

REPORT TO: Children & Young People Policy & Performance Board

DATE: 31st October 2016

REPORTING OFFICER: Interim Divisional Manager for Education 0-19

PORTFOLIO: Children, Young People and Families

SUBJECT: Summary of 2016 Provisional Unvalidated Attainment and Progress Outcomes

WARD(S) Borough wide

1.0 PURPOSE OF THE REPORT

1.1 To receive a summary of changes to this year's school assessment process on the provisional outcomes for Halton's Children and Young People and their performance in comparison to unvalidated National data and North West Regional Data.

2.0 RECOMMENDATION: That:

- i)** Members receive the presentation; and
- ii)** Members ask any questions about the implications of these results

3.0 SUPPORTING INFORMATION

3.1 The Children's Policy and Performance Board have an overview and scrutiny role for children's services in as they operate in Halton.

3.2 The Interim Divisional Manger for Education will provide a summary of the provisional, unvalidated attainment and progress results as available.

3.3 Outcomes for children and young people are not comparable to previous years results for Key Stage One and Key Stage Two. However relative position to regional and unvalidated national figures can be reported. This information will inform the priorities, training, support and challenge available to schools.

Primary school progress data was due to be released in December, but has been released early in September. The KS1-2 progress thresholds have been released identifying that a school is below the progress element of floor standard if their results are lower than -5 in Reading; -5 in Maths and -7 in Writing (subject to confidence intervals).

Schools who are below the floor standard and those meeting the coasting school criteria will be identified. Schools at risk of coasting will be eligible for formal action by the Regional Schools Commissioner (RSC) as detailed in the DFE “Schools Causing Concern” document, March 2016. These coasting schools may be identified for an intervention plan that could lead to a sponsored Academy solution for the school.

Key Stage 4 reporting arrangements have also changed this year. The performance tables will no longer be reporting 5+ GCSE’s including Maths and English, but will be reporting :

- Progress 8
- Attainment 8
- The percentage of pupils achieving A*-C in both English and maths
- The percentage of pupils achieving the English Baccalaureate
- The percentage of pupils entering the English Baccalaureate
- The percentage of students staying in education or employment after key stage 4

Attainment 8 is a new indicator that reports on the basis of GCSE point scores. The points awarded per grade are detailed below:

A* = 8, A = 7, B = 6, C = 5, D = 4, E = 3, F = 2 and G = 1

Attainment 8 is calculated across 8 subjects, which in reality is 10; English (double weighted), Maths (double weighted), 3 best EBACC grades plus 3 best other GCSE or equivalent grades. The grades are converted to points and the sum is calculated to give the average attainment 8 score.

Progress 8 is the progress made by the pupils on their attainment 8 subjects. Pupils’ progress is measured against all other pupils nationally whose prior attainment, key stage 2, was the same. Progress 8 is a value added measure, therefore, the national average for mainstream pupils is zero. When pupils from special schools are included then the national average will not be zero. If a school had a progress 8 score of +1, then this means that their students made 1 GCSE grade more progress than the average for pupils of the same prior attainment.

3.4 Results available:

3.5 Early Years Foundation Stage

The Early Years Foundation Stage Curriculum (EYFS) is delivered

in nursery and reception, spanning a number of areas of learning. Three areas of learning are classed as Prime areas, characterised by core skills and development that young children need to acquire and these lead into four further specific areas of learning.

Prime areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas of Learning:

- Literacy
- Maths
- Understanding of the World
- Expressive Arts and Design

Assessment

At the end of the reception year children are assessed and a judgement made as to their level of development across a number of areas. The EYFS assessment arrangements identify if children have reached expectation. There are 17 Early Learning Goals (ELG's) and at the end of reception, a judgement is made through continuous observations, against whether:

- The child has achieved the ELG – identified as **expected**
- The child has not reached the ELG - identified as **emerging**
- The child has exceeded the ELG - identified as **exceeding**.

Prior to this final assessment, children's progress is continually monitored and assessed against ages and stages. This enables next steps to be planned for and early intervention targeted. However, these details are not part of the statutory assessment process that is reported back to the Department of Education.

