

HARTLEPOOL NEW DEAL FOR COMMUNITIES

EDUCATIONAL ACHIEVEMENT PROJECT PHASE 2

EVALUATION REPORT



SOCIAL REGENERATION CONSULTANTS

SEPTEMBER 2009



“We know a lot about our kids...it means we can tailor our help to them individually. We can pick out those who lack confidence or are struggling. The pastoral side is very important at Dyke House and is the main reason behind our success with under-achieving students”

Danny Evans NDC Senior Learning Pupil Mentor, Dyke House Secondary School

“The response from our kids to extra small group lessons in English and Maths has been fantastic – it has worked really well; sometimes those that have not been included ask us why they haven’t been”

Len Green Head of Maths, Dyke House Secondary School

“The extra lessons on English and Maths made all the difference to me; we do listen in ordinary lessons, but we multi-task as well! We also loved the after school teamwork activities – kayaking, raft building and street dance. I used to fight a lot and it helped me stop”

Year 11 student Dyke House Secondary School

“The mentor was really good. He put things in a different way, acted as a go-between between me and the teachers and helped me loads. I was taking loads of drugs, but now I’m a drug counsellor and pupil mentor myself”

Year 11 student Dyke House Secondary School

I. The project background

I.1 Improving the educational achievement of NDC young people has been and remains a key objective of the Hartlepool NDC programme. Between 2003 and 2007, NDC supported an Educational Achievement project, aimed at closing the educational attainment gap between NDC pupils and others in the town. The project provided funding to primary and secondary schools with NDC pupils from Key Stage 2 to Key Stage 4.

I.2 The project received a positive evaluation from the NDC Evaluation Team in May 2007. The funding had helped to significantly narrow the attainment gap at Key Stage 2, but not at Key Stage 4, where Average Points Scores (the main performance measure at the time) had increased significantly across Hartlepool, as well as amongst NDC pupils, leaving the gap relatively unchanged since 2002.

I.3 To tackle this, NDC agreed to focus further funding on Key Stage 4 pupils in secondary schools with the highest proportion of NDC students. This second phase of the Educational Achievement Project was approved by the NDC Steering Group in September 2007. An NDC grant of £100,000 was agreed as a contribution to the project, to run for two years, from September 2007 to July 2009, with £12,200 contributed from existing school budgets.

I.4 Phase 2 has focused specifically on Key Stage 4 outcomes for NDC pupils at two secondary schools – Brierton and Dyke House, where the proportion of NDC pupils is highest. With funding for this project coming to an end, now is the right time to assess whether the additional NDC investment has made further contributions to both raising educational attainment and achievement of NDC pupils at GCSE level and narrowing the performance gap at key Stage 4.

I.5 Since Phase 2 of the project was conceived, changes to the way educational performance is measured in secondary schools have been introduced, complementing the average point score measure with a more sophisticated Contextual Value Added measure. This measure is designed to take into account the context and background of pupils at Key Stage 4, focusing on achievement, not just attainment. The evaluation therefore looked at the Key Stage 4 performance of NDC pupils at both secondary schools in the light of both measures, although it did bear in mind that one of them – Brierton – is closing shortly and many of its pupils have already transferred to other schools, including Dyke House.

I.6 The purpose of the evaluation was therefore to gather evidence on the extent to which, and in what ways, this project has fulfilled or exceeded its proposed objectives and how it has contributed towards the projected outcomes of the Hartlepool NDC programme. In particular, it sought to determine where the benefits of NDC funding had been maximised by schools.

2. The measurement of pupil and school performance

2.1 The measurement of pupil and school performance and comparisons between them both locally and nationally lie at the heart of this evaluation. It is worth setting out briefly here what this entails for Key Stage 4.

2.2 When comparing the performance of individual pupils and schools, it is important to recognise attainment levels, which are measured through Average Points Scores and achievement levels - the contribution made by the schools themselves to help pupils progress. Measures of absolute attainment therefore need to be complemented by progress measures from one key stage to another and take account of different abilities and family circumstances – ie contextual information about pupil intakes. Armed with this information, comparison between schools and their performance can be more accurately assessed by the local authority, school head teachers, governors and parents. A Contextual Value Added (CVA) measure was introduced in 2006/7.

2.3 It was not our job, as evaluators, to pass judgement on the merits or otherwise of the current performance measurement system, but we are aware that this is a controversial area - educational statistics are notoriously complex and open to a wide range of different interpretations. Some educational academics have recently described the Contextual Value Added system for measuring school performance as 'meaningless', 'useless' and 'voodoo science'. Nevertheless, CVA is widely regarded as the best currently available measure of pupil and school attainment as opposed to achievement, measured through Average Point Scores (APS). It is used by every local authority, forms a key part of Ofsted inspections and remains part of the Government's educational toolkit.

2.4 Whilst APS is generally regarded as a good measure of performance in non-deprived areas, or where there is a reasonably level playing field in terms of pupil intake, in local authorities with significant variations in levels of neighbourhood deprivation, CVA is currently seen as the fairest way of assessing school performance. Whilst it may not be seen by everyone as robust enough and may be open to manipulation by individual schools, the widely held view is that CVA has an important role alongside other measures of school performance, It clearly has value in places like Hartlepool, where some schools do not hit national benchmarks, but are nevertheless performing strongly in relation to their pupil intake.

2.5 For New Deal for Communities programmes, CVA has particular significance, since a core requirement of their funding is to reduce the deprivation gap between its residents and those of the wider community. In education, the overall target for Hartlepool's NDC programme is to reduce the gap for all schoolchildren to within 1% of the Hartlepool average by 2011. The target for Key Stage 4 pupils is 3%.

2.6 As evaluators, we have therefore accepted CVA as one of the most appropriate currently available measures of pupil and school performance. However, we have also looked at the other performance measures - GCSE grades and Average Point Scores. Our conclusions are based, in part, on the latest available statistics for the two schools which have benefited from NDC support since 2007.

3. How we evaluated this project

3.1 The following methods were used to inform the evaluation findings:

- A thorough review of the monitoring data and project files held at the NDC office.
- An analysis of statistical data gathered by Hartlepool Local Educational Authority and by the two schools that have received NDC funding from this project. This will include Key Stage 4 average point scores and contextual value added scores for NDC and non-NDC pupils at both schools, plus data on pupil movement and mobility – an important criteria for NDC pupils, due to the high incidence of transience in the area.
- Analysis of any other available data relating to the aims and performance of the project
- Conducting semi structured face-to-face interviews with key players. These included:
 1. The project officer and other relevant staff at Hartlepool LEA
 2. Representatives of the two schools that have received funding.
 3. The NDC Education Theme Co-ordinator
- Informal discussions with relevant teaching staff in both schools
- A meeting with some of the Year 10 and 11 NDC pupils who have benefited from the project in some way
- A review of research literature relevant to this field and investigation of comparable projects in other NDCs

3.2 Due to difficulties experienced by other recent evaluations when attempting to engage with pupils about achievement, we had not included this element in the proposals for evaluating this project. We had anticipated speaking to NDC pupil's parents. However, four NDC pupils did offer to participate during the course of the evaluation, so we did run a short focus group for them, to make sure their views were included.

3.3 The methodology was designed to gather information from a sufficiently wide range of sources to ensure that an accurate and rounded picture of the project could be produced. The evaluation is sufficiently comprehensive to highlight the achievements of the project and to reveal any shortcomings. It was particularly important to establish the extent to which NDC funding has directly impacted on NDC pupil performance over the two year period.

4. Who we talked to

4.1 This evaluation involved a desk-based exercise and selective interviews and focus groups with the following:

- Bill Jordon CBE Headteacher Dyke House Secondary School
- Caroline O'Neill Assistant Director, Hartlepool Children's Services
- Marie Alexander Principal Information Officer, Hartlepool Children's Services

- John Collings Acting Head of Children's Services, Newcastle upon Tyne
- Len Green Head of Maths, Dyke House Secondary School
- Vicky Brown Head of English, Dyke House Secondary School
- Danny Evans NDC Senior Learning Pupil Mentor, Dyke House Secondary School

- Melissa Year 11 student Dyke House Secondary School
- Faith Year 11 student Dyke House Secondary School
- Karzan Year 11 student Dyke House Secondary School
- Danny Year 11 student Dyke House Secondary School
- Christopher Year 10 student Dyke House Secondary School
- Stacey Year 10 student Dyke House Secondary School
- Martin Booth Hartlepool New Deal for Communities
- Ian Worthy Hartlepool New Deal for Communities

4.2 All the Year 10 and 11 students we talked to were NDC residents.

5. What we found – qualitative outcomes

5.1 NDC financial support for improving educational achievement amongst NDC pupils at Dyke House and Brierton School came at a time of significant change in secondary education in Hartlepool.

5.2 Brierton had been struggling with falling rolls, poor pupil performance and a high turnover of staff and had been served with a formal Notice to Improve. The school was 17th bottom for all secondary schools in England on the CVA measure in 2006. As part of a strategic review of secondary education in the town a decision was made to set up a formal collaboration between Dyke House and Brierton schools, with a view to closing the latter by July 2009. This agreement ran from February 2007, with the head of Dyke House overseeing both schools and key members of his staff supporting the move. Both schools became Challenge Schools in 2008, a government initiative to ensure that, by 2011, at least 30 per cent of pupils gain five or more GCSEs at A* to C, including both English and Mathematics.

5.3 The gradual run down of Brierton appears to have been planned and managed well, although there will inevitably have been some disruption to student's education and travel arrangements which may have impacted on performance, particularly that of the NDC cohort (see section 6.20). Pupils have gradually been transferred to other

secondary schools in Hartlepool, including Dyke House. At the time of this evaluation, no Key Stage 4 pupils were left at Brierton.

How NDC funding has been used

5.4 Phase 2 of the Educational Achievement project allocated £100,000 to Dyke House and Brierton schools over two years, to provide additional teaching staff targeting NDC pupils needing extra tuition, particularly in Maths and English. The project was also expected to pay for Revision Guides and cover the costs of one residential weekend for Year 11 pupils. It was anticipated that 190 NDC pupils moving through Years 10 and 11 at both schools would benefit from the project from September 2007.

5.5 The accompanying table sets out a breakdown of the originally allocated funding for this project. £100,000 of this funding came from NDC, with the balance coming from your school budgets

Use of NDC funds

| School | Activity | 2007/08 | 2008/09 |
|-------------------------|--|----------------|----------------|
| Brierton and Dyke House | Employ 2 experienced teaching staff for adult literacy and numeracy courses to obtain Level 1 and 2 qualifications | 30,400 | 30,400 |
| Brierton only | Teaching Assistant KS4 core subjects and on-costs | 10,600 | 10,600 |
| Brierton and Dyke House | Resources Revision Guides for key subjects | 2,000 | 2,000 |
| Brierton and Dyke House | Study support residential | 8,000 | 8,000 |
| Dyke House only | 0.5 FTE teaching assistant | 5,300 | 5,300 |
| TOTALS | | 56,300 | 56,300 |

5.6 Funding has been used exactly as set out in this table, with 192 NDC pupils benefiting over the period. This is slightly more than the 190 pupils originally anticipated. It represents an average of £521 per pupil.

5.7 NDC funding has been used in both schools as part of an overall strategy to raise achievement levels, particularly – but not exclusively - amongst NDC students. There is an understandable reluctance to separate out one group of under-achieving students for special attention, based on where they live, rather than their academic and personal needs. Consequently, some NDC-funded programmes run in the schools

have been open to non-NDC pupils and additional funding has been drawn in from elsewhere to support them.

5.8 Although there has been the expected focus on Maths and English, many of the programmes have a broader objective, aiming to raise student's expectations of themselves, provide effective mentoring, build positive relationships between students and teaching staff and encourage an ethos of learning and achievement with strong pastoral support.

