

EDUCATION LEAGUE TABLES AND BENCHMARKING PUPIL ATTAINMENT

A personal view by parent David Watts

The issue of League Tables and related benchmarking of pupil performance between jurisdictions has recently come to the fore with the publication by Daphne Caine MHK of her annual Children's Champion Report¹ together with questions being asked of the Department of Education, Sport & Culture (DESC) in a recent (16th March 2018) sitting of the Social Affairs Policy Review Committee. The DESC has long been opposed to league tables and in December 2017 published a document highlighting their arguments against such².

The Department's Service Delivery Plan (2016-2021)³ highlights that part of its vision is for "a world class education system for all...". The author submits that part of any world class education system would be an enviable benchmarked record of attainment whilst acknowledging and ensuring that other outcomes such as key skills and the development of personal qualities have a prominent and important role in the curriculum. Such skills and qualities are not however, in the author's opinion, mutually exclusive to high academic attainment.

As a parent of two children now in Key Stage 3, I analysed a variety of responses made by the Department in relation to requests (submitted by myself and other individuals) pursuant to the Freedom of Information Act 2015. Such requests sought attainment data for the end (Year 6) of Key Stage 2 (KS2 which overall encompasses Years 3-6) for each of the Island's thirty-two primary schools over a period of years. My initial focus has been on the most recent academic year (2016-17) where full attainment results were only published by the Department subsequent to the applicant seeking a review by the Information Commissioner whereupon the Department was directed to release the information sought by the applicant⁴.

My analysis has yielded some most interesting results. I was seeking to benchmark (both against England (to the limited extent possible) and between individual Island schools) the levels of attainment for pupils completing Key Stage 2 (Year 6), concentrating on those pupils who achieved a National Curriculum Level of 5 or more. To explain why my focus was on L5+ I think it would be helpful to outline how National Curriculum attainment is assessed.

There are eight National Curriculum levels, covering ages 5-14 years. The lowest is Level 1, which describes the achievements of children at around the age of five. The highest is Level 8, which is attained by the most able pupils at the age of 14. There is also a description of 'exceptional performance' above Level 8, which only a very few pupils are expected to reach. Levels are subdivided into a, b and c with c being at the bottom end of the scale.

It is expected that the majority of 11-year-old children will achieve Level 4 by the end of Year 6 i.e. the end of their primary school years. This is the level the UK Government considered the minimum required for children to be able to access the high school curriculum. DESC will state that a child is expected to be at Level 4 which, in the author's opinion, is subtly different. It is a **minimum** standard unless other factors prevail. My analysis has moved away from a focus on the minimum standard. Table 1 shows a comparison between England and the IOM for L5+ during the period 2013-2015 in each of the areas that were assessed using levels in both jurisdictions. Table 2 shows the year on year (2013-2017 inclusive) L5+ attainment data for the IOM.

¹ <https://www.gov.im/media/1360453/childrens-champion-report-2016-2017.pdf>

² <https://www.gov.im/media/1359585/arguments-against-league-tables-december-2017.pdf>

³ <https://www.gov.im/media/156940/department-of-education-and-children-service-delivery-plan-2016-2021>.

⁴ https://www.inforights.im/media/1446/2017_0003_dept_education_children_12dec2017.pdf

TABLE 1: IOM vs ENGLAND YR 6 L5+ ATTAINMENT DATA 2013-2015

N.B. July 2015 was the last time England reported on a National Curriculum “Levels” basis (academic year 2014-15). Since then England has used a scaled score assessment regime. This is not comparable with previous levels. This new scaled score performance measurement regime matches a new more demanding and rigorous primary curriculum in England⁵. For England, both Teacher Assessed (TA) levels and Statutory Assessment Test (SAT) levels are used (the IOM does not use SATs so better to compare the IOM Teacher Assessed levels with the English Teacher assessed ones). The differences are stark. The change in England’s curriculum and assessment methodology post 2015 has caused a shift in England’s league tables⁶. Note that the results of the PIRLS (Progress in International Reading Literacy Study) 2016 study published at the tail end of last year shows reading standards in England are now the best in a generation^{7 8}.

2015			
SUBJECT	IOM AVERAGE YR6 L5+ (TA)	ENG AVERAGE YR6 L5+ (TA) (State Funded Schools)	ENG AVERAGE YR6 L5+ (SATs) (State Funded Schools)
READING	42.6%	53%	49%
WRITING	26.54%	36%	
MATHEMATICS	33.1%	46%	42%
SCIENCE	30.52%	40%	
2014			
SUBJECT	IOM AVERAGE YR6 L5+ (TA)	ENG AVERAGE YR6 L5+ (TA) (State Funded Schools)	ENG AVERAGE YR6 L5+ (SATs) (State Funded Schools)
READING	41.32%	49%	50%
WRITING	27.86%	33%	
MATHEMATICS	36.0%	44%	42%
SCIENCE	35.54%	39%	
2013			
SUBJECT	IOM AVERAGE YR6 L5+ (TA)	ENG AVERAGE YR6 L5+ (TA) (State Funded Schools)	ENG AVERAGE YR6 L5+ (SATs) (State Funded Schools)
READING	39.45%	48%	45%
WRITING	23.06%	30%	
MATHEMATICS	30.6%	42%	41%
SCIENCE	29.07%	38%	

