

**REPORT TO:** PPB Children & Young People  
**DATE:** 8<sup>th</sup> September 2008  
**REPORTING OFFICER:** Strategic Director, Children & Young People  
**SUBJECT:** Summary of Educational Attainment 2008

## **1.0 PURPOSE OF THE REPORT**

To report on 2008 performance data for Foundation Stage Profile and Key Stages 1 to 4. This is an initial report referring to currently available data. It reports attainment only and does not indicate the effectiveness of service delivery. A more detailed report will be tabled at the meeting as further data will become available prior to then.

## **2.0 RECOMMENDATION: That**

2.1 To note the attainment of children in Halton schools for the 2007-08 academic year.

## **3.0 SUMMARY**

As you may be aware from national media reports there have been a number of problems with the marking of KS2 and KS3 papers. This has led to delays in the release of the results and at the current stage data is still considered provisional for KS2 and KS3 can not be reported at present.

### **3.1 Foundation Stage Profile**

Foundation Stage Profile is a continual assessment of a child's ability undertaken throughout the reception year and then reported on at the end of the year. The main headlines for Halton are summarised as follows;

- Declining performance in the average score at all six summary aspects compared to the previous year. This may be due to improved moderation and will be considered in more detail when comparator data is available
- Improvement in linking sounds and letters from 5.9 to 6.1 following targeted interventions.
- Average FSP score for children in lowest performing 20% increased to 60.6% up from 58.1% in 2006.
- Girls outperforming boys across all individual aspects with significant differences particularly in % gaining Level 6+ in PSED and CLL

A more detailed analysis including national comparisons will be included in the report tabled at the meeting.

### **3.2 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;

- Results at Level 2+ are roughly in line with last year with a 0.5% increase in Reading, a 0.3% decrease in Writing, and a 0.8% increase in Maths.
- Performance at Level 2b+ was mixed with a 1.2% increase in Reading, a 1.4% decrease in Writing, and a 0.1% decrease in Maths.
- Level 3+ results were disappointing with declining performance in all subjects of 1.6% in Reading, 2.2% in Writing, and 2.5% in Maths.

The release of national data has been delayed until 28<sup>th</sup> August and this will be included in the more detailed report tabled at the meeting.

### **3.3 Key Stage 2**

At Key Stage 2 a child's attainment is assessed in English, Reading, Writing, Maths, and Science during Year 6. Current data should be treated with caution due to the problems in marking and returning papers. The main headlines for Halton are summarised as follows;

- Excellent progress has been made again following the major improvements in results last year.
- % achieving Level 4+ in English improved from 81.3% to 83.7%, well in excess of the national average of 81%.
- % achieving Level 4+ in Maths improved from 77% to 81.1%, again well in excess of the national average of 78%.
- Science results also showed a significant improvement from 87.4% to 91.2% at Level 4
- Further reduction in the number of schools below floor target with 5 in both English and Maths compared to 2006 when there were 12 in English and 11 in Maths.

### **3.4 Key Stage 3**

At Key Stage 3 a child's attainment in English, Maths, and Science is measured during Year 9. Performance cannot be reported at present due to the high number of missing results at some schools. It is hoped this will be resolved in time to include in the report to be tabled at the meeting.

### **3.5 Key Stage 4**

Key Stage 4 attainment measures a child's GCSE results in Year 11. Results are due to be published on 21<sup>st</sup> August and will be included in the report tabled at the meeting.

## **4.0 FINANCIAL IMPLICATIONS**

None

## **5.0 OTHER IMPLICATIONS**

No other implications have been identified.

## **6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

### **6.1 Children and Young People in Halton**

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 areas of narrowing the gap.

## **6.2 Employment, Learning and Skills in Halton**

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

## **6.3 A Healthy Halton**

Not applicable.

## **6.4 A Safer Halton**

Not applicable.

## **6.5 Halton's Urban Renewal**

Not applicable.

## **7.0 RISK ANALYSIS**

A risk analysis will be completed as part of the review of the Directorate Risk Register.

## **8.0 EQUALITY AND DIVERSITY ISSUES**

Educational attainment is central to reducing inequalities and ensuring the best outcomes for all children and young people in Halton with a particular focus on vulnerable groups.

## **9.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

None