There are two national indicators in respect of the profile:

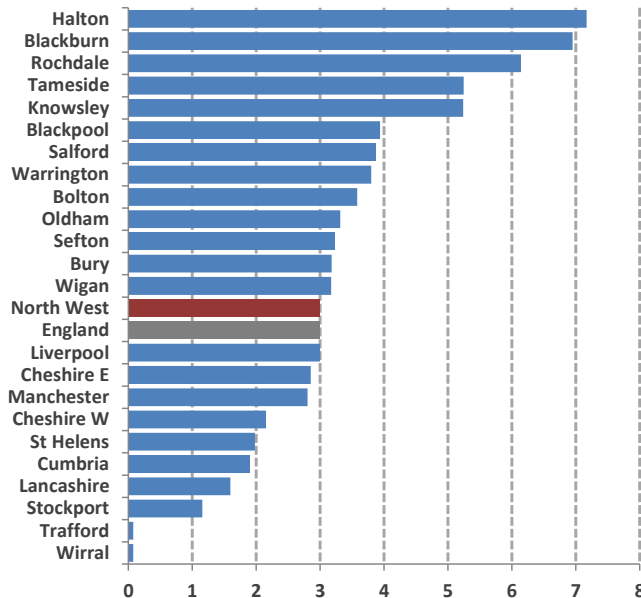
1. A “**Good Level of Development**” (GLD). This is based on the percentage of children reaching expected level or above, in the 3 prime areas of learning (Communication & Language; Personal, Social & Emotional Development and Physical Development) as well as reaching expected or above in Literacy and Mathematics.

2. **Average total point score**. If a child is emerging in an ELG, they receive 1 point; if they are reaching expected level they receive 2 points and if they are exceeding the ELG, they receive 3 points. There are 17 ELG's in total.

In 2016, the Halton GLD was 62% and was an increase of 7% from

2015 and an increase of 15% from 2014. Within the North West region, Halton has been recognised as making the greatest gain in GLD. Whilst we have always been ranked as 23/23 in the region, we have now moved to 21/23 within the NW region.

% improvement against GLD 2015:



There has also been an increase in the percentage of children reaching the expected level in all areas:

- Communication and Language with 79% of children reaching this standard; an increase of 6.5% from 72.5% in 2015 and 70% in 2014.
- Personal Social and Emotional with 81% reaching expected, compared to 75% in 2015 and 73% in 2014
- Physical Development 84% from 81% in 2015 and 80% in 2014
- Literacy 63% from 58% in 2015 and 51% in 2014
- Maths 69% from 65% in 2015 and 60% in 2014
- Understanding the world 75%, from 71% in 2015 and 65% in 2014
- Expressive Arts and Design 78% from 76% in 2015 and 67% in 2014.

The Average Total point score has also risen to 31.9 from 31.2 in 2015 and 30.8 in 2014.

The percentage of children meeting the expected standard in all of the Early Learning Goals has increased by 8% from 50% in 2015, 39% in 2014 and 58% in 2016.

Gender

Girls achieved a GLD of 70%, an 8% improvement on 2015, whilst boys achieved a GLD of 54%; an improvement of 6% on 2015. The 16% gender gap is a slight increase of 2% on 2015 and will be a focus of further analysis.

Two Year Funded Children achieved a GLD of 47%, an increase of 11% on 2015. Non 2 year funded also saw their GLD rise from 57% to 67%, leaving a gap of 20%. This has closed 1% on 2015 2year funded gap. A data tracking system of the outcomes of 2 yr funded children across the authority will be introduced in order to track children closely and aim to reduce this gap.

Actions taken to improve EYFS outcomes 2015-2016:

There has been a focus upon raising standards in early years and this will continue. Following the analysis of the 2015 EYFS data, Maths and Literacy were identified as key areas for development. A number of actions were taken to support raising standards. These included:

