

APPENDIX J

Standards rationale for the move from primary, middle and high to a primary and secondary system of school organisation.

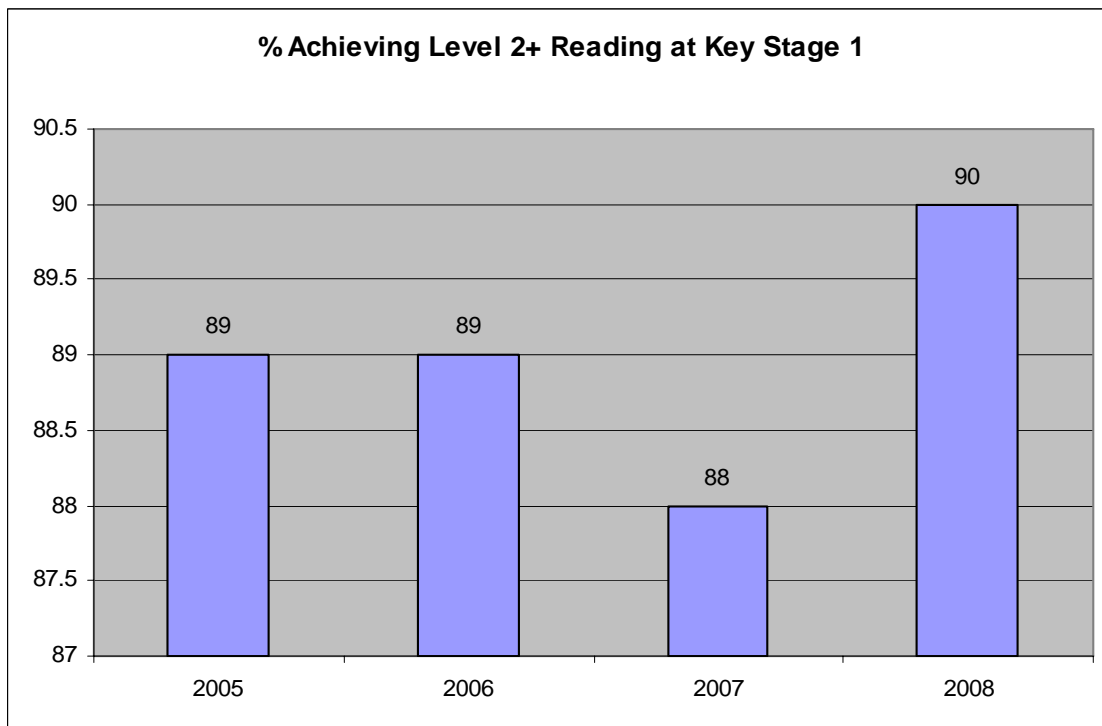
A) An overview of performance on the Isle of Wight

