

REPORT:	Children, Young People and Families Policy and Performance Board
DATE:	29 October 2012
REPORTING OFFICER:	Strategic Director, Children & Enterprise
SUBJECT:	Summary of Educational Attainment and Progress 2012
WARDS:	Borough-wide

The 2012 data remains un-validated until publication of performance tables later this term. There is therefore no national data available at this stage to enable comparisons with national performance. Headline data relates to the LA's performance with a more detailed report, including gender analysis, to be presented at a future meeting.

1.0 PURPOSE OF REPORT

To provide a headline report for Members on Halton's 2012 school performance data for Early Years Foundation Stage Profile and Key Stages 1 to 4.

2.0 RECOMMENDED THAT:

Members note the attainment of the children and young people in Halton schools for the 2011 / 12 academic year

3.0 SUPPORTING INFORMATION

3.1 Early Years 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 a 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.

3.2 Personal Social and Emotional Development

In 2012, 77% of the cohort achieved 6+ points in PSED. This is 4.4% increase on last year's performance.

3.3 Communication, Language and Literacy

In 2012, 58% of the cohort achieved 6+ points in CLL. This is 6.4% increase on last year's performance. This is very pleasing given the focus upon developing children's literacy skills through the implementation of a range of programmes.

3.4 PSED and CLL

In 2012, 54.3% achieved 6+ points in both CLL and PSED. This is 6% higher than last year.

Halton attainment	2010	2011	2012	Comments
% achieving at least 78 points across EYFSP	74.1	71.9	76	Following a decline in 2011, increase of 4.1%
% achieving at least 78 points and 6+ in PSE & CLL	50.4	48.1	54.1	Following a decline in 2011, increase of 6%
% achieving 6+ in PSE	75.3	72.6	77	Following a decline in 2011, increase of 4.4%
% achieving 6+ in CLL	54	51.6	58	Following a decline in 2011, increase of 6.4%
Average total EYFSP score	84.2	83.3	85	Following a decline in 2011, increase of 1.7%
Median EYFSP score	86.0	86.0	87	1 point increase
20 th Percentile EYFSP score	73	73	75	2 point increase

3.5 Early Years Foundation Stage Profile Total Score

In 2012, 76 % of children achieved at least 78 points across EYFSP. This is 4.1% higher than last year.

54.1% of the cohort achieved at least 78+ points *and* 6+ in PSE and CLL. This is an increase of 6%.

3.6 Closing the gap

The gap has been narrowed across the following areas compared to last year.

Lowest performing 20% of pupils in LA:

The LA % gap between the median and the bottom 20% has reduced by 0.2%.

FSM and Non FSM in (From 2011 to 2012):

- Reading gap reduced by 4.5%
- Writing gap reduced by 1.2%
- Numbers as labels for counting gap reduced by 3.3%
- Shape, space & measures gap reduced by 0.4%
- Physical development gap reduced by 1.1%
- Median EYFSP score narrowed the gap by 1%

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 anticipating further increases in achievement as a result of this early intervention.

3.7 Year 1 Phonics Testing

This year saw the introduction of a phonics screening check which involves each pupil reading a list of 40 real and pseudo-words one-to-one with a teacher they know. The pass mark which indicated that the pupil had reached the required standard was 32. 55% of pupils in Halton were working at the required standard. We do not yet have the national figure.

4.0 Key Stage 1

At Key Stage 1 a child's attainment in Reading, Writing, and Maths is assessed during Year 2.

4.1 There has been an increase in level 2b+ in reading, writing and maths in 2012:

- Reading – increase of 2.5%
- Writing - increase of 2.4%
- Maths - increase of 1.4%

	2009 (%)	2010 (%)	2011 (%)	2012 (%)	Difference 2011 to 2012	Nat 2011
Writing L2b+	54.9	57.8	54.4	56.8	+2.4	60
Writing L3+	7	9.6	8.7	9.5	+0.8	13
Reading L2b+	69.4	73.2	68.5	71	+2.5	72
Reading L3+	23.8	24.3	22.1	23.5	+1.4	26
Maths L2b+	72.1	71	71.3	72.7	+1.4	73
Maths L3+	20.9	19.1	17.7	18.3	+0.6	20

Whilst we do not have the 2012 national data, this attainment puts us broadly in line with 2011 national attainment in reading and maths, and 3% rather than 6% adrift of national writing attainment.

