indicate either high grades in a limited number of qualifications or lower achievement across a greater number of entries. The measure must therefore be considered alongside *points per examination entry*

84. Performance is improving. In 2002, Suffolk was 10th against its statistical neighbours (11 counties in total), with an average advanced level total points score per pupil of 236.3. In 2004, Suffolk ranked 5th, with an average advanced level total points score per pupil of 264.9. While this was an improvement within our statistical neighbours group, nationally Suffolk's performance was still below the England average of 265.6. However, in 2005, Suffolk has for the first time exceeded the national average, with a rise considerably in excess of the national trend line. We remain 5th within our statistical neighbour group, with an average points score of 277.7 UCAS *points per pupil*.

Chart 32:

	2002 Average points score/pupil	2003 Average points score/pupil	2004 Average points score/pupil	2005 Average points score/pupil
Suffolk	236.3	244.7	264.9	277.7
Cambridgeshire	281.6	281.4	286.2	293.0
Cornwall	239.9	242.6	249.5	253.1
Dorset	238.5	244.4	250.9	259.6
Devon	246.6	255.7	257.9	267.2
Somerset	264.7	261.5	263.9	271.5
Gloucestershire	258.2	275.8	282.5	297.3
Hampshire	262.4	272.3	277.6	293.2
Norfolk	229.5	236.5	241.3	253.2
Oxfordshire	240.5	241.1	244.6	254.8
Lincolnshire	275.3	282.6	287.1	297.4
England average	254.7	258.9	265.6	273.7

Chart 33:



Average Points per Examination Entry

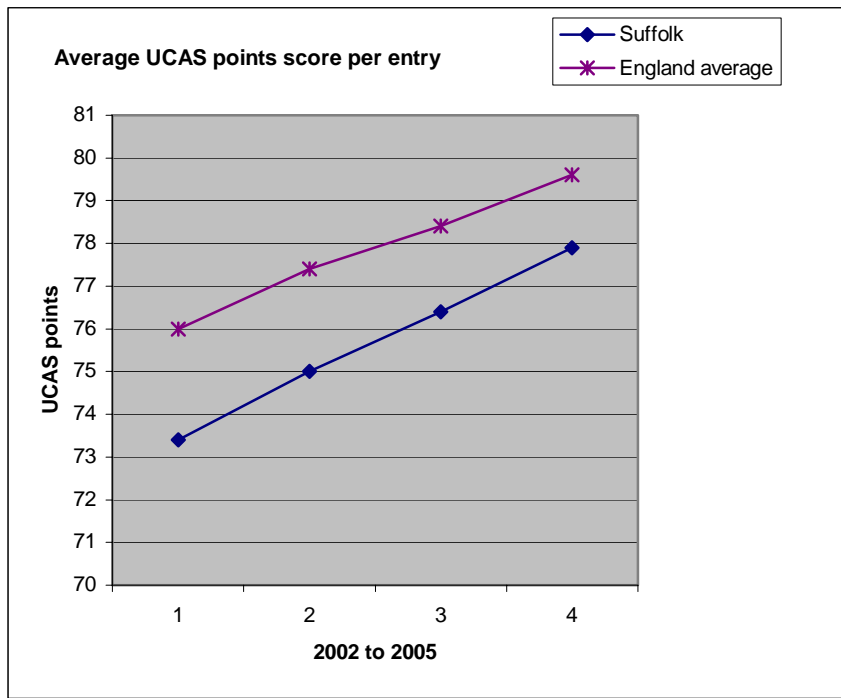
85. The complementary measure of average points per entry is calculated by dividing the total points per pupil by the number of qualifications they have taken at advanced level.

86. Average points per entry have continued to improve, with progress from 73.4 in 2002, to 77.9 in 2005. We have moved from 8th to 7th position in the ranking of statistical neighbours, but remain below the national average. This indicates that there is still considerable work to be done to achieve the Suffolk Public Service Agreement (PSA) Target of 83 points per entry by 2008.

