

# **SCHOOL IMPROVEMENT MATTERS**

**February 2011**

**The Annual Attainment Report**

## **An Evaluation of the Performance of Sutton Schools in 2010**

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INVESTOR IN PEOPLE



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## 1. INTRODUCTION

- 1.1 For many years the Advice and Inspection Service published an Annual Attainment Report of behalf of the London Borough of Sutton. The Attainment Report has proved to be an important school improvement tool for the Council, senior leaders and managers in schools and governing bodies.
- 1.2 This report has also served to demonstrate the impact of the education provided by schools and supported by Council services upon outcomes for children and young people.
- 1.3 At one time the Attainment Report could be considered as the definitive position for the previous academic year and it was usual for this report to be compiled and published by the end of January following the previous academic year. Detailed charts and tables were produced to demonstrate attainment relative to statistical neighbours and to the national average. However, over the last three years there has been an ever increasing wealth of data published on the internet on such sites as that of the Department for Education. This data is regularly updated as more data is analysed and 'cut' in different ways. Some of the national data analysis is not completed until the May or June following the previous academic year and indeed last year some data was not published until the following July. This meant that it was already a year out of date. In order to give all partners and stakeholders timely information it has been decided to produce a report which is based upon the information available as of 31 December 2010. Further and more detailed information can be obtained from the Department for Education website as and when it is published.
- 1.4 This Annual Attainment Report summarises the Local Authority's (LA) performance overall and enables individual schools to benchmark their own performance against that of Sutton as a whole. This report is underpinned by individual school data provided by Sutton's Policy and Research section and by the data provided by the Department for Education (DfE), the National Strategies and the Office for Standards in Education (OfSTED) in the form of national school performance tables and individual school reports available on RAISEonline. This report is central to the discussions between the DfE, and the Council on the Local Authority's effectiveness and its strategies for improvement.
- 1.5 This report provides the main audit of standards that provides a valuable analysis for the Children's and Young People's Plan. The outcomes achieved by children and young people also inform the Local Authority's Education Improvement Plan by enabling limited resources to be focused on areas of greatest need.
- 1.6 This year's report seeks to identify the performance of pupils and students educated in Sutton schools at all key stages and to give some comparison with local and national averages. This year, for the first time, the report includes information relating to the attainment of pupils who are resident and educated in Sutton.

- 1.7 As well as overall attainment at the end of Reception and each key stage, the report contains additional information concerning achievement in relation to Council wards
- 1.8 The attainment of Looked After Children is a key factor in determining the success of this particular group of young people and in order to reflect the importance of this, results are presented in a separate section.
- 1.9 There is an appropriate focus nationally on the attainment of children and young people from economically disadvantaged backgrounds. Initiatives to 'close the gap' between the attainment of economically disadvantaged children and young people and their peers are having some effect. This report will pay particular attention to outcomes of the less advantaged and the attainment gap.
- 1.10 An executive summary is provided to enable all readers to gain an overview of results in 2010. Reports for each key stage follow. These enable school staff and LA officers to develop a shared understanding of the successes, priorities and challenges faced in Sutton.
- 1.11 At the end of the report, a brief summary is made of the challenges for schools and for the LA in the coming months and years.
- 1.12 The main message from the 2010 Attainment Report is that standards in Sutton schools are strong with a marked improvement in Reception and at key stages two and four. Children and Young People educated in Sutton attain high standards and make good academic progress. This report also demonstrates a commitment and determination to evaluate our performance and to strive for sustained improvement for all and to concentrate on those children and young people who make less progress.
- 1.13 With the advent of the Academies Act (2010) this will be the last Attainment Report which incorporates the attainment of pupils and students educated in the Local Authority's 43 primary schools, 14 secondary schools and 3 special schools . From April 2011 the first secondary school in Sutton will become an academy and there is no doubt that other schools will follow.

## **2. EXECUTIVE SUMMARY**

### **Foundation Stage**

- 2.1 The Foundation Stage Profile was introduced in 2003 to replace baseline assessment as the national scheme for assessing levels of attainment at the end of a child's Reception year. Foundation Stage assessment is now embedded in Sutton schools, and there is a programme of moderation which includes not just schools in the local authority but schools outside Sutton as part of the programme of quality assurance. The accuracy of Foundation Stage Profile data is

much more robust and can be taken as a true indication of children's achievements at the end of their Reception year.

- 2.2 Analysis of the Foundation Stage Profile for 2010 shows that, in terms of achieving 78 or more points across the six areas of learning which is the national benchmark, children in Sutton do better than children nationally by some seven percentage points. It is particularly important to note the significant improvement in Personal, Social and Emotional Development and in Communication, Language and Literacy for those children in the less economically advantaged areas where an improvement of five percent and ten percent respectively was achieved.

