

3 Tier Education

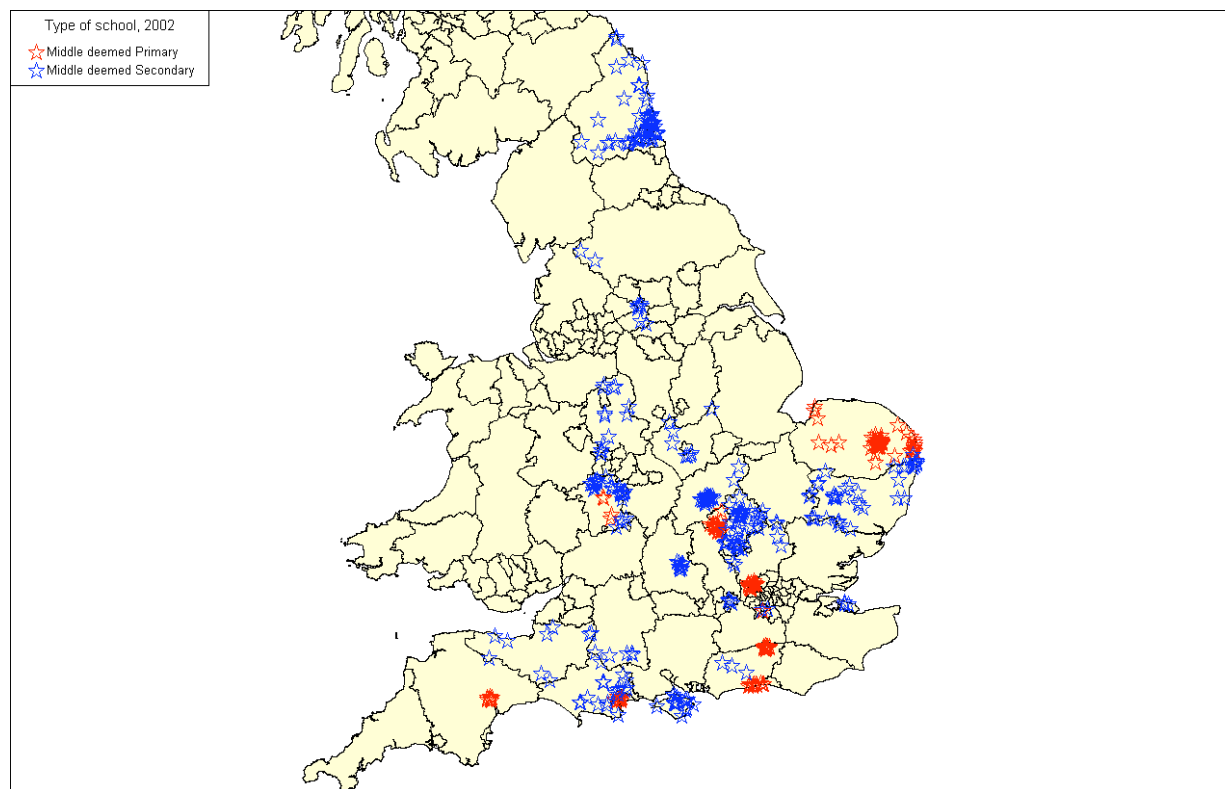
A Middle School
Perspective

Challenges and
Opportunities

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Presentation to NEAG 05.03.05

Where are the Middle Schools?



OFSTED

- How do the Middle Schools compare?
- What data would be appropriate to compare?
- What are the findings?

Keele University Independent Research

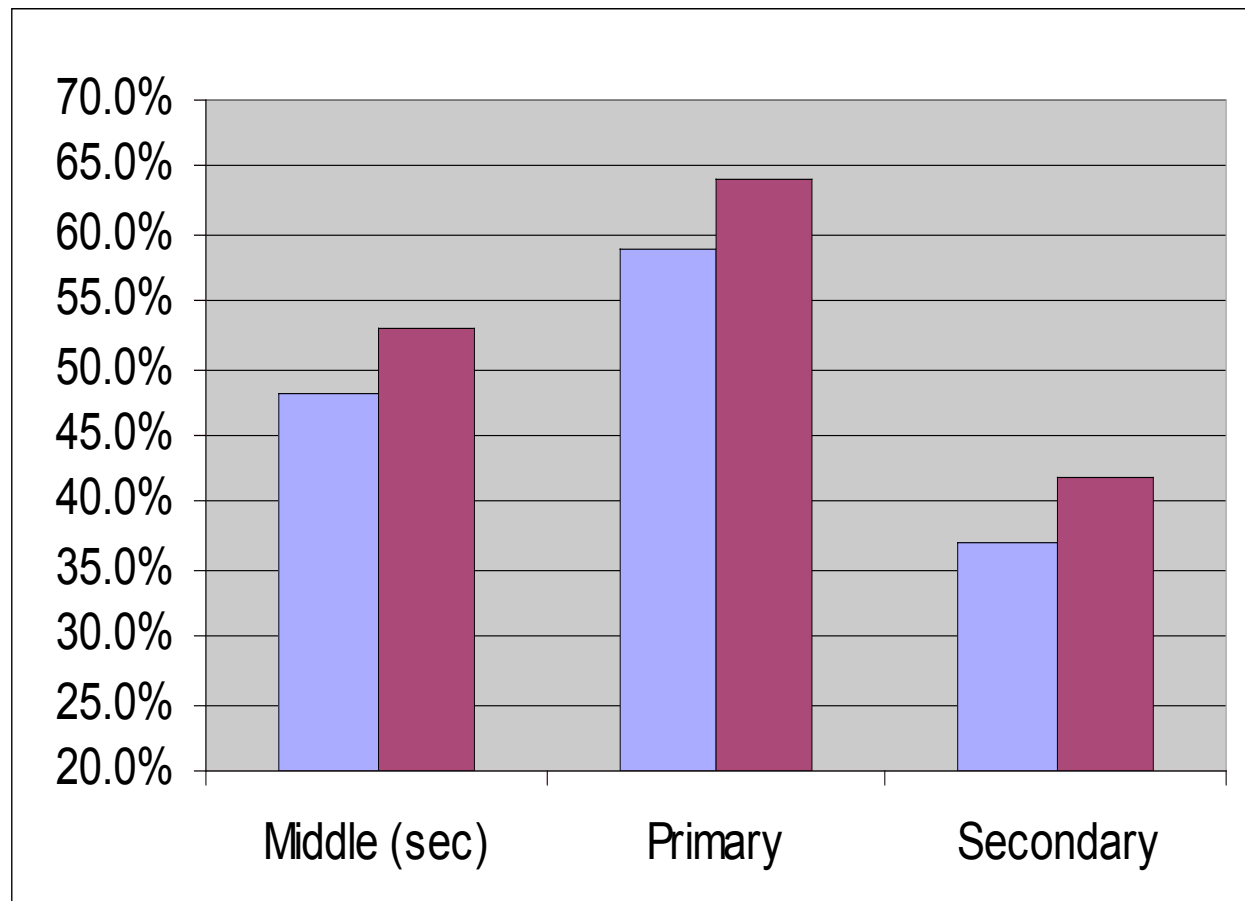
- Specialist Provision
- Discrete timetabling
- KS2 pupil achievement higher – other types of schools
- Pupil progress - slightly better other types of schools
- Content, breadth and balance – Gt. strength
- Ethos grades - sig. better than sec.
- Value for money - 98% satisfactory or better