Chart 34:

	<i>2002 Average points score/entry</i>	<i>2003 Average points score/entry</i>	<i>2004 Average points score/entry</i>	<i>2005 Average points score/entry</i>
Suffolk	73.4	75.0	76.4	77.9
Cambridgeshire	80.5	80.8	81.1	80.7
Cornwall	71.1	72.8	74.3	76.3
Dorset	73.2	76.0	74.6	76.7
Devon	74.4	76.6	77.0	78.8
Somerset	76.8	78.1	79.1	81.7
Gloucestershire	76.0	79.4	80.2	82.3
Hampshire	75.3	77.1	78.0	79.2
Norfolk	72.9	74.5	75.2	77.3
Oxfordshire	74.0	74.8	76.7	77.4
Lincolnshire	76.6	78.7	79.1	78.8
England average	76.0	77.4	78.4	79.6

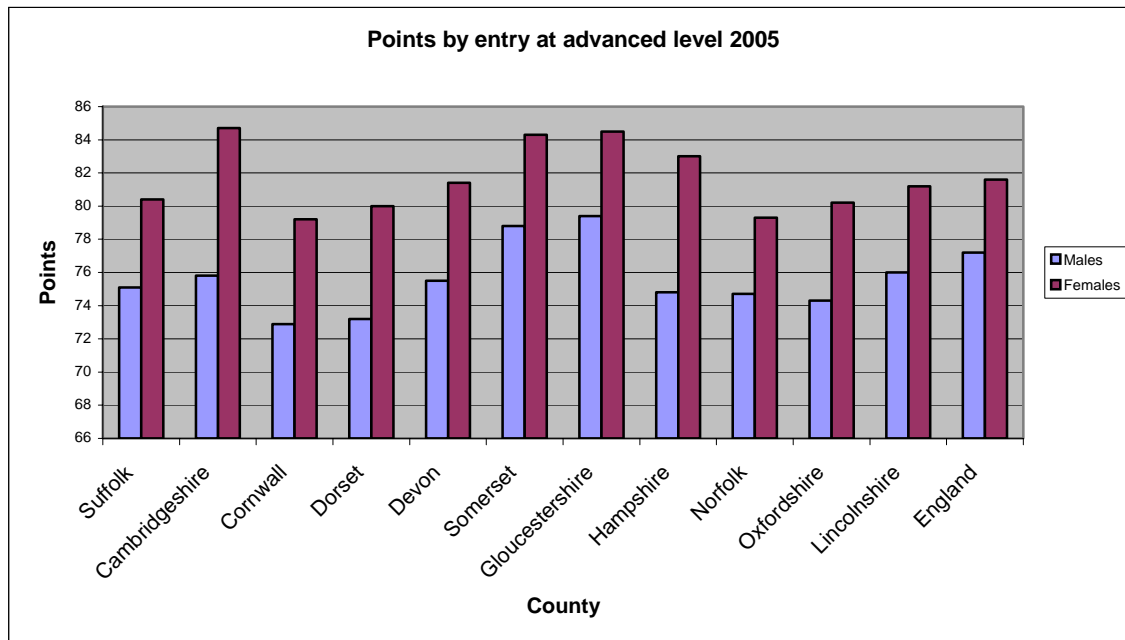
Chart 35:



Gender differences

87. In Suffolk there is a clear difference in the levels of attainment of males and females at advanced level. In 2005, both boys and girls showed improvement on the 2004 results. The average point score per entry for girls moved from 79.5 to 80.1 and for boys from 72.2 to 80.4. This mirrors the national picture.

Chart 36:



Value Added Data

88. The Value-Added Measure indicates how well students have performed at advanced level, compared with what might be expected, based on their GCSE achievements. A national median is calculated using the GCSE and advanced level results of all students across England. It is then possible to compare the performance of Suffolk school sixth forms against the national average.

89. Of the 30 Suffolk High/Upper schools that have sixth forms, 52% of the advanced level sixth form cohort obtained results that were below the national median and 48% above. Within Suffolk, performance of individual schools varies. By 2010 we are aiming to achieve a situation where at least 60% of students do as well as, or better than, similar students nationally in value-added terms at advanced level.