4.2 At the higher level 3

There has also been an increase in level 3 in reading, writing and maths in 2012.

- Reading – increase of 1.4%
- Writing - increase of 0.8%
- Maths - increase of 0.6%

This is pleasing progress, but we are still not attaining at national averages at level 3.

4.3 Children in Care

There were no children in care in Year 2 (KS1) this academic year.

4.4 Closing the Gap

The gap between attainment of pupils on FSM compared to non-FSM is as follows. (2011 figures in brackets).

2012 Level 2B+

Reading	- 23.4%	(- 26.2)
Writing	- 27.8%	(- 26.0)
Maths	- 23.8%	(- 19.3)

2012 Level 2+

Reading	-16.9%	(- 17.6)
Writing	-19.9%	(- 19.9)
Maths	-12.6%	(- 12.8)

The gap at L2B+ In reading has decreased by 2.8% but unfortunately it has increased in both Writing (1.8%) and Maths (4.6%).

At L2+ the gap has decreased in Reading by 0.7% and in Maths by 0.2% and there has been no change in the gap in writing.

5.0 Key Stage 2

At Key Stage 2 a child's attainment is assessed in English, Reading, Writing, and Maths during Year 6. Reading and maths papers are marked externally. This year saw a change to writing assessment, where rather than externally marked writing tests, results in 2012 are based upon teacher assessment. The LA now has a statutory responsibility for moderating the assessment of writing. Pupils still had to take a writing test but the results were only to be used to support teachers in making judgements about levels of attainment alongside each child's work across Year 6. The majority of schools had the option to mark the tests in school or send them to an external marker. In order to monitor national standards, the DfE required a sample of schools in each LA to administer the externally marked writing test; in Halton there were 11 schools in this sample.

This year moderation of KS2 Writing took place on a non-statutory basis so that proposals could be trialled in preparation for the introduction of statutory moderation in 2013. The DfE selected 6 schools, which included the Primary Academy, that were to be included in the moderation sample and gave the LA the option to nominate a further 4 schools. The LA recruited upper KS2 teachers as moderators who visited the 10 schools in order to confirm whether the school's teacher assessment in writing was sufficiently reliable and valid to be used for school accountability. The moderators generally agreed with the teachers' assessment in these schools.

Next year, end of KS2 results in Writing will again be based upon teacher assessment but a new test covering punctuation, grammar and spelling is to be introduced and the outcome of this test will also contribute to the Writing results.

5.1 Attainment at the end of Key Stage 2 continues to rise with Halton's attainment in combined English and maths at level 4+ rising from 76.7% in 2011 to 82.9% in 2012 - a 6.2% increase.

- Level 4s in English and maths combined have risen by 6.2% to 82.9%
- Level 4s in English have risen by 5.6% to 88%
- Level 4s in maths have risen by 4.4% to 87%

This compares very well to the 2011 national outcomes and given this further rise it's anticipated that Halton will again attain higher levels than national.

	Eng and maths level 4+ 2010	Eng and maths level 4+ 2011	Eng and maths level 4+ 2012	English level 4+ 2010	English level 4+ 2011	English level 4+ 2012	Maths level 4+ 2010	Maths level 4+ 2011	Maths level 4+ 2012
Halton	76.9	76.7	82.9	82.4	82.5	88.1	83.6	82.2	86.6
National	73	74	*Not yet available	80	81	*Not yet available	79	80	*Not yet available
Difference	+ 3.9	+2.7	Not yet available	+2.4	+1.5		+4.6	+2.2	Not yet available

5.2 The national attainment floor standard is 60% combined English and maths level 4+. There has been a significant reduction in the number of Halton schools attaining below this attainment floor. In 2011 there were 9 schools attaining below 60%, in 2012 this has fallen to 3 schools.