⁵ <https://www.gov.uk/government/news/five-things-you-need-to-know-about-changes-to-primary-assessment>

⁶ <https://www.theguardian.com/education/2016/dec/15/thousands-primary-schools-uk-league-tables-upended-new-sats-exams>

⁷ <https://www.telegraph.co.uk/education/2017/12/04/phonics-revolution-reading-standards-england-best-generation/>

⁸ <http://timssandpirls.bc.edu/pirls2016/international-results/pirls/summary/>

TABLE 2: IOM L5+ SUBJECT ASSESMENT LEVELS 2013-2017

SUBJECT	2013	2014	2015	2016	2017	RANGE (13-17) RANGE (14-17)
READING	39.45%	41.32%	42.60%	43.05%	41.13%	3.6% 1.92%
WRITING	23.06%	27.86%	26.54%	27.78%	27.26%	4.8% 1.32%
MATHEMATICS	30.6%	36.0%	33.1%	38.7%	34.08%	8.1% 5.6%
SCIENCE	29.07%	35.54%	30.52%	36.28%	35.72%	7.21% 5.76%

So, we have some form of benchmarking KS2 attainment levels for the period up to and including 2015 before England revised its curriculum and assessment processes. From Table 2 readers will note that Island L5+ attainment levels in the 3Rs for 2015 vary little with those of 2017 (more detailed tables for the latter year follow) – (Reading 42.6% vs 41.13%; Writing 26.54% vs 27.26% and Mathematics 33.1% vs 34.08%). Changes to the primary curriculum in England from 2015 together with the adoption of a scaled score assessment regime means that the old levels are not relevant to their new curriculum which has different content to the previous curriculum⁹. Primary school pupils in England are now expected to use formal methods for multiplication and long division and know about relative clauses and the subjunctive form. The merits or otherwise of this are a different debate but it shows the problem of benchmarking today and of comparing England's 2015 levels results with their 2017 scaled score results. Interestingly the new primary curriculum in England includes the compulsory teaching at KS2 of a modern foreign language. Remember the decision taken here to discontinue modern foreign languages at primary school level? A user-friendly guide to the new English primary school curriculum can be found here¹⁰.

The next set of Tables which follow (Tables 3-8) focus on attainment at each of the Island's primary schools. The author does not claim these tables to be perfect. They are intended to be a starting point for the Department to produce meaningful benchmarked performance data. There are flaws and contextual data to be taken into account but I do believe parents and other stakeholders should have easy access to such data and be allowed to form their own opinion (and remember no such data was released by the Department before the introduction of the Freedom of Information Act and, even since then, the Department have resisted such publication). Contextual data such as the percentage of children on free school meals, the percentage who have English as an additional language (EAL) and the percentage of children who have Special Educational Needs (SEN) can have an effect of performance. Such data for each Island primary school for the academic year 2016-17 is listed in Table 8. This gives percentages for the whole school roll not the Year 6 cohort on which the other tabulated data focusses, but it gives an indication of that social indicator within the school e.g. it is apparent that Henry Bloom Noble has a high percentage of pupils with EAL (34.4% of pupils from a roll of 294) compared with Andreas, Ballaugh, Bunscoil Ghaelgagh, Dhoon, Foxdale, Jurby, Manor Park, Kirk Michael and St Thomas's CoE school all of which had no EAL students on their 2016-17 academic roll as reported by the Department. Factors not practically measurable include the number of pupils who receive additional tuition. The author is aware from his very recent experiences of primary school education of the large number of parents who utilise private tutors to further develop their children's understanding of key subject areas; neither can the tables consider the extent to which parents engage (proactively or otherwise) with their children's education. There is a wealth of research which highlights the importance of parental involvement in their children's education¹¹.

The following Table (3) provides (in alphabetical order) overarching details of each school's L5+ attainment in each of the following areas: Speaking & Listening, Reading and Writing (which together make up literacy), together with Mathematics and Science. Details of the cohort size for each school's Year 6 are given. Obviously for schools with small cohorts (e.g. Foxdale with a Year 6 class size of 5 - presumably taught in a mixed year grouping) one pupil's performance will have a much greater impact on the overall percentage figure. No doubt readers will take this into account when using this data. The IOM L5+ attainment average figure is given and schools performance is colour coded - red for below this average and green for above it. Again, it is recognised that some schools are fractions away from being above or below average and readers should take this into account. Ultimately there has to be a benchmark line as, for example, in qualifying times for sporting competitions.