ISBN 0 906784 22 0 Preface

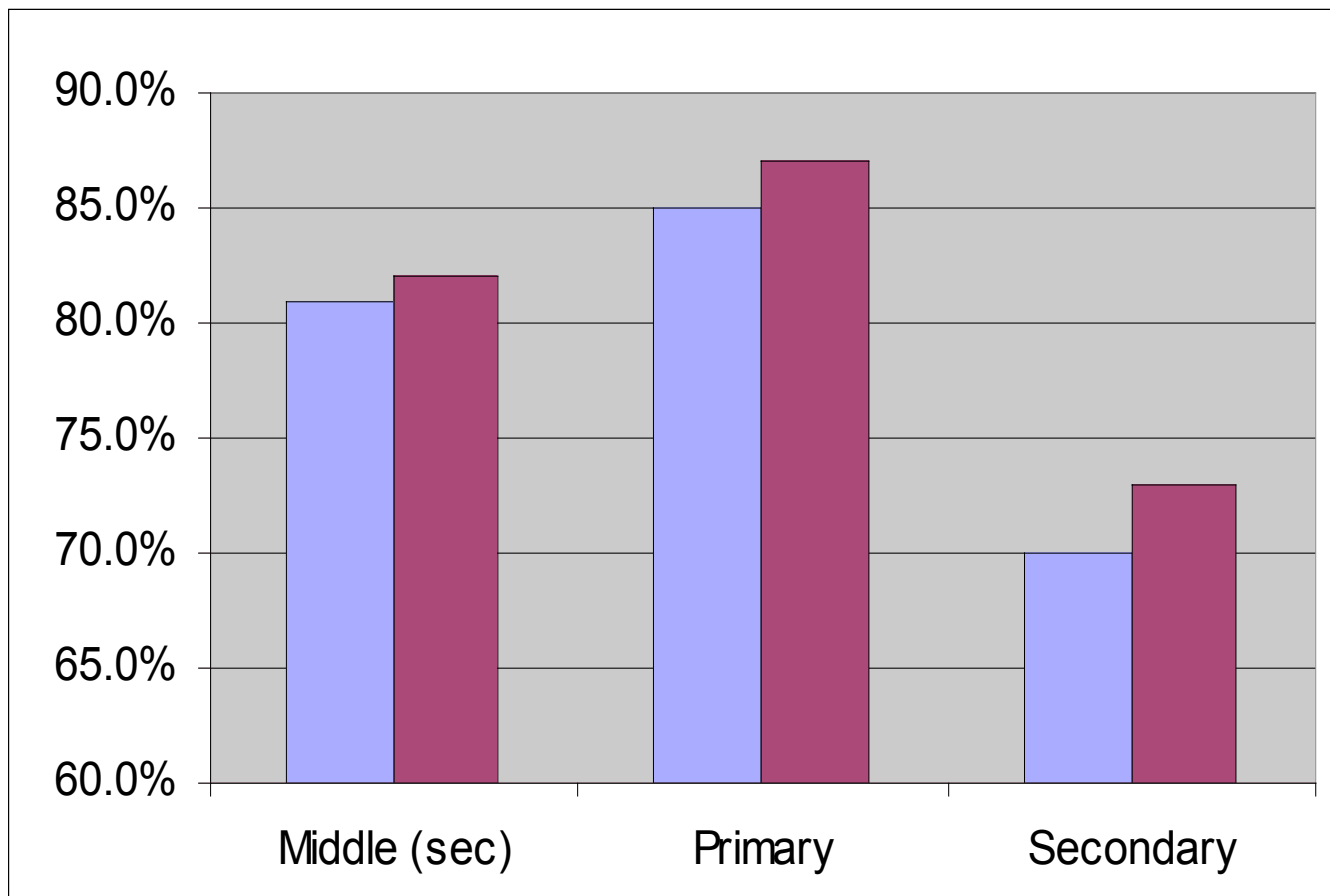
- ‘We live in a age of targets, and accountability. . . . The times we live in demand a clearer demonstration of these things and an objective analysis. . . . As a result of this work, middle schools have no cause to be defensive about their vital role in raising educational standards’.

*Christopher Tipple, Director of Education,
Northumberland County Council.*

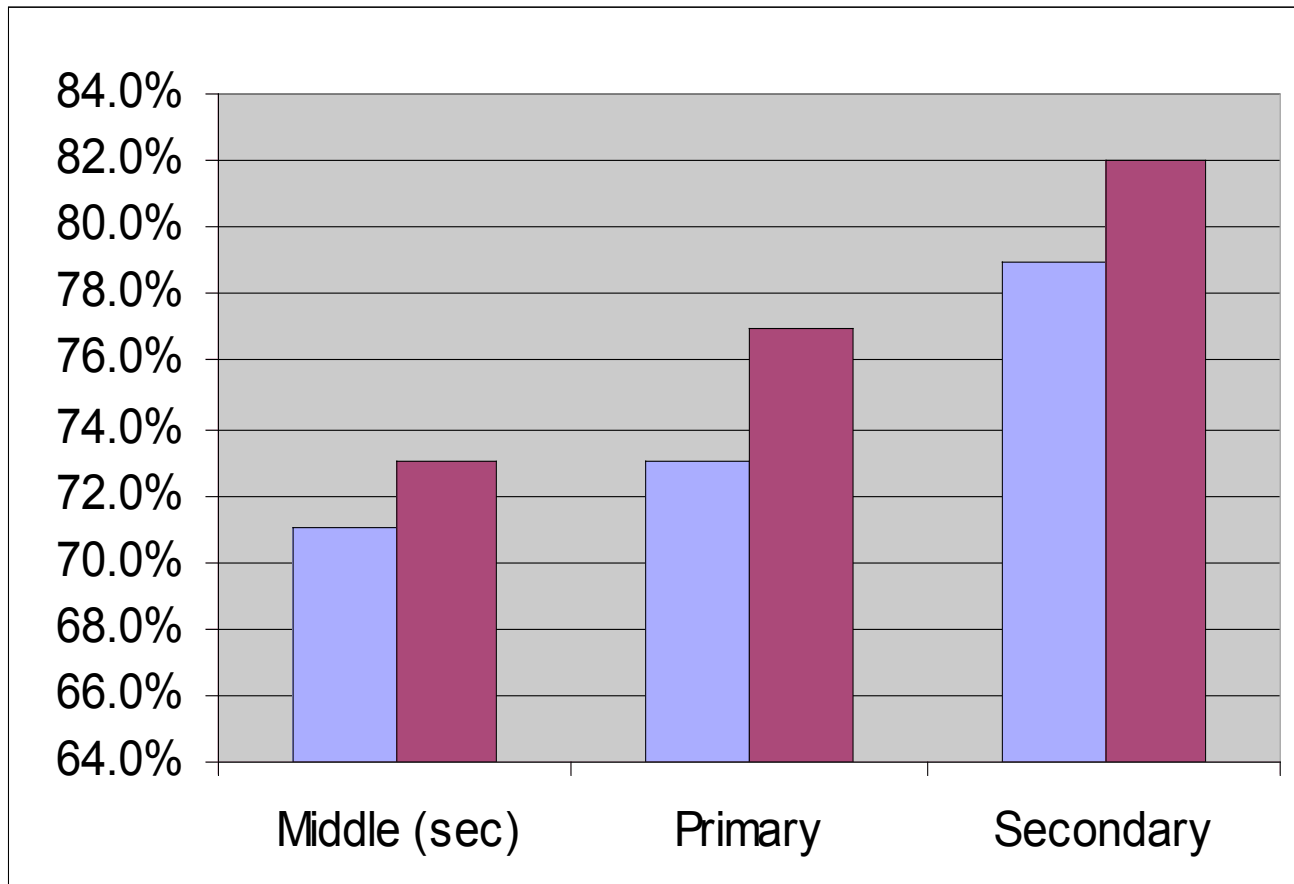
The impact of the parents' involvement in the school