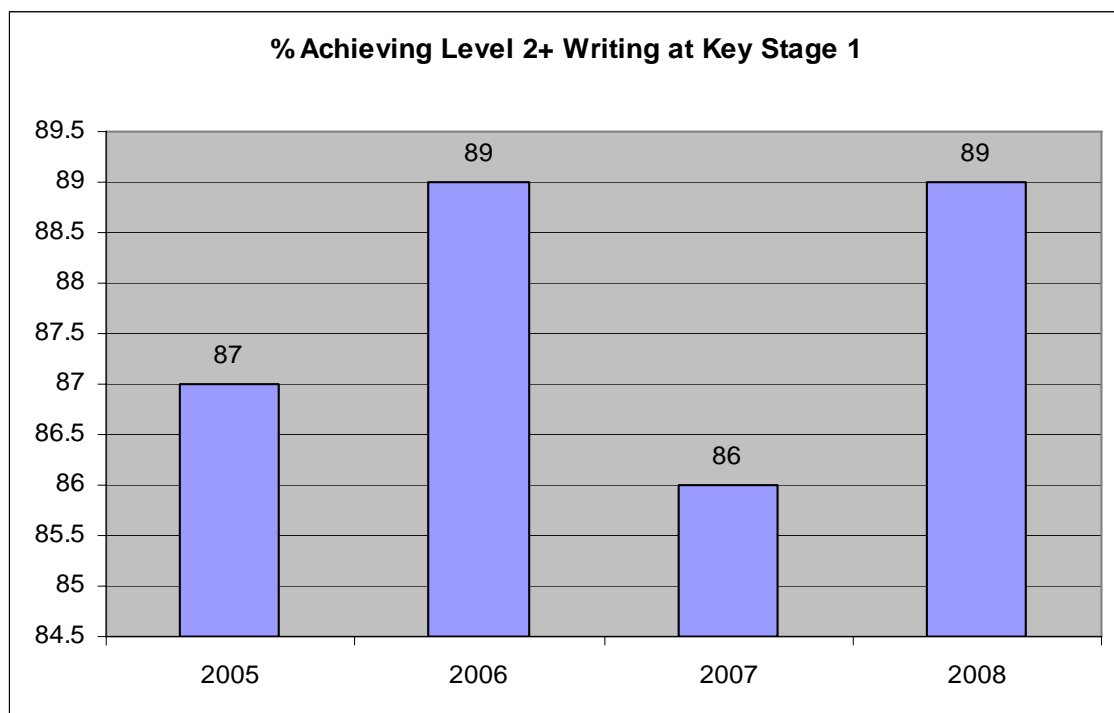
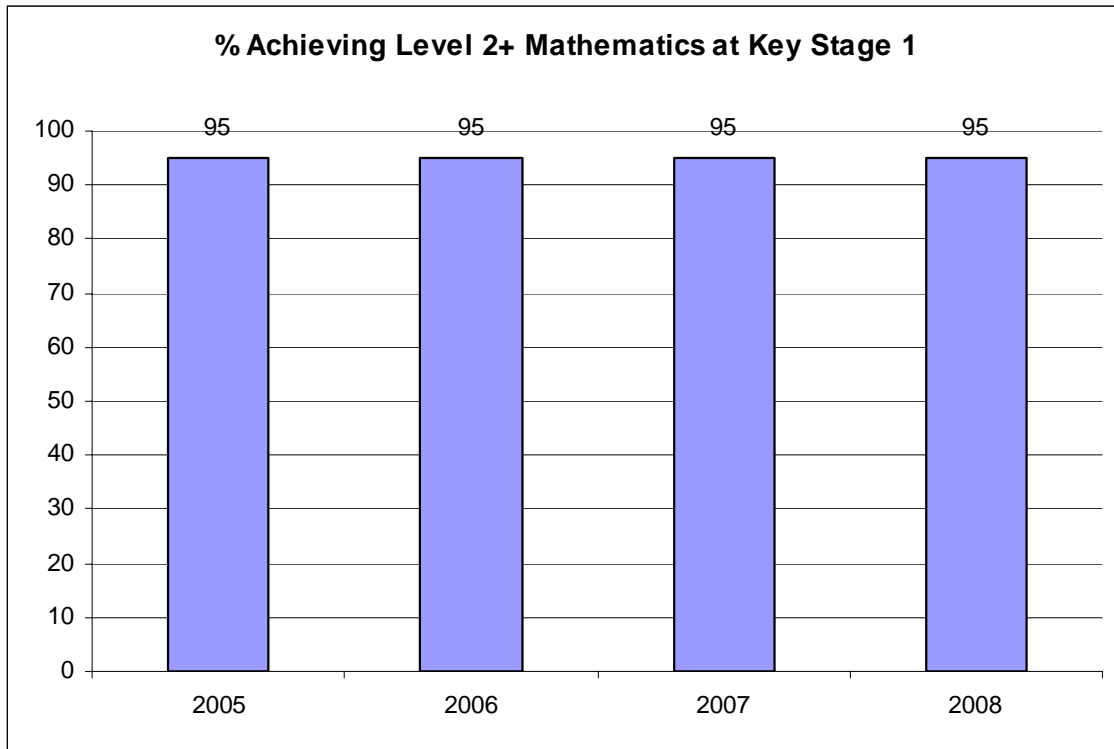
1. The curriculum is organised and assessed within six 'stages' from the Early Years Foundation Stage (EYFS) through four key stages to post 16 provision. An overview of the performance for 2008 on the Isle of Wight was presented to Cabinet in October. While there have been some individual improvements in performance, overall the attainment at the end of key stages 2, 4 and 5 is still of significant concern.

B) Summary of the performance on the Isle of Wight by Key Stage.

Key Stage 1

2. Key Stage 1 (age 7) results indicate that primary school pupils have performed ahead of national and regional averages and show that the Isle of Wight has either sustained or made gains on the results for 2007.