- A Good Level of Development (GLD) working group was established working with schools, targeting and identifying percentage of children “on track” to achieve GLD and implementing interventions to boost attainment. This pilot began in 2014 with 17 schools involved and grew to 39 schools using a GLD tracker sheet in 2015. Cluster sessions were also held to provide training around Early Years pedagogy and effective practice and to share good practice amongst schools.
- Halton were part of an Early Years Teaching School Project entitled “MABLE”, working with practitioners across Warrington, Halton and St. Helen’s. The project was a 16 month project (ending July 2016), supporting practitioners of 3-4 year olds with the teaching of Maths and boys’ literacy.
- Following on from a phonics working group, a strong phonics practitioner has been commissioned to work with targeted schools to model good practice and provide whole school phonics systems training.
- Halton LA worked in partnership with The Heath and Wade Deacon Teaching Schools to apply for a DFE funded Early Years Thematic bid to support targeted schools with historically low GLD and writing performance. Unfortunately this bid wasn’t successful, however the LA agreed to fund the developments. These targeted schools worked as a group and participated in Pie Corbett “Talk for Writing” training; visited a school in Birmingham using Talk for Writing approaches and learnt how it was used effectively across all

key stages; had Specialist Leaders in Education (SLE's) support with phonics training; some schools received further whole school phonics training; each school had a commissioned specialist (currently a serving HMI Ofsted inspector) carry out an independent review of their early years provision and practice which informed action plans to promote improvements.

- New to reception training was provided around practice and assessment processes in Early Years.
- Reception mentors were provided from experienced reception teachers to all new to reception teachers.
- Two Early Years conferences were commissioned, with an EY literacy expert focusing one conference on literacy for two year olds and a further literacy conference for three to five year olds.
- An independent review of Early Years was commissioned by education, health and early intervention partners to identify how we could improve our Early Years provision due to low historical outcomes regarding the Good Level of development indicator. Early Education were appointed and carried out a review from January until March 2016. A report was written providing 19 recommendations. Since then a "One Halton" strategic group have been established with health, education, early intervention, settings and parent groups represented to drive improvements for early years children and families.
- Halton were identified by Ofsted to be part on an independent Early Years thematic review during spring term 2016. Ofsted met with senior leaders in education, schools, settings and child minders. This has formed part of information contained in a report published July 2016, regarding national practice entitled "Unknown children destined for disadvantage." Recommendations from this report will inform Early Years action planning within the One Halton strategic group.
- Integrated Two year old reviews are being carried out within settings with Early Years practitioners and health visitors working together to complete an integrated development and progress check at the age of two. Any identified needs are shared with parents and multiagency partners.
- The Early Years Consultant Teacher team is linked to each private and voluntary (PVI) setting. Each setting is RAG rated and levels of support and challenge are based upon levels of need.

Early Years Plan 2016-17

Despite continuing gains, there will be a continued focus upon raising attainment and closing the gap in EYFS with a comprehensive programme of activity planned for the year including:

- Continuation of strategic "One Halton" steering group informing Early Years planning. An EY Conference will be held in November to co-produce an EY plan and key

developments with multi agency professionals working within EY and parents/carers and providers.

- GLD tracking and cluster support will continue.
- New to reception briefings will continue, to train and provide support for new to reception teachers in EYFS curriculum, assessment, moderation and good level of development judgements and curriculum planning.
- Reception mentors are being established, as 25% of schools will have a new to reception teacher from September 2015.
- EYFS assessment and moderation training events and school visits will continue in line with the Standards and Testing Agency policy and practice.
- PVI settings will continue to be supported by EYCT's and cluster networks will be established around Children Centre footprints. Early help Officers will also target children in settings that require support with home learning. Early
- interventions provided both in the setting and at home, should support children in reaching expected levels of attainment throughout their Early Years, so that they are able to start school equipped with the necessary skills to learn.
- An LA wide tracking system will be developed so that key data will be available as soon as children start at a setting and to support analysis of children's progress
- Leadership training will be delivered to PVI EY leaders in the spring/summer term.
- The Speech and Language Service has a new model of working and is now being delivered by Bridgewater Health for specialist level support and Communicate for Early Years targeted and universal level support. This service will provide one link visit/term/setting/school. A SALT training programme will also support Communication strategies and early identification.
- EYCT and SALT will continue "Communication Counts in Halton," a project to support early language development.
- The Halton Early Years Strategy for Support and Intervention is to be reviewed, ensuring support, challenge and accountability lead to securing high quality provision.
- Plans to ensure Halton will be able to meet the demands of the proposal to provide 30 hours of child care for eligible working parents (from September 2017) are being developed.
- The Early Years Pupil Premium (EYPP) was introduced in April 2015 for eligible 3 and 4 year olds. Settings are expected to use this funding to support the individual needs of funded children.