### **Key Stage One**

- 2.3 Key Stage One results are largely unchanged from 2008 which is not surprising given that the vast majority of pupils educated in Sutton schools achieve the expected levels. This year 88 percent of pupils achieved level 2 or better in reading compared to 85 percent nationally. In writing the percentage of pupils achieving this benchmark was 85 (compared to 81 percent nationally) and in mathematics the figure reached 91 percent compared to a national average on 89 percent.

### **Key Stage Two**

- 2.4 Results at Key Stage Two were somewhat problematic this year due to a national boycott of Key Stage testing. In Sutton only 39 out of a total of 1915 pupils did not take the tests and therefore it is reasonable to say that Sutton's results present a reliable indication of pupil attainment.
- 2.5 Results at Key Stage Two are the best they have ever been with 85 percent of pupils attaining level 4 or better in English and 86 attaining level 4 or better in mathematics. This compares with the national figures of 81 and 79 percent respectively. The percentage of pupils attaining level 4 or better in both English and mathematics has risen to 80 percent compared to the national figure of 74 percent.

### **Key Stage Three**

- 2.6 All Key Stage Three results are the result of Teacher Assessment. They relate to the percentage of pupils attaining level 5 or better in the core and are well above the national average. 89 percent of pupils in Sutton attained level 5 or better in English compared to 79 percent nationally. In mathematics 88 percent of Sutton pupils achieved the benchmark compared to 80 percent nationally. It is not possible to provide any detailed report into the performance of pupils at Key Stage Three because the data is very restricted. This is because the only information available is based upon Teacher Assessment and the submission of that required information to the Department for Education by individual schools.

## **Key Stage Four**

- 2.7 Attainment at Key Stage Four has been high for many years and has continued to improve across all measures. The percentage of pupils attaining 5+ A\*-C or equivalent has risen to 88.4 compared to a national figure of 74.8 percent. When applying the measure of the percentage of pupils attaining 5+ A\*-C including English and mathematics Sutton's results show 70.2 percent compared to 53.1 percent nationally. The average point score is now 519.1 compared to a national figure of 433.8.
- 2.8 Sutton's results using the benchmark of 5+ A\*-C including English and mathematics places it as the second highest performing authority in the country.

## **Post Sixteen**

- 2.9 Results were extremely good again this year with a 98.9 percent pass rate at 'A' level. Almost 65 percent of students attained 'A' or 'B' grades. The average point score per student was 862.7 compared to 732.9 nationally. In terms of the points per entry, Sutton students averaged 229 points per entry compared to the national average of 213.8, illustrating that students educated in the authority's schools achieved higher grades than the average across the country.

## **Attainment of Pupils from Ethnic Minorities**

- 2.10 The percentage of parents who describe their children's ethnic origin as 'White British' is between 64 percent in Key Stage One and 71 percent in Key Stage Four. This shows a changing profile of ethnic origin/heritage in Sutton schools.
- 2.11 The next most prevalent ethnic background across Key Stage One is 'Any other Asian background' and 'Any other White background', each group representing some 4.5 percent of the total cohort. At Key Stage Two the most prevalent ethnic heritage is 'Any other Asian background' representing some 5.3 percent of the total cohort, with 'Any other White background' representing 4.6 percent of the total group. At Key Stage Four the pupils of 'Any Other Asian Background' were the most prevalent at some five percent.
- 2.12 Whilst numbers in each ethnic description, with the exception of those of White British background, are small they do represent between 29 percent and 36 percent of the total of the children and young people in Sutton schools.
- 2.13 The performance of different ethnic backgrounds compared to both White British and the Sutton average is good at all key stages with only pupils from a Black Caribbean heritage performing significantly less well than their peers at Key Stages One and Two (groups of 50 pupils considered).

## **Looked After Children**

- 2.14 There were 20 Looked After Children for whom Sutton is the Corporate Parent in examination/assessment cohorts in 2010. The figures are so low that it is unwise to draw a general conclusion concerning their performance. For example, there were only two children in Key Stage One to be assessed. Given the importance of this group of children and young people, their attainment is reported in a separate section of this report. The highest number of Looked After Children in any examination cohort was 16 in the Key Stage Four. This small number makes the use of percentages rather misleading and for that reason the numbers of young people and their relative attainment is reported with a cross reference to percentages in Key Stage Four so that national comparisons can be made.

### **Special Educational Needs:**

- 2.15 Pupils in receipt of special provision, whether in the form of a statement or through School Action or School Action Plus in recognition of their needs, do less well than those pupils who have no identified special needs. Pupils in receipt of a statement of special educational needs do least well at every key stage.

