Findings which suggest actions for practice and policy, and further research

Peter Tymms
Overview of Session

• Links to Progress in Reading and maths
  • At the start of school
  • At the end of the year
• Implications
Pupil characteristics starting points and progress

• What links to attainment?
  – Sex
  – District
  – Home background (pupil and school)
  – Age
  – Grade R
  – Language of instruction
  – School
  – Behaviour
On entry: what is important

• Maths
  – Pupil home background ++
  – The school’s SES intake ++
  – Attendance at Grade R ++
  – Age +
  – Male +
  – IsiXhosa (--ve)
  – Behaviour (--ve)

• Reading
  The school’s SES intake +++
  Pupil home background ++
  Attendance at Grade R ++
  Age +
  District 3 (--ve)
  Behaviour (--ve)
Maths comparison to the UK

Average level for Mathematics

Ground level to Advanced

Afrikaans Afrikaans English English IsiXhosa IsiXhosa Scotland Scotland England England
Start end start end start end start end
Reading compared to the UK

Average level for Reading

Ground level to Comprehension

Afrikaans Afrikaans English English IsiXhosa IsiXhosa Scotland Scotland England England
Start end start end start end start end start end
PSD changes
Broad findings

• All schools make progress in reading and maths
• All pupils make progress in reading and maths
• End of year attainment is linked most strongly to
  – Start attainment
  – School attended
  – Behaviour
• Quintile categorisation was not helpful
• Our SES measure was useful but could be improved
• The WC children start slightly ahead of their peers in the UK but finish slightly behind.
• A large number of pupils start after they are 7 years old
Implications

• Immediate – increase Grade R attendance
• Improve quality of schools (teaching)
• Consider carefully the link to behaviour
  – Inattention, hyperactivity and impulsiveness
• Make PIPS available in schools (teachers want it)
• Get all children to school at age 6
Thank you!