⁹ <http://rsassessment.com/understanding-scaled-scores>

¹⁰ <http://www.stthomaswernethprimary.co.uk/parents-complete-guide-to-the-new-curriculum>

¹¹ <http://www.peninsulamontessori.com/parents/documents/TheImpactofParentalInvolvementon365kb.pdf>

I highlighted earlier that England changed its assessment regime from levels to scaled scores from 2016 onwards. The last year England utilised levels was 2015 so as a rough benchmark I have inserted details of the England averages for that year. Reference to Table 1 above shows that the IOM has never matched those average figures (since 2013, the starting point for my research) and of course England has since adopted a more rigorous and demanding curriculum. The key findings from Table 3 are:

For the academic year 2016-17 there are eight primary schools where L5+ attainment is above the IOM average in each of the five assessed areas (Speaking & Listening, Reading, Writing, Maths and Science). They are listed below in alphabetical order. The Year 6 class size is given in brackets – expect larger Year 6 cohorts (I believe of the order of 40 or more) to be taught in 2 classes.

*Arbory Primary School (28)
Ballacottier Primary School (47)
Ballaugh (9)
Dhoon Primary School (18)
Foxdale (5)
Scoill Phurt le Moirrey (22)
Scoill Vallajeelt (30)
St Johns (17)*

Of these eight, half of them - Ballaugh, Dhoon, Foxdale and Scoill Vallajeelt would be above the average levels for each of the same assessed areas (excluding S&L where there is no benchmark data) in England (on their last broadly comparable assessment 2015):

Arbory and Ballacottier (below England's 2015 levels for reading, writing, mathematics and science);

Scoill Phurt le Moirrey (below England's 2015 levels for reading and maths); and

St Johns (below England levels for reading and writing).

So only 4/32 (12.5%) of IOM primary schools using IOM 2017 data would be above the last comparable average (2015) in England across all subjects. Again, refer to Table 1 for the marginal levels of attainment differences in the 3Rs between IOM in 2015 and IOM in 2017.

Five Schools below IOM average in each of the five assessed areas (again Year 6 cohort size in brackets)

*Bunscoill Rhumsaa (70)
HBN Primary School (39)
Manor Park Primary School (13)
St Mary's RC Primary School (34)
Victoria Road Primary School (34)*

In assessing the above readers are reminded of whole school contextual data in Table 8.

Readers can determine for themselves the merits or otherwise of these tables. Irrespective of arguments against cross jurisdictional benchmarking they give people the opportunity (previously unavailable until the implementation of the FOIA) to compare Island school with Island school. Of course, this is the data for one academic year and as such only provides a snapshot. The Department is aware of the dangers of taking one year's set of data work in isolation when they produce their annual report on "KS4 Attainment in GCSE and Equivalent Qualifications"¹². Here they give results covering a five-year period, so we can establish trend data for the Island's five Secondary Schools.

¹² <https://www.gov.im/media/1359887/attainment-ks4-2017.pdf>

TABLE 3: IOM KEY STAGE 2 LEVEL 5(+) ATTAINMENT JULY 2017

Figures in green indicate above IOM average; Figures in red indicate below IOM average

SCHOOL <i>(Numbers in brackets indicate total number of pupils completing KS2)</i>	LITERACY			MATHS	SCIENCE
	SPEAKING & LISTENING	READING	WRITING		
IOM Average 2017	31.61%	41.13%	27.26%	34.08%	35.72%
Anagh Coar (28)	32.1%	39.3%	3.6%	14.3%	0%
Andreas (19)	21.1%	31.6%	21.1%	36.8%	21.1%
Arbory (28)	42.9%	46.4%	28.6%	39.3%	39.3%
Ashley Hill (38)	26.3%	21.1%	26.3%	36.8%	23.7%
Ballacottier (47)	42.6%	44.7%	29.8%	40.4%	38.3%
Ballasalla (13)	30.8%	38.5%	30.8%	46.2%	38.5%
Ballaugh (9)	77.8%	77.8%	55.6%	66.6%	77.8%
Braddan (18)	5.6%	50%	22.3%	33.4%	44.4%
Bunscoill Ghaelgagh (7)	57.1%	57.1%	42.9%	42.9%	28.6%
Bunscoill Rhumsaa (70)	30%	24.3%	20%	24.3%	11.4%
Cronk-y-Berry (44)	25%	34.1%	36.4%	31.8%	56.8%
Dhoon (18)	50%	83.4%	55.6%	61.2%	61.2%
Foxdale (5)	100%	80%	60%	100%	100%
HBN (39)	17.9%	23.1%	12.8%	15.4%	5.1%
Jurby (3)	33.3%	33.3%	33.3%	33.3%	33.3%
Kewaigue (15)	53.3%	60%	26.7%	40%	40%
Laxey (26)	0%	57.7%	0%	30.8%	53.8%
Manor Park (13)	0%	7.7%	7.7%	0%	0%
Marown (23)	30.4%	52.2%	26.1%	43.5%	34.8%
Michael (17)	41.2%	52.9%	35.3%	29.4%	52.9%
Onchan (48)	31.3%	62.5%	31.3%	54.2%	37.5%
Peel Clothworkers' (55)	32.7%	41.8%	21.8%	34.5%	45.5%
Rushen (27)	44.4%	48.1%	29.6%	33.3%	37%
Scoill Phurt le Moirrey (22)	36.4%	45.5%	36.4%	40.9%	54.5%
Scoill Vallajeelt (30)	96.7%	100%	66.7%	56.6%	100%
Scoill yn Jubilee (53)	9.4%	22.6%	30.2%	22.6%	22.6%
St Johns (17)	41.2%	41.2%	35.3%	47.1%	52.9%
St Mary's RC School (34)	2.9%	14.7%	20.6%	11.8%	8.8%
St Thomas' CoE (9)	22.2%	44.4%	0%	44.4%	55.6%
Sulby (22)	50%	40.9%	36.4%	36.4%	36.4%
Victoria Road (34)	23.5%	26.5%	23.5%	26.5%	32.4%
Willaston (20)	30%	35%	25%	30%	40%
IOM Average 2017 (Teacher Assessed)	31.61% (TA)	41.13% (TA)	27.26% (TA)	34.08% (TA)	35.72% (TA)
England Average 2015		49% (SAT)		42% (SAT)	
England Average 2015		53% (TA)	36% (TA)	46% (TA)	40% (TA)