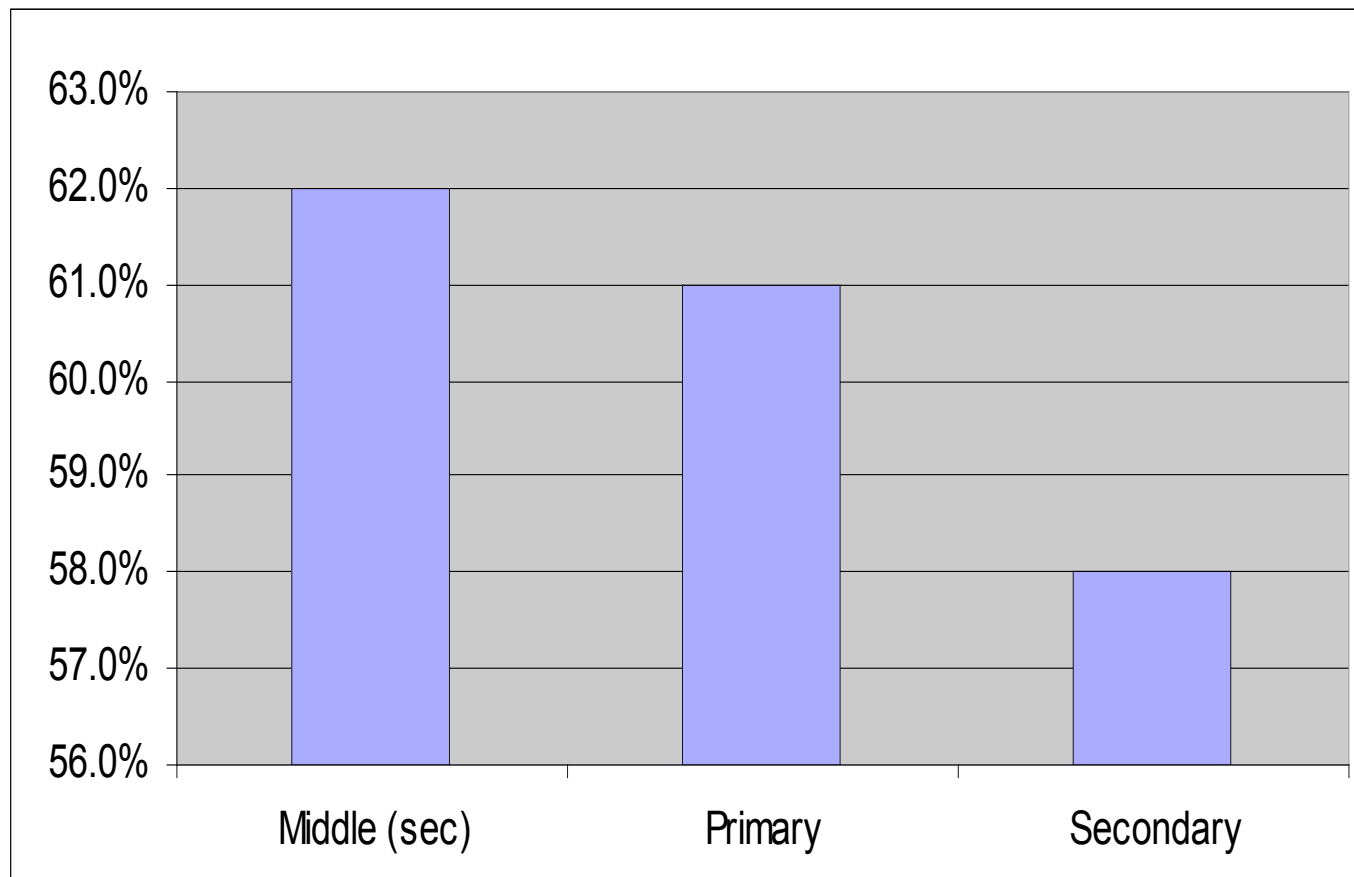
Provision for personal development, Including SMSC