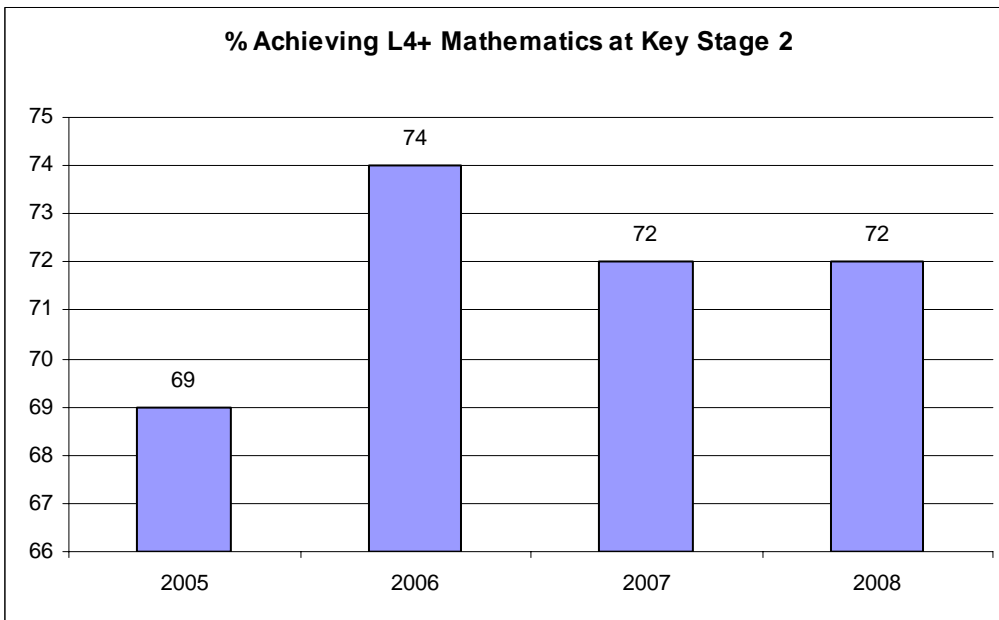
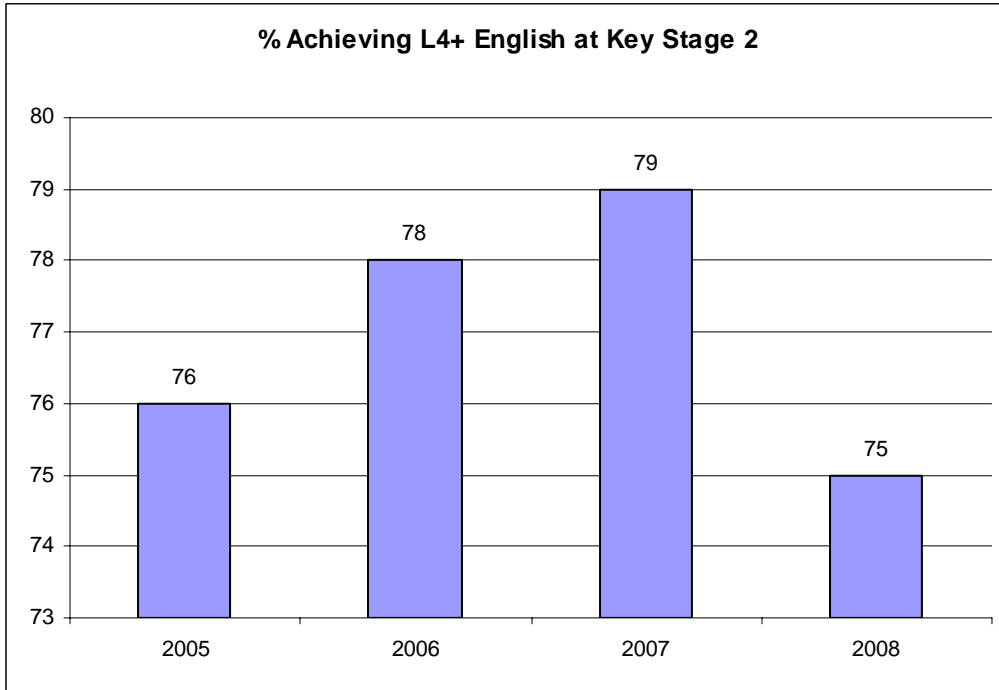


Key Stage 2 (Years 3 – 6)

3. Key Stage 2 (age 11) results do not compare well to other authorities or to national comparators. Of particular concern is the performance in English and Mathematics. Whilst the indicators for key stage 1 remain strong, the continued under-achievement in overall performance for eleven-year olds is a significant concern. We are not keeping pace with improvements nationally with conversion rates from Key Stage 1 to 2 one of the lowest in the country.
4. Pupils achieving the national expectation for their age (level 4) in English fell by 4% on last year's figure to 71% in 2008. In Mathematics and Science there was a decline of 1% to 71% and 86%

respectively. In both English and Mathematics, the Island results remain below the national average with the gap widening.

- 22% of eleven-year-olds achieved the higher standard in English L5+, 22% attained it in Mathematics and 38% in Science. This reflects a dip from the outcomes for 2007 in all subjects with particular concern noted around the 7% fall in English. This is largely due to a reduction in the number of boys accessing level 5, 26% in 2007 to 17% in 2008. Analysis suggests the dip is linked to performance in writing. In Maths performance fell by 4% and in Science by 3%.



- The following tables give the Authority ranking against all 150 Authorities, our statistical neighbours and the South East region for each subject.

Key Stage 2 L4+ - 2008	All LA's	Statistical Neighbours	SE Region
English	146/150	11/11	18/19
Mathematics	147/150	11/11	18 /19
Science	98/150	9/11	13/19

NB all figures are from the DCSF national release which only included 94% of (national) English results, and 97% of both Science and Maths.

7. Percentage Achieving Level 4+ in both English and Maths
Provisional analysis indicates a dip in the number of pupils accessing level 4 in English and Mathematics to 61%. This represents a three year decline from a high of 68% in 2006 and places the Isle of Wight 150th out of 150 authorities when ranked against other LAs.