England 2015 average data inserted as this was the last year England used traditional levels to assess attainment.

The relative ranking of individual Island schools in discrete subjects is highlighted in Tables 4-7 inclusive. Yet again I highlight to readers the reasoning for inserting historic English data within the latest IOM performance figures. Percentages of those achieving L5+ are given (e.g. for reading at Scoill Vallajeelt, 100% of the class – i.e. all 30 pupils achieved L5+ - an outstanding achievement by any standards! Conversely at Scoill yn Jubilee, 22.6% of the Year 6 cohort achieved L5+ equating to 12 out of 53 pupils.

As a crude benchmark and in the absence of anything meaningful being published by the Department in this respect I have included some data from English Local Education Authorities (LEAs).

Education in England is managed by Local Education Authorities (LEAs) – there are 152 of them across different geographical regions so for the North-West region we have LEAs such as Blackpool, Bolton, Salford, Trafford and so on. For comparative purposes let us assume for a moment that the IOM is to be the 153rd LEA – how would we expect our Level 5+ attainment results in the 3Rs (reading, writing and arithmetic) to compare with these authorities across?

For maths the Island Teacher Assessed L5+ 2017 average was 34% - in England the SATs L5+ 2015 average was 42% (the Teacher Assessed average was 46%). 2015 was last reliable comparative benchmark before England ceased using levels and moved to a scaled score assessment mechanism. If we do a direct comparison of the Island's 2017 maths average with England LEA L5+ 2015 lower average (i.e. the SATs average) then the IOM as a hypothetical LEA would be joint bottom sharing that position with five other LEAs namely Bradford, Doncaster, Walsall, NE Lincolnshire and Peterborough.

For reading the 2017 Island Teacher Assessed L5+ average was 41%. In England the SATS L5+ 2015 average was 49% (the Teacher Assessed average was 53%). Again, if we do a direct comparison with the Island's 2017 average with England's lowest L5+ 2015 LEA average (the SATs average) then the IOM as a hypothetical LEA would only outperform six out of 152 other LEAs – Bradford, Isles of Scilly, Doncaster, Luton, NE Lincolnshire and Peterborough. We would tie with Walsall and Nottingham but be behind low performing areas such as Birmingham, Leicester and Sandwell. By my reckoning there would be 143 LEAs outperforming the IOM on this statistic.

Finally, as regards writing the 2017 Island Teacher Assessed L5+ average was 27%. In England the 2015 writing L5+ average was 36% (this is a Teacher Assessed average - it is not assessed by SATs across). Again, if we do a direct comparison with the Island's 2017 average with England's LEA L5+ 2015 averages then the IOM as a hypothetical LEA outperforms only two of England's 152 LEAs – Portsmouth and Plymouth – both of which are a percentage point behind the Island. Our performance matches that of Walsall but behind Leicester, Luton, Blackpool, the Isle of Wight and so on.