### **Attainment of Sutton Residents**

- 2.16 Sutton schools are very popular both with Sutton residents and those from outside the borough. Whilst it is frequently noted that Sutton secondary schools educate a significant proportion of young people from outside the borough, it is also true that there is a proportion of children educated in Sutton primary schools who are not resident in the borough, albeit a smaller proportion.
- 2.17 At Key Stage One, 126 children from outside the borough are educated in Sutton schools and this represents some seven percent of the cohort. At Key Stage Four, 852 students, some 31 percent of the cohort, are non-Sutton residents. In terms of attainment the data at Key Stage One shows that Sutton residents attain somewhat better than non-resident pupils by between three and ten percent on threshold measures (Level 2 or better). At Key Stage Four the picture is very different, with Sutton non-residents attaining significantly better than residents of the borough. When using the two main measures of any five or more GCSEs at grade C or above, 92.7 percent of non-residents attain this benchmark compared to 83.7 percent of Sutton residents. When using the benchmark of five or more good GCSEs (grade C or above) including English and mathematics, 82 percent of non-residents achieve this measure compared to some 63 percent of Sutton residents. There is no doubt that the presence of five grammar schools in Sutton which serve a significant proportion of out-borough pupils has substantial impact on these results.

## **Attainment and Economic Disadvantage**

- 2.18 This has been a challenge for Sutton for several years. This year's report highlights the impact of economic disadvantage and illustrates that, despite improvements in overall attainment and the attainment of pupils with particular economic disadvantage, the 'attainment gap', still exists.

### **3. FOUNDATION STAGE**

- 3.1 The Foundation Stage Profile was introduced in 2003 as a standard national measure of attainment at the end of the Foundation Stage phase of education. Thirteen Assessment Scales are used in measuring the six areas of learning:

- Personal, social and emotional development (PSED):
  - Dispositions and attitudes
  - Social Development
  - Emotional Development
- Mathematical development:
  - Numbers as labels for counting
  - Calculating
  - Shape, space and measures
- Communication, language and literacy (CLL):
  - Language for communication and thinking
  - Linking sounds and letters
  - Reading
  - Writing
- Knowledge and understanding of the world
- Physical Development
- Creative Development

- 3.2 Children are assessed throughout the year with a summative assessment at the end of a child's Reception year.

- 3.3 The Foundation Stage Profile is now in its seventh year and is being rigorously embedded in schools nationally. There is considerable confidence that the Foundation Stage Profile is well embedded in Sutton and this has been enhanced through rigorous moderation both within the borough and across borough boundaries; something which has been acknowledged by the National Strategies Quality Assurance report.

- 3.4 Sutton compares favourably with the national picture with 63 percent of children in the borough achieving 78 or more points on the assessment scale. This compares very favourably with the national average of 56 percent and the London average of 55 percent. This result places Sutton's performance in the Foundation Stage twelfth nationally. This year particular progress was made in the achievement of children in the 30 percent Super Output Areas (ie those children from families who are more economically challenged). An improvement of ten percent in Communication, Language and Literacy scores was achieved. This is a significant improvement and is particularly satisfying as this has been

an area of particular focus for schools, settings and advisory teams over the past two years.

#### 4. KEY STAGE ONE

4.1 The results of pupils in Sutton infant, primary and special schools in the 2010 National Curriculum statutory assessments were:

|             | <b>Level 2 or above</b> | <b>Level 2B or above</b> | <b>Level 3</b> |
|-------------|-------------------------|--------------------------|----------------|
| Reading     | 88%                     | 77%                      | 32%            |
| Writing     | 85%                     | 66%                      | 18%            |
| Mathematics | 91%                     | 78%                      | 28%            |

4.2 Key points arising from these results:

##### **Compared to national average results**

4.2.1 Results in the core subjects are all above the national average for the 'threshold' level 2. Results in reading, writing and mathematics exceeded the national average by three, four and two percent respectively.

##### **Compared to results in other Local Authorities**

4.2.2 Sutton is ranked 19/152 in reading, 18/152 in writing and 28/152 in mathematics compared to all other authorities in the level two or better benchmark.

4.2.3 When comparing Sutton's performance with other outer London boroughs, the local authority is ranked third across the outer London boroughs.

##### **Compared to last year's results in Sutton**

4.2.4 2010 results are unchanged in reading and writing but have seen a two percent dip in mathematics at Level 2 or better.

##### **The performance of pupils from different ethnic groups**

4.2.5 Any conclusions drawn from such a small number of pupils must be guarded. Comment is only made on groups with fifty or more pupils where the group performance is greater than five percent above or below the attainment of the Sutton average (in line with the then Department for Children, Schools and Families [DCSF] 'confidence banding'). Using these criteria, the only groups to be considered are 'White British', 'Any Other Asian background', 'Any other Mixed background', 'Any Other White Background', 'Black African' and 'Indian'. The picture is strong in that none of these groups perform more than five percent below the Sutton average in reading and mathematics for the level 2 or better benchmark. However, in writing, 78.6 percent of 'Any other Asian background' pupils attained the level 2 or better benchmark compared to the Sutton average of 85 percent. Further analysis shows that this is dependent upon the achievement of the 53 boys in this particular group. Over recent years there has been a closing of the gap between the performance of different ethnic groups and the Sutton average for these significant groups of pupils.

