

EDUCATION ADVISORY GROUP

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PROVISIONAL KEY STAGE AND GCSE

RESULTS FOR 2006

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1 Key Stage 1

Key Stage 1 from 2004 to 2006 (7 year olds)

		Reading			Writing			Mathematics		
		2004	2005	2006	2004	2005	2006	2004	2005	2006
2+	MK	85	86	84	83	82	81	92	91	91
	Nat	85	85	84	82	82	81	90	91	90
2B+	MK	70	71	72	62	61	61	77	75	73
	Nat	71	72	71	62	62	60	75	74	73
3	MK	29	28	28	17	18	17	30	27	24
	Nat	29	27	26	16	15	14	28	23	21

All figures are percentages of pupils attaining each level. 2+ means level 2 or above (1480 boys and 1395 girls in 2006 cohort)

At Key Stage 1 pupils are teacher assessed, with the assessments being informed by performance on a test or task taken by children in each assessment area.

The national expectation is that children will attain at level 2. This level is subdivided into 3 sub-levels (2C, 2B and 2A). Performance is shown for level 2 and above (2+), level 2B and above (2B+) and at level 3, which represents higher level performance.

At a national level in 2006, there were declines in all indicators at Key Stage 1. Performance in MK in 2006 matches or exceeds national levels for all indicators.

Level 2 and above (2+):

- Slight declines in percentages of pupils achieving this level in reading and writing and static performance in mathematics.
- Declines at national level in reading, writing and mathematics
- MK is at national level in reading and writing and above national level in mathematics

Level 2B and above (2B+):

- MK's performance in Reading has overtaken the national standard (72 % as compared with 71%) for the first time since its continual improvement from 2001
- MK's performance in writing has also overtaken the national standard by 1%.
- MK's performance in Mathematics matches the national performance level (73%)

Level 3:

- MK's performance in reading has improved against a national fall and is now 2% above the national level
- MK's performance in both writing and mathematics is 3% above the corresponding national level

2 Key Stage 2

Key Stage 2 from 2004 to 2006 (11 year olds)

		English			Mathematics			Science		
		2004	2005	2006	2004	2005	2006	2004	2005	2006
4+	MK	72	72	76	70	69	71	86	84	85
	Nat	78	79	79	74	75	76	86	86	87
5	MK	22	20	29	28	26	29	42	43	44
	Nat	27	27	32	31	31	33	42	47	46

All figures are percentages of pupils. 1415 boys and 1325 girls in the 2006 cohort.

At Key Stage 2 pupils take tests in English, mathematics and science. The tests are externally marked. The national expectation is that pupils will reach level 4. Level 5 represents higher level performance.

Improvements for all indicators in English and mathematics were above those found nationally. Improvements were also shown for both indicators in science. The improvement at level 5 in English is particularly significant. Performance remains below national levels for all indicators. However, value-added from Key Stage 1 to Key Stage 2 improved from 2005 to 2006.

Level 4 and above

- The rate of improvement in English is higher than the national rate of improvement and best ever performance in MK was achieved
- The fall in Mathematics shown in 2005 has been recovered and this year's result is the best ever, with improvement above that found nationally
- The fall in Science shown in 2005 has also been partially recovered

Level 5

- The rate of improvement in English at 9% is much higher than the national trend. The performance level for 2006 is the best ever in MK
- The fall in Mathematics shown in 2005 has been recovered and this year's result is the best ever in MK
- Improvement in Science has been steady against the drop nationally

The overall value-added measure from Key Stage 1 to Key Stage 2 has shown improvement over the last three years (99.9 to 100.0 to 100.2) and is now higher than the national measure.

Key Stage 2 breakdown for English into reading and writing

		Reading				Writing			
		2003	2004	2005	2006	2003	2004	2005	2006
4+	MK	78	79	81	80	49	55	52	61
	Nat	81	83	84	83	60	63	63	67
5	MK	39	35	36	43	10	14	10	16
	Nat	42	39	43	47	15	17	15	18

Level 4 and above

- Performance in reading showed a small decline in 2006, reflecting the national picture
- Performance in reading remains 3% below the national level.
- 2006 performance in writing recovered from the small dip in 2005 and is the best ever result.
- The rate of improvement in writing from 2005 to 2006 and from 2003 to 2006 exceeds significantly the national rate of improvement.
- Performance in writing in 2006 has the narrowest gap for all years between MK and the national result.

Level 5

- Performance in reading showed an improvement of 7% from 2005 to 2006 and exceeded the national improvement rate (4%)
- Performance in writing has recovered from the dip in 2005, reflecting the national picture. The gap between the MK and national performance level is the narrowest ever.
- Performance in writing is now 2% below performance nationally.

Individual school results are shown in annex A

3 Key Stage 3

Key Stage 3 from 2004 to 2006 (14 year olds) – provisional at this stage, with some scripts being remarked in English

	English			Mathematics			Science		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
5+ MK	65	72	73	70	72	76	62	67	70
5+ Nat	71	74	72	73	74	77	66	70	72
6+ MK	28	32	32	49	50	55	29	32	38
6+ Nat	34	35	34	52	53	57	34	37	41

1478 boys and 1346 girls in the 2006 cohort

As at Key Stage 2, pupils take tests in each subject and papers are marked externally. The national expectation is that pupils attain level 5 or above.

The 2006 performance in all three subjects in MK has either exceeded or matched those in 2005 with particularly large gains in Mathematics and Science at L6+.