5.9 The specific programmes which have made use of NDC funding between 2007/08 and 2008/09 can be summarised as follows:

- *Focused Intervention Work*

This has been run on a Saturday morning for between 15 and 30 Key Stage 4 students, focusing on modular work, helping them to catch up, particularly on ICT and PE. Teachers are paid for their additional input. Around 50% of those attending are NDC students.

- *Additional Attendance Officer*

This post is funded by NDC at Dyke House, with this resource used across the whole school, but particularly targeting NDC Key Stage 4 students. The post has had a significant impact on attendance levels, particularly at the start of Year 11.

Dyke House has an ongoing problem with persistent absence amongst a small number of pupils – some of them from the NDC area; although its overall attendance levels are good at 93%. Breaking the non-attendance cycle is very difficult – the NDC funding has helped by increasing the schools resources to deal with it in innovative ways

- *Mentoring and support*

Both schools have had a pupil mentoring role. At Dyke House, there is a particular focus on Year 11 NDC students. The Mentor aims to gain pupil's trust by being a good listener, helping them plan and acting as a go-between with teachers. The role is positive, non-teaching and non-disciplinary and there is a specific focus on coordinating Maths and English interventions. The Year 11 Pupil mentor at Dyke House has worked with 30 of the most challenging students this year, 50% of them from the NDC area.

- *Holiday schemes*

These are run in the afternoons during school holidays and last between 3 – 5 days. Extra staff are paid to run them and they include free meals. They are not specifically targeted at NDC or indeed Year 10 or 11 pupils.

- *Targeted Residentials*

These have been run twice a year for students of both schools, targeting C/D borderline pupils in Maths and English. They are held at Broomley Grange in Northumberland and comprise a mix of study and fun. Between 12-14 teachers (including the Head), support staff and volunteers are all involved, giving their time for free and between 40 and 50 students usually attend. The cost is £120 each, but NDC funding is used to cover the cost of NDC pupils, with non-NDC pupils charged £20 for attending.

- *Super Learning Days*

These are occasional exam workshops in Maths and English where extra teaching staff are drafted in – many of them former teachers at Dyke House who are now self-employed. Two have been used in each school on a regular basis. Being an NDC student is one of the criteria for selection

- *One to One tuition*

This has been provided informally during 2008/09 for C/D borderline Maths and English students and is due to be timetabled next year. Being an NDC student is one of the criteria for selection. External teachers are used for this tuition, which take place both inside and outside normal school hours, with 10 one hour sessions being the norm.

- *Small group extra lessons*

These are held for one hour every week, exclusively for Year 11 NDC students, working in small groups of 4 or 5. They are focused on turning predicted GCSE 'D' grades in Maths and English into 'C' grades. In academic year 2008/09, 10 NDC students have been attending extra English lessons and 12 for Maths. This programme has been running for 3 years, it's popular and numbers are increasing; 40 students are anticipated in 2009/10.

5.10 All these interventions have played their part in raising attainment levels and many NDC pupils have benefited from them. The most successful have been the residentials, which have been very focused; the most challenging to deliver have been the one-to-one tuition sessions, which have not always been able to attract all the pupils who would benefit most from them. Dyke House school has used a number of techniques to tackle this and attendance levels have been improving.

Engaging with beneficiaries

5.11 We held two short focus groups with two Year 10 and four Year 11 students at Dyke House who are NDC residents. We were told they were typical of students who had benefited from the Educational Achievement project. This is what they told us:

“The extra lessons on English and Maths made all the difference to me; we do listen in ordinary lessons, but we multi-task as well! We also loved the after school teamwork activities – kayaking, raft building and street dance. I used to fight a lot and it helped me stop”

“The mentor was really good. He put things in a different way, acted as a go-between between me and the teachers and helped me loads. I was taking loads of drugs, but now I’m a drug counsellor and pupil mentor myself”

“The small groups work really well and the teachers are pretty flexible – if they’re not teaching they will give you extra help with Maths or English when you’ve finished your lessons or in your free time”

“I was offered extra Maths but didn’t want to do it at first. Then I got some one to one which I had to go to and it did help. My mentor helped too; at first we just swore at each other and had a laugh, but he did give me a bit of confidence. I’m still pretty crap at Maths though”

5.12 All six students we talked to were very positive about Dyke House school and the extra help they’d been given. They could see the value of it and were very much in tune with the school’s ethos. Importantly, they didn’t feel ‘singled out’ or stigmatised because they were being mentored or having extra lessons and support. For two year 11 students, the mentoring in particular appears to have turned serious negative behaviour into positive achievement, although it is difficult to say whether this has fed through into higher attainment levels.

5.13 The NDC Project Appraisal anticipated annual meetings at both schools between School Governors and NDC parents. These have not happened. The schools have preferred an informal arrangement where two Dyke House School Governors mentor young people on a daily basis, talking to parents as and when necessary. Dyke House has placed an emphasis on improving communication with parents and has recently commissioned an external evaluation to assess progress.

Sustainability and mainstreaming

5.14 Dyke House is due to become a Sports and Technology College from September 2009, and a major 2 year refurbishment programme is imminent. The school will transfer its operations to the Brierton buildings on a temporary basis. As evaluators, we are satisfied that the culture of support for under-achieving pupils is now embedded at the school and that, even without NDC funding, the projects and programmes are likely to continue, with similar educational attainment levels being the most likely outcome.

Barriers

5.15 Both schools have faced barriers in delivering improved educational attainment for under-achieving pupils, including those who are NDC residents. But they have not been significant barriers. They have included a reluctance of some pupils to attend extra one-to-one sessions in English and Maths, which has been dealt with successfully through the pupil mentoring programme; a small drop-out rate (6 or 7 pupils) for the weekend residential; and on-going problems with persistent absence by a hard core, if small, number of pupils – some of them from the NDC area. This is proving

particularly hard to break and some of the schools funding has been used to boost the attendance officer's time.

5.16 Other potential barriers – such as difficulties persuading staff to give up their weekends for additional sessions with under-achieving pupils and the overall cost of additional support – do not appear to have been problems.

Qualitative project outcomes

5.17 NDC funding has been used by both schools in a highly focused way, although it is not easy to track exactly where it has been applied. The funding has been pooled with other sources, including direct funding from the local authority (Age Weighted Pupil Unit funding, which includes extra funding for disadvantage); National Challenge and One to One Tuition funding from the Department for Education and Schools and income generated from external stakeholder use of the schools facilities. The latter generates between £80,000 and £100,000 a year. (Dyke House has a major community wing which is open 52 weeks a year. It includes a Police Hub, City Learning Centre, a Doctors surgery, open 1 day a week and a base for a Health Development Group).

6. What we found – quantitative outcomes

6.1 A key question for the evaluation was whether all this activity had made a quantitative or measurable impact on educational achievement by the two schools and their NDC students as well as a qualitative one.

6.2 This section of the report sets out the outcomes from the quantitative analysis of NDC pupil performance at Key Stage 4 at Brierton and Dyke House schools, between 2005/6 and 2007/8. It is based on information supplied by Hartlepool Council Children's Services. Fully analysed statistics for 2008/09 are due out in October 2009 and have not therefore been included in this note, although some useful initial findings are outlined in 6.8 below.

6.3 The analysis looks at overall pupil performance and that of NDC pupils in both schools, and compares the outcomes with the Hartlepool average. It looks at four measures of KS4 attainment – 5 GCSEs A*-C; 5 GCSEs A*-C including English and Maths, Average Point Scores, and Contextual Value Added.

6.4 The NDC performance target for KS4 across the town is:

- Increasing the average points score for NDC pupils to within 3% of the Hartlepool average by 2011
- Increasing the value added score of the NDC cohort to over 1000 (the national average)

6.5 A key question is how close NDC is now in meeting these two targets and what the position is likely to be in 2011, given current attainment trends.

6.6 The analysis has been difficult due to the complexity of the different measures, changes in some of the measures over time and some statistical anomalies or errors which arose during the evaluation, but have now been resolved.

6.7 The analysis also revealed a significant variance between the statistics provided for an NDC Performance Management report earlier in 2009, which painted a disturbing picture of falling KS4 attainment levels, particularly in 2007/8, and subsequent statistics provided for the same year which show rising attainment levels and a narrowing of the gap between NDC pupils and others, both at Dyke House/Brierton school and across the town as a whole.

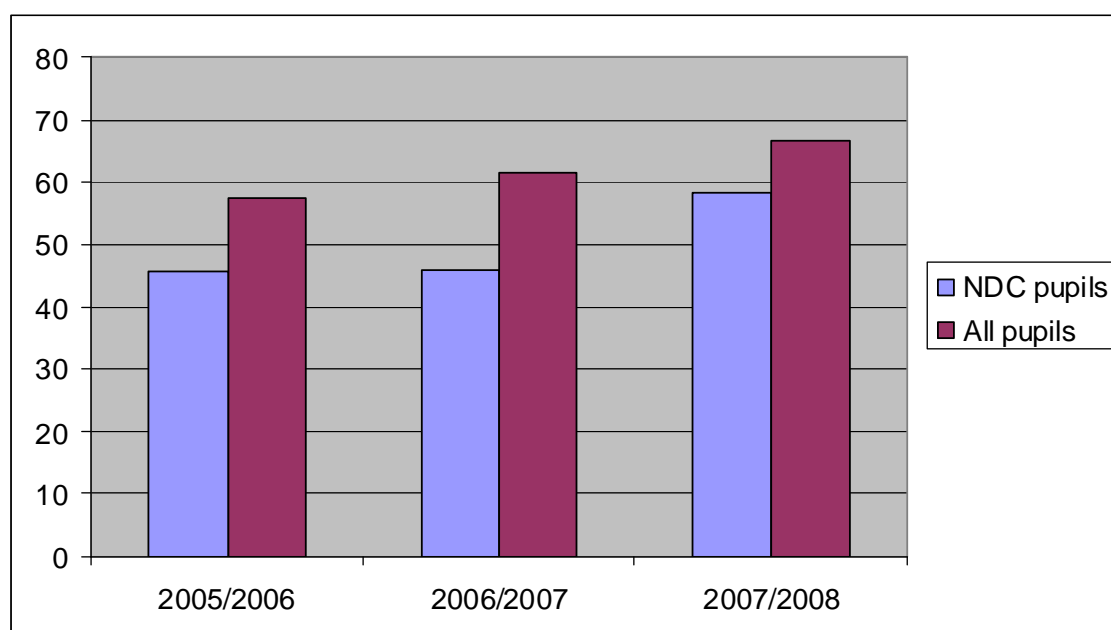
6.8 An initial analysis of 2008/09 GCSE grades for Dyke House and Brierton showed that further significant progress had been made across all pupils. Figures for NDC pupils were not available at the time this evaluation report was completed, but it is reasonable to assume that their performance will also have increased significantly.

6.9 The tables and charts that follow look at the four measures of attainment and within each, the position for all Hartlepool pupils from 2005/6 – 2007/8; the gap between NDC pupils and all pupils; and the same information for Brierton and Dyke House schools.

6.10 The concluding part of the note provides a traffic light assessment of the likelihood of NDC hitting its two KS4 attainment targets across the town and at Dyke House School by 2011.