Year	Level 4+ En/Ma
2005	63
2006	68
2007	66
2008	61

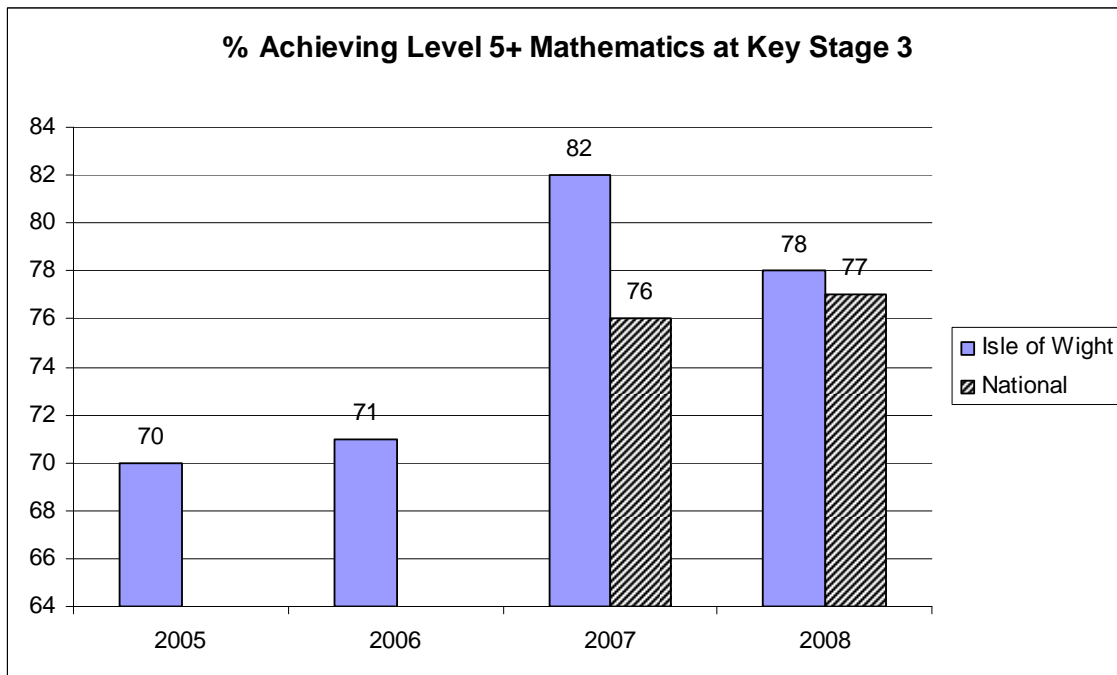
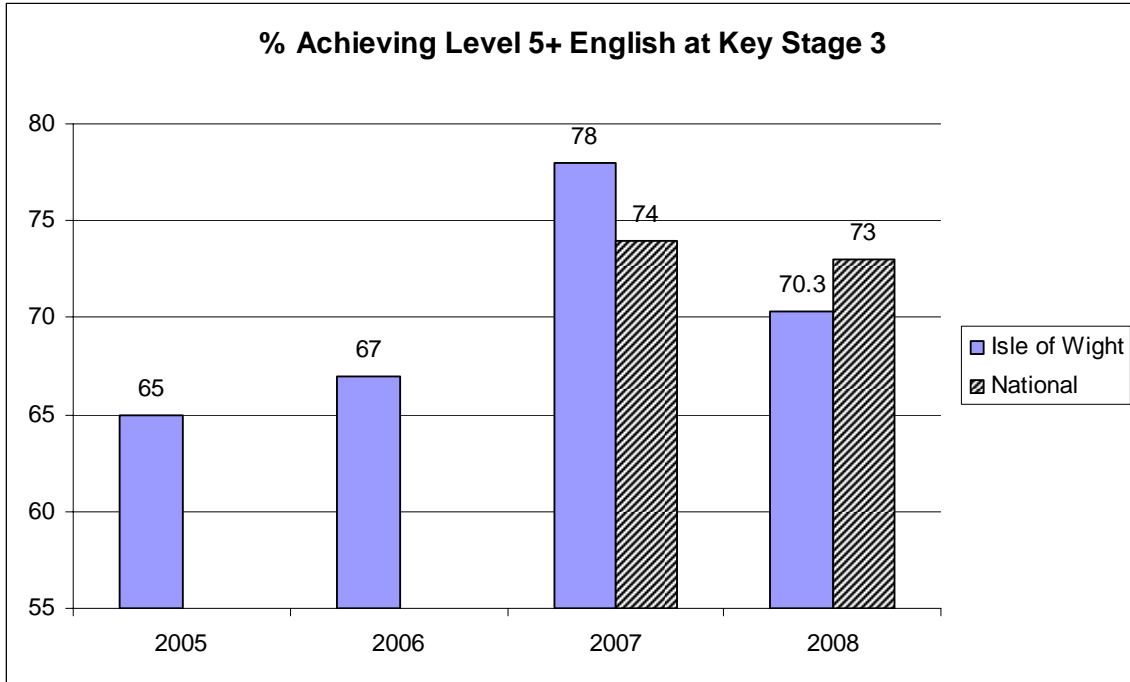
Key Stage 3 (Years 7 – 9)