### **The performance of pupils with special educational needs**

4.2.6 Pupils with statements of special educational needs do less well than their peers without identified needs across all nationally assessed subjects based on the benchmarks of level two or better, level 2B or better. In each subject the pupils with statements do less well than those pupils either with specific support or receiving School Action or School Action Plus support. The table below illustrates this:

| <b>SEN stage</b>     | <b>Reading L2+</b> | <b>Writing L2+</b> | <b>Mathematics L2+</b> |
|----------------------|--------------------|--------------------|------------------------|
| No special provision | 96.1%              | 94.1%              | 97.5%                  |
| School Action        | 70.2%              | 59.6%              | 74.7%                  |
| School Action Plus   | 45.5%              | 38%                | 57%                    |
| Statement            | 17.5%              | 15.8%              | 17.5%                  |

### **Comparisons between schools' results**

4.2.7 There is a wide variation of pupil performance across Sutton schools. Taking the level two or better in reading as the benchmark, pupils in one school attained 100 percent. In total 15 schools attained over 90 percent at level 2 or better in reading. One school achieved 100 percent of its pupils attaining level 2 or better with 12 schools achieving over 90 percent. Two schools achieved 100 percent in mathematics with 24 schools achieving 90 percent or better in mathematics.

## **5. KEY STAGE TWO**

5.1 In 2010 there was a national boycott of Key Stage Two testing. However, in Sutton only 39 pupils eligible for assessment did not take the national tests at the end of the key stage. There were many difficulties in the marking and overall assessment of the national Key Stage Two tests. The results of pupils in Sutton junior, primary and special schools in the 2010 National Curriculum Assessments were:

|             | <b>Level 4 or above</b> | <b>Level 5</b> |
|-------------|-------------------------|----------------|
| English     | 85%                     | 37%            |
| Mathematics | 86%                     | 42%            |

5.2 Key points arising from these results:

### **Compared to national average results**

5.2.1 Data is rather less secure this year due to the Key Stage national marking difficulties. The national data presented has been adjusted in light of the boycott on Key Stage Two testing which had more impact in some parts of the country than in Sutton. Results in Sutton are above the national average both in terms of pupils achieving the level 4 threshold and those attaining the higher level 5. Nationally 81 percent of pupils attained level 4 or better in English and 80 percent achieved this benchmark in mathematics. At the higher level 5, 33 percent of pupils nationally attained this result whilst 34 percent achieved this benchmark in mathematics.

### **Compared to results in other Local Authorities**

5.2.2 Sutton's performance relative to all other local authorities is very strong with the Local Authority being ranked between fifth and eighth across all measures. In terms of Sutton's performance against the other London boroughs, The LA is ranked second out of 19 boroughs for both English and mathematics

### **Compared to last year's results in Sutton**

5.2.3 Results in English maintained their high level of 85 percent at level 4 or better. In mathematics a four percent improvement was seen.

### **The performance of pupils from different ethnic groups**

5.2.4 Using the DCSF criteria, comment is only made on groups with fifty or more pupils where the group performance is greater than five percent above or below the attainment of the Sutton average (in line with the DCSF 'confidence banding'). There were 1876 pupils in the Key Stage Two cohort of which 1293 are described as White British. The three ethnic groups with over fifty pupils in addition to the White British group are: 'Any other Black background', 'Any other White background' and 'Black African'. No group attained less well than the Sutton average by more than five percent and indeed 90.9 percent of pupils in the Black African group attained the level 4 or better benchmark in English, some 5.6 percent better than the Sutton average.

### **The performance of pupils with special educational needs**

5.2.5 Pupils with statements of special educational needs do less well than their peers without identified needs across all nationally assessed subjects. The greater the degree of special needs the lower the attainment which indicates, as in Key Stage One, that the assessment system in place is both accurate and effective. The table below illustrates this:

| <b>SEN stage</b>     | <b>English L4+</b> | <b>Mathematics L4+</b> |
|----------------------|--------------------|------------------------|
| No special provision | 95.3%              | 94.8%                  |
| School Action        | 67.5%              | 69.6%                  |
| School Action Plus   | 39.0%              | 48.6%                  |
| Statement            | 25.9%              | 33.3%                  |

### **Comparisons between schools' results**

5.2.6 The percentage of pupils attaining level 4 or better in the core subjects varies considerably from school to school. In three schools all pupils achieved level 4 or better in English with pupils in 14 schools achieving 90 percent or more in this benchmark. In mathematics, all pupils in one school achieved level 4 or better with 90 percent or more pupils in 12 schools achieving this benchmark.