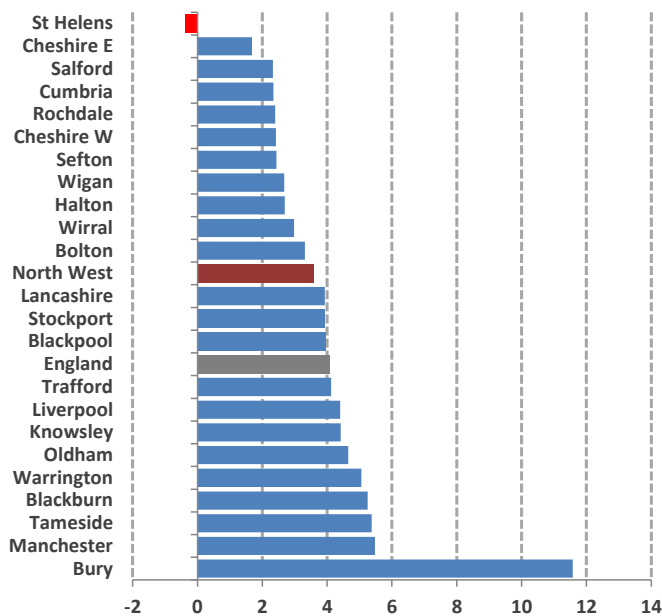
3.6 Year 1 Phonics Testing:

2012 saw the introduction of a phonics screening check which requires each year 1 pupil to read a list of 40 real and pseudo-words one-to-one with a teacher they know. The pass mark which indicates

that a child has met the required national standard is 32.

In 2016, Halton has experienced a further gain of 3%, with 76% of children reaching the expected standard against a national average of 81%. Raising attainment in phonics has been a school improvement priority. A review of phonics began in the last academic year and further work is being undertaken. A strong phonics practitioner has been commissioned to provide targeted phonics support in key schools, providing modelling and training of best practice. Progress has been seen in all school's results who have engaged with the challenge and support.

Regionally our performance can be seen below: (% improvement in Yr1 phonics)



An analysis of phonics performance by month of birth demonstrates some interesting results:

		Percentage meeting the expected standard of phonic decoding		
2016	All pupils	Boys	Girls	
September	87	84	90	
October	86	83	89	
November	85	82	88	
December	84	81	87	
January	83	79	86	
February	82	78	85	
March	80	77	84	
April	79	75	83	
May	77	74	81	
June	76	72	81	
July	75	70	79	
August	72	68	77	

This information will be used to target specific groups of pupils who may require further intervention to boost their phonics skills.

3.7 Key Stage One Results:

2016 saw the introduction of new assessment arrangements with the removal of reporting in levels. Pupils are now assessed against a more challenging curriculum, which was introduced in 2014. Whilst some tasks are carried out, at Key Stage One, the teacher assessments are the reportable performance indicators, reporting whether pupils have achieved the expected standard in reading, writing and maths.

Results are no longer reported as levels, but based on a standard scaled score and teacher assessments based on the standards in the interim framework. The expected standard in the tests is a scaled score of 100 or above; with the higher standard including a scaled score of 110 plus. Scaled scores range from 80-120. Teacher assessments are no longer “best fit” judgements, pupils must meet all set criteria.

Area of Learning	National % Expected	Halton % Expected	Halton gap to national % Expected
R	74	67	-7
W	66	54	-12
M	73	64	-9
RWM	60	50	-19

Working at greater depth:

Area	National	Halton	Halton gap to national
R	24	16	-8
W	13	6	-7
M	18	11	-7
RWM	9	4	-5

Whilst this is a new method of assessment and results cannot be compared to previous year's results, it is worth noting that the gap to national does not reflect historical patterns. In 2015, the gaps to national at the old expected Level 2 standard ranged from 1-2% below national. However, once looking at the higher standard of level 2b+ and level 3 Halton were 4-5% below national (depending upon the indicator; 4% R & M; 5% W in both l2b+ and l3+).