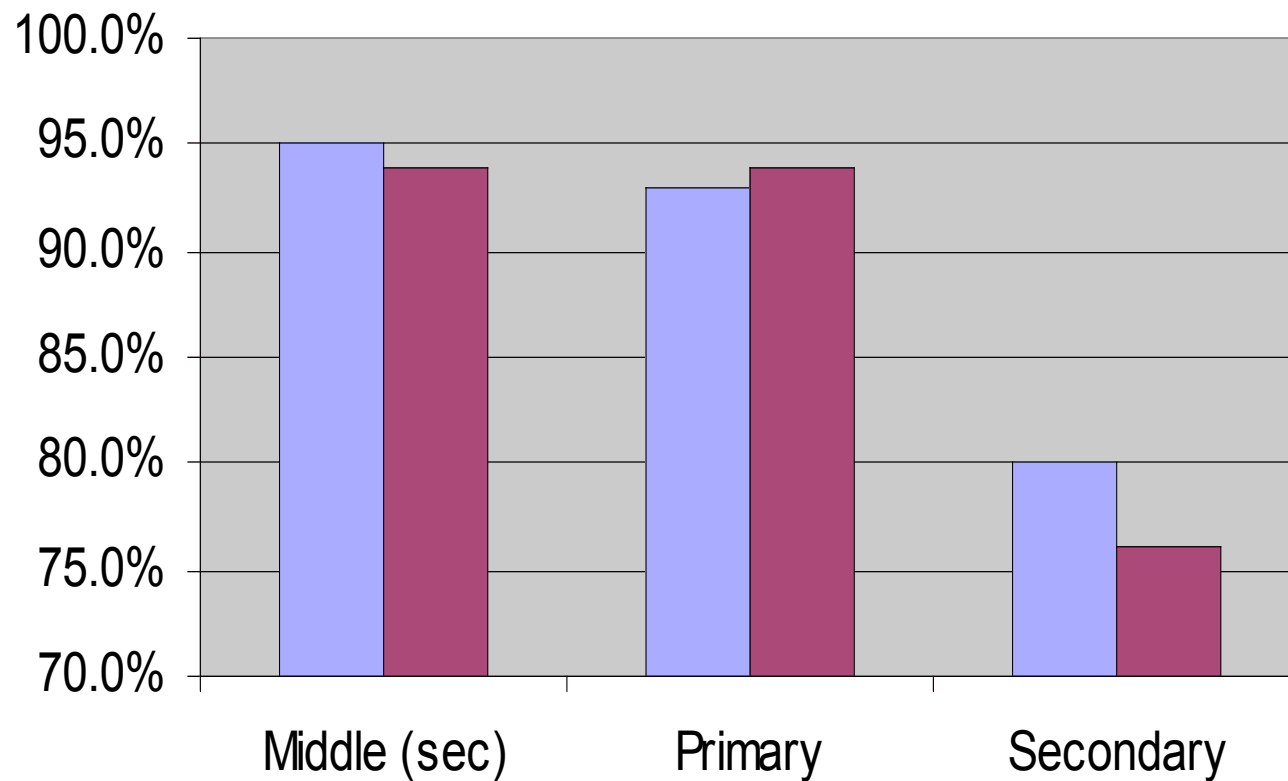
Leadership and Management



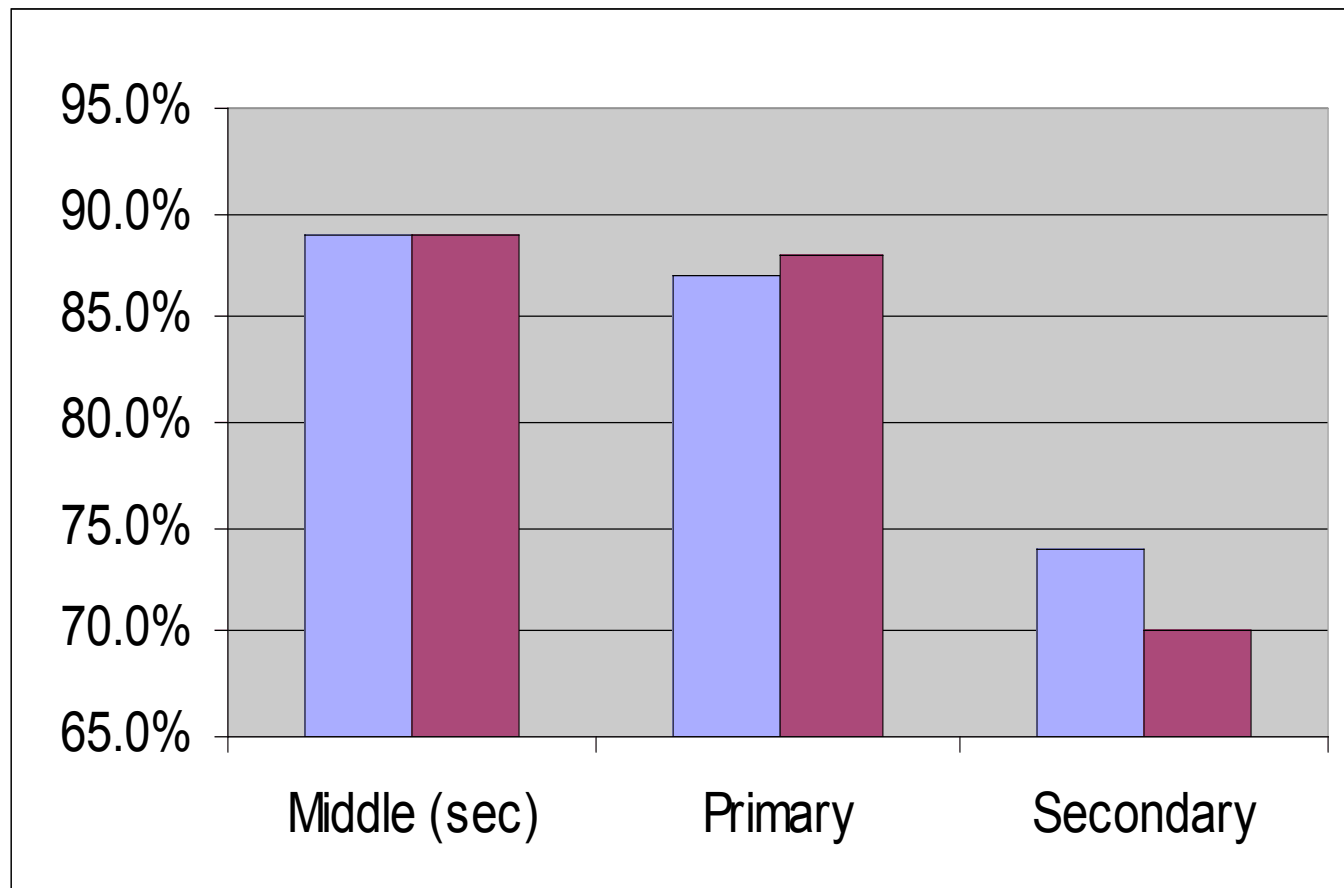
Value for money



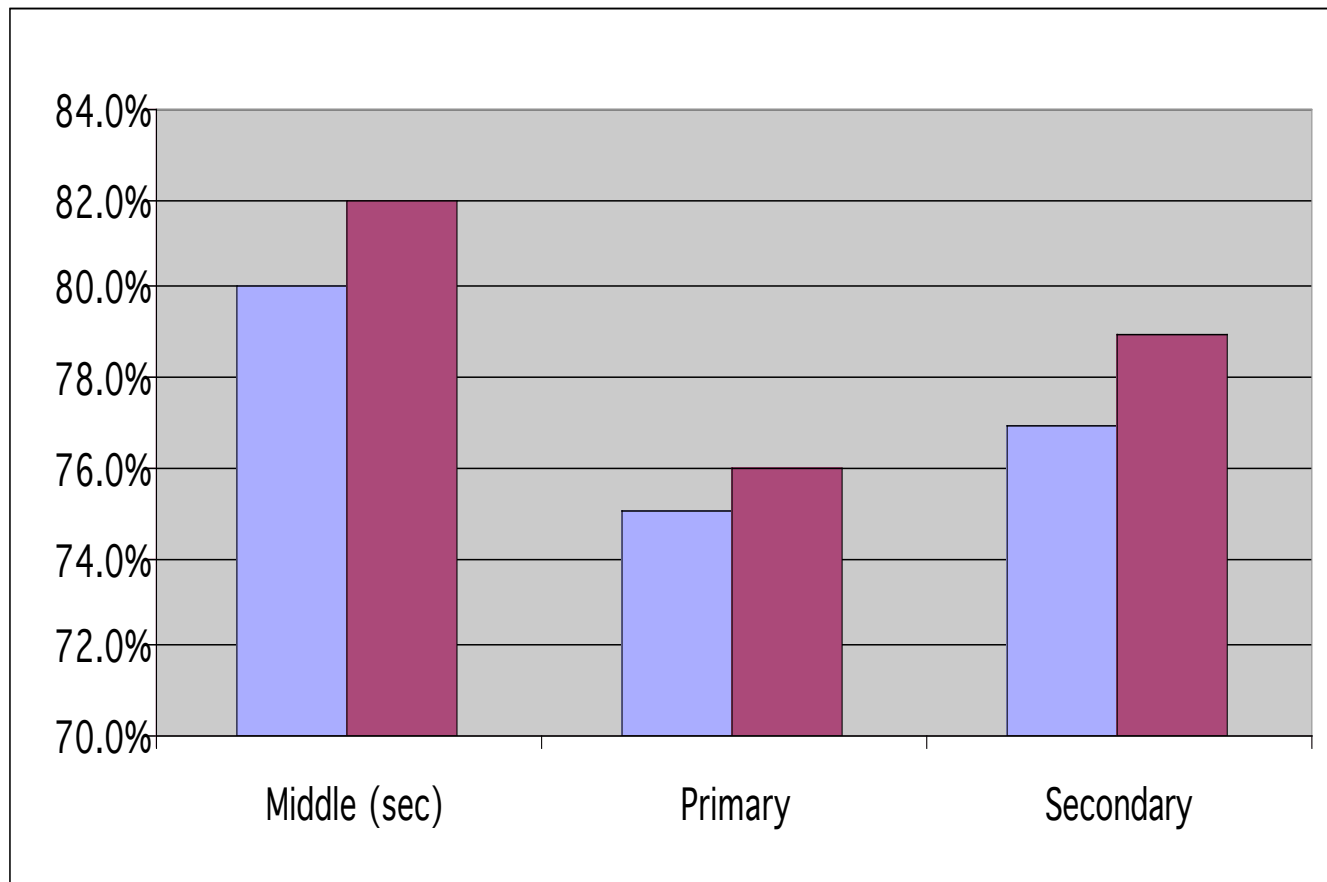
Attitudes to the School



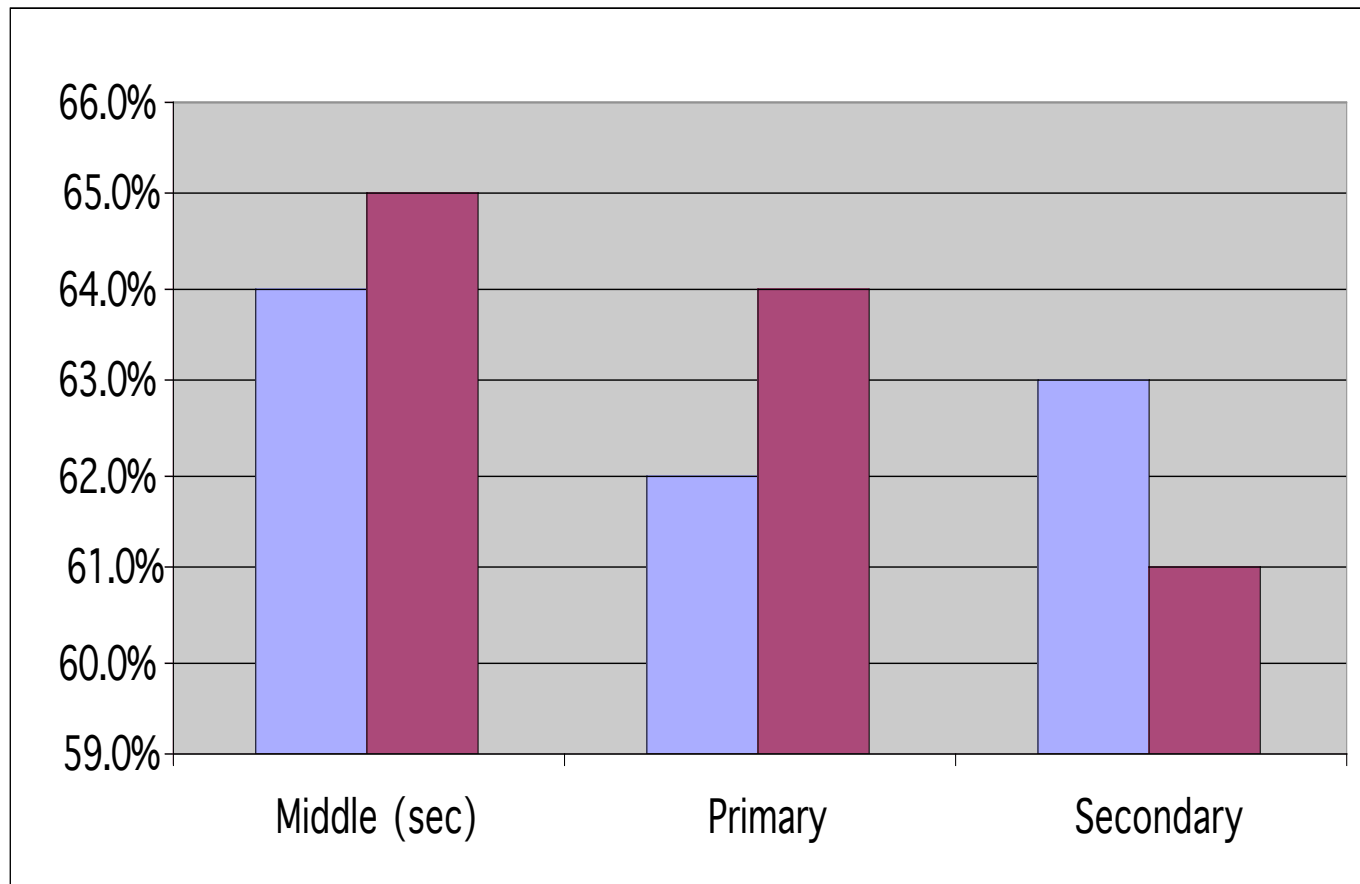
Behaviour



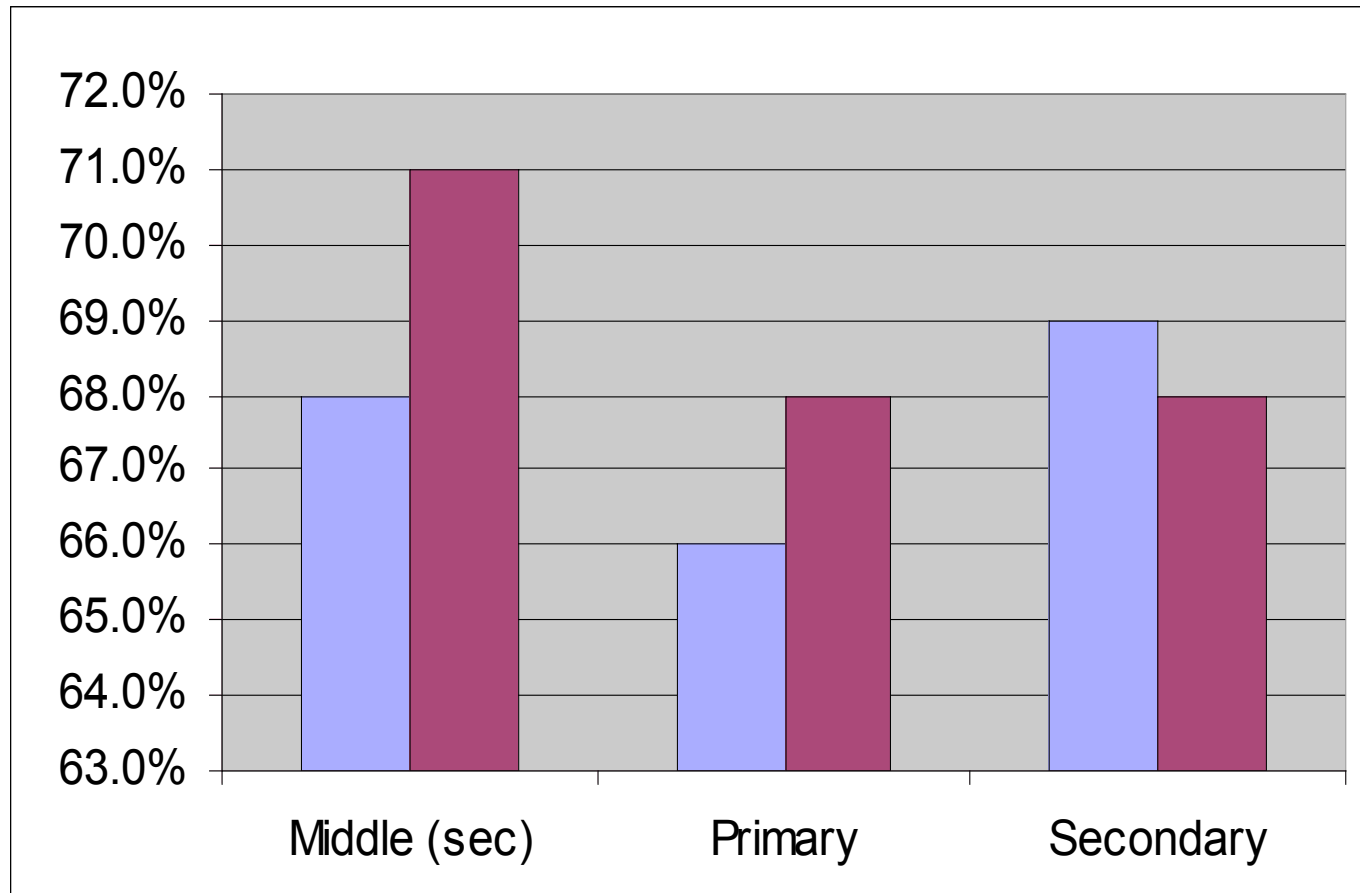
Teaching Standards



How well pupils achieve



Overall effectiveness of the school



Summary of OFSTED judgements

- Primary – top in 2 – Parents, and SMSC
- Secondary – top in one – Leadership & Man.