GCSE ATTAINMENT EXCLUDING ENGLISH AND MATHS

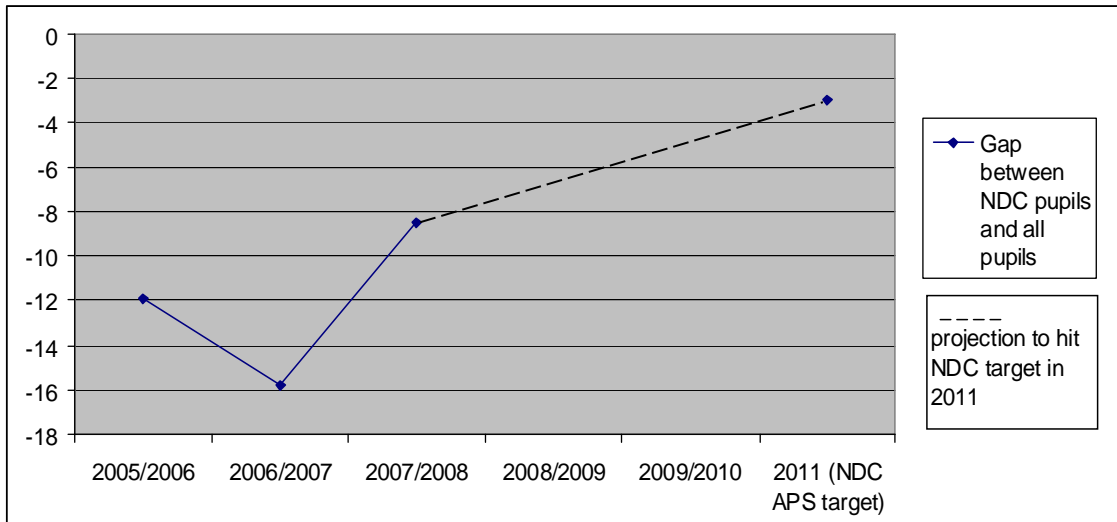
TABLE A.1 % PUPILS ATTAINING 5 OR MORE A*- C GCSE GRADES IN HARTLEPOOL



6.11 **Table A1** shows that the percentage of pupils attaining five or more A*- C GCSE grades has been steadily increasing in the whole of Hartlepool and for NDC

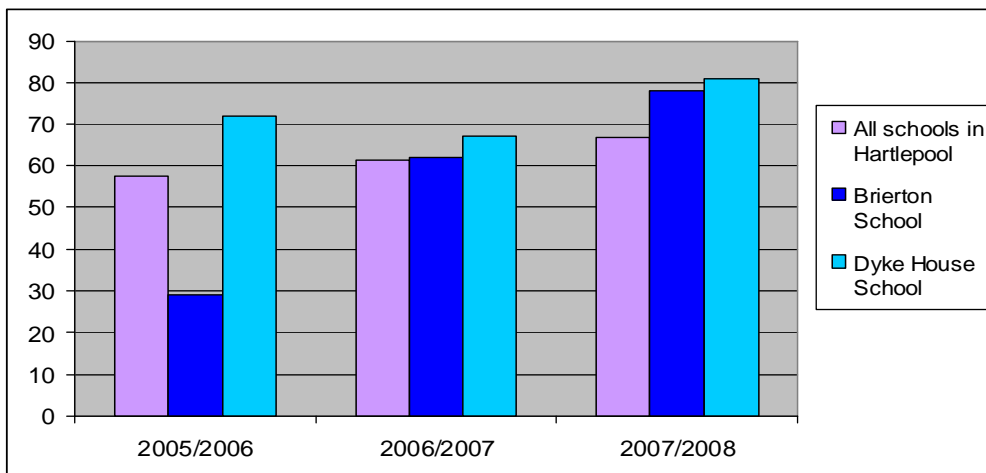
pupils since 2005/6. Attainment levels increased more significantly for the whole of Hartlepool between 2005/6 and 2006/7, rising 4.1%, but only increasing less than 1% for NDC pupils. However, in 2007/8 NDC pupils improved significantly more than the average for Hartlepool, improving by 13% compared to the Hartlepool average of 5.1%. This pattern shows that although NDC pupils are not yet performing as well as the average for Hartlepool, they are improving at a faster rate and have been getting much closer to the Hartlepool average between 2006/7 and 2007/8.

GRAPH A2 % PUPILS ATTAINING 5 OR MORE A* - C GCSE GRADES - GAP BETWEEN NDC PUPILS AND ALL PUPILS



6.12 **Graph A2** shows that the gap between NDC pupils and all pupils widened in 2006/7. However, in 2007/8 the gap narrowed to 8.5%, demonstrating a significant improvement in NDC pupil attainment.

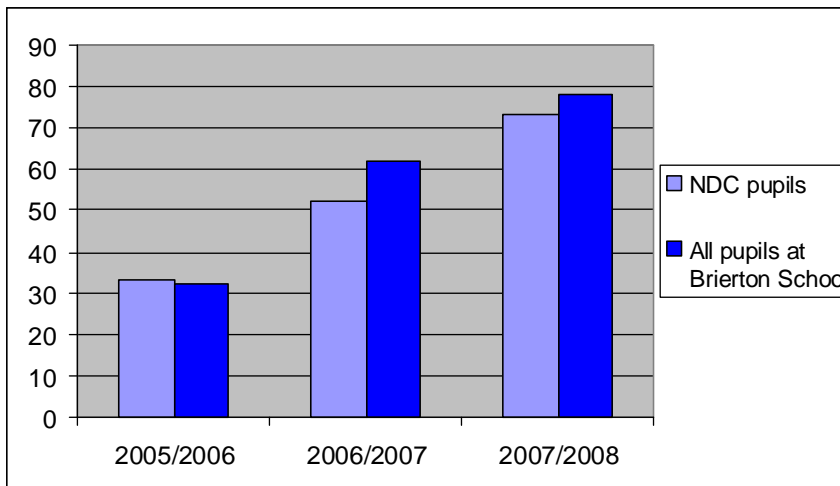
TABLE A3 % PUPILS ATTAINING 5 OR MORE A* - C GCSE GRADES AT BRIERTON, DYKE HOUSE AND HARTLEPOOL (ALL PUPILS)



6.13 **Table A3** shows that the percentage of pupils attaining five or more A* - C grades at GCSE has been increasing each year, apart from a slight drop at Dyke House

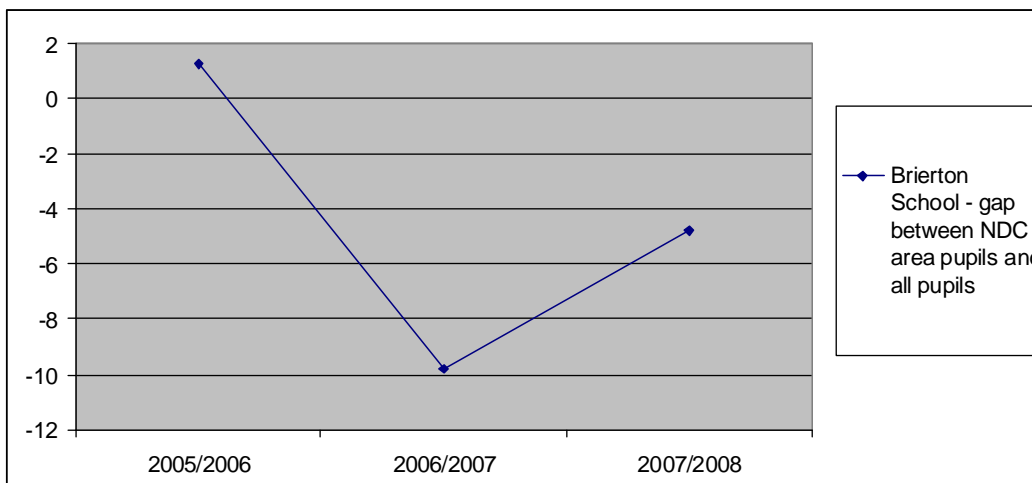
in 2006/7. Brierton made considerable improvements, increasing from 29% attaining five or more A* - C GCSE grades to an exceptional 78% in 2007/8. To conclude, it is clear that both schools have been improving - Brierton School at a considerable rate. Since 2006/07, both schools have out-performed the Hartlepool average.

TABLE A4 % PUPILS ATTAINING 5 OR MORE A* - C GCSE GRADES AT BRIERTON SCHOOL – NDC BREAKDOWN



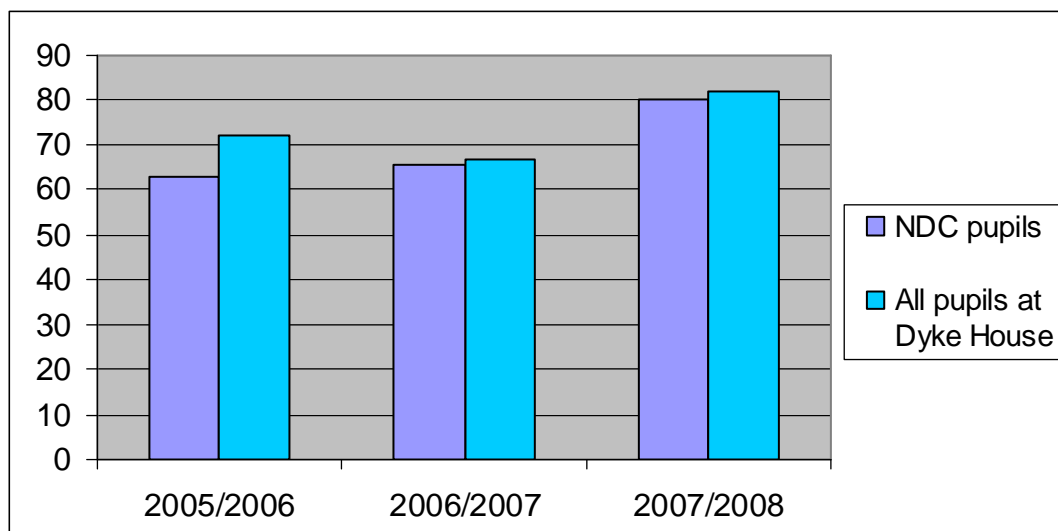
6.14 **Table A4** shows that GCSE attainment has been increasing significantly at Brierton School. NDC pupils were out-performing all pupils at Brierton School in 2005/6 and then fell behind in 2006/7. However, the gap narrowed in 2007/8 and NDC pupils are almost performing almost as well as all pupils at Brierton School.

TABLE A5 % PUPILS ATTAINING 5 OR MORE A* - C GCSE GRADES - GAP BETWEEN NDC PUPILS AT BRIERTON SCHOOL AND ALL PUPILS



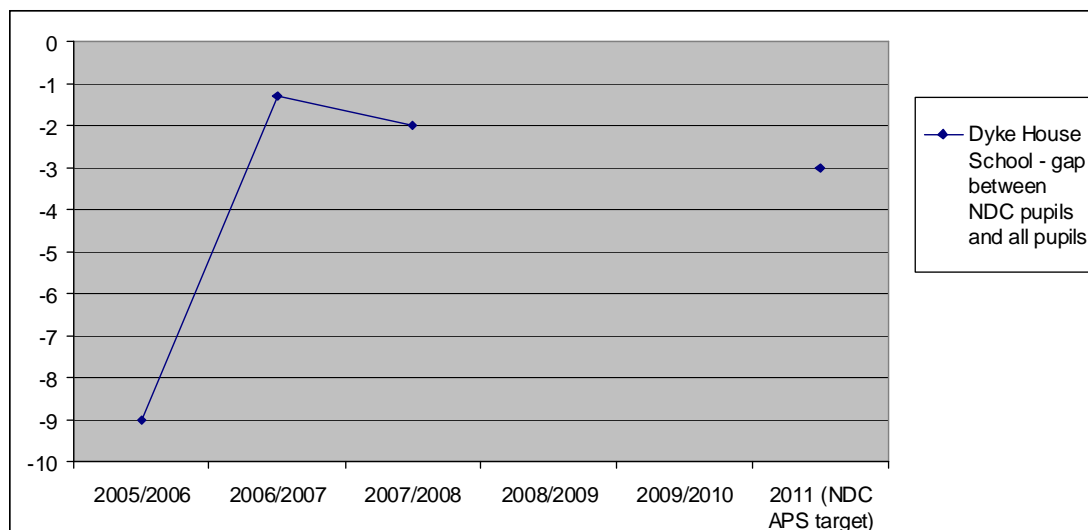
6.15 **Table A5**, like Table A4, shows that NDC pupil performance at Brierton has got closer to the school average and the gap has narrowed.