## 6. KEY STAGE THREE

- 6.1 The results at Key Stage Three are now all Teacher Assessments and are only available as summative results. Necessarily the information given in this section of the report is very brief and cannot include the detail possible for other key stages because this is data which is not available. The table below summarises the results:

|             | <b>L5+ Sutton</b> | <b>L5+ National</b> |
|-------------|-------------------|---------------------|
| English     | 89%               | 79%                 |
| Mathematics | 88%               | 80%                 |

- 6.2 Key points arising from these results:

### **Compared to national average results**

- 6.2.1 Results in Sutton were much higher than the national average in the core subjects of English and mathematics. At the level 5 or above threshold Sutton's results exceeded the national average by 10 percent in English and 8 percent in mathematics.

### **Compared to results in other local authorities**

- 6.2.2 Using the DfE data Sutton has provisionally been ranked as 4/152 nationally in English and 1/152 in mathematics. In terms of the LA's rank in London, Sutton was first in Outer London in English and fourth across London as a whole.

## 7. KEY STAGE FOUR

- 7.1 The results of pupils in Sutton's secondary and special schools in the GCSE or equivalent assessments were:

| <b>Category</b>                     | <b>Percentage in Sutton</b> |
|-------------------------------------|-----------------------------|
| 5+ A*-C GCSE or equivalent          | 88                          |
| 5+ A*-C inc English and Mathematics | 70                          |
| 5+ A*-G                             | 97                          |
| Any passes                          | 99                          |
| Average Point Score                 | 519                         |

- 7.2 Key points arising from these results:

### **Compared to national average results**

- 7.2.1 Sutton's results using any of the measures shown in the table out-perform the national average. In terms of the percentage of pupils attaining 5+ A\*-C grades, Sutton's results are some 13.6 percent above the national average. In the category of 5 A\*-C including English and mathematics, Sutton's results are over 17 percent higher than the average nationally

### **Compared to results in other local authorities**

- 7.2.2 Using the measures of five or more GCSEs or equivalent at grades A\*-C, Sutton is in the top three authorities in the country. When using the

measure of 5+A\*-C including English and mathematics, Sutton is the second highest performing authority in England. In terms of the average point score, Sutton is the highest performing authority for the second consecutive year. In terms of 5+ A\*-G Sutton's position is seventh in the country.

### **Compared to last year's results in Sutton**

7.2.3 The results across all benchmarks have improved this year. It is very difficult for a high performing authority like Sutton to make improvement; however, results have improved year on year for the last five years..

### **The performance of pupils from different ethnic groups**

7.2.4 Using the DCSF criteria, comment is only made on groups with fifty or more pupils where the group performance is greater than five percent above or below the attainment of the Sutton average (in line with the DCSF 'confidence banding'). There were 2714 pupils in this cohort of which 1892 were White British. The five other groups with more than 50 pupils are: 'Any Other Asian Background', 'Any Other Mixed Background', Any Other White Background', 'Black African' and 'Indian'. No group achieved more than five percent less than the Sutton average on the national benchmark of attaining five GCSEs (or equivalent) at grades A\*-C including English and mathematics. 96.9 percent of Indian students achieved this benchmark which is some 27 percent above the Sutton average.

### **The performance of pupils with special educational needs**

7.2.5 Pupils with identified special educational needs do significantly less well than those without special needs. Whilst 81.8 percent of pupils without special needs attain 5+ A\*-C or equivalent including English and mathematics, only 28.2 percent of pupils on School Action or 17.5 percent of pupils receiving support under School Action Plus achieve this benchmark. In terms of pupils with statements of special educational needs, 9.9 percent of pupils attain this benchmark.

| SEN stage            | 5+ A*-C inc English and maths | 5+ A*-C (any subject) | 5+ A*-G (any subject) |
|----------------------|-------------------------------|-----------------------|-----------------------|
| No special provision | 81.8%                         | 94.9%                 | 99.4%                 |
| School Action        | 28.2%                         | 71%                   | 97.7%                 |
| School Action Plus   | 17.5%                         | 45.8%                 | 74.5%                 |
| Statement            | 9.9%                          | 35.6%                 | 56.4%                 |

7.2.6 It can be seen from the table that the results for pupils with special educational needs are considerably depressed when the inclusion of English and mathematics comes into the equation. When examining the acquisition of any five good GCSEs (or equivalent) pupils on School Action in Sutton almost achieve the national average for all pupils (ie 71% compared with 74.8% of all pupils nationally).

### **Comparisons between school's results**

7.2.7 Given the selective system of secondary schools in Sutton and the academic nature of the GCSE assessments and courses, it is not surprising that there is a wide variation in pupil performance. The table below shows the range of performance:

| <b>Performance Measure</b>    | <b>Highest Performance</b> | <b>Lowest Performance</b> |
|-------------------------------|----------------------------|---------------------------|
| % 5+ A*-C                     | 100                        | 68.4                      |
| % 5+ A*-C inc English & maths | 100                        | 39.5                      |
| % 5+ A*-G                     | 100                        | 92.8                      |
| % 1+ A*-G (any passes)        | 100                        | 98                        |

7.2.8 100 percent of pupils in four schools attained at least 5 GCSEs (or equivalent) including English and mathematics at grades A\*-C. Pupils in eleven schools attained above the national average of 53 percent 5+ A\*-C including English and maths at GCSE.