A review of assessment processes are being undertaken with wider LA's and colleagues within Halton. School improvement officers and Halton colleagues are working together to identify key aspects of good practice in schools that have met or exceeded the national average and also amongst those schools who have outperformed within their context. Writing is a key priority for the borough across all phases.

Disadvantaged:

% of pupils achieving the expected standard:

KS1	LA Disadvantaged	LA Non Disadvantaged	Gap
Reading	51%	76%	25%
Writing	39%	63%	24%
Maths	47%	74%	27%
RWM	33%	60%	27%

No regional or national data is yet available to form a comparison or performance.

Gender:

KS1	Female	Male	Gap
Reading	72%	61%	11%
Writing	62%	46%	16%
Maths	64%	64%	0%
RWM	56%	43%	13%

3.8 Key Stage Two

Pupils this year have been assessed against the new National Curriculum which was introduced in 2014. These pupils have only had 2 years to study a 4 year NC programme.

DFE have clearly stated that because of the changes, these results are not comparable to those in earlier years. Levels are not comparable with scaled scores or teacher assessment outcomes from previous years.

Pupils have been assessed by teacher assessments, but at Key Stage Two, reading and maths report test outcomes, whilst writing reports a teacher assessment outcome. A scaled score of 100 is the national expected standard, whilst 110+ is the higher standard in reading and maths and writing is judged against an expected standard, or “working at greater depth” indicator, based upon criteria within the Interim Assessment Frameworks.

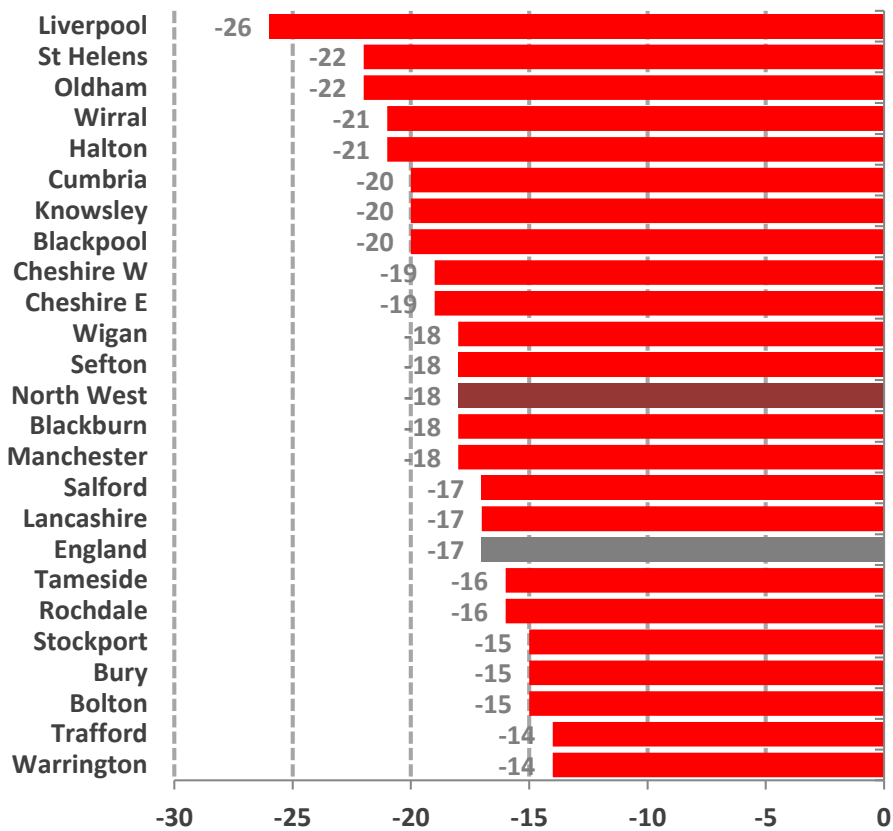
Area	National % Expected	Halton % Expected	Halton gap to national % Expected
R	66	63	-3
W	74	65	-9
M	70	65	-5
RWM	53	46	-7
GPS	72	70	-2
RWM TA	68	58	-10

Area (Working at greater depth)	National %	Halton %	Halton gap to national %
W	15	8%	-7

In 2015, Halton achieved 1% above national in reading and maths and 2% below national in writing (at the old expected standard of Level 4). However at the higher standard of L4B+ and L5, 2015 saw Halton performance 4% below national in reading and writing (L5); 3% below in maths (L5) and 5% below in the combined indicator of RWM.

