

COMMITTEE: LIFELONG LEARNING AND
SOCIAL INCLUSION
SCRUTINY

DATE: 30TH JANUARY 2003

SUBJECT: KEY STAGE RESULTS AND EDP MONITORING REPORT

REPORT BY: CORPORATE DIRECTOR, LIFELONG LEARNING

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IMPLICATIONS:

LEGAL	<input type="checkbox"/>	COMMUNITY SAFETY	<input type="checkbox"/>
EQUALITIES	<input checked="" type="checkbox"/>	ENVIRONMENT	<input type="checkbox"/>
FINANCIAL	<input type="checkbox"/>	CONSULTATIONS	<input type="checkbox"/>
STAFFING	<input type="checkbox"/>	OTHER	<input type="checkbox"/>

WARDS AFFECTED: ALL

PURPOSE

1. This report is to update Members on any changes to the report to Scrutiny in November 02, to outline issues on achievement in relation to gender and levels of attainment by pupils from ethnic minority backgrounds and to report to Members on progress towards the targets in the EDP.

RECOMMENDATION(S)

2. Lifelong Learning and Social Inclusion Scrutiny Committee is recommended to note and comment on this report.

BACKGROUND

3. As part of the national curriculum all pupils are assessed at the end of each Key Stage at ages 7, 11, 14 and 16. As pupils get older the subjects externally marked broaden from the core numeracy and literacy subjects to a wide range of subjects at GCSE and GNVQ levels.

REPORT

4. The attached paper (Appendix A) summarises the latest information on achievements for Luton pupils in 2002 at the end of Key Stages 1 to 4. This report is to supplement the more detailed one submitted in November 2002 and highlights:

KEY STAGE 1

Luton results are moving close to the national average

The gap between boys and girls in reading is closing but there is still a significant gap in writing.

There is no gap in achievement in Maths

KEY STAGE 2

1% drop this year in English but 4% increase in Maths and 1% increase in Science

Girls achieve more in English and boys more in Maths but there is no gap in science

KEY STAGE 3

These results remain provisional and are expected to be confirmed later in January

1% increase this year in English and there remains a significant gap (18%) between boys and girls attainment

3% drop in Maths but little difference in levels of attainment between boys and girls

2% drop in science with a 3% difference between boys and girls

KEY STAGE 4

These results remain provisional and are expected to be confirmed later in January

1% increase in 5A*-C with girls achieving a 10% increase over boys

5A*-G remains the same as last year with little difference between genders

The average point score has increased by almost 1 point with girls 4 points ahead of boys

5. Appendix B outlines briefly the progress made in the first six months of the EDP. The report shows those tasks and targets on track, those that have been delayed and for what reason and those that have been superseded by events. An evaluation of the first year of the EDP will be submitted to members in June of this year with the plan and targets for Year 2 for approval.

EQUALITIES IMPLICATIONS

6. KEY STAGE 1

Indian heritage pupils are the highest attaining group in Reading, writing and maths achieving above the national average in all areas

Achievement of Black Caribbean pupils is also high in all 3 subjects and above the national average

Indian, Black Caribbean and White UK pupils achieve in line or above the national average in all subjects

Bangladeshi, Pakistani heritage pupils achieve below the national average in all subjects

KEY STAGE 2

Indian heritage pupils are the highest attaining group in English, maths and science achieving above the national average in all areas

White UK heritage pupils achieve in line with national expectations in English, below in Maths by 1% and above in Science by 2%

Black Caribbean, Bangladeshi and Pakistani heritage pupils achieve below the Luton and national average in all core subjects with Pakistani heritage pupils being the lowest attaining group at Key Stage 2

KEY STAGE 3

Indian heritage pupils are, again, the highest achieving group with standards above the national average

White UK heritage pupils achieve above the Luton average in the core subjects but just below the national average in all core subjects

Bangladeshi heritage pupils come next with below Luton and national average results in all core subjects. Attainment in Science is particularly poor.

Black Caribbean pupils have slipped to fourth at Key Stage 3 with below average results in all core subjects and poor results in maths and science

Pakistani heritage pupils remain the lowest attaining group with poor results in English and maths and very poor results in science

KEY STAGE 4

Indian heritage pupils are the highest attaining group with standards well above the national average on A*-C and A*-G

Bangladeshi heritage pupils are then next highest achieving ethnic group with A*-C grades just below the national average but in line at A*-G

White UK heritage pupils achieve well below the national average for A*-C but slightly above for A*-G

Pakistani heritage pupils achieve well below the national average for A*-C but above for A*-G

Black Caribbean heritage pupils have now moved to bottom place with only 16% of pupils attaining A*-C which is 35% below the national average although 95% achieve A*-G which is above the national average by 6%

FINANCIAL IMPLICATIONS

10. There are no financial implications contained within this report as agreed by the Finance Manager, Lifelong Learning 15th January 2003.

APPENDIX

11. Appendix A - Key Stage Performance Analysis
12. Appendix B – EDP Monitoring Report

LIST OF BACKGROUND PAPERS

13. Key Stage Results Scrutiny Report November 2002