5.3 There has also been an increase in the higher level 5s.

- 3.2% increase in level 5s in English and maths combined
- 7.7% increase in level 5s in English
- 1.9% increase in maths

Level 5+	2008	2009	2010	2011	2012	Nat 2011
English and maths	18.9	20.2	22	22.6	25.8	21
English	30	27.6	31.6	29.7	37.4	29
Maths	32	35.8	33.9	36.2	38.1	35

5.4 2 levels of progress (Key Stage 1 to Key Stage 2)

2012 has seen a significant increase in the rates of progress made in both English and maths across Halton schools.

- 2 levels of progress in English was 92%, an increase of 6% compared to 86% in 2011 (national median 2011 – 87%)
- 2 levels of progress maths was 90%, an increase of 4% compared to 86% in 2011 (national median 2011 – 86%)

5.5 Children in Care

Data is included for 7 CiC overall, 5 of whom have been in care for 12 months or more (highlighted in bold italics). The 5 children who have been in care for 12 months or more all made the expected 2 levels of progress in both English and maths. Two of the children attained level 5 in reading.

Level 4+	Reading	Writing	English	Maths	English and Maths combined	2 Levels progress English	2 Levels progress Maths	2 Levels progress English and Maths	In line with Expected Progress
12 mth in care (5) L4+	80%	80%	60%	60%	40%	100%	100%	100%	100%
12 mth in care (5) L5+	40%	0	0	0	0				
All CIC (7) L4+	71%	71%	57%	57%	43%	86%	100%	86%	86%
All CIC (7) L5+	29%	14%	0	0	0				

Unfortunately against last year's performance there has been a dip and the gap has widened in all indicators for those children who have been in care for more than 12 months. There were 2 boys within this year's cohort who were not predicted to achieve L4 and this has impacted on the English, Maths and combined results. However, when you look at 2 levels of progress and in line with expectations data the performance is much better – this means that all children in care did well according to their own abilities and expected levels of progress.

KS2	2011-12			2010-11		
	12mth CIC (5)	Halton	Gap	12mth CIC (6)	Halton	Gap
English	60%	88.1%	-28.1	66.7%	82.5%	-15.5
Maths	60%	86.6%	-26.6	83%	82%	+1
E&M	40%	82.9%	-42.9	66.7%	77%	-10.7
2L Prog Eng	100%			83%		
2L Prog Maths	100%			100%		
2L Prog E&M	100%			83%		
Expected Progress	100%			66.7%		

This does represent a wider gap than 2011 across all 3 indicators. However, each year's cohort numbers are very small and therefore the trend is not stable. In addition, the 5 children who had been in care for more than 12 months all made 2 levels of progress, in line with expectations.

5.6 Closing the Gap

In 2012 the gap between the attainment of FSM and non-FSM at level 4+ English and maths combined was -12.9%. This is a significant reduction compared to 2011 when the gap in this indicator was 21%.

6.0 KEY STAGE 4

In 2012 there has been a further rise in the DfE attainment floor standard from 35% 5A* - C including English and maths in 2011 to 40% in 2012.. The expectation is that all schools should have at least 50 per cent of pupils getting five good GCSEs including English and Maths by 2015.

Despite the 5% increase in the attainment floor standard, all schools In Halton have again exceeded this threshold.

- 6.1** In 2012 Halton's 5+ A* - C GCSEs including English and Maths was 58.7%, an increase of 2.4% compared to 2011 and 8.6% higher than 2010. This places Halton in line with the 2011 national average (59%) by this indicator and above the attainment of statistical neighbours (55.8%).

Attainment at 5+ A* - C of 87.5% is also the highest ever. A further increase on 2011 places Halton 7.9% above the 2011 national average by this indicator.

6.2 % Pupils making Expected Progress in English (KS2-4)

Provisional data indicates that 3 levels of progress in English is 70.2% an increase of 1.3% from 2011. This compares well with the 2011 national average of 71.8%. The indicative threshold for the floor standard in 2012 is 74%.

6.3 % Pupils making Expected Progress in Maths (KS2-4)

Provisional data indicates that 3 levels of progress in maths is 68.1%, an increase of 6.3% from 2011. This is 3% higher than the 2011 national average. The indicative threshold for the floor standard in 2012 is 66%.

6.4 The "English Baccalaureate" (EB)

It is important to note that the English Baccalaureate is not a qualification. The English Baccalaureate (EB) was introduced by the Secretary of State for Education in the Summer of 2010 as a new indicator of the performance of secondary schools. To qualify for the EB students need to attain at least a Grade C in English, Maths, Science (2 Cs required), a Humanities subject (History or Geography) and a Modern Foreign Language (MFL).