TABLE A6 % PUPILS ATTAINING 5 OR MORE A* - C GCSE GRADES AT DYKE HOUSE SCHOOL – NDC BREAKDOWN



6.16 **Table A6** demonstrates that NDC pupils GCSE attainment has been increasing steadily alongside the increasing performance at Dyke House and that it is almost the same as all pupil performance at the school in 2007/2008.

TABLE A7 % PUPILS ATTAINING 5 OR MORE A* - C GCSE GRADES - GAP BETWEEN NDC PUPILS AT DYKE HOUSE SCHOOL AND ALL PUPILS



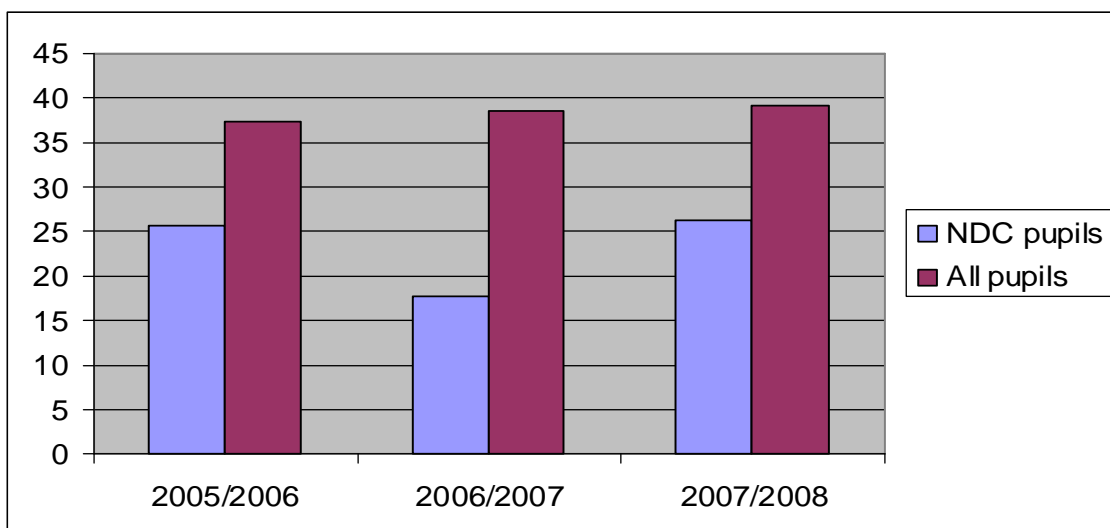
6.17 **Table A7** shows that the gap between NDC pupils and all pupils at Dyke House has almost disappeared by 2007/8.

GCSE grades attainment summary

The tables and graphs show that performance of NDC pupils is improving at a faster rate than the Hartlepool average, but is still below the average for all schools in the town. Dyke House School has consistently performed better than Brierton School, amongst all pupils, but Brierton has seen a considerable improvement in NDC pupil attainment. At both schools NDC pupils' performance is lower than their school average in 2007/8, but the gap is narrowing. Overall, Dyke House has seen a significant improvement in GCSE attainment and the gap between NDC pupils and all pupils has almost disappeared.

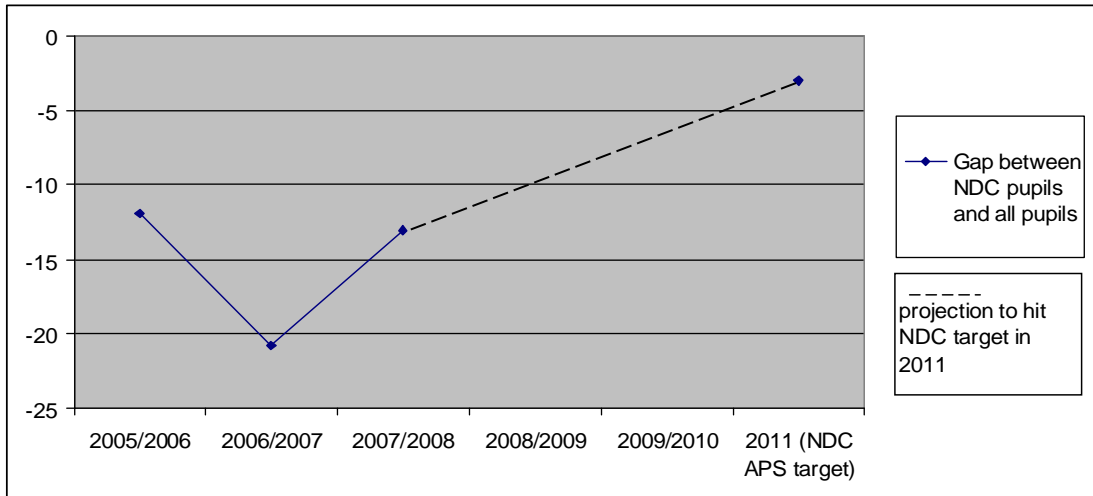
GCSE ATTAINMENT INCLUDING ENGLISH AND MATHS

TABLE BI % PUPILS ACHIEVING 5 OR MORE A*- C GCSE GRADES INCLUDING ENGLISH AND MATHS IN HARTLEPOOL – NDC BREAKDOWN



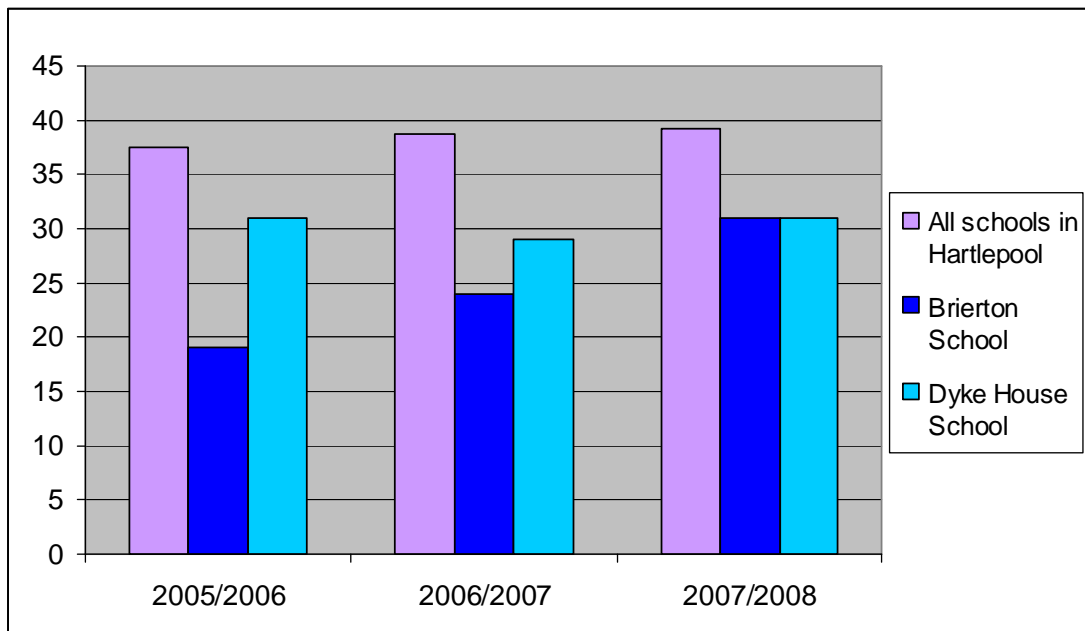
6.18 **Table BI** shows that the percentage of pupils in Hartlepool attaining five or more A* - C GCSEs including English and Maths has been increasing slowly, but is significantly lower than that for GCSEs not including English and Maths. There is a large gap between Hartlepool performance and the attainment of NDC pupils with a decrease in NDC pupil performance of 7.8% in 2006/7. However, in 2007/8 there was a significant increase in NDC pupil performance over the previous year. Overall, the table illustrates that improvement in attainment of five GCSEs A* - C including English and Maths is improving very gradually, with a dip for NDC pupils in 2006/7.

TABLE B2 % ATTAINING 5 OR MORE A* - C GCSE GRADES INCLUDING ENGLISH AND MATHS GAP BETWEEN ALL NDC PUPILS AND ALL PUPILS



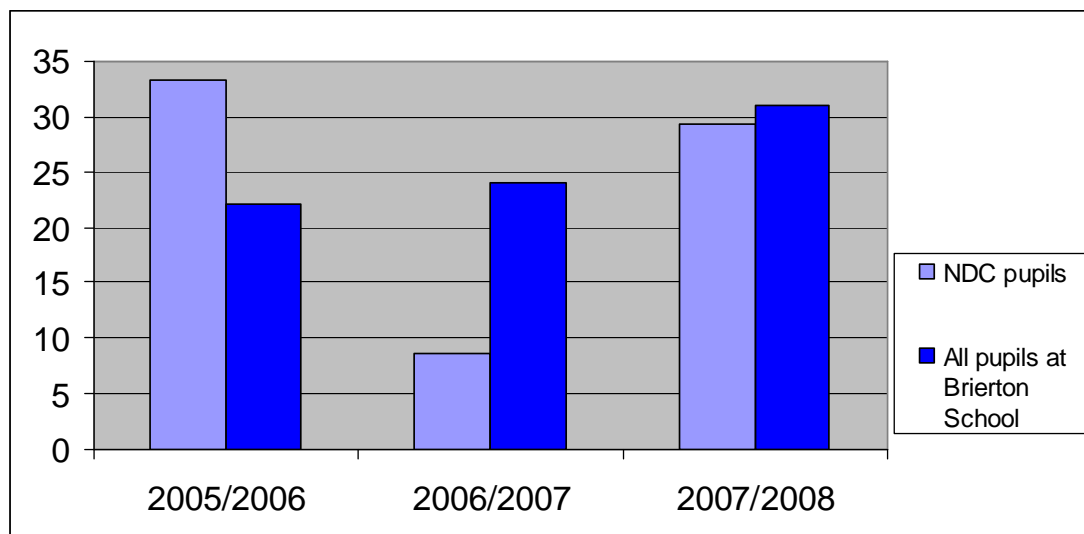
6.19 **Table B2** shows that despite a dip in 2006/7 NDC pupil GCSE attainment is getting a little closer to all pupils. However, GCSE results which include English and Maths are generally well below the Hartlepool average.