TABLE 4: IOM LEVEL 5+ MATHS RANKING TABLE

2016-2017 ISLAND AVERAGE = 34.08% (of 851 pupils completing KS2) 2015-2016 ISLAND AVERAGE = 38.7% (of 871 pupils completing KS2) 2014-2015 ISLAND AVERAGE = 33.1% (of 878 pupils completing KS2) 2013-2014 ISLAND AVERAGE = 36.0% (of 847 pupils completing KS2) 2012-2013 ISLAND AVERAGE = 30.6% (of 915 pupils completing KS2)			
2014-15 ENGLAND STATE FUNDED SCHOOLS AVERAGE = 42% (Table 15 2015*) 2013-14 ENGLAND STATE FUNDED SCHOOLS AVERAGE = 42% (Table 15 2014) 2012-13 ENGLAND STATE FUNDED SCHOOLS AVERAGE = 41%(Table 15 2013)			
POSITION	SCHOOL	% LEVEL 5+	PUPIL NUMBERS Level 5+/Y6 Class Roll
1	Foxdale Primary School	100%	5/5
2	Ballaugh Primary School	66.6%	6/9 (2xL6)
3	Dhoon Primary School	61.1%	11/18
4	Scoil Vallajeelt	56.7%	17/30 (1xL6)
5	Onchan Primary School	54.2%	26/48 (1xL6)
6	St Johns Primary School	47.1%	8/17
7	Ballasalla Primary School	46.2%	6/13
	England State Funded Schools Av. 2015	46%	TA AVERAGE
8	St Thomas' Primary School	44.4%	4/9
9	Marown Primary School	43.5%	10/23
10	Bunscoill Ghaelgagh	42.9%	3/7
	England State Funded Schools Av. 2015	42%	SATS AVERAGE
11	Scoil Phurt le Moirrey	40.9%	9/22
12	Ballacottier Primary School	40.4%	19/47
13	Kewaique Primary School	40%	6/15
14	Arbory Primary School	39.3%	11/28 (3xL6)
15=	Andreas Primary School	36.8%	7/19
15=	Ashley Hill Primary School	36.8%	14/38
17	Sulby Primary School	36.4%	8/22
18	Peel Clothworkers'	34.5%	19/55
	IOM Average	34.08%	TA AVERAGE
19=	Braddan Primary School	33.3%	6/18 (1x L6)
19=	Jurby Primary School	33.3%	1/3
19=	Rushen Primary School	33.3%	9/27
22	Cronk-y-Berry *	31.8%	14/44
23	Laxey Primary School	30.8%	8/26
24	Willaston Primary School	30%	6/20
25	Michael Primary School	29.4%	5/17
26	Victoria Road Primary School	26.5%	9/34
27	Bunscoill Rhumsaa	24.3%	17/70
28	Scoil yn Jubilee	22.6%	12/53
29	HBN Primary School	15.4%	6/39
30	Anagh Coar Primary School	14.3%	4/28
31	St Mary's RC Primary School	11.8%	4/34
32	Manor Park Primary School	0%	0/13
* Published school data differs from DESC data (DESC data used)			
Lowest Ranking Region Yorkshire & The Humber 38% Highest Ranking Region Outer London 47%			
Lowest LEAs (34% x5: Bradford, Doncaster, NE Lincs, Peterborough, Walsall)			
England State Funded Schools = 9% at Level 6 (IOM = 8 pupils = 0.9%)			

* <https://www.gov.uk/government/statistics/national-curriculum-assessments-at-key-stage-2-2015-revised>

TABLE 5: IOM LEVEL 5+ WRITING RANKING TABLE

2016 - 2017 ISLAND AVERAGE = 27.26% (of 851 completing KS2)
 2015 - 2016 ISLAND AVERAGE = 27.78% (of 871 completing KS2)
 2014 - 2015 ISLAND AVERAGE = 26.54% (of 878 completing KS2)
 2013-2014 ISLAND AVERAGE = 27.86% (of 847 completing KS2)
 2012-2013 ISLAND AVERAGE = 23.06% (of 915 completing KS2)

2014-15 ENGLAND STATE FUNDED SCHOOLS AVERAGE = 36% TA (Table 16)*
 2013-14 ENGLAND STATE FUNDED SCHOOLS AVERAGE = 33% TA (Table 16 2014)
 2012-13 ENGLAND STATE FUNDED SCHOOLS AVERAGE = 30% TA (Table 13 2013)

POSITION	SCHOOL	% LEVEL 5	PUPIL NUMBERS Level 5+/Y6 Class Roll
1	Scoil Vallajeelt	66.7%	20/30
2	Foxdale Primary School	60%	3/5
3=	Dhoon Primary School	55.6%	10/18 (1 X L6)
3=	Ballaugh Primary School	55.6%	5/9
5	Bunscoil Ghaelgagh	42.9%	3/7
6=	Cronk-y-Berry *	36.4%	16/44
6=	Scoil Phurt le Moirrey	36.4%	8/22
6=	Sulby Primary School	36.4%	8/22
	England State Funded Schools Av. 2015	36%	TA AVERAGE
9=	Michael Primary School	35.3%	6/17
9=	St Johns Primary School	35.3%	6/17
11	Jurby Primary School	33.3%	1/3
12	Onchan Primary School	31.3%	15/48
13	Ballasalla Primary School	30.8%	4/13
14	Scoil yn Jubilee	30.2%	16/53 (1 x L6)
15	Ballacottier Primary School	29.8%	14/47
16	Rushen Primary School	29.6%	8/27
17	Arbory Primary School	28.6%	8/28 (1xL6 1XL7)
	IOM Average	27.26%	TA AVERAGE
18	Kewaique Primary School	26.7%	4/15
19	Marown Primary School	26.1%	6/23
20	Ashley Hill Primary School	26.3%	10/38
21	Willaston Primary School	25%	5/20
22	Victoria Road Primary School	23.5%	8/34
23	Braddan Primary School	22.3%	4/18
24	Peel Clothworkers'	21.8%	12/55
25	Andreas Primary School	21.1%	4/19
26	St Mary's RC Primary School	20.6%	7/34
27	Bunscoil Rhumsaa	20%	14/70
28	HBN Primary School	12.8%	5/39
29	Manor Park Primary School	7.7%	1/13
30	Anagh Coar Primary School	3.6%	1/28
31=	Laxey Primary School	0%	0/26
31=	St Thomas' CoE Primary School	0%	0/9