Chart 37:

	2002	2003	2004	2005
Number of schools with over 50% of advanced level cohort performing above national median	8	11	13	13
Number of schools with over 50% of advanced level cohort performing below national median	23	19	17	17

90. In 2005 out of the 30 schools, 13 had value added scores showing 50% or more of their advanced level cohort was performing at or above expectations based on GCSE attainment. The other 17 schools had over 50% of their advanced level cohorts performing below expectations.

91. In 2004 and 2005, 3 schools in Suffolk had over 50% of their advanced level cohort performing well above their expected level (in the top quartile of students nationally).

However, in 2005, 5 schools in Suffolk had over 50% of their advanced level cohort performing well below their expected level (in the bottom quartile of students nationally), compared to 3 schools in this quartile in 2004. Therefore the disparity has increased between our highest and lowest achieving sixth forms.

Attainment at Further Education Colleges

92. Success rates in the FE sector in Suffolk declined in 2004 and remain below national benchmarks in three of the four colleges at advanced level and two at foundation level. Success rate is calculated using the cohort who achieve the qualification as a proportion of the cohort enrolled, so indicates retention levels as well as pass rates.

Chart 38: Suffolk FE colleges - success rates 2002–2004

Cohort Size	Lowestoft College			Otley College			Suffolk College			West Suffolk Coll.			<i>National benchmark success rates by level</i>			
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004				
level 1	720	627	655	384	423	670	416	1129	1144	637	797	621				
level 2	1092	776	721	278	182	205	1081	1115	1053	1149	885	835				
level 3	417	376	364	153	127	71	1309	1309	1464	915	935	807				
Achievement Data	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	
success % L1	47	58	57	55	63	49	55	57	45	67	73	75	50	53	56	
success % L2	55	63	56	58	44	56	64	57	58	52	61	63	48	50	52	
success % L3	49	47	57	41	61	54	61	58	53	54	68	66	53	59	61	
Overall success	50	56	57	55	54	51	60	57	53	56	67	68	51	55	57	

Key	Below the benchmark <5%		Below benchmark by 5%+		Above the benchmark by 5%+	
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Attainment In Work Based Learning

93. Apprenticeship success rates for Suffolk are the highest in the Eastern Region at 54%. However, participation in apprenticeships is very low. Work Based Learning (WBL) success rates are measured by the percentages of the WBL leavers that achieved either an apprenticeship framework or an National Vocational Qualification (NVQ). To achieve a full framework, students need to achieve NVQ, technical certificate and Key Skills qualifications.

Chart 39: Outcomes for 16-18yr Students on Work Based Learning Programmes in the Area.

Locality	Success Rate
Bury St Edmunds	55%
Felixstowe	49%
Haverhill Total	54%
High Suffolk	54%
Ipswich North & East	46%
Ipswich South & West	44%
Lowestoft	52%
Mildenhall and Newmarket	54%
North Suffolk	40%
South Suffolk	48%
Stowmarket	50%
Sudbury	56%
Woodbridge	50%
Suffolk	50%

Chart 40: Benchmarks for Work Based Learning

Framework completions	41%
Success Rate	54%

Participation in learning post compulsory schooling

94. Summary of Key Points

- I. Post-16 participation in structured learning has remained below national averages in recent years and predominantly static, although in 2004 there was a small increase in students entering fulltime further education (FE).
- II. Post-16 participation is a key priority for further work in all parts of Suffolk, both in terms of progressing from school and in continuing learning at 17 and 18 years.
- III. The numbers of 16 – 18 year olds not in employment, education or training remains too high and is above the DfES target for Suffolk.
- IV. A large proportion of young people are entering employment without training, which limits considerably their future prospects for economic well-being.
- V. The establishment of 14-19 locality groups has enabled colleagues from schools, colleges and workbased learning to consider local 14-19 provision jointly, using data toolkits and local knowledge. The 14-19 Strategy Group has considered initial responses from the local groups, which include ideas for short and long-term measures to address participation. More detailed plans are due to be completed by the end of November 2005.