This fall in performance of pupils reaching the expected standard at KS2 concern has been witnessed nationally and across the NW region. In 2015 80% of pupils nationally achieved the expected standard in RWM, whilst in 2016 only 53% of pupils achieved this expected standard.

The following chart indicates the decline in % of pupils achieving the expected standard in RWM at KS2 regionally, in comparison to the old expected standard in 2015.



This new curriculum is more challenging and 2016 assessment processes and results have caused much angst amongst Headteacher colleagues and their staff, as well as pupils and parents. NAHT are currently advising HT colleagues to boycott 2017 assessments. Halton colleagues are closely considering this union recommendation.

Halton LA are working closely with Cheshire East, Cheshire West, Blackburn with Darwen and other NW school improvement colleagues to carry out an analysis of what has worked well across the NW region, aiming to learn from best practice. Nationally there is currently a review of the writing assessment process being conducted, due to some surprising results in some LA's. Maths support is continuing from the NW maths hub, with an approach to achieving maths mastery being at the forefront of their work. Writing is a key priority for the region and further development work will be undertaken.

Floor Standards:

In 2016, a school will be above the floor if:

- At least 65% of pupils meet the expected standard in English reading, English writing and maths; **or**
- The school achieves sufficient progress **in all three** subjects. At least -5 in reading, -5 in maths and -7 in English writing.

To be above floor, a school needs to meet either the attainment or all of the progress element.

In 2016, although only 6 schools met the attainment floor standard this year, only 3 schools were also below the progress floor standard; 2 below in maths and 1 below in writing. These 3 schools who are below floor will be receiving a higher level of support and challenge from their school improvement advisor and may be included in School to School support funding bids, depending upon their wider and historical performance.

Coasting schools:

The DFE proposed definition of a coasting school is based across 3 years of school performance. A school will be coasting if:

- In 2014 and 2015, fewer than 85% of pupils achieved level 4 in English reading, English writing and maths **and** below the national median progress level in all or English reading, English writing and maths, **and**
- 2016, if fewer than 85% of pupils achieve the expected standard **and** average progress made by pupils is below the progress measure in English reading, or English writing or maths.

No school will be identified as coasting, until after the 2016 performance tables will be published in December. However, using internal, unvalidated data, in Halton 2016, we do not have any schools at risk of coasting.

Disadvantaged:

% of pupils achieving the expected standard:

KS2	LA Disadvantaged	LA Non Disadvantaged	Gap
Reading	50%	72%	22%
Writing	51%	75%	24%
Maths	54%	73%	19%
RWM	32%	56%	24%
GPS	57%	79%	22%

National or regional data is not yet available for comparison.

Gender:

KS2	Female	Male	Gap
Reading	68%	57%	11%
Writing	73%	57%	16%
Maths	67%	63%	4%
RWM	51%	41%	10%
GPS	76%	64%	12%

Progress KS1-2:

The current local data available is based upon LA state funded schools.

KS1-2 progress	LA maintained schools
Reading	-0.3
Writing	-1.6*
Maths	-0.5*

- Denotes significantly below unvalidated national average progress.

3.9 As detailed at the beginning of the report, GCSE reporting arrangements have also changed this year, with the DfE's statement of intent on the 2016 school performance tables stating that the headline measures will be:

- Progress 8
- Attainment 8
- The percentage of pupils achieving A*-C in both English and maths
- The percentage of pupils achieving the English Baccalaureate
- The percentage of pupils entering the English Baccalaureate
- The percentage of students staying in education or employment after key stage 4

The previous headline measure, 5+A*-C including English and Maths, will be removed from the main performance tables.

Attainment 8 score in Halton is 48.9, no regional or national data is yet available.