Lowest ranking region Yorkshire & The Humber (33%) Highest Ranking Region Outer London (40%)
 Lowest LEAs 26% x2: Portsmouth, Plymouth. 27% x1: Walsall.

England State Funded Schools = 2% at Level 6

* <https://www.gov.uk/government/statistics/national-curriculum-assessments-at-key-stage-2-2015-revised>

TABLE 6: LEVEL 5+ READING RANKING TABLE

2016 - 2017 ISLAND AVERAGE = 41.13% (of 851 completing KS2) 2015 - 2016 ISLAND AVERAGE = 43.05% (of 871 completing KS2) 2014 - 2015 ISLAND AVERAGE = 42.60% (of 878 completing KS2) 2013 - 2014 ISLAND AVERAGE = 41.32% (of 847 completing KS2) 2012 - 2013 ISLAND AVERAGE = 39.45% (of 915 completing KS2)			
2014 - 2015 ENGLAND STATE FUNDED SCHOOLS AVERAGE = 49% (Table 13 2015*) 2013 - 2014 ENGLAND STATE FUNDED SCHOOLS AVERAGE = 50% (Table 13 2014) 2012 - 2013 ENGLAND STATE FUNDED SCHOOLS AVERAGE = 45% (Table 12 2013)			
POSITION	SCHOOL	% LEVEL 5+	PUPIL NUMBERS Level 5+/Y6 Class Roll
1	Scoil Vallajeelt	100%	30/30
2	Dhoon Primary School	83.4%	15/18 (3xL6)
3	Foxdale Primary School	80%	4/5
4	Ballaugh Primary School	77.8%	7/9
5	Onchan Primary School	62.5%	30/48
6	Kewague Primary School	60%	9/15
7	Laxey Primary School	57.7%	15/26
8	Bunscoil Ghaelgagh	57.1%	4/7
	England State Funded Schools Av. 2015	53%	TA AVERAGE
9	Michael Primary School	52.9%	9/17
10	Marown Primary School	52.2%	12/23
11	Braddan Primary School	50%	9/18
	England State Funded Schools Av. 2015	49%	SATS AVERAGE
12	Rushen Primary School	48.1%	13/27
13	Arbory Primary School	46.4%	13/28 (2xL6)
14	Scoil Phurt le Moirrey	45.5%	10/22
15	Ballacottier Primary School	44.7%	21/47
16	St Thomas' CoE Primary School	44.4%	4/9
17	Peel Clothworkers Primary School	41.8%	23/55
18	St Johns Primary School	41.2%	7/17
	IOM Average	41.13%	TA AVERAGE
19	Sulby Primary School	41%	9/22
20	Anagh Coar	39.3%	11/28
21	Ballasalla Primary School	38.5%	5/13
22	Willaston Primary School	35%	7/20
23	Cronk-y-Berry Primary School	34.1%	15/44
24	Jurby Primary School	33.3%	1/3
25	Andreas Primary School	31.6%	6/19
26	Victoria Road Primary School	26.5%	9/34
27	Bunscoil Rhumsaa	24.3%	17/70
28	HBN Primary School	23.1%	9/39
29	Scoil yn Jubilee	22.6%	12/53
30	Ashley Hill Primary School	21.1%	8/38
31	St Mary's RC Primary School	14.7%	5/34
32	Manor Park Primary School	7.7%	1/13
Lowest Ranking Region Yorkshire & The Humber 44% Highest Ranking Region Outer London / South East 52% Lowest LEAs 37%x1: Bradford. 38% x1: Isles of Scilly. 39% x 2: Doncaster, Luton. 40% x2: NE Lincs, Peterborough. 41% x2: Nottingham, Walsall. 42% x3: Birmingham, Leicester, Sandwell.			