- Middle – top in 6 – Value for Money, Attitudes, Behaviour, Teaching, Pupil achievement, and the Overall Effectiveness of the schools.

2 Tier or 3 Tier ?

- Measuring what you value

or

- Valuing what you measure
- KS2 data and GCSE data

Progress at Key Stage 2 – 1996 to 2004

Percentage of pupils achieving Level 4 at Key Stage 2.

	1996				2004				Improvement
	Eng	Ma	Sci	Average	Eng	Ma	Sci	Average	
Bradford	44.7	41.0	52.6	46.1	71.0	66.0	78.0	71.7	25.6
Warwick	59.9	54.5	64.1	59.5	80.0	77.0	88.0	81.7	22.2
Ealing	52.1	46.8	53.0	51.2	78	73	83	78	26.8
Waltham Forest	48.2	46.3	55.4	50.0	73	69	80	74	24
Surrey	67.8	61.4	72.6	67.2	85	79	91	85	17.8
Suffolk	57.6	54.0	65.1	58.9	77.0	71.0	85.0	77.7	18.8
Northumberland	57.0	52.9	65.0	58.3	78.0	74.0	87.0	79.7	21.4
Bedfordshire	57.4	52.5	54.6	54.8	79.0	72.0	86.0	79.0	24.2
I of W	56.2	51.0	71.6	59.6	75.0	70.0	87.0	77.3	17.7
National	56.3	53.2	61.2	56.9	78.0	74.0	86.0	79.3	22.4