Structured learning between the ages of 16-18

95. Government-supported structured learning includes further education colleges, work based learning and school sixth forms. In October 2004, 70.1% of 16-18 year olds in Suffolk were in government-supported structured learning or involved in a company training programme. Of this cohort in structured learning, 22% were at FE colleges, 6.3% in work- based learning and 32% in school sixth forms.

Activity of 16-18 year olds in Suffolk in 2004

96. The table and graph below categorise 16-18 year olds in the area according to activity. Connexions Suffolk compiled this information based on what was known about activities on November 30th 2004. The information is presented in terms of the categories used in the annual Connexions Activity Survey.

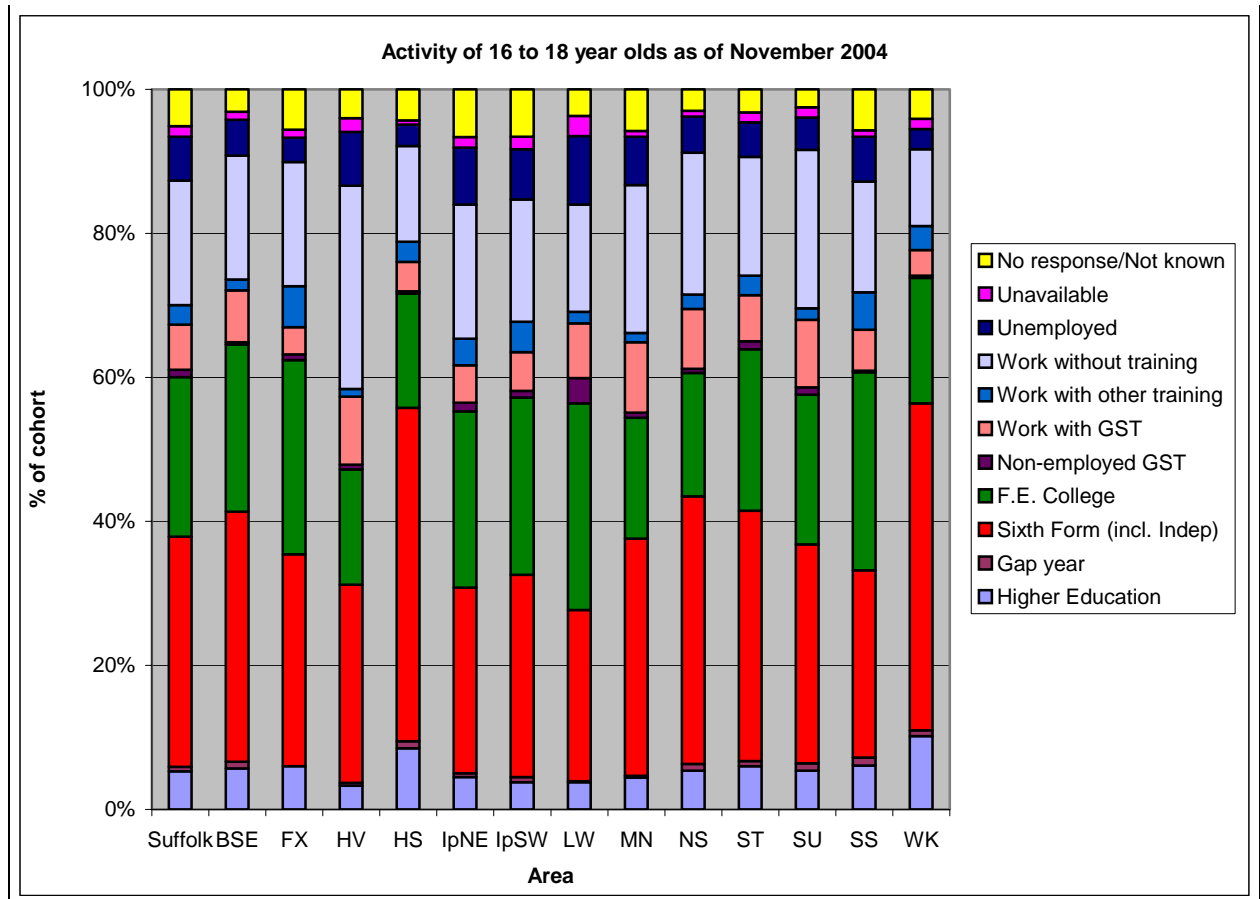
97. Structured learning includes all activities in the shaded boxes of the table. Suffolk has a target of 86% participation in structured learning by 2010. No locality is currently at this level.