TABLE B3 % PUPILS ACHIEVING 5 OR MORE A* - C GCSE GRADES INCLUDING ENGLISH AND MATHS AT BRIERTON, DYKE HOUSE AND HARTLEPOOL (ALL PUPILS)



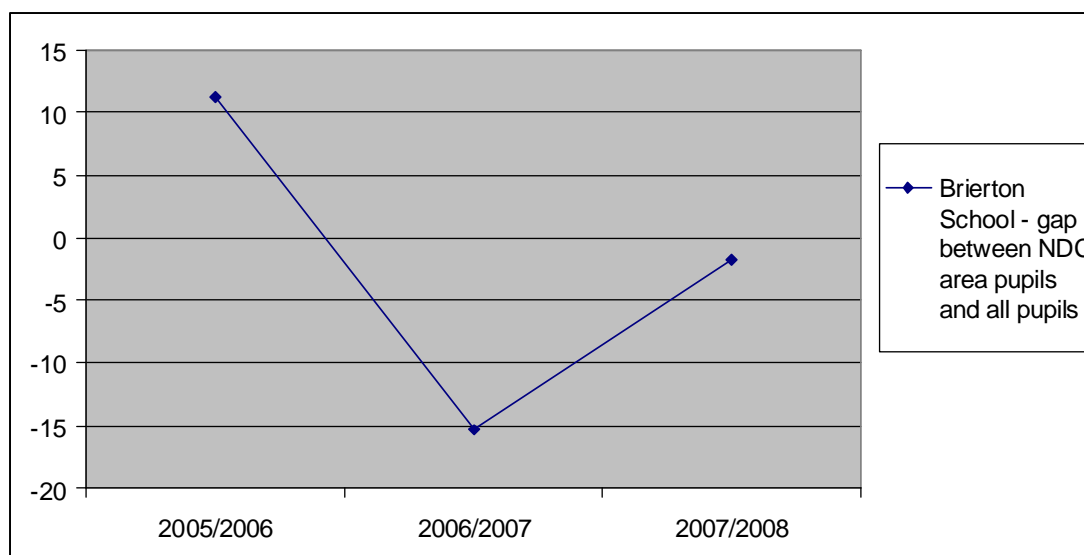
6.20 **Table B3** shows that GCSE performance including English and Maths has been improving significantly at Brierton. By contrast, Dyke House saw a drop in 2006/7 and no improvement from 2005/6 to 2007/8. Overall, both schools have seen a considerable improvement in performance, but remain significantly below the Hartlepool average.

TABLE B4 % PUPILS ATTAINING 5 OR MORE A* - C GCSE GRADES INCLUDING ENGLISH AND MATHS AT BRIERTON SCHOOL – NDC BREAKDOWN



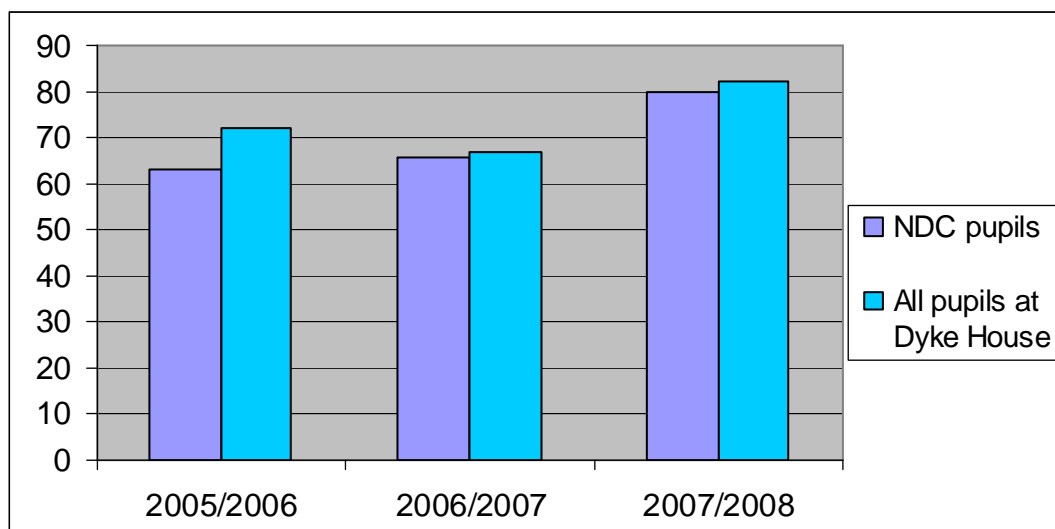
6.21 **Table B4** shows that overall pupil attainment at Brierton School has been increasing annually. NDC pupil attainment including English and Maths was significantly higher than the school average in 2005/6. However, NDC attainment fell dramatically in 2006/2007 to 8.7%, but picked up again in 2007/2008 being only just below the school average.

TABLE B5 % PUPILS ATTAINING 5 OR MORE A* - C GCSE GRADES INCLUDING ENGLISH AND MATHS - GAP BETWEEN NDC PUPILS AT BRIERTON SCHOOL AND ALL PUPILS



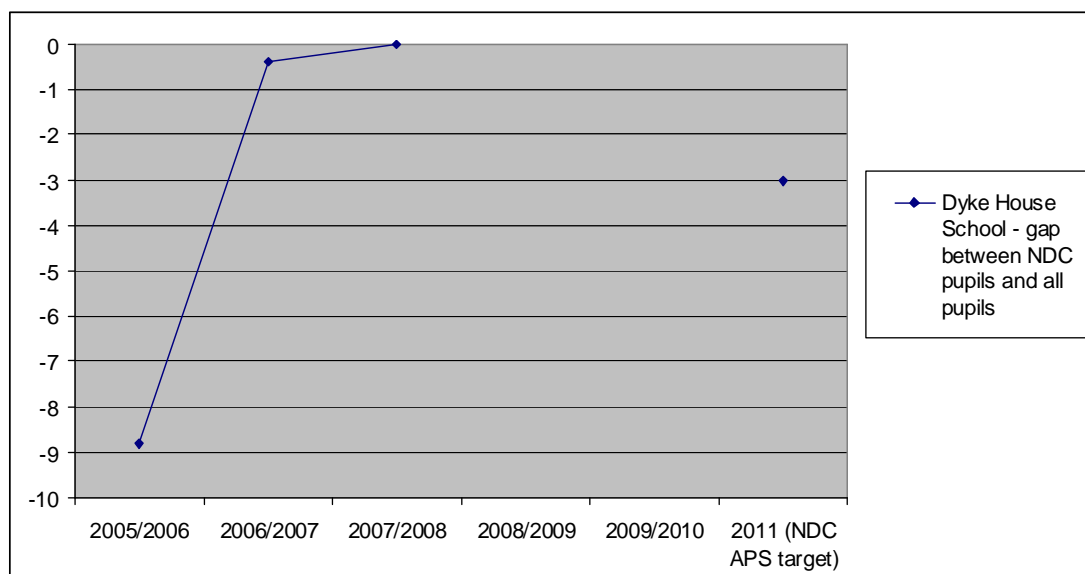
6.22 **Table B5**, like Table B6 below, shows that NDC pupils were outperforming the school average in 2005/2006, but dropped significantly in 2006/2007 and rose again in 2007/2008 with the gap almost disappearing.

TABLE B6 % PUPILS ATTAINING 5 OR MORE A* - C GCSE GRADES INCLUDING ENGLISH AND MATHS AT DYKE HOUSE SCHOOL – NDC BREAKDOWN



6.23 **Table B6** illustrates that NDC pupils are almost performing as well as the school average for five or more GCSE grades including English and Maths. There was a dip in performance for all pupils at Dyke House in 2006/2007, but this increased again in 2007/2008. NDC pupils however have been steadily improving their performance over the three years.

TABLE B7 % PUPILS ATTAINING 5 OR MORE A* - C GCSE GRADES INCLUDING ENGLISH AND MATHS - GAP BETWEEN NDC PUPILS AT DYKE HOUSE SCHOOL AND ALL PUPILS



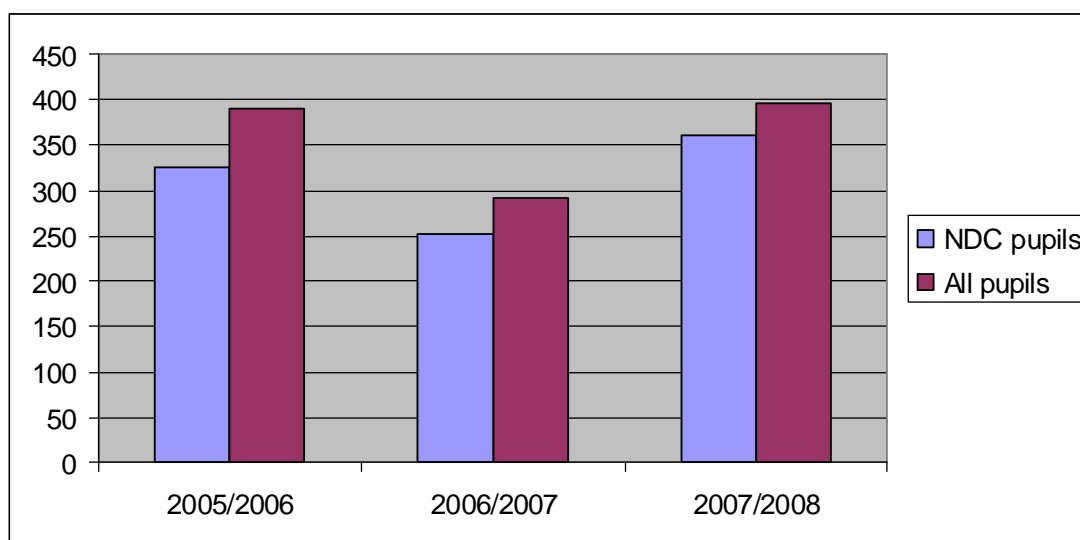
6.24 **Table B7** shows that there is now only a small gap between NDC pupils and all pupils at Dyke House on this measure.

GCSE grades attainment summary including English and Maths

NDC pupil performance in Hartlepool is significantly below the average on this measure, and has not improved over the 3 year period. The position at Dyke House and Brierton schools has, however, been more positive. Attainment at Dyke House was higher than at Brierton until 2007/2008, when it was level. NDC pupils at Brierton were outperforming the school average until 2006/2007 when there was a significant drop in NDC pupil attainment at the school. Attainment improved again for NDC pupils at Brierton in 2007/2008, almost reaching the school average. NDC pupil attainment at Dyke House has been rising annually, despite a dip for NDC pupils and the school in 2006/2007. By 2007/2008 the gap between NDC and all pupils at Dyke House was tiny and above the NDC 2011 APS target of a difference of 3%. Overall, both schools have seen significant improvements in GCSE attainment including English and Maths and the gap between NDC and all pupils at these two schools has been narrowing.