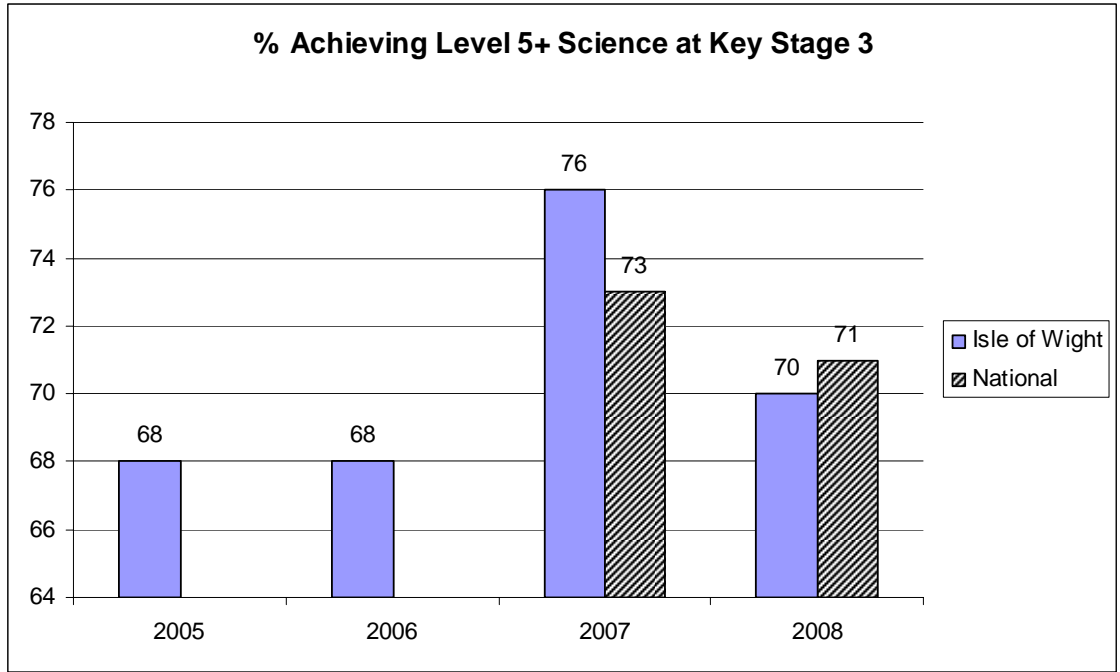
8. At Key stage 3 outcomes have improved over a three year period although comparisons are complicated by the curriculum model. All middle schools have followed the condensed key stage 3 in the core subjects whereby the 3 year programme of study is completed over two years (Years 7+8). There is a SAT test at the end of yr8 for those students deemed to be at level 5+.
9. Other students complete the SAT testing at the end of year 9. In 2006 there were no year 8 entries and year 9 outcomes across all core subjects were below the national averages. In 2007, as a result of the additional year 8 entries, there was a significant improvement in outcomes across all measures at level 5+ and level 6+ and most notably in Maths. There remained concerns with KS2-3 value added and 2 levels progress in English reflected in quartile banding. In 2008 KS3 outcomes are, as yet, un-validated and the DCSF has not published comparative data. However, if achievement of year 9 students by the end of year 9 is measured (regardless of where the key stage was completed) then; English level5+ has moved from 65% (2005) to 71.4% (2008). This is below the national average (73%) but the gap is closing. Achievement at level 6+ in 2008 is 22.8% remaining below the national average of 33% and below the 2006 equivalent of 29%. Maths level 5+ has moved from 70% (2005) to 78% (2008). This is above the national average (77%) and maintains the three year improving trend. At level 6+ this has moved from 50% (2005) to 53% (2008). Whilst this is below the national average (57%) there remains an improving trend.

Science level 5+ has moved from 68% (2005) to 70% (2008). This is near to the national average (71%) and is a slowly improving trend upwards. It should be noted that the national percentage fell backwards this year. The % at level 6 has remained static. This was 29% in 2005 and 30% in 2008. This is below the national average of 41%.

Two levels progress in English is 20% compared with the national average of 27% (2007). Two levels progress in Maths is 62%, beyond the national average of 58% (2007). Two levels progress in Science is 15% compared with the national average of 26% (2007).

10. Achievement in English and Maths can also be compared. In 2008 this is 66.5% at level 5+ compared with 68% national average (2007) and 20% level 6+ compared with the national average of 30% (2007). It should be noted that national data was only collected in 2007 for this measure.
11. In summary, there are notable improvements at key stage 3 although there remain concerns particularly around the percentage level 6+ and two levels progress in English and Science.