## **8. POST SIXTEEN**

8.1 GCSE, AS and 'A' levels are seen as a continuum of study for pupils in secondary schools. Results are published by the DfE illustrating this continuum.

|          | <b>Average Point Score by students achieving all Level 3 qualifications</b> |                  |
|----------|---|------------------|
|          | <b>Per Candidate</b>  | <b>Per Entry</b> |
| Sutton   | 862.7   | 229              |
| National | 732.9   | 213.8            |

8.2 Key Points arising from these results:

### **Compared to national average results**

8.2.1 Post sixteen results in Sutton are much higher than those nationally which can be seen from the chart above. Using average points per candidate Sutton is ranked first in the country and using the average point score per entry Sutton is ranked second.

### **Compared to last year's results in Sutton**

8.2.2 The overall point score per candidate has fallen by 2.8 points from 2009 and the point score per examination entry has risen by 1.8 points. However, the LA's rank position has improved in both these measures which indicates that the national picture is similar to that in Sutton.

### **Comparisons between school results**

8.2.3 It is difficult to make comparisons between schools given the range of courses being offered. The number of 'A' level candidates a school may have for each subject may vary. One way of trying to address this is to use the ALPs 'A' Level analysis which is provided by an independent company taking into account student numbers, prior attainment at GCSE and the relative difficulty of different subjects. This information is not available at the time of writing this report.

## **9. THE ATTAINMENT OF LOOKED AFTER CHILDREN**

9.1 The attainment of Looked After Children is being reported as a discrete chapter, emphasising the importance of this group of children and

young people. The following information concerns children who have been 'looked after' for twelve months or more as at 31 March 2010. The information given will be part of the national statistics which will be validated by the DfE as part of the publication process.

- 9.2 In order to give some context to this section of the report it is important to note that there were 91 Looked After Children for whom Sutton Council is the corporate parent, of which the following were in assessment cohorts:

2 pupils in Key Stage One  
 2 pupils in Key Stage Two  
 16 pupils in Key Stage Four.

### **Key Stage One**

There were only two children in this assessment cohort. Given the small number of children involved their results are shown below:

|         | <b>Reading Level 2+</b> | <b>Writing Level 2+</b> | <b>Maths Level 2+</b> |
|---------|-------------------------|-------------------------|-----------------------|
| Child 1 | Yes 2B                  | Yes 2C                  | Yes 2C                |
| Child 2 | Yes 2C                  | No 1                    | No 1                  |

From the above table it is clear that one pupil achieved the threshold level 2 or better across all assessed subjects. The other pupil attained level 2 in reading and level 1 in writing and mathematics

### **Key Stage Two**

- 9.3 There were four children eligible for assessment in Year 6 (end of Key Stage Two) but two children did not take the test due to the national boycott so results are based on the two pupils who were assessed under the national testing arrangements. Again, given the small number of pupils, it is appropriate to show their attainment results in the table below:

|         | <b>English Level 4+</b> | <b>Maths Level 4+</b> | <b>Science Level 4+</b> |
|---------|-------------------------|-----------------------|-------------------------|
| Child 1 | Yes                     | Yes                   | Yes                     |
| Child 2 | Yes                     | No                    | Yes                     |

Both pupils attained level 4 or better in English and Science. One out of the two pupils attained level four or better in mathematics. Whilst it is encouraging to record that one hundred percent of Looked After Children in Key Stage Two attained level 4 or better in English, this is not statistically significant due to the very low number of children. Nationally 46 percent of Looked After Children achieved level 4 or better in English and 44 percent achieved this threshold in mathematics.

### **Key Stage Four**

- 9.4 There were 16 Looked After Children in this examination cohort. Twelve of these young people sat at least one GCSE or equivalent. Eight young people were entered for at least 5 GCSEs (or equivalent). Twelve attained at least 1 GCSE (grade A\*-C) or equivalent qualification during the twelve months. Six young people attained at

least five GCSEs (grade A\*-G) or equivalent. Five young people attained at least five GCSEs or equivalent at grades A\*-C with two young people achieving five good GCSEs or equivalent including English and mathematics. The table below summarises the Key Stage Four attainment:

|          | 1 A*-G        | 5 A*-G        | 5 A*-C    | 5 A*-C inc English and maths |
|----------|---------------|---------------|-----------|------------------------------|
| Sutton   | 12/16: 75%    | 6/16: 38%     | 5/16: 31% | 2/16: 13%                    |
| National | Not published | Not published | 26%       | Not published                |

Caution must be taken with these figures based as they are upon a small cohort of Year 11 young people. Indeed Sutton's cohort is too small to be published nationally.