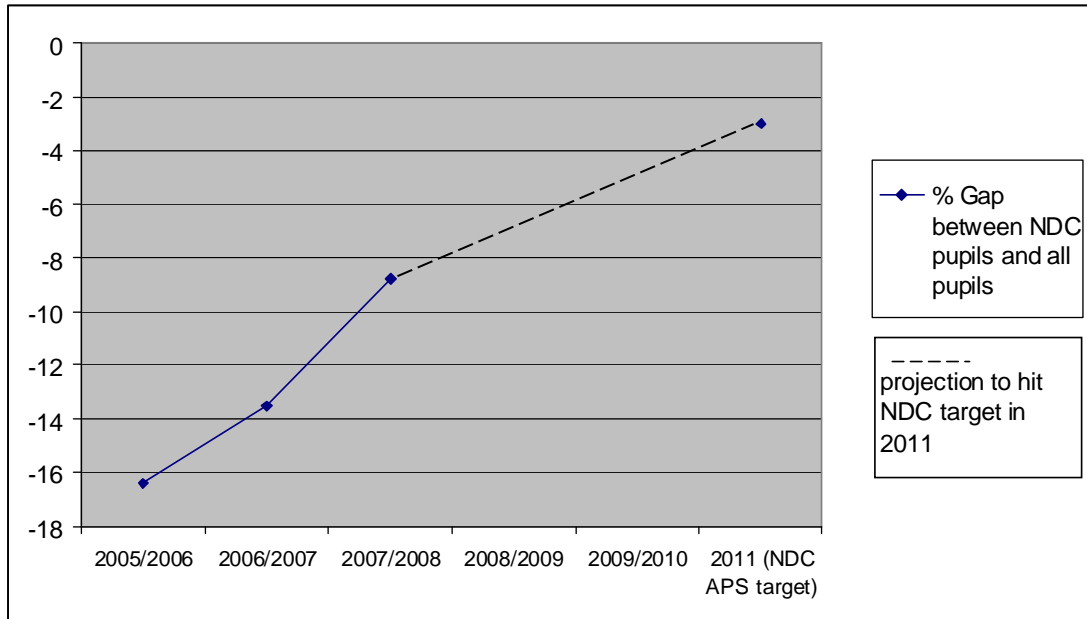
AVERAGE POINT SCORES

TABLE C1 AVERAGE POINT SCORES FOR HARTLEPOOL



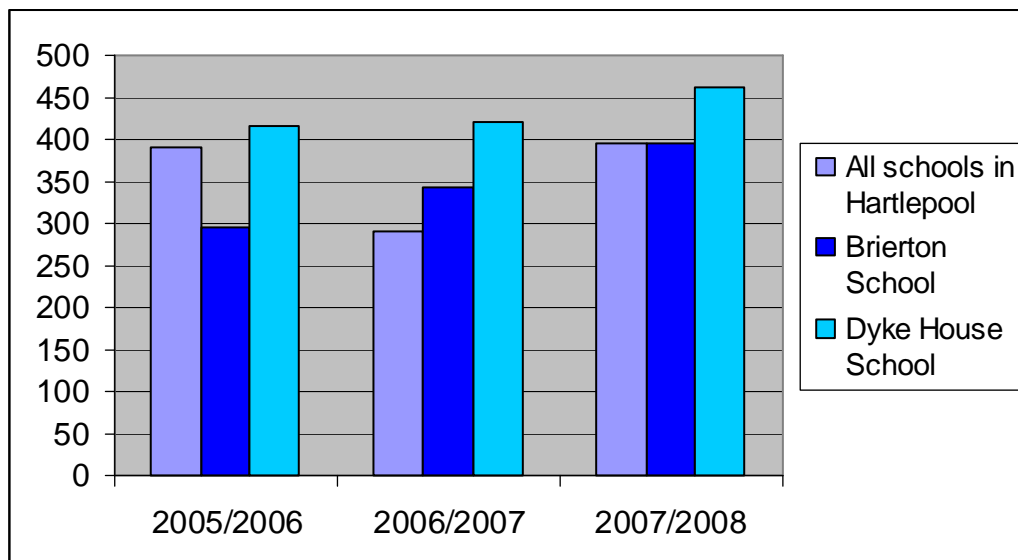
6.24 **Table C1** shows that NDC pupils are performing lower than the Hartlepool APS. In 2006/7 performance for NDC and all pupils fell, but increased to higher than the 2005/6 APS in 2007/8 and the gap between all pupils and NDC pupils narrowed.

TABLE C2 % APS GAP BETWEEN ALL NDC PUPILS AND ALL SCHOOLS



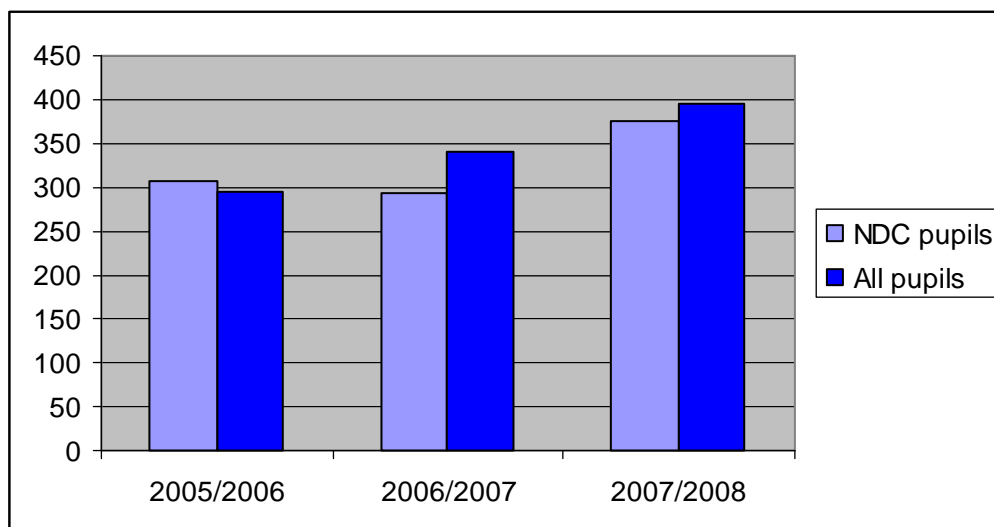
6.25 **Table C2** shows that the gap between NDC pupils and all pupils in Hartlepool is narrowing and if this positive trend continues the NDC APS target of a difference of 3% by 2011 could be met.

TABLE C3 APS FOR HARTLEPOOL, BRIERTON SCHOOL AND DYKE HOUSE SCHOOL (ALL PUPILS)



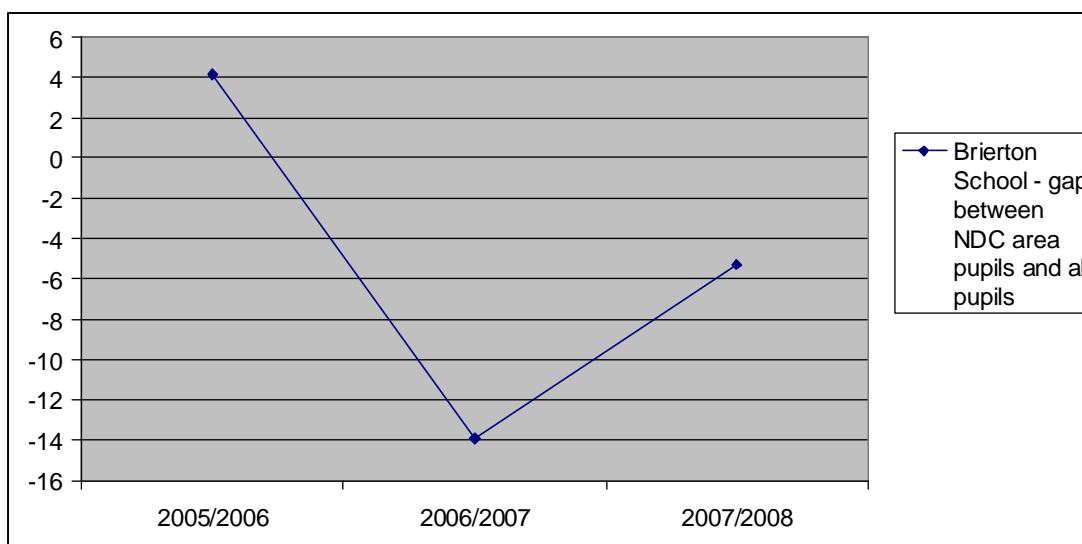
6.26 **Table C3** shows that the APS at Dyke House and Brierton schools has been increasing annually and that Dyke House is doing significantly better than the Hartlepool average. The table also shows that there was a decrease in APS in 2006/2007 for all schools in Hartlepool, but Brierton and Dyke House schools saw an increase, albeit small.

TABLE C4 AVERAGE POINT SCORES, BRIERTON SCHOOL



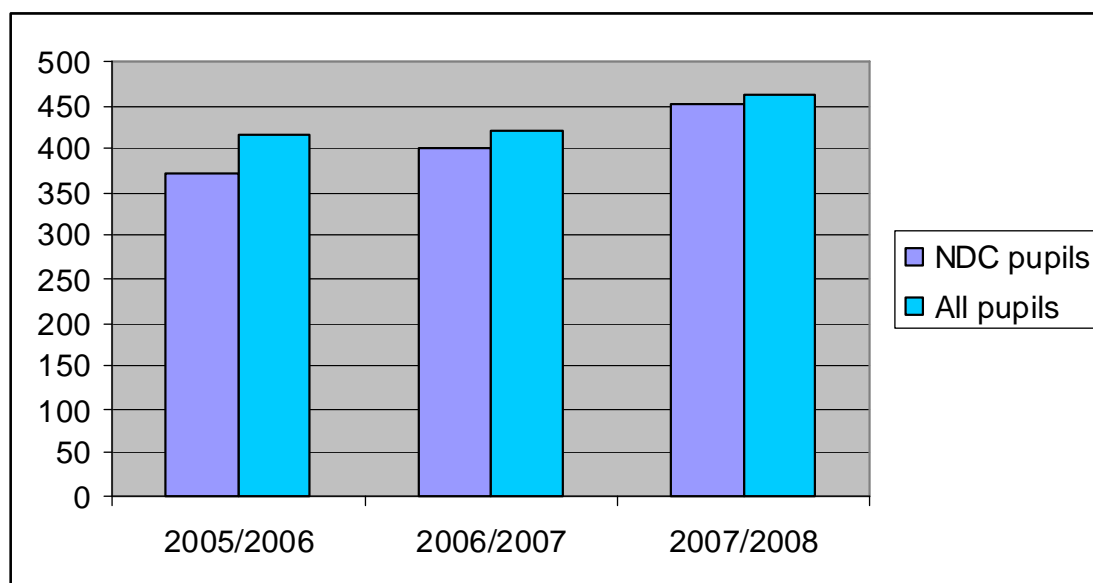
6.27 **Table C4** shows that in 2005/6 NDC pupils had a higher APS than the school average. However, NDC pupil performance decreased and fell behind the average in 2006/6, but got closer to the average in 2007/8. Overall, APS at Brierton School has increased for NDC pupils and all pupils.

GRAPH C5 APS - % GAP BETWEEN NDC PUPILS AT BRIERTON SCHOOL AND ALL PUPILS



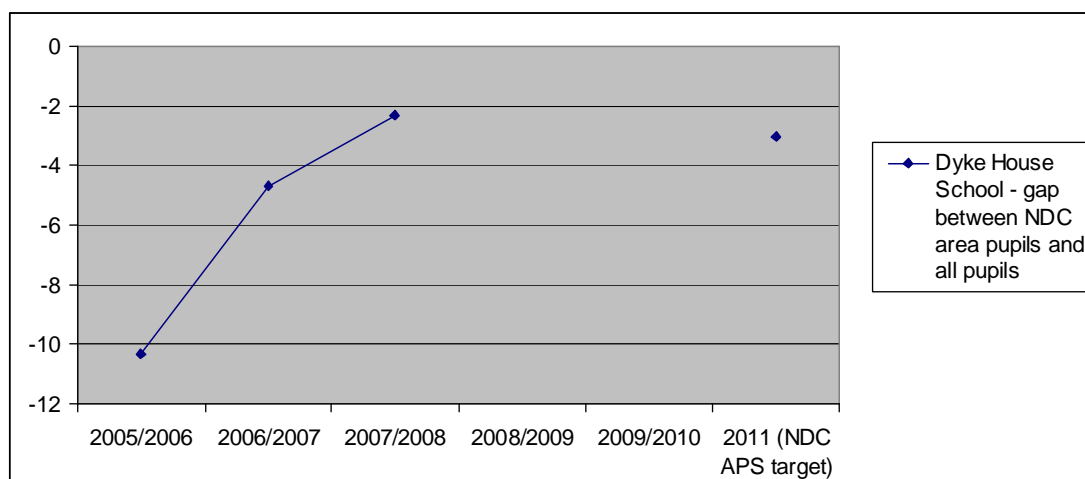
6.28 **Graph C5** illustrates that despite the dip in APS in 2006/7, the gap decreased in 2007/8 to 5.3%, only 2.3% off the 2011 NDC target.

TABLE C6 AVERAGE POINT SCORES, DYKE HOUSE SCHOOL



6.29 **Table C6** shows that APS has increased annually for NDC pupils and all pupils at Dyke House, with the NDC pupils APS almost the same as the school average by 2007/8.