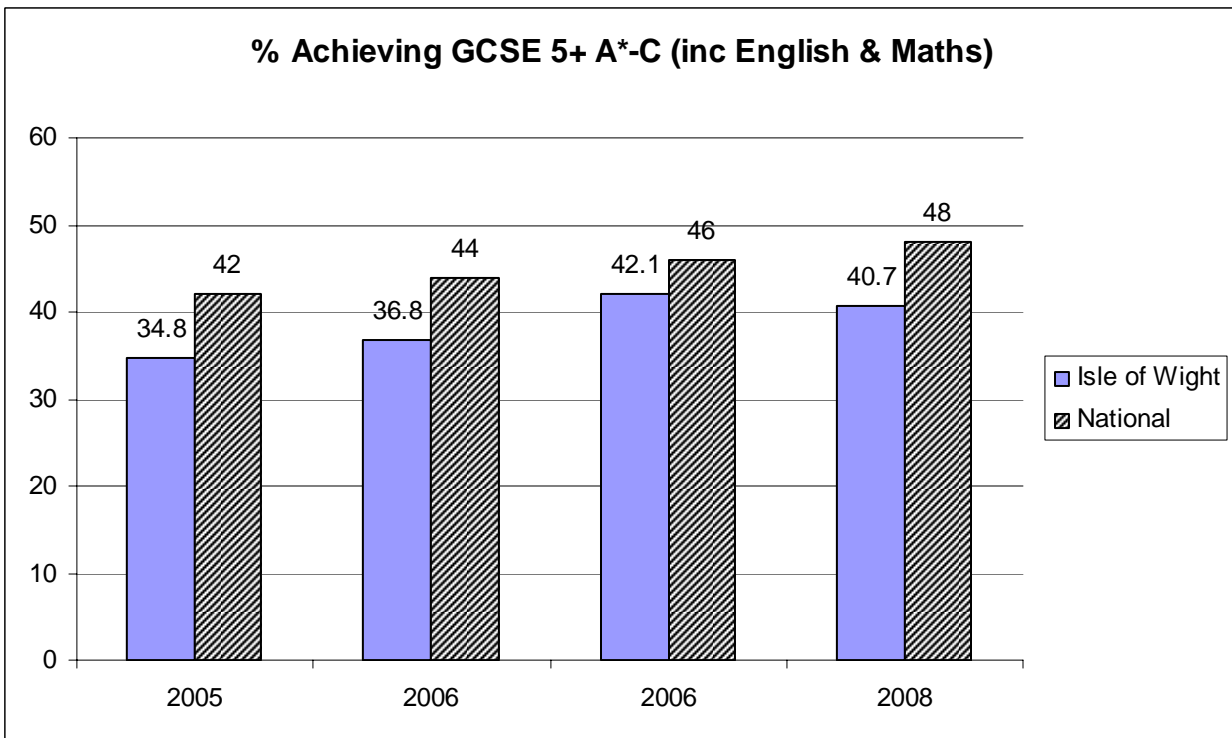
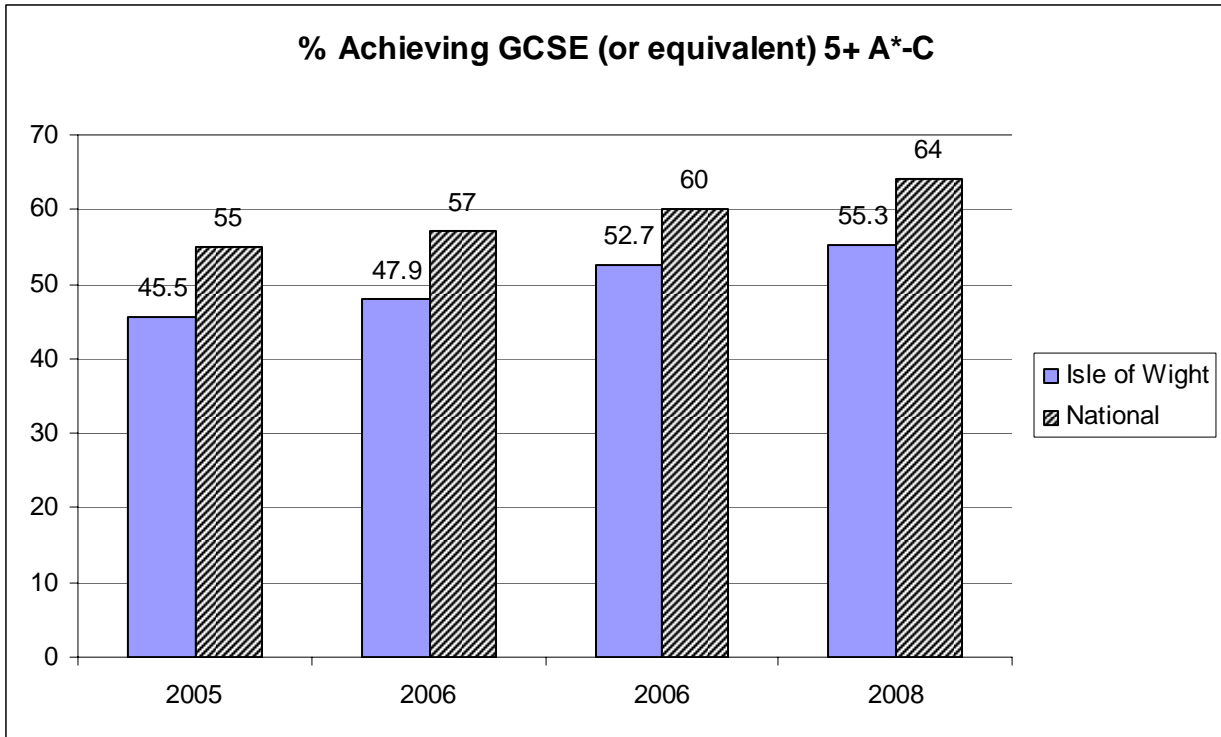