Comparing progress since 1994 at GCSE

Percentage of pupils gaining 5 levels A*-C at GCSE

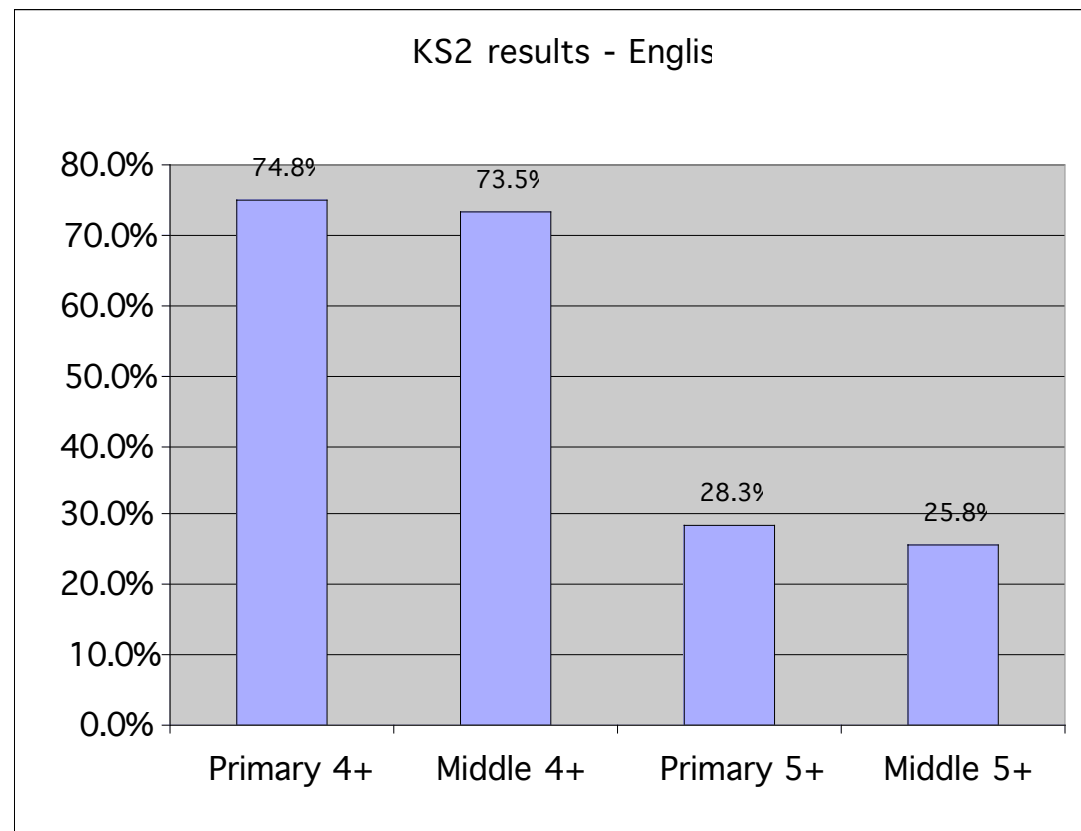
	1994	2004	Improvement
Bradford	26.7%	39.8%	13.1
Warwickshire	42.6%	54.3%	11.7
Ealing	32.2%	53.0%	20.8
Waltham Forest	30.1%	47.1%	17
Surrey	47.8%	58.6%	10.8
Suffolk	44.1%	57.3%	13.2
Northumberland	41.3%	56.2%	14.9
Bedfordshire	40.3%	51.2%	10.9
I of W	40.5%	43.9%	3.4
National	43.3%	53.7%	10.4

Conclusions

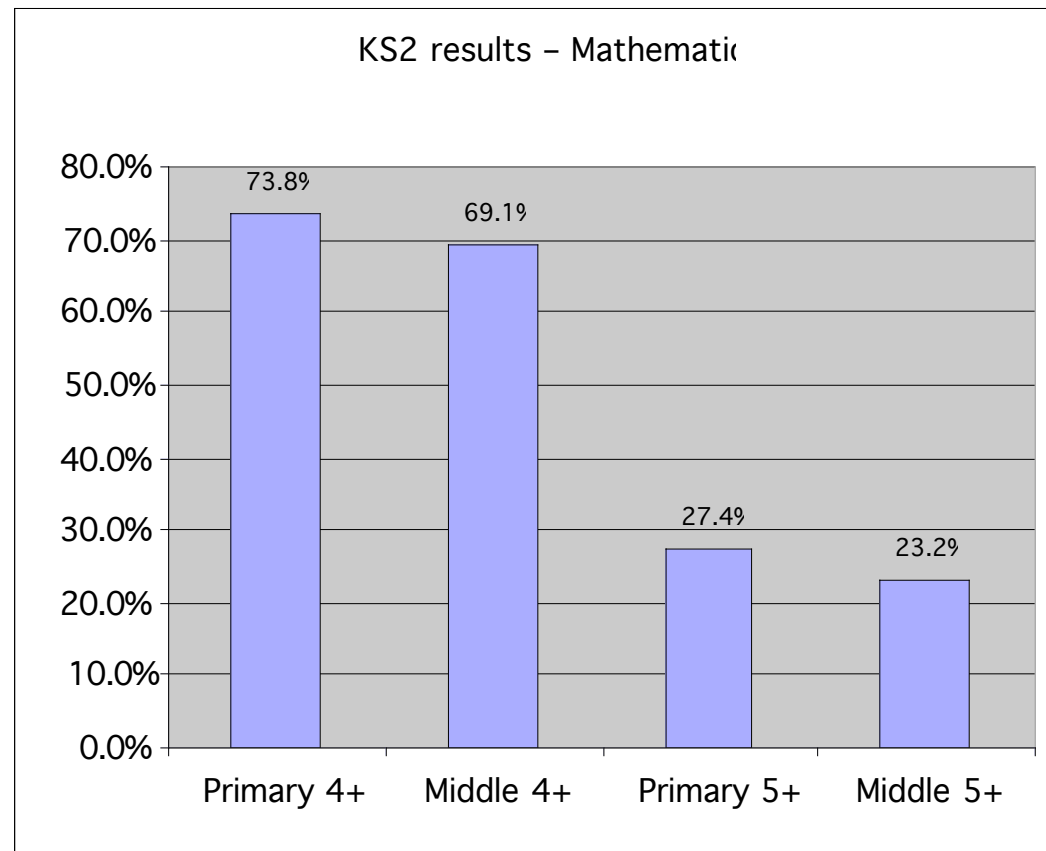
- No evidence to support the view that reorganisation has led to better progress
- Taken together there is nothing to choose between the 3 tier and reorganised authorities
- 3 Tier systems can perform as well as 2 tier systems
- Source
http://www.dfes.gov.uk/performancetables/index_archived.shtml

KS2 results – English

(2002 National)