There has been a significant increase in Halton's "English Baccalaureate" (EB) attainment in 2012, rising from 4.7% in 2011 to 12.9% in 2012 – an increase of 8.2%. This compares well to the national figure of 15.3% in 2011.

All Halton secondary schools have now revised their KS4 Options systems and guidance to encourage more pupils to take the EB combination of subjects. The first Year Group for which this could be properly organised was Y8 in 2010 / 2011 (Y9 in 2010 / 2011 had already chosen their options when

the EB was announced). This cohort will take GCSEs in 2013 when we expect to see a further significant increase in the EB figures for Halton.

6.5 Closing the gap

The performance of pupils eligible for FSM at 5+ A* - C including English and maths has increased by 5.1% from 34.2% in 2011 to 39.3% in 2012. As a result the gap between free school meals pupils (39.3%) and non free school meals pupils (66.1%) has narrowed by 2.5% from a gap of 29.3% to 26.8%.

There is clearly much more work to be done. Our objective remains to eliminate the gap completely by raising the performance of the FSM cohort to that of their non FSM peers. However we are pleased with the progress we have made this year.

6.5 Children in Care

There were 5 young people in this year's GCSE cohort.

KS4	2011-12			2010-11		
	12mth CIC(5)	Halton	Gap	12mth CIC (16)	Halton	Gap
5A*-C EM	60%	57.5%	+2.5	25%	56%	-41
5A* - C	80%	87.2%	-7.2	44%	83%	-39
Eng Bacc	20%	12.8%	+7.2	0	4.7%	-4.7
3L Prog Eng	60%	68.4%	-8.4	31%	68.9%	-37.9
3L Prog Maths	80%	68.1%	+11.9	37.5%	61.8%	-24.3

The 2012 results this year are much better than last year and the gap between Halton CIC and their peers has closed in all indicators. It was particularly pleasing to see that in 5A* - C including English and Maths, the English Baccalaureate and 3 levels of progress in Maths, Halton CIC have out-performed the Halton population.

However, as always there is a health warning that this is a volatile cohort and the numbers are small so the trend does go up and down a lot. Nonetheless, there are positive signs that the direct educational support we are providing to our children in care is enabling them to achieve at the least in line with their own potential and in some cases better than that and their peers.

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

EYFS summary Headlines 2010 – 2012

Halton

	2010			2011			2012			
	All	Non 30% SOAs	30% SOAs	All	Non 30% SOAs	30% SOAs	All	Non 30% SOAs	30% SOAs	
All Pupils in LA										
% achieving 6+ in Personal, Social & Emotional Development	75.8	83.7	72.1	72.6	76.4	70.6	77.0	83.9	73.3	(a)
% achieving 6+ in Communication, Language & Literacy	54.2	64.8	49.2	51.6	59.6	47.4	58.0	68.3	52.4	(b)
% achieving 6+ in Personal, Social & Emotional Development + Communication, Language & Literacy	50.5	61.4	45.2	48.3	55.5	44.5	54.3	64.4	48.8	(c)
	All Children			All Children			All Children			
Number of pupils in cohort	1,460			1,570			1,443			
% achieving at least 78 points across the Early Years Foundation Stage Profile	74.1			71.9			76.0			(d)
% achieving at least 78 points AND 6+ in all PSE and CLL	50.4			48.1			54.1			(e)
Average Total EYFSP score	84.2			83.3			84.7			
Average score in Personal, Social & Emotional Development	6.7			6.6			6.7			
Average score in Communication, Language & Literacy	6.2			6.1			6.2			
Median EYFSP score	86.0			86.0			87.0			(f)
20th Percentile EYFSP score	73			73			75			

Lowest Performing 20% of Pupils in LA

Number of pupils	292	314	288	
Average Total EYFSP Score	61.3	60.2	61.2	(g)
Average score in Personal, Social & Emotional Development	5.2	5.0	5.2	
Average score in Communication, Language & Literacy	4.1	4.1	4.1	
LA % gap between median & bottom 20%	28.7	29.9	29.7	(h)