Note. The achievement “spike” in 2007 across all core subjects was caused by the addition of Year 8 data into the Year 9 outcomes from High School entries.

Key Stage 4 (Years 10 – 11)

- 12. At Key Stage 4 GCSE performance (age 16) has shown some evidence of improvement over a three year period although standards remain below the national average across most key indicators.
- 13. The %5 A*-C grades has improved from 48% in 2006 to 55.3% in 2008 due mainly to improvements in the performance of girls. However this remains below the national average of 63.7% with a national ranking of 141 out of 150. The %5A*-C including English and Maths showed a more robust improvement in 2007 although this has fallen slightly in 2008 to 40.7%. This remains below the national average of 48% and the LA ranking has fallen back to 119 for 2008.

Performances across other key indicators (5A*-G, 5A*-G inc E+M, 1A*-G, no GCSE passes) have fallen in 2008 such that most are in the lower quartile national ranking. Comparison with SE region LA outcomes indicates that we are the lowest ranked in terms of %5 A*-C outcomes and above one other LA in terms of %5 A*-C inc English and Maths.



Key Stage 5 (Year 12 – 14)

14. Advanced level performance (age 18) has shown some improvement in 2008 although standards remain below the national average. The three year trend for A (2) level pass rate shows little improvement. It was 94% in 2006 and remains at 94% in 2008. The national average is 97.2%. At 94% the vocational (AVCE) pass rate shows slight improvement (from 92%). The numbers of students passing 3 A/AVCE levels has increased to 74% whilst the % of the cohort with no passes has decreased to 1% (from 6% in 2006).

15. There has been an increase in the numbers of students achieving the highest grades; from 11% A grades in 2006, to 14% in 2007 to 17% in 2008. However this is still behind the national average of 25.9%. Likewise the %A-C has improved from 58% in 2007 to 60% in 2008 but this is still significantly below the national average of 73.9%. The average points score has improved year on year. This was 602 in 2006, 608 in 2007 and 640.4 in 2008. However this is below the national average (711.2) and significantly below the SE average (724.3).
16. Value added outcomes (measured through ALPS) have improved this year. A score of 6 indicates achievement at the lower end of median. However, the three year average when A level outcomes are compared is 8 which is in the lowest 25% nationally.

C) Evidence from other local authorities

17. Suffolk has recently published a paper reflecting on the evidence base for considering the move to 2 tier. The research shows that performance at Key Stage 1 in the three tier areas in Suffolk was as high as or higher than that within schools in two tier areas within the county. This suggested that there was little or no difference in the nature of the pupil population at the age of seven. However, by Key Stage 2 pupils in schools in two tier areas performed significantly better on average than those in schools in three tier areas.
18. At Key Stage 3 Suffolk found that the 2 tier system outperforms the 3 tier system in all core subjects except Science where there was little difference. Interestingly, they also found that learners made more progress in Maths in the 3 tier system than the two tier although this progress did not compensate for the poor progress at key stage 2. This mirrors Island achievement in Maths. The performance of level 6+ students at Key Stage 3 was also better in the two tier schools although this was most marked in English by 5%.
19. At GCSE there was a 3% difference between the systems which relates to each student performing one grade less well in their best 7 GCSE examinations. There was no significant difference in pass rates (A*-G) or average point scores. However the most significant difference was the performance of most able students since there was a 4% difference between 5A*-C grades when three and two tier outcomes are compared. If A*-C grades are compared then no GCSE subject outperforms in the two tier when compared with three tier.
20. In addition to looking at standards a Working Group, established by Suffolk County Council, received evidence from expert witnesses who indicated possible reasons why children may not be best served by a three tier arrangement. Sir Mike Tomlinson (former Her Majesty's Chief Inspector) argued that children were too young to transfer to secondary school at the age of 9. He suggested that the learning styles of young pupils were incompatible with the secondary subject based ethos and that they became frustrated if unable to finish a task. Sir Mike expressed the view that two transfers, at the ages of 9 and 13, were more damaging to children's progress than one. It was also noted that transfer at 13 left insufficient time for students to get to know the school and the subjects and so make appropriate choices. In addition, the change of school during Key Stage 2 and again during Key Stage 3 appeared to result in a lack of ownership of Key Stages since no school felt totally responsible for the key stage outcomes.
22. Professor Maurice Galton also spoke to the Suffolk Working Group about the negative impact of transfer between schools on both pupil attainment and pupils' attitudes to learning. He spoke about his research on transfer and transitions (research paper). This had identified a dip in attainment on transfer between schools. He reported that whilst the attainment of most pupils recovered from this, the performance of 12% of pupils did not ever fully recover. (On the Island, 12% of a year group would be around 170 pupils)