Chart 41: Activity of 16-18 year olds in Suffolk and by Locality Group

	Suffolk	BSE	FX	HV	HS	IpNE	IpSW	LW	MN	NS	ST	SU	SS	WK
Total Cohort	21221	2409	1044	917	1254	1788	2665	2042	1194	1950	2164	1325	805	1619
% in Structured Learning	70.1	72.6	72.6	58.3	78.9	65.4	67.7	69.1	66.3	71.5	73.4	69.6	71.8	81.0
Higher Education	5.3	5.7	6.0	3.3	8.5	4.5	3.8	3.8	4.4	5.4	6.0	5.4	6.1	10.2
Gap year	0.6	0.9	0.0	0.4	1.0	0.5	0.7	0.1	0.3	0.9	0.7	1.0	1.1	0.8
Sixth Form (incl. Indep)	32.0	34.7	29.4	27.5	46.3	25.8	28.1	23.8	33.0	37.2	34.8	30.4	26.0	45.4
F.E. College	22.2	23.2	26.9	16.0	15.9	24.4	24.6	28.7	16.8	17.1	22.4	20.8	27.5	17.4
Non-employed GST	1.0	0.3	0.8	0.7	0.3	1.2	0.9	3.5	0.7	0.6	1.1	1.0	0.2	0.3
Work with GST	6.3	7.2	3.8	9.4	4.1	5.2	5.4	7.6	9.8	8.3	6.4	9.4	5.7	3.6
Work with other training	2.7	1.5	5.7	1.1	2.8	3.7	4.2	1.6	1.3	2.0	2.7	1.6	5.2	3.3
Work without training	17.3	17.2	17.2	28.2	13.3	18.6	17.0	14.9	20.6	19.7	16.5	22.0	15.4	10.7
Unemployed	6.1	5.0	3.4	7.5	3.0	7.9	7.0	9.5	6.7	5.0	4.8	4.5	6.2	2.8
Unavailable	1.5	1.1	1.1	1.9	0.6	1.5	1.7	2.8	0.8	0.8	1.4	1.4	0.9	1.4
No response/Not known	5.1	3.1	5.6	4.0	4.3	6.6	6.6	3.7	5.8	3.0	3.2	2.5	5.7	4.1

Locality Name	Covering the following high school catchments	Abbreviation used in data tables
Bury St Edmunds	County Upper, St Benedicts, King Edward VI, Thurston	BSE
Felixstowe	Orwell, Deben	FX
Haverhill	Samuel Ward, Castle Manor	HV
High Suffolk	Thomas Mills, Debenham, Stradbroke, Hartismere	HS
Ipswich North & East	St Albans, Northgate, Holywells, Copleston	IpNE
Ipswich South & West	Claydon, Thurleston, Westbourne, Chantry, Stoke	IpSW
Lowestoft	Kirkley, Sir Benjamin Britten, Denes	LW
Mildenhall & Newmarket	Mildenhall, Newmarket	MN
North Suffolk	Beccles, Bungay, Leiston	NS
Stowmarket	Stowmarket, Stowupland,	ST
Sudbury	Sudbury, Great Cornard	SU
South Suffolk/ Essex Border	Hadleigh, Holbrook, East Bergholt	SS
Woodbridge & Kesgrave	Farlingaye, Kesgrave, also some links with Leiston	WK

Chart 42:



