

REPORT: Children Young People and Families Policy and Performance Board

DATE: 31st October 2011

REPORTING OFFICER: Strategic Director, Children and Enterprise

SUBJECT: Summary of Educational Attainment and Progress 2011

WARDS: Borough-wide

1.0 PURPOSE OF REPORT

To provide an update on Halton's 2011 school performance data for Early Years Foundation Stage Profile and Key Stages 1 to 4.

(Data remains unvalidated until publication of performance tables later this term.)

2.0 RECOMMENDED THAT:

The Board note the attainment of children in Halton schools for the 2010 / 11 academic year

3.0 SUPPORTING INFORMATION

3.1 Foundation Stage Profile

The Foundation Stage Profile is a continual assessment of a child's ability and is undertaken throughout reception. It is based on observation of the child's development in 6 key areas of learning which are Personal, Social and Emotional Development (PSED); Communication Language and Literacy (CLL); Problem Solving Reasoning and Numeracy (PSRN); Knowledge and Understanding of the World (K & U); Creative Development (CD) and Physical Development (PD). Children are assessed against a 9 point scale with a score of 6+ considered to be 'secure' knowledge. The key national indicator is a score of 6+ in both PSED and CLL.

The national data for 2011 is not yet available for comparison. The main headlines for Halton (2011) are:

3.2 Personal Social and Emotional Development :

In 2011, 72.6% of the reception cohort achieved 6+ points in PSED. This is down 3.2% on last year's performance. Looking at data for 2008 and 2009 it would appear that there was a particularly strong cohort in 2010.

3.3 Communication, language and literacy

51.6% achieved 6+ points in CLL. Again this is down 2.6% on 2010 but is higher than both 2008 and 2009. The average attainment of 9 wards was above this level. This is disappointing given the focus upon developing literacy skills through the implementation of a range of programmes.

3.4 PSED and CLL:

In 2011 48.3% achieved 6+ points in PSED and CLL. This is down 2.2% on last year but is higher than 2008 and 2009.

3.5 Early Years Foundation Stage Profile Total Score:

In 2011, 71.9% of children achieved at least 78 points across EYFSP. This is down 3% on 2010, but is higher than 2008.

There were some improvements in maths with 88.8% achieving 6+ points in Problem Solving, Reasoning & Numeracy Scores and 29.4% achieving 8+ points. These are both higher than 2010 in all PSRN areas.

3.6 Early Years Foundation Stage Profile Targets

There are 2 statutory targets set for EYFSP. These targets are set at LA level not school level.

1. The % of children scoring 6+ in *all* PSED scales and *all* CLL scales and the % with a total of 78 points or more.

In 2011 the threshold target was 54.7%, actual attainment was 48.3%. (2010 national was 56%). This is a 1.6% increase compared to 2009.

2. The % gap between the median point score and the average score of the lowest attaining 20% of the cohort.

In 2011 the equalities target was 26.5%, actual gap was 29.9%. Although adrift of target, the gap has narrowed by 1.5% from 2009.

There are some contextual factors which may account for the drop in attainment this year. This year reception teachers have used child initiated tasks as observation evidence rather than teacher directed, this has had a major impact on scores. CLL and Creative Development were moderated this year which may also have had an impact on scores. In addition there were 12 teachers new to reception this year who are new to the EYFSP assessment process.

There has been a significant investment in funding for vulnerable two year olds. Those children who have been funded at two haven't yet reached reception classes. We are hopeful of future impact upon assessment as a result of this early intervention.

4.0 KEY STAGE 1

At Key Stage 1 a child's attainment in Reading, Writing, and Maths is assessed during Year 2. The main headlines for Halton are summarised as follows:

Reading attainment has decreased by 0.4% at Level 2+, 4.7% at Level 2B+ and 2.2% at Level 3.

Writing attainment has decreased by 1.6% at Level 2+, 3.4% at Level 2B+ and 0.9% at Level 3.

Maths attainment has decreased by 0.4% at Level 2+ and 1.4% at Level 3 but has increased by 0.3% at Level 2B+.

4.1 It was disappointing to see that there has been a decline at level 2b+ in reading and writing despite the focus upon improving literacy across the Borough and the targeting of support through a range of literacy programmes. However, despite the decline, Halton's attainment at the expected Level 2b+ remains broadly in line with national across reading, writing and maths:

- Reading 73%, national 72%
- Writing 58%, national 60%
- Maths 71%, national 73%

4.2 Over the last three years Halton's attainment at Level 2B+ has fluctuated in both Reading and Writing but has remained approximately the same in Maths. There has been success in closing the gap between boys and girls attainment at Level 2B+. In Reading this has narrowed by 1.2% and in Writing by 4.1%. The gap in Maths has widened by 1.3%. Girls outperform boys in reading, writing and maths and this is the same as national picture.

4.3 Children in Care

There was 1 child in care in Year 2 (KS1) this academic year. Attainment was in line with the national expectation with level 2 achieved in reading, writing, speaking and listening and maths

5.0 KEY STAGE 2

At Key Stage 2 a child's attainment is assessed in English, Reading, Writing, and Maths during Year 6. The main KS2 headlines for Halton are as follows:

Halton has once again exceeded national outcomes in the Key Stage 2 tests with 77% of children in the Borough attaining the national expectation in English and maths at age 11, compared to 74% nationally. Halton's attainment has remained at the same high level as 2010, compared to a 1% increase nationally.

Whilst there has been a slight decline in maths at level 4, Halton's attainment remains higher than national.