23. Professor Galton also reported that the attitude of pupils, particularly more able pupils, to school tended to become more negative in the period following transfer. The Suffolk Working Group received information that it took two years for most pupils to recover from the dip in performance on transfer
24. Prior to implementing a change in structure in Northampton, Northamptonshire County Council had compared performance in Northampton schools, which were operating under a three tier system, with that within schools in Corby and Wellingborough, which were operating under a two tier system. Again a picture emerged of similar performance to the rest of the county in Key Stage 1 assessments but poorer performance in the three tier schools in Northampton at Key stages 2 and 3 and at GCSE than in the two tier schools in Corby and Wellingborough.
25. Prior to changing from three tiers to two, Milton Keynes compared performance at Key Stages 1 and 2 between those children attending separate first and middle schools (transferring at the age of eight) and those children attending combined first and middle schools. Whilst there was little between the performance of children in the two systems at Key stage 1, this evidence showed significantly better performance at Key Stage 2 in the combined schools than in the middle schools. This was seen as further information to suggest that pupil performance was adversely affected by transfer between schools.
26. In relation to the Isle of Wight and many other authorities running three tier systems, the evidence on standards suggests that transfer during Key Stage 2 and the resultant shared ownership of responsibility for the key stage are contributory factors in the poor standards of performance at age 11.
27. During the period 1992 to 2006, a number of larger authorities reorganised all or part of their system to 2 tier. Five local authorities changed significant numbers of schools in this period. Doncaster (33), Sheffield (31), Buckinghamshire (60), and Warwickshire (55). These authorities are making improvements at key stage 2 (total % pupils gaining level 4+ and 5+ in English, Mathematics and Science) and at GCSE level (% 5+ A* to C and % 5A*-C including English and Maths grades). All of the local authorities either match or exceed the national average rate of improvement trendline for this period.

National Foundation for Educational Research (NFER)

28. The National Foundation for Educational Research (NFER) through the Education Management Information Exchange (EMIE) published research completed in 2002 for West Sussex County Council about the effect of changing from a three tier to a two tier system. The research did not look at changes in achievement, but concentrated on the reasons why authorities made the change. The study focused on transition issues and reported that transfer between schools impeded the progress of two out of five pupils. In other words the management of transition needs to be improved. This is now a national priority and clearly the fewer transition stages the better.

The Move to a Two Tier System

29. The 2002 NFER review said that 95 per cent of pupils are now in a two tier system. It stated that three quarters of LAs with three tier systems (30) have consulted on possible reorganisation since 1995 and the majority decided it was necessary to reorganise. No authorities are currently considering reorganising to a three tier system.

Recruitment

With a decreasing number of middle schools elsewhere in the country there is also a concern over future recruitment particularly of headteachers to the Island. The evidence of Worcestershire County Council indicated that over the past 10 years only two middle school headteachers had

been appointed from outside the county. Maintaining a system which is different from a number of other authorities is likely to increase the difficulty of appointment to key leadership positions within primary and middle schools. By aligning our systems to the national model there is a greater likelihood of attracting primary or secondary teaching and leadership staff with the relevant training qualifications.

Summary

There are significant concerns about outcomes at Key Stages 2, 4 and 5 on the Island when compared with national measures. This has led to a review of education provision on the Island. This evidence contributes to the Authority recommendation that the number of key points of transfer be reduced to a single transfer at age eleven. Movement to a two tier system will enable improvements at Key Stages 2 and 4.

Despite some successes, standards generally have not improved sufficiently in the current structure over a 3 year or 5 year period when compared with national standards.

By reducing key points of transfer from two to one and aligning the key stages to the national model we anticipate an improvement in outcomes for key performance measures.

References and websites:

30. Galton, M, Gray, J. and Rudduck J (1999):

The impact of School Transitions and Transfers on Pupil progress and Attainment

Suffolk County Council School Organisation Review website <http://www.suffolk.gov.uk/sor>

National Foundation for Educational Research (NFER) <http://www.nfer.ac.uk/research%2Dareas/>

National Northamptonshire County Council <http://www.northamptonshire.gov.uk/>

Isle of Wight Council website (www.eduwight.iow.gov.uk)

DCFS Performance Tables <http://www.dcsf.gov.uk/performance/tables>