

REPORT TO: Children, Young People & Families Policy and Performance Board

DATE: 10th September 2018

REPORTING OFFICER: Strategic Director, People

PORTFOLIO: Children, Young People and Families

SUBJECT: Summary of 2018 Provisional Un-validated Attainment Outcomes

WARDS: Borough-wide

1.0 **PURPOSE OF THE REPORT**

1.1 To receive a presentation on the provisional 2018 educational outcomes for Halton's children and young people at Early Years Foundation Stage (EYFS); Key stage 1, 2, 4 and 5.

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 As part of the Children's Policy and Performance Board overview and scrutiny role for children's services in Halton they regularly receive reports on educational attainment and other educational issues in the borough. This report is the regular feedback on Assessments throughout EYFS and Statutory Assessments undertaken in the summer term.

3.2 The Divisional Manger for Education will provide a summary of 2018, EYFS, Key Stage 1 , 2, 4 and 5 provisional un- validated educational attainment. These data provide an early indication of the performance of Halton's Schools before publication of the validated data by the Department for Education in December. At that time more detailed national data on progress and comparative groups will be available. These data, do however, provide sufficient information for Schools and the LA to plan and prioritise actions.

4.0 **POLICY IMPLICATIONS**

4.1 None identified.

5.0 **OTHER IMPLICATIONS**

5.1 Local Attainment results are summarised, the current national data is un-validated until the Statistical First release due in December 2018.

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

6.1 **Children & Young People in Halton**

Outcomes for children and young people are comparable to 2016 and 2017 results for Key Stage One and Key Stage Two. They have to be treated with some caution as relatively new assessment processes experience some unreliability in the first couple of years of introduction. Relative position to un-validated national figures can be reported. This information will inform the priorities, training, support and challenge available to schools.

Progress data will be released in December and any schools who are below the floor standard will be identified. The Education Secretary has stated that he will be reviewing both floor standard and "coasting" schools and is looking to introduce just one measure to identify schools of concern. Further details are yet to be announced.

6.2 **Employment, Learning & Skills in Halton**

None identified.

6.3 **A Healthy Halton**

None identified.

6.4 **A Safer Halton**

None identified.

6.5 **Halton's Urban Renewal**

None identified.

7.0 **RISK ANALYSIS**

7.1 Local information is being used to anticipate potential progress results (dependent upon DFE formulas) and identify those schools with a trend that raises cause of concern. The School Improvement team will prioritise vulnerable schools to try and minimise the risk of forced Academy conversions negatively impacting upon children and young people and the associated workforce.

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 KS1", for 2017/18, Standards and Testing Agency (STA)

“Interim teacher assessment framework at the end of KS2”, for 2017/18, Standards and Testing Agency (STA)

“Rochford Review, Final report”, October 2016

“Secondary Accountability Measures : guide”, Department for Education, January 2018

“Progress 8 and Attainment 8 : how measures are calculated”, Department for Education, 2016

“Schools Causing Concern Guidance: Guidance for Local Authorities and RSC’s on how to work with schools to support improvements to educational performance, and on using their intervention powers”, DFE, February, 2018