

**REPORT TO:** Children & Young People Policy and Performance Board

**DATE:** 7 September 2009

**REPORTING OFFICER:** Operational Director, Universal Services

**SUBJECT:** Summary of Educational Attainment 2009

**WARD(S):** Boroughwide

## **1.0 PURPOSE OF THE REPORT**

1.1 To report on 2009 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 the Board note the attainment of children in Halton schools for the 2008-09 academic year.**

## **3.0 SUMMARY**

### **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;

- % achieving 6+ in Personal, Social & Emotional Development (PSED) - **73.7%** - in-line with Halton 2008 figure of 73.6%
- % achieving 6+ in Communication, Language & Literacy - **50.7%** - an increase of 2.3% from Halton 2008 of 48.4%
- % achieving 6+ in both PSED & CLL - **46.9%** - an increase of 1.5% from Halton 2008 of 45.4%
- The percentage of pupils achieving 6+ in PSED has decreased since 2008, the largest difference being a decrease of 1.6% in Emotional Development (**78.7%** compared to 80.3% in 2008).
- This is also the case with % of pupils 8+ in PSED, however the largest decrease here is 5.4% in Social Development (**27.2%** compared to 32.6% in 2008).
- The percentage of pupils achieving 6+ across CLL and Mathematical Development assessments have improved since 2008, the greatest increase is in CLL Language for Communication and Thinking by 2.9% (**82.1%** compared to 79.2% in 2008).

- Girls are currently outperforming boys at %6+ and %8+ across all individual aspects with the exception %8+ Mathematical Development – Shape, Space & Measurement
- Achievement in the 30% deprived SOAs has increased in CLL (**46.9%** compared to 42.1% in 2008) and in PSED & CLL (**42.2%** compared to 39.5% in 2008).
- Achievement in the 30% deprived SOAs has decreased in PSED (**68.6%** compared to 69.0% in 2008).

### 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;

- Achievement at Reading has increased in both Level 2+, 2.5% rise from 79.8% in 2008 to **82.3%** in 2009, and Level 2B+, 2.4% rise from 66.9% in 2008 to **69.3%** in 2009.
- Achievement at Reading Level 3+ has remained at 23.8%
- Performance in Writing has increased at Level 2+ with a 3.2% rise from 76.9% in 2008 to **80.1%** in 2009.
- Achievement at Writing has decreased in both Level 2B+, 0.8% fall from 55.7% in 2008 to **54.9%** in 2009, and Level 3+, 2.6% fall from 9.6% in 2008 to **7.0%** in 2009.
- Achievement in Maths has increased across all indicator levels: -
  - Level 2+ - 1.3% rise from 86.7% in 2008 to **88.0%** in 2009
  - Level 2B+ - 2.8% rise from 69.3% in 2008 to **72.1%** in 2009
  - Level 3+ - 1.4% rise from 19.5% in 2008 to **20.9%** in 2009

### 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 as provisional as validation is ongoing with a number of papers returned for remarking. The main headlines for Halton are summarised as follows;

- Achievement in newest DCSF performance measure, English & Maths Level 4+ was 73.0%. Halton is performing above the national average
- Level 4+ Reading - **86.7%** - 0.9% below Halton 2008 figure of 87.6%, achievement at Level 5+ in Reading fell by 3.5% to **46.3%** compared to 49.8% in 2008
- Level 4+ Writing – **67.2%** - 0.6% below Halton 2008 figure of 67.8%, achievement at Level 5+ in Writing fell by 1.5% to **17.9%** compared to 19.4% in 2008 (***A very high numbers of KS2 Writing papers have been returned for remarking so these figures should be treated with caution***)
- Level 4+ Maths - **80.7%** - in-line with Halton 2008 figure of 81.0%, achievement at Level 5+ in Maths rose by 3.7% to **35.8%** compared to 32.1% in 2008

- Level 4+ Science - **89.5%** - 2.6% below Halton 2008 figure of 92.1%, achievement at Level 5+ in Science fell by 2.5% to **46.7%** compared to 49.2% in 2008

### **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 but it is hoped to have summary level information to table 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 27<sup>th</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**

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

## **8.0 EQUALITY AND DIVERSITY ISSUES**

8.1 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**

9.1 None