



# National Middle Schools' Forum

## **Performance and Progress of pupils in Secondary Schools of Differing Types.**

An analysis of progress to KS3 and  
KS4 by normal age of entry

## **Introduction**

A study by Professor David Jesson of York University in 1999 compared the achievements of pupils who transfer between schools at different ages. It showed that pupils from middle schools consistently made better average progress between Key Stage 2 and 3, as the following table shows:

Table showing average progress from KS2 to KS3 by type of school in levels:

	Junior	Infant/Junior	8-12 middle	9-13 middle
English	1.45	1.41	1.42	1.43
Maths	1.47	1.44	1.54	1.58
Science	1.21	1.18	1.23	1.32

(Source: Performance and Progress of pupils in Secondary Schools of Differing Types.  
Professor David Jesson, University of York, 1999)

This paper sets out to explore the extent to which these conclusions still hold true today. What evidence do the latest national performance tables show now that they include a value added measure for progress from KS2 to KS3 in the table?

In his report Professor Jesson was examining results from the first years of the national curriculum assessments. The newly available value added measures for progress at KS3 and KS4 enable us to revisit these findings and examine whether the picture presented by Professor Jesson is still true.

### **Evidence from the 2002 and 2003 performance tables**

I have examined the scores for value added progress between KS2 and KS3 contained in the national performance tables for 2002 and 2003. The tables below summarise the average progress made by schools of different types. Schools are grouped by the usual age which pupils enter their secondary or high school.

#### **Progress from Key Stage 2 to Key Stage 3**

##### **2002**

<b>Age of entry</b>	<b>Number of schools</b>	<b>Average Points Score</b>	<b>Average Value Added</b>
11	2957	33.8	99.8
12	60	33.4	100.2
13	121	34.0	100.3
10 & 11 to 14 schools	40	35.3	101.2

(Source: 2002 DFES performance tables)

##### **2003**

<b>Age of entry</b>	<b>Number of schools</b>	<b>Average Points Score</b>	<b>Average Value Added</b>
11	2963	34.3	99.8
12	58	34.0	100.2
13	114	34.7	100.4
10 & 11 to 14 schools	40	35.8	101.1

(Source: 2003 DFES performance tables)

## **Summary of findings**

### **1) Value Added**

The results for schools with age of entry other than 11 appear to show pupils consistently making greater progress during KS3. This confirms that the results found by Professor Jesson in 1999 are still valid in current school performance.

Schools admitting pupils at 12 and 13 show higher average value added progress between KS2 and the KS3 tests, taken in Year 9, in the published results for both of the years examined.

### **2) Average Points Score**

Upper schools with entry at 13 show a higher average points score at KS3 than other forms of schooling – a difference of 0.4

### **3) The schools serving pupils between 10 or 11 and 14.**

These schools appear to consistently show the highest value added progress and average points score per pupils.

One of the arguments which is often advanced against 9-13 middle school systems is that the pupils transfer shortly before they are due to take their KS3 tests in Year 9. It is argued that transfer at 13 disadvantages pupils because there will be some regression in their learning on transfer to another school and that splitting KS3 into two parts will inhibit pupil progress. These figures would appear to refute these arguments. Pupils in 9 to 13 middle school systems make better progress during KS3 than in systems where pupils transfer at 11, suggesting that transfer at 13 is accompanied by less regression in a pupils progress than when transfer takes place at 11. Neither does there appear to be any demonstrable negative effect from splitting the study of KS3 across two phases of schooling.

## Progress to Key Stage 4

2002

Age of entry	Number of schools	Average Point Score	Average Value Added	% 5 A* - C	% unauthorised attendance
11	2957	34.5	98.7	49.9%	1.2%
12	60	33.4	98.5	46.8%	1.2%
13	121	35.0	98.7	51.5%	1.1%
14	19	35.4	97.9	52.9%	2.2%
<i>National Average</i>		34.7	-	51.6%	1.1%

(Source: 2002 DFES performance tables)

2003

Age of entry	Number of schools	Average Point Score	Average Value Added	% 5 A* - C	% unauthorised attendance
11	2932	34.6	99.1	51.7%	1.2%
12	57	33.9	98.9	49.1%	1.2%
13	114	35.4	99.1	53.0%	1.0%
14	19	35.4	97.1	54.7%	2.1%
<i>National Average</i>		34.8	-	52.9%	1.1%

(Source: 2003 DFES performance tables – excludes independent schools)

### 1) Value Added

Upper Schools that admit pupils from the age of 13 show the same value added progress from KS3 to GCSE as those that admit pupils at 11. This would suggest that the gains at KS3 shown above are sustained through KS4.

### 2) Average Points Score

Those in schools where the usual age of admission is 13 achieve a higher average points score at KS4. The difference between the average points scores is wider at KS4 than at KS3.

	11	13	difference
<b>2002</b>			
Ks3	33.8	34.0	0.2
Ks4	34.5	35.0	0.5
<b>2003</b>			
Ks3	34.3	34.7	0.4