<https://www.gov.uk/government/statistics/national-curriculum-assessments-at-key-stage-2-2015-revised>

TABLE 7 IOM LEVEL 5+ SCIENCE RANKING TABLE

2016 - 2017 ISLAND AVERAGE = 35.72% (of 851 completing KS2)
 2015 - 2016 ISLAND AVERAGE = 36.28% (of 871 completing KS2)
 2014 - 2015 ISLAND AVERAGE = 30.52% (of 878 completing KS2)
 2013 - 2014 ISLAND AVERAGE = 35.54 % (of 847 completing KS2)
 2012 - 2013 ISLAND AVERAGE = 29.07% (of 915 completing KS2)

2014 - 15 ENGLAND STATE FUNDED SHOOOLS AVERAGE = 40% TA (Table 18 2015*)
 2013- 14 ENGLAND STATE FUNDED SHOOOLS AVERAGE = 39% TA (Table 18 2014)
 2012 - 13 ENGLAND STATE FUNDED SHOOOLS AVERAGE = 38% TA (Table 16 2013)

POSITION	SCHOOL	% LEVEL 5+	PUPIL NUMBERS Level 5+/Y6 Class Roll
1	Foxdale Primary School	100%	5/5
2	Scoil Vallajeelt	100%	30/30
3	Ballaugh Primary School	77.8%	7/9
4	Dhoon Primary School	61.2%	11/18 (1xL6)
5	Cronk-y-Berry Primary School*	56.8%	25/44
6	St Thomas' Primary School	55.6%	5/9
7	Scoil Phurt le Moirrey	54.5%	12/22
8	Laxey Primary School	53.8%	14/26
9=	Michael Primary School	52.9%	9/17
9=	St Johns Primary School	52.9%	9/17
11	Peel Clothworkers'	45.5%	25/55
12	Braddan Primary School	44.4%	8/18
	England State Funded Schools Av. 2015	40%	
13=	Kewague Primary School	40%	6/15
13=	Willaston Primary School	40%	8/20
	England State Funded Schools Av. 2015	40%	
15	Arbory Primary School	39.3%	11/28
16=	Ballasalla Primary School	38.5%	5/13
16=	Ballacottier Primary School	38.5%	18/47
18	Onchan Primary School	37.5%	18/48
19	Rushen Primary School	37%	10/27
20	Sulby Primary School	36.4%	8/22
	IOM Average	35.72%	TA AVERAGE
21	Marown Primary School	34.8%	8/23
22	Jurby Primary School	33.3%	1/3
23	Victoria Road Primary School	32.4%	11/34
24	Bunscoil Ghaelgagh	28.6%	2/7
25	Ashley Hill Primary School	23.7%	9/38
26	Scoil yn Jubilee	22.6%	12/53
27	Andreas Primary School	21.1%	4/19
28	Bunscoil Rhumsaa	11.4%	8/70
29	St Mary's RC Primary School	8.8%	3/34
30	HBN Primary School	5.1%	2/39
31=	Anagh Coar Primary School	0%	0/28
31=	Manor Park Primary School	0%	0/13

TABLE 8: PRIMARY SCHOOL CONTEXTUAL DATA 2016-17

FREE SCHOOL MEALS		SEN PUPILS		EAL PUPILS	
SCHOOL (No. On Roll)	%	SCHOOL (No. on Roll)	%	SCHOOL (No. on Roll)	%
Manor Park (103)	54.4%	Jurby (63)	47.6%	HBN (294)	34.4%
Anagh Coar (140)	46.4%	Ballasalla (91)	28.6%	St Mary's RC (309)	23.9%
Jurby (63)	44.4%	Manor Park (103)	27.2%	Scoil Vallajeelt (197)	11.7%
Willaston (192)	40.6%	Willaston (192)	27.1%	Jubilee (415)	10.6%
HBN (294)	36.4%	Victoria Road (253)	24.9%	Peel Clothworkers (419)	7.6%
Ballasalla (91)	38.5%	HBN (294)	24.5%	Cronk-y-Berry (350)	7.1%
Victoria Road (253)	33.6%	Bunscoill Ghaelgagh (67)	22.4%	Braddan (158)	6.3%
Cronk-y-Berry (350)	27.1%	Anagh Coar (140)	22.1%	Ballacottier (270)	4.8%
Braddan (158)	26.6%	Ashley Hill (254)	21.7%	Ballasalla (91)	4.4%
Peel (419)	23.6%	Michael (122)	18.9%	Kewaigue (127)	3.9%
Bunscoill Rhumsaa (489)	23.5%	St Johns (151)	17.9%	Laxey (207)	3.9%
SPLM (150)	23.3%	Braddan (158)	17.7%	Sulby (152)	3.9%
Scoil yn Jubilee (415)	22.4%	Rushen (231)	16.5%	Onchan (420)	3.6%
Rushen (231)	21.6%	St Mary's RC (309)	16.2%	Victoria Road (253)	3.6%
St Mary's RC (309)	19.4%	Onchan (420)	16%	SPLM (150)	3.3%
Ballaugh (68)	19.1%	Foxdale (65)	15.4%	Marown (191)	3.1%
Andreas (106)	17.9%	Peel Clothworkers (419)	15.3%	Willaston (192)	2.6%
Ballacottier (270)	17.4%	Andreas (106)	15.1%	Bunscoill Rhumsaa (489)	2.2%
St Johns (151)	16.6%	Kewaigue (127)	14.2%	Anagh Coar (140)	2.1%
Onchan (420)	16.2%	St Thomas' (72)	13.9%	Rushen (231)	1.7%
Laxey (207)	13.5%	Jubilee (415)	13.3%	Arbory (181)	1.1%
Ashley Hill (254)	15.0%	Cronk-y-Berry (350)	12.3%	Ashley Hill (254)	0.8%
Arbory (181)	14.4%	Scoil Vallajeelt (197)	11.7%	St Johns (151)	0.7%
Michael (122)	11.5%	Arbory (181)	11.6%	Andreas (106)	0%
Dhoon (83)	9.6%	Bunscoill Rhumsaa (489)	11.2%	Ballaugh (68)	0%
Kewaigue (127)	9.4%	SPLM (150)	10.7%	Bunscoill Ghaelgagh (67)	0%
Foxdale (65)	9.2%	Ballacottier (270)	10.4%	Dhoon (83)	0%
Sulby (152)	7.9%	Sulby (152)	9.9%	Foxdale (65)	0%
St Thomas' (72)	5.6%	Dhoon (83)	8.4%	Jurby (63)	0%
Scoil Vallajeelt (197)	5.1%	Marown (191)	8.4%	Manor Park (103)	0%
Bunscoill Ghaelgagh (67)	4.5%	Laxey (207)	5.8%	Michael (122)	0%
Marown (191)	2.1%	Ballaugh (68)	1.5%	St Thomas' (72)	0%