GRAPH C7 APS - % GAP BETWEEN NDC PUPILS AT DYKE HOUSE SCHOOL AND ALL PUPILS



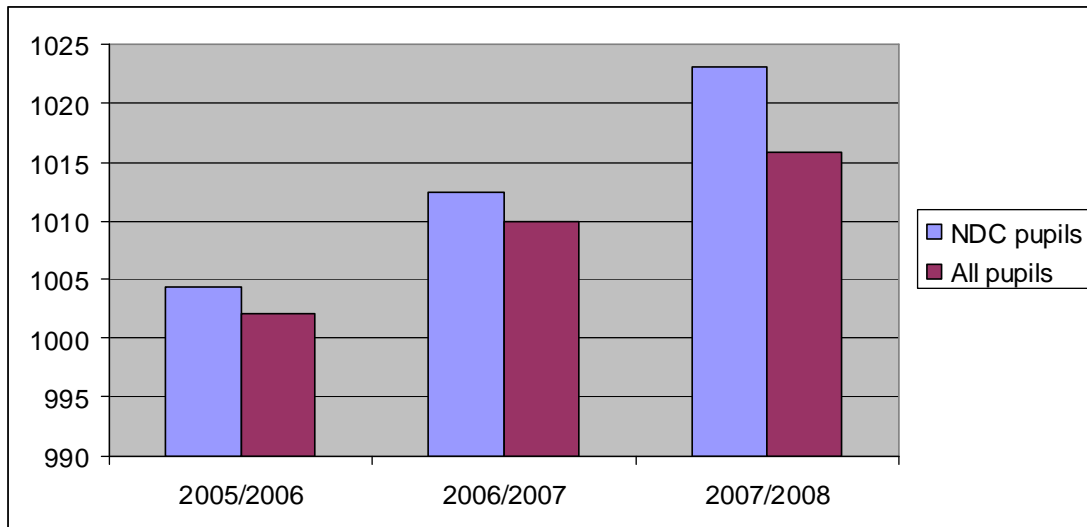
6.30 **Graph C7** illustrates that the gap between the APS for NDC and all pupils at Dyke House is minute, and has already beaten the NDC 2011 APS target.

APS scores summary

There was not a significant improvement in APS in Hartlepool between 2005/2006 and 2007/2008, and there was a considerable decrease in 2006/2007. However, the gap between NDC pupil performance and the average has been decreasing, and is moving towards the NDC target of 3% by 2011. APS at Dyke House has been consistently higher than the Hartlepool average each year and APS at Brierton was equal to this by 2007/2008. APS was higher for NDC pupils at Brierton in 2005/2006, then fell behind but the gap has since narrowed in 2007/2008. NDC pupil APS at Dyke House has been increasing steadily and is only just below the school average in 2007/2008, beating the NDC 2011 APS target of a gap of 3%.

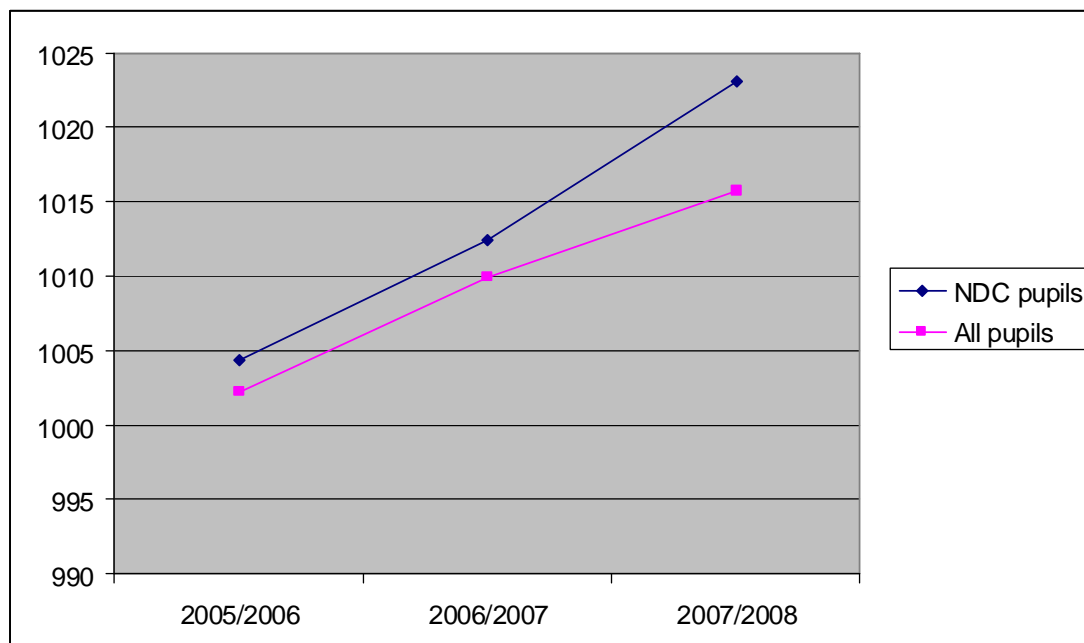
CONTEXTUAL VALUE ADDED SCORES

TABLE DI CVA SCORES FOR HARTLEPOOL



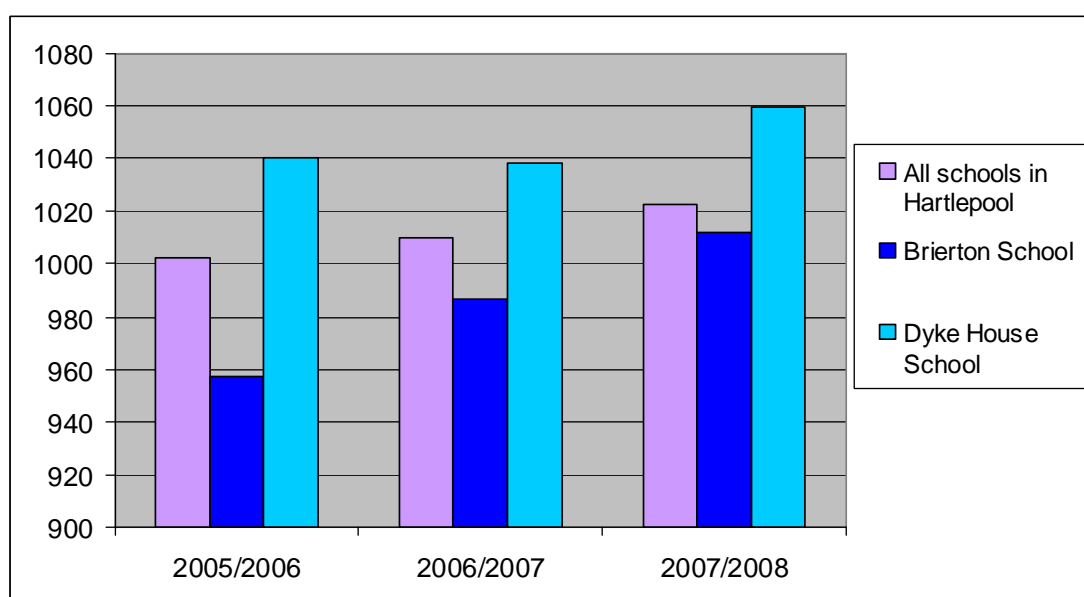
6.31 **Table DI** shows that when assessing pupils on CVA achievement which measures progress, NDC pupils are out performing the Hartlepool average. Overall, the increase in CVA scores has been significant especially for NDC pupils.

GRAPH D2 CVA - GAP BETWEEN NDC PUPILS AND ALL PUPILS, HARTLEPOOL



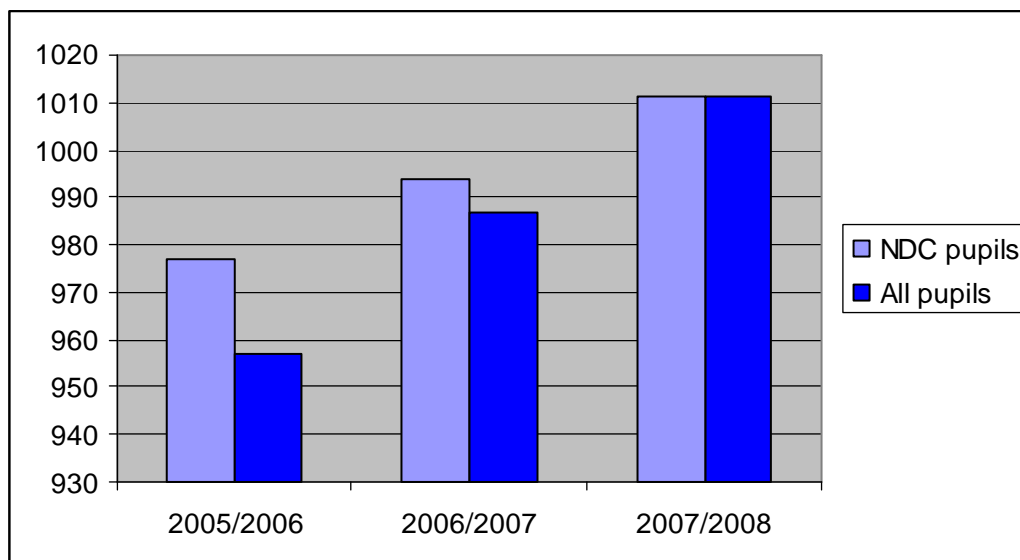
6.32 **Graph D2** illustrates that the CVA scores in Hartlepool are increasing and that CVA for NDC pupils exceeds the CVA for all pupils. A principal aim of the NDC project was to increase the CVA score of the NDC cohort to above the national average of 1000, which the graph shows NDC pupils are surpassing.

TABLE D3 CVA SCORES FOR HARTLEPOOL, BRIERTON AND DYKE HOUSE (ALL PUPILS)



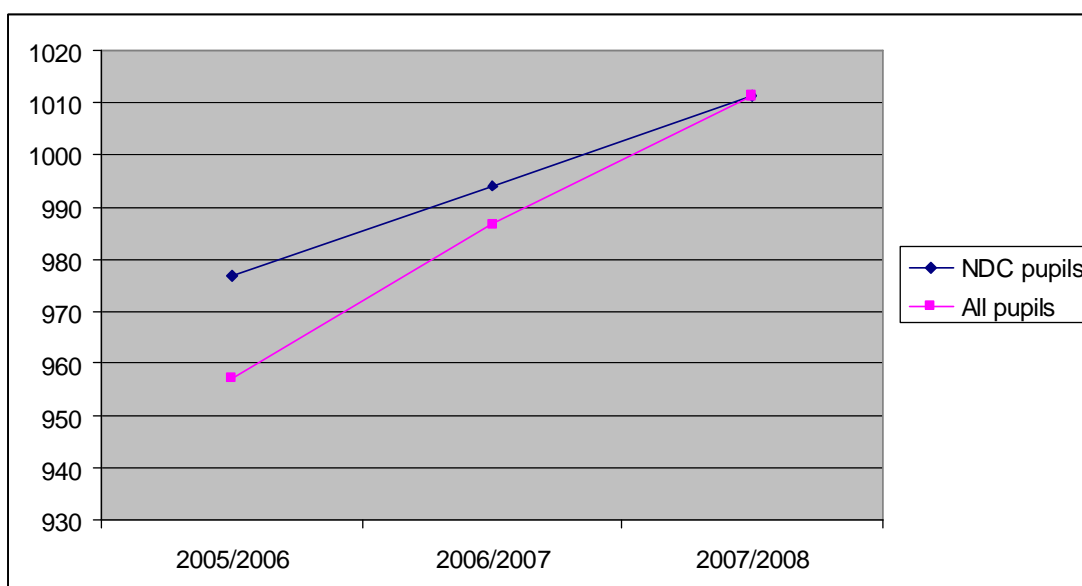
6.33 **Table D3** shows that CVA scores have been rising consistently at Brierton. Dyke House has been performing consistently highest compared to the Hartlepool and Brierton average. Despite a slight drop in 2006/7, CVA scores have risen over the 3 years at Dyke House. Overall, the table shows that Dyke House has been performing outstandingly in Hartlepool and that Brierton has made significant improvements, getting close to the Hartlepool CVA average in 2008.