As a result of the continued raising of standards in school improvement Halton schools have made a 5% gain in expected attainment at level 4+ English and maths combined over the past 5 years compared to a national gain of only 3%.

Halton children are also performing well at the higher level 5 in English and maths with an increase in 2011 placing Halton schools in line with the national average of 23%.

	Eng and maths level 4+ 2010	Eng and maths level 4+ 2011	English level 4+ 2010	English level 4+ 2011	Maths level 4+ 2010	Maths level 4+ 2011
Halton	76.9	76.7	82.4	82.5	83.6	82.2
National	73	74	80	81	79	80
Difference	+ 3.9	+2.7	+2.4	+1.5	+4.6	+2.2

Halton's attainment at KS2 has resulted in Halton being ranked 29th out of 151 authorities nationally.

5.2 Key Stage 2 targets

There are 3 statutory targets:

- Halton's attainment in **English and maths level 4+** was **77%**, maintaining the Borough's high levels of attainment. The 2011 target of 77% was met and attainment was 3% higher than national (74%).
- **2 levels of progress English** was **86%** in 2011. Although 3% below target, attainment was 2% higher than national (84%).
- **2 levels of progress maths** was **86%** in 2011. Although 1% below target, attainment was 3% higher than national (83%).

5.3 Children in Care

There were 6 children in the year 6 cohort:

	English	Maths	English + Maths
Achieved L4+	66.7%	83%	66.7%
Achieved L5+	17%	33%	17%
Achieved 2L progression	83%	100%	83%
Achieved 3L progression	33%	33%	17%

These results are very positive overall as they exceed the prediction of 50% achieving L4+ in both English and Maths. There has also been a high number of children achieving or exceeding their predicted levels of progress which means that they are achieving or exceeding their own potential.

For those children who did not achieve their 2 levels of progress or attain L4+, further detailed analysis has not highlighted any previously unidentified significant issues that could have impacted on their performance. The

common factor for those children who did not achieve L4 in either subject was that they had been identified as having additional educational needs.

L4+ attainment for KS2 children in care compared with that of all Halton children is as follows:

2011	English	Maths	English + Maths
CIC	66.7%	83%	66.7%
All Halton	82.5%	82%	77%
Gap	-15.8	+1	-10.3

This does represents a considerable closing gap from last year's performance across all 3 indicators. However, each year's cohort numbers are very small and therefore the trend is not stable.

6.0 KEY STAGE 4

In 2011 Halton's 5+ A* - C GCSEs including English and Maths was 56%. This is the highest ever, and is six percentage points above 2010. This should place Halton broadly in line with the 2011 national average by this indicator.

5+ A* - C at 85% is also the highest ever, a three percentage points increase on 2010 and should place Halton well above the 2011 national average by this indicator.

Expected progress in English was only 3 points below the 2011 national median. Expected progress in maths was only 2 points below the national median (nationally 71% and 63% respectively). As a result Halton has virtually eliminated the gap between the Borough and national progress average.

The "English Baccalaureate" (EB) at 6% is broadly in line with 2010 performance. We were not expecting significant improvement in 2011 since restructuring the curriculum to accommodate the EB takes two years to feed through. We are, however, expecting significant improvement in 2012.

The performance of pupils eligible for FSM at 5+ A* - C inc. En & Ma at 34.4% is the highest ever and up 5 points from 2010. However, since non FSM pupils improved by some 7 points from 2010 the gap has slightly widened.

6.1 Key Stage 4 targets

There are 3 statutory targets at KS4:

- **5+A* to C including English and Maths**

At 56% this is an increase of 6% compared to 2010. It is also 3% higher than the highly challenging statutory target of 53%. At 56% this is in line with FFT D estimates (FFT D reflects expected outcome to fall within the top 25% for attainment).

- **English KS2 to KS 4 3 Levels of progress**
The 2011 target is 64.8% - data not yet available
- **Maths KS2 to KS 4 3 Levels of progress**
The 2011 target is 59.7% - data not yet available

6.3 Children in Care

There were 15 young people in care in the year 11 cohort:

	CIC	Halton	Gap
5A* - C	44%	83%	39%
5A* - C EM (Excluding Ormiston and PRU)	25%	56%	26%
KS2 – KS4 3 level progression English (Excluding Ormiston and PRU)	31%	68%	37%
KS2 – KS4 3 level progression Maths (Excluding Ormiston and PRU)	37.5%	60.5%	23%

These results are very positive as the cohort also included 2 Unaccompanied Asylum Seekers, 3 young people who were educated in special schools and did not take GCSEs, and 2 young people who were educated other than at school.

In comparison with last year's attainment performance has significantly improved on all indicators with the exception of 1A* - G. In addition, the attainment gap compared with all Halton young people has also narrowed compared to 2010.

The attainment trend for KS4, whilst erratic due to the small numbers, is also showing improvements.

For those children who did not achieve their 3 levels of progress or attain 5A* - C EM further detailed analysis has not highlighted any previously unidentified significant issues that could have impacted on their performance. The common factors for underachievement were that they had been identified as having additional educational needs and in addition for some young people involvement with the Youth Justice system.

7.0 POLICY IMPLICATIONS

None.

8.0 OTHER IMPLICATIONS

No other implications have been identified.

9.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

Educational attainment is key to the future life chances of children and young people in Halton. It also provides a proxy to the work being done with vulnerable children in the borough and the critical priority area of closing the gap.

Educational attainment of children and young people will have a significant impact on future employment, learning and skills of Halton's population.

10.0 RISK ANALYSIS

N / A

11.0 IMPLEMENTATION DATE

N / A

12.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

None under the meaning of the Act