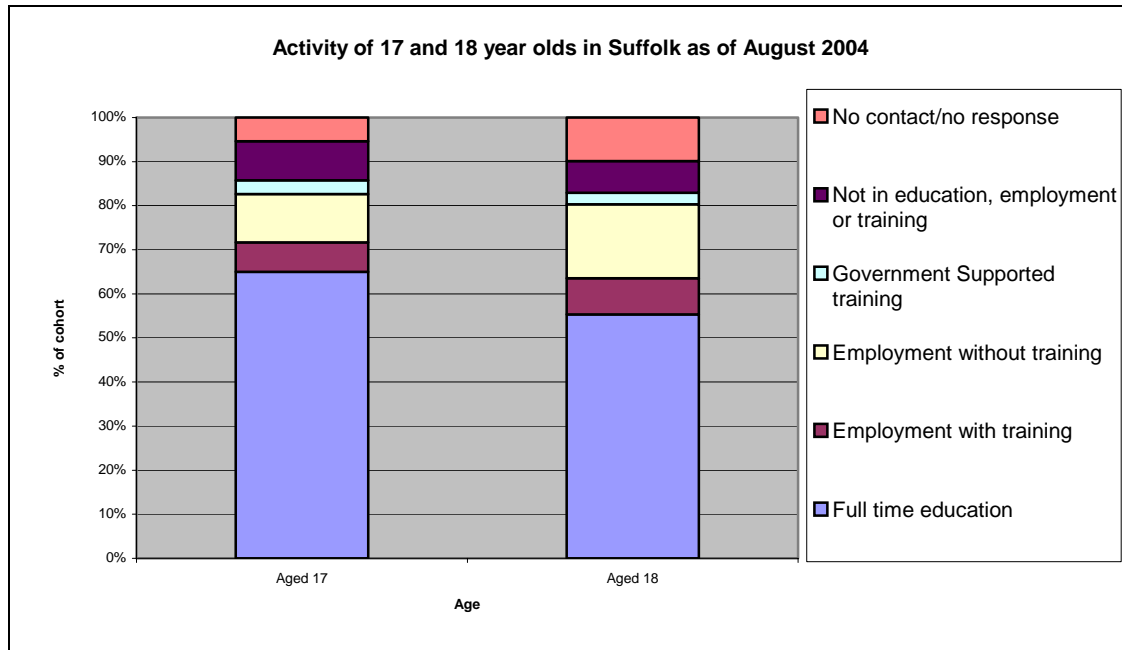
Not in Employment Education or Training (NEET)

98. As at October 2004, the current *Not in Education, Employment or Training* (NEET) figure for 16,17 and 18 year olds was 8.08% or 1,568 young people. This is 0.3% higher than at the same period last year and above the Connexions Suffolk target of 7.1%. The NEET figures include both the unemployed, where there has been an increase of approximately 10% (about 200 young people), and those unavailable for work.

99. Connexions Suffolk has led a major piece of multi-agency research into young people who become NEET and the underlying factors that may impact upon their achievements. This work is informing the further development of the 14-19 strategy and the work of other agencies, including plans to introduce a September guarantee of a learning placement for all young people at age 16 years.

100. The graph below shows that the number of young people in employment increases between the ages of 17 and 18. However, a larger group is entering employment without training than employment with training. Numbers of those in full-time education decrease considerably between 17 and 18.

Chart 43:



Approaches to Raising Participation

101. The Suffolk 14-19 Strategy was developed in response to the 2003 14–19 Ofsted/ Adult Learning Inspectorate Area inspection. One of its key objectives is to improve participation by:

- providing access to the full 14-19 Learning Entitlement for all young people in Suffolk.
- extending the range and number of Level 1 and 2 programmes available post 16.
- developing and implementing transitional planning for all young people.
- increasing the percentage of students progressing to higher education.
- developing a shared system for measuring, evaluating and challenging the success of all Post-16 providers.
- establishing a programme of targeted intervention to support the least effective providers in raising their Post-16 achievement.
- developing more effective student tutorial programmes in 14-19 centres.
- developing and implementing a strategy for workforce development, including Continuing Professional Development (CPD).
- establishing a system of data sharing and transfer between providers to support transition.

102. Many of these activities are now well under way, but it will take some time for them to impact on post 16 participation figures.