TABLE D4 CVA SCORES, BRIERTON SCHOOL



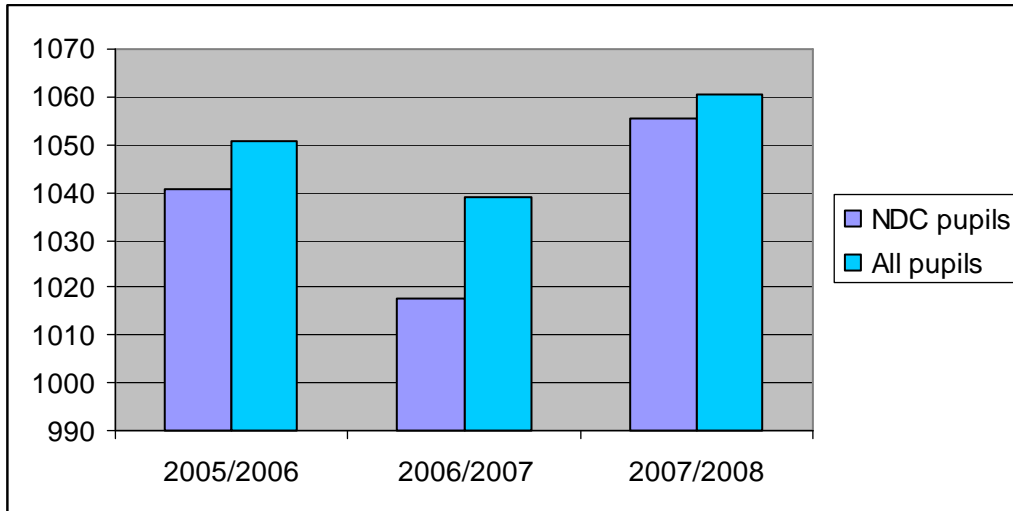
6.34 **Table D4** demonstrates that NDC pupils CVA scores at Brierton School were exceeding the school average annually, until 2007/8 when the scores were level. Overall, the CVA score increased significantly at Brierton School for NDC pupils and all pupils, albeit at a slower rate than for all pupils at this school.

GRAPH D5 CVA - GAP BETWEEN NDC PUPILS AND ALL PUPILS AT BRIERTON SCHOOL



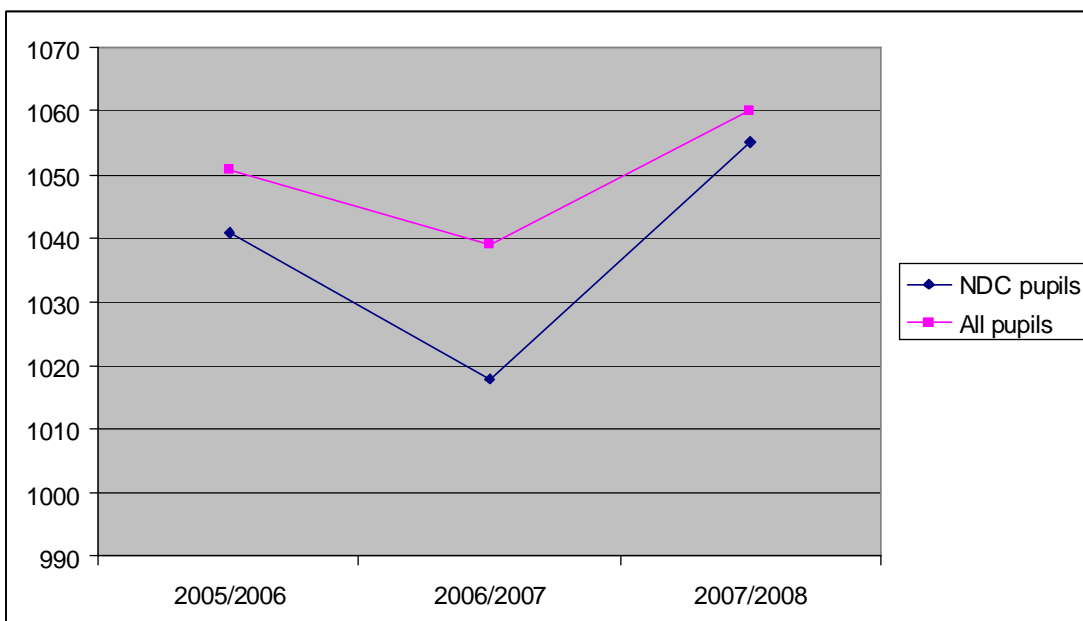
6.35 **Graph D5** illustrates that the CVA score for NDC pupils at Brierton School was well above the school average, until 2007/8 when it was level. Significantly, in 2007/8 the CVA score for NDC pupils was 1011.2, beating the national average of 1000.

TABLE D6 CVA SCORES, DYKE HOUSE SCHOOL



6.36 **Table D6** shows CVA scores at Dyke House are high, having already exceeded the national average of 1000 in 2005/2006. NDC pupils at Dyke House are still catching up with the school average, which is high, and by 2007/2008 the NDC CVA is only 5 points below the school average. Overall, Dyke House is performing exceedingly well and despite NDC performance being lower than the school average it is still very impressive and considerably above the national average.

GRAPH D7 CVA - GAP BETWEEN NDC PUPILS AND ALL PUPILS AT DYKE HOUSE SCHOOL



6.37 **Graph D7** illustrates that the average CVA at Dyke House is higher than average for NDC pupils, but that the average CVA for both is high and well above the national average. The gap between NDC pupils and all pupils closed significantly between 2006/7 and 2007/8 at this school.

CVA summary

NDC pupil CVA achievement has consistently been above the national average of 1000 and has been exceeding the Hartlepool average until 2007/2008 when it was level. The same pattern was seen at Brierton School, with NDC pupil achievement surpassing the school average, until 2007/2008 when it was equal. However, Brierton School did not reach the national average until 2007/2008. CVA achievement at Dyke House has been exceedingly high, with NDC pupil achievement slightly lower than the school average, but still high and above the national average.

Hitting the NDC targets

6.38 The traffic light assessment below is fairly self explanatory. We have assumed, for the purpose of this analysis, that the NDC target for APS (NDC pupils within 3% of the Hartlepool average) – can usefully also be applied to GCSE grades as an alternative measure of attainment and progress.

6.39 The green boxes indicate that the target has already been achieved or exceeded; the yellow boxes indicate that the target is achievable and if present trends continue, should be achieved by 2011. A red box indicates the target will be difficult to meet by 2011 and may not be achieved across all schools. As the table indicates, however, all these targets have already been achieved at Dyke House.

| Measure | NDC pupils across Hartlepool | NDC pupils at Dyke House |
|--------------------------------------|------------------------------|--------------------------|
| 5+ A*-C GCSEs | Yellow | Green |
| 5+ A*-C GCSEs (incl Maths & English) | Red | Green |
| Average Points Scores | Yellow | Green |
| Contextual Value Added | Green | Green |

7. Our broad conclusions

7.1 Our broad conclusions can be summarised as follows:

- NDC pupils have been consistently improving their performance at Dyke House School, where they are now on a par with average pupil performance at the school
- Dyke House is now outperforming the Hartlepool average across all measures of educational attainment and performance, apart from 5 A*-C grades including English and Maths, where there is still a gap to make up
- There has been a significant increase in NDC pupil performance at Dyke House across all the indicators in 2007/08 – the first year in which the impact of NDC investment can be properly measured. It seems likely that this improved NDC pupil performance has continued in 2008/09, fully justifying the financial support which has been made available
- There remains a significant, but closing gap between NDC pupil performance across Hartlepool and the average for the town on the basis of GCSE results and Average Points Scores. In terms of Contextual Value added, however, NDC pupils already outperform the Hartlepool average

7.2 The latest available statistics, released in advance of the detailed figures for 2008/09, show a highly encouraging picture for Dyke House (although attainment levels at Brierton in 5 GCSEs A*-C including English and Maths dipped significantly in the final year before closure)

| | 5 GCSE grades A*-C | 5 GCSE A*-C (incl English and Maths) |
|------------|--------------------|--------------------------------------|
| Dyke House | 93.0% | 43.7% |
| Brierton | 84.3% | 22.2% |
| Hartlepool | 73.5% | 48.7% |

7.3 The 2007 Ofsted Inspection Report for Dyke House was glowing in its praise, awarding it Grade 1 (Outstanding). Significant comments included the following:

“The majority of students enter the school with levels of attainment that are below and sometimes well below average, and many have poor literacy skills. However, by the time they leave school, the majority have reached levels of achievement that are much higher than expected. In 2007, for example, the achievement of students at Key Stage 4 in relation to when they started secondary school placed the school for the second year running in the top 2% of schools nationally.

The school provides an outstanding level of care for students. This is because staff know the students well. On a daily basis, students are being effectively supported and guided in a way which is making a significant difference to the lives of the young people who come to Dyke House. This culture and ethos contributes significantly to student’s excellent progress.”

7.4 Bill Jordon was particularly helpful throughout the evaluation, setting up meetings at Dyke House School and giving freely of his own time. We have the strong impression that, without Bill's long-term leadership, the significant achievements at Dyke House and latterly Brierton Schools would not have been delivered. Bill and his team have certainly made a significant contribution to narrowing the educational attainment gap between NDC young people and those of Hartlepool as a whole.

7.5 NDC needs to review its targets for educational attainment. The current measures could usefully be broadened to include GCSE grades. The APS target should remain in place; the CVA target has already been significantly exceeded and therefore has little value moving forward unless it is made more challenging. There is a good case for setting separate targets for each of the four attainment measures outlined in this evaluation report. NDC will then be able to assess progress against them in 2010/11.

7.6 In reality, unless NDC targets further funding at KS4 pupils (and there is no budget to do this), there is little more it can do to influence the outcomes across the town in 2010/11. At Dyke House, there is every indication that NDC pupils will continue to perform well in comparison with their peers. Although NDC funding will no longer be available, the school has no intention of changing its support programmes for under-achieving pupils and, indeed, these may well be expanded. Resources will be found from other sources and budgets to fill the gap left by NDC.

7.7 The decision to target NDC funding for educational attainment at KS4 on Dyke House and Brierton schools has clearly been vindicated. We would expect this to be further confirmed once the full 2008/09 statistics are available.

8. Recommendations to NDC

1. NDC should set new targets for educational attainment at KS4, as follows:

- GCSE grades (5 A*-C, excluding English and Maths) for NDC pupils across Hartlepool should be within 3% of the Hartlepool average by 2010/11
- GCSE grades (5 A*-C, including English and Maths) for NDC pupils across Hartlepool should be within 6% of the Hartlepool average by 2010/11
- Average Points Scores for KS4 NDC pupils across Hartlepool should be within 3% of the Hartlepool average by 2010/11
- CVA scores for KS4 NDC pupils should at least match those of non-NDC pupils in secondary schools across Hartlepool by 2010/11.

2. The success of the targeted KS4 funding at Dyke House – particularly if confirmed by the 2008/09 statistics – should be celebrated. It should, at least be a prominent feature in NDC's next Annual Report and is worthy of wider dissemination.