Level 5 and above (5+)

- Improvements in English, mathematics and science exceed national rates of improvement.
- Performance in English in MK is above the national level, within 1% of the national level in mathematics and within 2% in science.
- Best ever results have been achieved in all 3 subjects at level 5 and above

Level 6 and above (6+)

- Large improvements in Mathematics and Science and above those found nationally
- Static performance in English against a national fall in performance

Very large improvement in the value-added measure from Key Stage 2 to Key Stage 3 of 100.0 to 100.6 from 2005 to 2006.

Individual school results are shown in Annex B

4 GCSE

GCSE from 2002 to 2006 for the percentage of pupils gaining 5 or more higher grade passes (5+A*-C) and the percentage gaining 5 or more higher grade passes including English and mathematics

Provisional for 2006

	2002	2003	2004	2005	2006
5+A*-C MK	46.0%	48.0%	48.2%	51.9%	49.9%
5+A*-C Nat	51.6%	52.9%	53.7%	56.3%	57.6%
5+A*-C inc En & Ma MK	31.7%	33.5%	36.6%	40.2%	38.5%
5+A*-C inc En & Ma Nat	42.1%	41.9%	42.6%	44.3%	NA

1248 boys and 1307 girls in the 2006 cohort

- Up to 2005 performance at GCSE for both indicators shown above had improved year on year, with the overall rate of improvement over time exceeding the national rate of improvement
- Overall performance at 5+A*-C declined in 2006, despite best ever performance in four secondary schools
- There is a 11.4% gap in MK between the percentage of pupils gaining 5 or more higher grade passes and the percentage gaining 5 or more higher grade passes including English and mathematics
- This gap is broadly similar to that shown in 2005 of 11.7% and similar to the national gap in 2005 of 12%

Individual school results are shown in Annex C

5 How do key stage results compare with local targets and indicators of performance?

5a Comparison with targets

Targets are agreed with schools during the autumn term for Year 5 pupils who will take the tests at the end of Year 6 in the following school year (5 terms later). Targets are set for level 4 and above at Key Stage 2 in English and mathematics.

Key Stage 2 in 2006

	English at L4+	Mathematics at L4+
Actual	76%	71%
Target	78%	78%
Difference	-2%	-7%
National rank	71 st	75 th

The national rank shows where MK lies amongst all 150 LAs with KS2 schools in relation to the difference between the actual performance and target.

- The difference between the actual and target performance in English is low at 2%
- The difference is higher in mathematics at 7%
- However in both cases the differences between actual and target performance rank MK around the median in relation to all LAs

Key Stage 3 in 2006

Targets are agreed with schools during the autumn term for Year 8 pupils who will take the tests at the end of Year 9 in the following school year (5 terms later). Targets are set for L5+ at Key Stage 3.

	English at L5+	Maths at L5+	Science at L5+
Actual	73	75	70
Target	75	75	70
Difference	-2%	0	0
National rank	48 th	53 rd	16 th

The national rank shows where MK lies amongst all 149 LAs with secondary schools in relation to the difference between the actual performance and target.

- Targets were met in mathematics and science
- There was a small shortfall of 2% in English
- The national rank for science places MK in the upper quartile and in the second quartile for English and mathematics

GCSE in 2006

Targets are agreed with schools during the autumn term for Year 10 pupils who will take GCSE examinations at the end of Year 11 in the following school year (5 terms later). The MK target is the aggregate of all schools' targets

	5+ A*-C	Uncapped ave points
Actual	50%	354 points
Target	57%	355 points
Difference	-7%	-1 point
National rank	NA	NA

- The shortfall between actual performance and target is large at 7%
- There is only a very small difference between the actual uncapped average points score per pupil and the target for this indicator

5b Comparison with indicators of performance

All local authorities use indicators of performance produced by the Fischer Family Trust (FFT). These are produced at LA, school and individual pupil level. Those at LA level are based on assumptions about the progress pupils are likely to make from their prior attainment levels at the end of the previous key stage. The indicators also build in contextual factors.

The tables below show how the actual results compare with FFT indicators.

Key Stage 2 in 2006

	English at L4+	Maths at L4+	Science at L4+
Actual	76%	71%	85%
FFT indicator	78%	74%	86%
Difference	-2%	-3%	-1%

- There are shortfalls between actual performance and indicators of performance of 2%, 3% and 1% respectively for English, mathematics and science at level 4 and above

	English at L5	Maths at L5	Science at L5
Actual	29%	29%	44%
FFT indicator	26%	30%	46%
Difference	+3%	-1%	-2%

- Actual performance in English at level 5 exceeds the indicator by 3%
- There are small shortfalls between actual performance and indicator in mathematics and science.

Key Stage 3 in 2006

	English at L5+	Maths at L5+	Science at L5+
Actual	73%	75%	69%
FFT indicator	71%	71%	68%
Difference	+2%	+4%	+1%

- Actual performance exceeds indicators for level 5 and above in all three subjects with the positive difference being largest in mathematics

	English at L6+	Maths at L6+	Science at L6+
Actual	32%	55%	38%
FFT indicator	31%	49%	35%
Difference	+1%	+4%	+3%

- Actual performance exceeds indicators for level 6 and above in all three subjects, with the positive difference being largest in mathematics

GCSE in 2006

	5+ A*-C	Uncapped ave points
Actual	50%	354 points
FFT indicator	53%	339
Difference	-3%	+15 points

- There is a 3% difference between actual performance and the indicator of performance at 5+ A*-C based on prior attainment at Key Stage 3
- There is a large positive difference of 15 points between actual and indicative average points per pupil based on prior attainment at Key Stage 3

Annexes

Annexes A, B and C show school by school results at Key Stage 2, Key Stage 3 and GCSE respectively, together with comparison between actual results, indicators of performance and targets.

DG

Oct 2006.