I mentioned earlier that these tables only represent one academic year (2016-17) and how the DESC address the issue of snapshot performance by publishing GCSE attainment data for a rolling five-year period. Accordingly, the author is minded to undertake further analysis based on FOI responses for Island primary schools to establish trend data for them. Are the schools which were below average in each of the five assessed areas consistently so over time? Do some schools have a pattern of low achievement in certain areas (mathematics, writing etc)? Are 2017's outstanding results from Scoill Vallajeelt, Dhoon, Ballaugh etc replicated year on year? What analysis has the Department conducted into school results? Of course, this will then raise further questions regarding remedial action that has been taken to address such issues, sharing of best practice, the extent and nature of the respective school's Governing Bodies into matters of attainment etc.

It is worthy of note that the IOM Government and other public bodies do, on occasions, produce jurisdictional benchmarking data. For example, the Island's Director of Public Health 2017 Annual Report¹³ has an excellent section on life expectancy and compares IOM with England and the north west region of England. Other data is also benchmarked against the England average. The Chief Constable's 2016-17 Annual Report¹⁴ has two pages (49-50) devoted to "*Crime Comparison with other Jurisdictions*" (in this case England & Wales, Guernsey and Jersey). Surely highlighting appropriate benchmarked data would be an excellent way of enhancing the "2018 Year of Our Island – A Special Place to Live and Work" strategy?

Irrespective of what individuals feel regarding the merits of cross jurisdictional benchmarking data, the figures published by the Department allow direct Island school on school comparison based on hard quantitative data furnished by the Department themselves rather than anecdotal talk. As a parent who has spent the last nine years at the school gate I am well aware that parents compare. They compare schools, teachers, departments etc. Allowances must be made for context factors and other variables and the author in producing this paper has sought to ensure that parents are aware of the data that is available for their schools. There are issues of methodology and other limitations outlined above but the author believes parents are best placed to interpret the data for themselves and, should they so desire, seek additional information from their school, Governing Body or the Department. The Freedom of Information Act has brought into the public domain a wealth of educational data not previously available – attainment results, School Improvement Plans, school suspension data etc (although parents in England have had access to much of this data as it applies to their schools together with online mechanisms whereby they can compare school exam and test results, Ofsted reports and financial information¹⁵).

In summary I have produced some comparative snapshot evidence of KS2 attainment over the last academic year, together with longer term trend data regarding attainment at National Curriculum Level 5+ both here (2013-17 inclusive) and in England (2013-15 as England ceased using levels as an assessment mechanism after 2015). I have pointed out methodology and flaws, sounded notes of caution but assert that parents can analyse such data for themselves. More year on year trend data for the Island's schools remains to be studied. I hope what has been highlighted to date is of interest, at the very least, to some of the parents of the 851 children who completed KS2 in 2017 and to those who seek greater information regarding potential schools for their children.

David Watts

25th March 2018

N.B. The figures produced here have been collated based on information provided by the DESC (such data has been subject to change) but please note whilst I have endeavoured to replicate the same accurately, the potential for transcription errors cannot be discounted. The data is presented in good faith

¹³ <https://www.gov.im/media/1358936/ph03-dph-report-final-pdf.pdf>

¹⁴ <https://www.gov.im/media/1357891/chief-constables-annual-report-2016-2017-gd-2017-0020.pdf>

¹⁵ <https://www.gov.uk/school-performance-tables>