## 10. CLOSING THE ATTAINMENT GAP

- 10.1 Nationally there are several groups of children and young people whose attainment is lower than that of their peers. A recent national 'Narrowing the Gap' (now re-termed 'Closing the Gap') initiative has identified several groups including: Looked After Children, young people from different ethnic minority groups, children with sensory impairment, children with a statement of Special Educational Needs, children with poor attendance, children who are not fluent in English, children who are asylum seekers or refugees, and children from lower socio-economic groups.
- 10.2 In Sutton the most striking 'attainment gap' is that relating to the pupils from lower socio-economic groups. This resulted in Local Area Agreement (LAA) or statutory targets focusing on 'narrowing the gap' at all key stages. It is appropriate to focus more precisely on these young people since they are the most vulnerable to difficulties later such as having a great likelihood of not being in employment, education or training.
- 10.3 In order to analyse the performance of pupils who may exhibit some social disadvantage two main criteria have been used. The first criterion is that used by the Department for Education (DfE) and is related to pupils' eligibility for free school meals. The second criterion is that associated with pupils from different wards in Sutton.

The table below shows the attainment of pupils relating to their eligibility for free school meals for key stages one, two and four:

| School Meals eligibility | Key Stage One |             |           | Key Stage Two |           | Key Stage Four |                    |
|--------------------------|---------------|-------------|-----------|---------------|-----------|----------------|--------------------|
|                          | Reading L2+   | Writing L2+ | Maths L2+ | English L4+   | Maths L4+ | 5+ A*-C        | 5+ A*-C inc Eng/Ma |
| Free School Meals        | 75.1%         | 69.3%       | 80.2%     | 70.1%         | 71.8%     | 59.7%          | 36.1%              |
| Not Free School Meals    | 90.6%         | 87.9%       | 93.6%     | 87.6%         | 88.2%     | 88.9%          | 71.8%              |
| Difference               | 15.5%         | 18.6%       | 13.4%     | 17.5%         | 16.4%     | 29.2%          | 35.7%              |

10.4 The gap in attainment between those pupils experiencing economic disadvantage (as measured by Free School Meals eligibility) is evident at the very start of a child's education. The attainment gap steadily grows as a pupil progresses through the education system. However, in Sutton there has been an appreciable reduction in the attainment gap over the last three years. In 2008 the attainment gap in reading at Key Stage One was 24.4 percent. It is now 15.5 percent. In writing the gap has closed from 23.4 percent in 2008 to 18.6 percent in 2010. The attainment gap in mathematics has fluctuated but remains at about 13 percent. At Key Stage Two the attainment gap in English in 2008 was 27.8 percent and it is now 17.5 percent, whilst the attainment gap in mathematics has decreased from 27.2 percent in 2008 to 16.5 percent in 2010. It should be acknowledged that the gap in English attainment has grown slightly this year after a record low in 2009. At Key Stage Four the pattern is similar. The gap has reduced for both main measures (any five good GCSEs and five good GCSEs including English and mathematics). In terms of any five good GCSEs the gap has reduced from 36.3 percent to 29 percent. In terms of five good GCSEs including English and mathematics the gap has closed just over one percent. There is an increased difficulty in closing the gap in Sutton because attainment is so high across all key stages. The attainment gaps in individual schools may be very small but the overall gap taking into account all pupils remains large especially at Key Stage Four which, given the selective system where all grammar schools achieve almost 100 percent for all measures, is not surprising.

## **11. WARD ANALYSIS**

- 11.1 The analysis of ward data is clearly linked to the narrowing the attainment gap initiatives and is closely linked to the previous chapter. Given the lack of data at Key Stage Three this analysis is limited to key stages one, two and four.
- 11.2 At Key Stage 1, Carshalton South and Clockhouse is the highest performing ward for speaking and listening, reading, writing and mathematics in terms of the percentage of pupils who attain level 2 or better where some 95 percent achieved this benchmark. The lowest performing ward for the core subjects is Wandle Valley where for speaking and listening, reading and writing just under 75 percent of the 134 pupils achieved the level 2 or better benchmark. In mathematics, whilst Wandle Valley is still the lowest performing ward, just over 81 percent of pupils achieved the benchmark. Whilst the Wrythe and St Helier wards are the next lowest performing wards it is important to note that in both wards some 80 percent of pupils achieve level 2 or better in the core subjects. This represents a significant improvement on previous performance. The gap between the highest performing ward, Carshalton South and Clockhouse and Wandle Valley is some 20 percent with the gap slightly greater in skills associated with language.
- 11.3 At Key Stage Two the highest performing wards is Belmont where 94.9 percent of the 79 pupils attain level 4 or better in English, and Sutton

South is the highest performing ward in mathematics (where 96.5 percent of the 57 pupils achieve the level 4 benchmark or better).