3.10 Average Progress 8 score overall is 0.18; average progress for English is -0.13; average progress score for maths is -0.31 and average progress score for EBacc is -0.37; average progress score for other subjects is +0.04

However, differences in the progress measures for female and male

pupils are evident.

Category	Overall Progress 8	English Progress	Maths Progress	EBacc Progress	Other
Female pupils (678)	-0.07	+0.11	-0.33	-0.28	+0.19
Male pupils (695)	-0.30	-0.36	-0.28	-0.45	-0.11

Red denotes significantly below national average

Green denotes significantly above national average

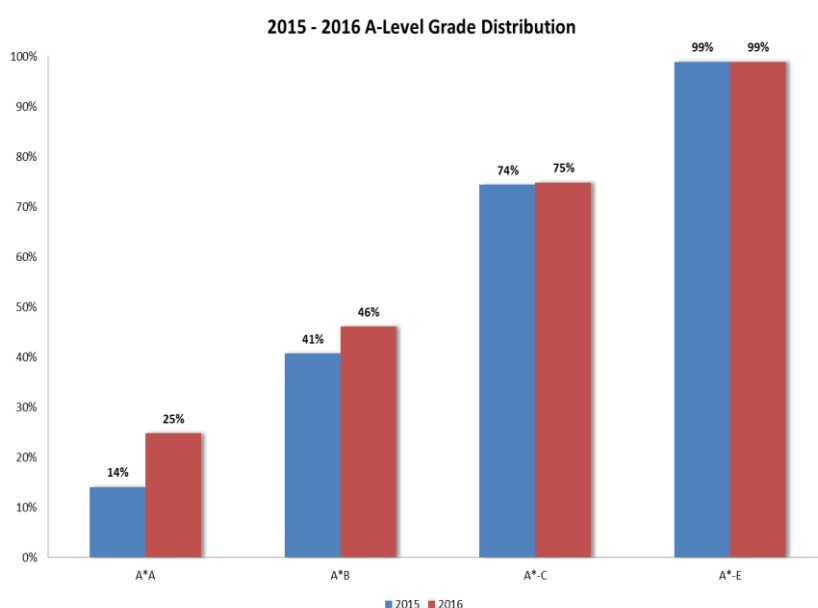
Percentage of pupils achieving grades A*-C in both English and maths in Halton is 60.5%; no national data is available yet. (The Halton range is 44% rising to 76%)

Percentage of pupils entering EBacc is 58%, percentage of pupils achieving Ebacc in Halton is 32% (ranging from 18% to 47%).

The English Baccalaureate is not a qualification. To qualify for the EB students need to attain at least a GSCE in English, Maths, Science, a Humanities subject (History or Geography) and a Modern Foreign Language (MFL).

A Level:

99% of A-Level entries awarded A*-E grades, 1% above the unvalidated national. The proportion of entries awarded 'high grades' continues to improve with 75% of subject entries graded A*-C. (see Halton's A level grade distribution below).



BTEC and Vocational Qualifications:

Students completing BTEC and vocational equivalent subjects also celebrated success with over 70% of entries awarded Distinction grades, equivalent to 3 'A' grades at A-Level.

4.0 POLICY IMPLICATIONS

4.1 Not applicable

5.0 OTHER/FINANCIAL IMPLICATIONS

5.1 None

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children & 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 area of closing the gap. Educational attainment of children and young people will have significant impact on future employment, learning and skills of Halton's population.

6.2 Employment, Learning & Skills in Halton

As above

6.3 A Healthy Halton

None

6.4 A Safer Halton

None

6.5 Halton's Urban Renewal

None

7.0 RISK ANALYSIS

7.1 Schools with a trend that places them at risk of coasting or at risk of being below floor standard will be prioritised for a higher level of support and challenge.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 None identified.

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

“Interim Teacher Assessment Framework at the end of KS2”, Standards and Testing Agency (STA), September 2015

“Statement on the interim recommendations of the Rochford Review”, December 2015

National Curriculum Assessments at Key Stage 2 in England, 2016 (interim) SFR 30/2016, 5th July 2016

“Progress 8 Measure in 2016, 2017 and 2018” DFE, July 2016

“Schools Causing Concern Guidance: Guidance for Local Authorities and RSC’s”, DFE, March 2016