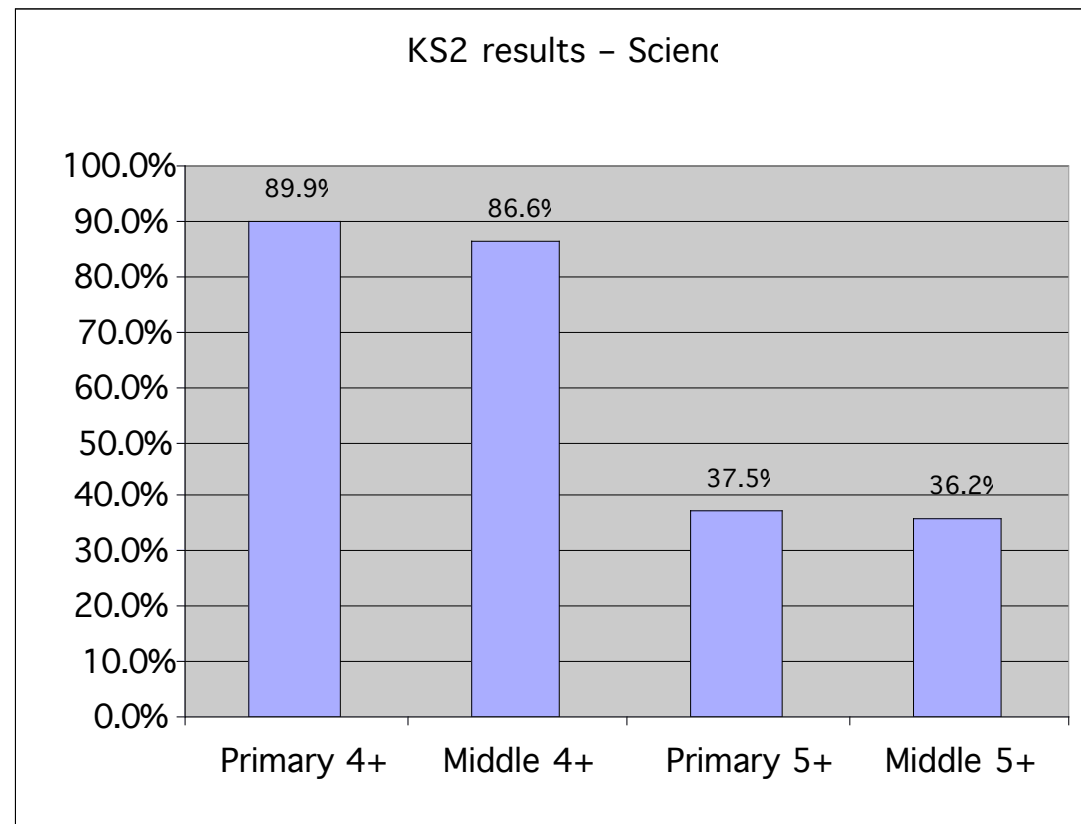


KS2 results – Mathematics (2002 National)



KS2 results – Science

(2002 National)



A condensed Key Stage 3

- 'Power to innovate' – aimed at secondary ed.
- Law allows to take KS3 sat test when ready and the curriculum has been covered.
- Project not a Pilot
- 2002 – 2005 / 6 / ?
- 20 schools, phase 1, 20 associate schools
- Phase 2 20 London Schools





Aims of the SKS3P

- Increase PACE of learning
- Enhance MOTIVATION and ENGAGEMENT
- Improve TRANSITION, - KS2 to KS3
- Increase curriculum FLEXIBILITY

WHY do this early as a Middle School?

- Pressure
- Challenge
- Middle school validation of the work at KS3
- Opportunity – at KS4

WHICH pupils, subjects and time

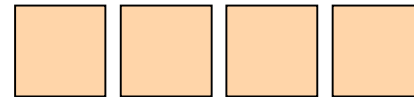
	ALL	SOME
	Subjects	Subjects
ALL Pupils		
SOME Pupils		

Timing of the Condensed KS3

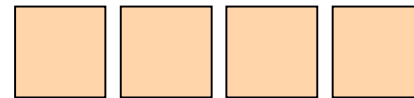
- FRONT LOADED Year 7 & Year 8
- END LOADED Year 8 & Year 9
- SPLIT Year 7 & Year 9

Time allocation for subjects

- Year 7 – 4 Lessons



- Year 8 – 4 Lessons



- Year 9 - 4 Lessons



- Year 7 - 5 Lessons







- Year 8 - 5 Lessons



- Year 9 – 2 Lessons



Making the most of saved time

- Conventional 
- Acceleration 
- Enrichment 
- Flexible KS4 

Practical implementation issues

- Pupils
- Staff
- Parents
- Governors
- Partner schools
- Timetable
- Staffing

Curricular changes

- Maths – Spiral curriculum visit topics once instead of twice
- English – introduction of Macbeth
- Science – Huge knowledge base, reduction of consolidation
- ICT – Major rewrite of the scheme of work, some Yr 7 work in Yr 6

Curricular changes (b)

- Music – Y9 topics into Y8, Y7 into Y6
- P.E. – No change, Health covered more fully
- Art – emphasis on preparation (GCSE – A)
- D&T – non specified, quality / balance
- Geog. – Condensing of the syllabus
- History – Adding units of study
- French – Y6 L3, Y7 L3+4, Y8 L5
- PHSE Citizenship – New curriculum
- R.E. – Changes not significant

Monitoring and Evaluation

- Data for KS1
- Data for KS2
- Value Added
- Fisher Family Trust Data
- Optional Y4 Y5 Y7 tests
- Tracking and Target setting
- Mock SAT's for KS3

Testing arrangements

- Pupils can only take the test **ONCE**
- Guidance suggests that **they should have a realistic chance of success**, (if they are to take the test early).
- **No** special treatment for pupils
- **Reported** in the year the test is taken

Evaluating

- **Pace** of learning
- Pupils **motivation**
- **Transfer** issues
- Curriculum **flexibility**

Key Stage 3 National Strategy

- **A condensed Key Stage 3: Designing a flexible curriculum**
- Date of issue :10-2004
- Ref: DfES 0798-2004
- Tel: 0845 60 222 60

Early Indicators (2004 KS3 SAT's)

- English L5+ 64% L6+ 20%
- Maths. L5+ 70% L6+ 41%
- Science L5+ 63% L6+ 16%

Outcomes – (History)

	Subject	2002	2003	2004
KS2	English	79%	70%	79%
	Maths.	76%	72%	83%
	Science	93%	89%	91%
KS3	English	66%	69%	73%
	Maths.	75%	78%	76%
	Science	80%	76%	68%

Outcomes – 2005?

CV	Science	Maths	English	<i>Science</i>	<i>Maths</i>	<i>English</i>
				143	143	143
L 5-	21.0%	8.4%	11.9%	30	12	17
L 5+	59.4%	67.8%	65.7%	85	97	94
<i>Max.</i>	<i>80.4%</i>	<i>76.2%</i>	<i>77.6%</i>			

St Ed	Science	Maths	English	<i>Science</i>	<i>Maths</i>	<i>English</i>
				190	190	190
L 5-	14.7%	13.7%	23.7%	28	26	45
L 5+	62.6%	69.5%	47.4%	119	132	90
<i>Max.</i>	<i>77.4%</i>	<i>83.2%</i>	<i>71.1%</i>			

68% **76%** **69%**

Where do we go from here

- **Status Quo is it an option?**
- **Change is the only Constant**
- Proverbs Chpt : 29 v. 18

“Where there is no vision, the people perish”