- 11.4 The lowest performing wards are again Wandle Valley, the Wrythe and St Helier. Again it is important to stress that the results in these wards have improved but in English there is a 28 percent performance gap between the level 4 or better results in Belmont and that achieved in Wandle Valley. It is very good to note that whilst there is an attainment gap in mathematics, the pupils resident in Wandle Valley did achieve the national average in mathematics.
- 11.5 When using the five or more GCSEs at grade C or above benchmark, 95.5 percent of pupils from Nonsuch ward achieved this benchmark. St Helier was the lowest performing ward on this measure where 70 percent of the 160 pupils attained this level. This result places performance of residents in the St Helier ward within 5 percent of the national average. Sutton Central is the next lowest performing ward with 74 percent of pupils achieving five good GCSEs, followed by Wandle Valley where almost 79 percent achieve this benchmark, which is above the national average. When using the five or more GCSEs at grade C or above including the English and mathematics benchmark, pupils resident in the Sutton South or Cheam wards are the highest performers where 76.5 percent of pupils achieve this standard. St Helier, Wandle Valley and the Wrythe are the lowest performing wards with an attainment gap of up to 30 percent.

## 12. ATTAINMENT OF SUTTON RESIDENTS

- 12.1 As Sutton Council is accountable for the outcomes of the children and young people resident in Sutton it is important to examine the attainment of pupils who are both resident and educated in the borough. This is particularly important at Key Stage Four where so many pupils from outside the borough boundaries are admitted into Sutton schools for their secondary education.
- 12.2 The table below summarises the outcomes for pupils at key stages one, two and four.

|               | Key Stage One<br>Residents: 1800<br>Non-Residents: 126 |                |              | Key Stage Two<br>Residents: 1730<br>Non-Residents: 146 |              | Key Stage Four<br>Residents: 1862<br>Non-Residents: 852 |                         |
|---------------|--|----------------|--------------|--|--------------|---|-------------------------|
| Outcomes      | Reading<br>L2 +  | Writing<br>L2+ | Maths<br>L2+ | English<br>L4+   | Maths<br>L4+ | 5+A*-C  | 5+ A*-C<br>inc<br>En/Ma |
| Residents     | 88%  | 85.4%          | 91.4%        | 85.7%  | 86.2%        | 83.7%   | 62.9%                   |
| Non-residents | 84.1%  | 75.4%          | 88.9%        | 80.8%  | 84.2%        | 92.7%   | 82%                     |
| All pupils    | 88%  | 84.7%          | 91.3%        | 85.3%  | 86.1%        | 86.6%   | 68.9%                   |

From the table above it can be seen that at key stages one and two, Sutton residents attain slightly higher than those pupils who are educated in Sutton but not resident in the borough. At Key Stage One only 6.5 percent of pupils are not Sutton residents, whilst at Key Stage Two there are only 7.9 percent non-resident pupils. At Key Stage Four

there is a very different picture with some 31 percent of students being non-Sutton residents. Many of the non-residents are students who have secured places in selective schools but also there is a significant number of students entering comprehensive schools due to both the schools' position and their success. In the borough's secondary schools, non-resident students attain better and this is particularly evident when using the five or more good GCSEs including English and maths measure, where almost 20 percent more non-resident students attain the benchmark. This is almost but not entirely a consequence of the selective system in Sutton which attracts a high proportion of very able students to its schools. It is, however, important to note that the nationally some 53 percent of pupils attain 5+A\*-C including English and mathematics at GCSE whereas 63 percent of Sutton residents achieve this benchmark.

### **13. CHALLENGES FOR SCHOOLS AND THE LOCAL AUTHORITY**

- 13.1 Pupil and student attainment in Sutton is generally high. Results in 2010 were very high in all key stages and demonstrated a strong improvement trend. Overall the results were the highest ever achieved in Sutton. Whilst this is a satisfying position in which to be, there are still areas to be addressed and more areas to be maintained. With the introduction and development of academies over the next few years the Local Authority will have less direct involvement in some schools in the borough. The extent of the movement towards academy status is speculation but the positive impact on school budgets together with overall financial restraint will make the seeking of academy status popular to some schools. The Council's statutory responsibility for outcomes for all children has not been removed and therefore it will be important to devise quality assurance systems which enable the Local Authority to be very clear about the outcomes in all schools whether maintained or academy so that appropriate actions, either in the form of intervention and support in maintained schools or informal discussions with academies, can be timely and proportionate.
- 13.2 There are several challenges around the introduction of the Education Bill, Academies Act and the national economic climate which will necessitate the reshaping of services and a change in the relationship between schools and the Local Authority. There will be challenges for schools as the curriculum will be reviewed and where appropriate redesigned.
- 13.3 Conversations with headteachers and governors are beginning to develop this new relationship with all schools and educational providers across Sutton and beyond the borders so that children and young people in Sutton receive the best and most appropriate education possible.