

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

DATE: 9 September 2019

REPORTING OFFICER: Strategic Director, People

PORTFOLIO: Children, Young People and Families

SUBJECT: Attainment Summary of 2019 Educational Outcomes

WARD(S) Boroughwide

1.0 PURPOSE OF THE REPORT

1.1 To provide the Board with the annual update of the educational outcomes for Halton children for 2018-19.

2.0 **RECOMMENDATION: That the information provided be noted.**

3.0 SUPPORTING INFORMATION

3.1 **Note of Caution:** Please be aware that the data quoted is provisional and un-validated and therefore subject to change. The validated national results will not be available until the publication of the DfE statistical first releases.

3.2 Background Information:

This report details attainment outcomes for Halton's Borough wide performance in:

- a) the Good Level of Development indicator (GLD)
- b) Phonics results at the end of Year One and the end of Key Stage One
- c) Key Stage One Reading; Writing and Maths attainment
- d) Key Stage Two Reading; Writing; Maths; Read Write Maths combined and Grammar, Punctuation and Spelling
- e) GCSE performance grades 9-4 and grades 9-5
- f) A level and vocational qualification performance

Progress data is not yet available until the Department for Education release progress data in the autumn term of 2019.

3.3 Early Years Foundation Stage, GLD Outcomes

What is GLD?

- The Early Years Foundation Stage is a statutory document detailing requirements for welfare and learning requirements throughout the Early

Years. At the end of the reception year, assessments are made using a range of observations and collation of evidence to identify if children have reached a “*Good Level of Development*” (GLD) GLD is only awarded if children reach at least the expected standard in each of the first twelve Early Learning Goals (ELG’s) which are comprised of:

- Personal Social and Emotional Development
- Physical Development
- Communication & Language
- Literacy
- Maths

Contextual information:

In Halton 2019 the cohort comprised of 1456 children of which 692 were girls and 764 boys (52.5%) of the cohort. 319 children were classed as disadvantaged (21.9% of the cohort); 532 were two year funded pupils (36.5%); 232 were identified as on an SEND support plan (9%) and 36 children had an EHCP (2.5%) Of these children 32.9% were summer born pupils.

In 2019, 66.1% of pupils in Halton achieved GLD against an un-validated national figure of 71.8% and North West regional performance of 68.9%. This was an increase from 2018 75.4% of girls achieved GLD, whilst 57.6% of boys achieved GLD. This figure is the highest performance in this measure has diminished the gap to national further.

Assessment Year	National GLD	Halton GLD	Halton Gap to National
2013	52%	37%	15%
2014	60%	46%	14%
2015	66%	55%	11%
2016	69%	62%	7%
2017	71%	61%	10%
2018	72%	65%	7%
2019	71.8%	66.1%	5.7%

Assessment Year	Halton Boys GLD	National Boys GLD	Halton Girls GLD	National Girls GLD
2016	53.6%	62.1%	70.3%	76.8%
2017	54.8%	64.0%	67.9%	77.7%
2018	57.1%	65.0%	72.3%	78.5%
2019	57.6%	65.5%	75.4%	78.4%

Analysis shows that there was an increase in the percentage of all pupils who achieved GLD in the following Early Learning Goals:

1. Reading 69.4% achieved Reading ELG, (up from 68.1% in 2018)
2. Writing 67.3% achieved Writing ELG, (up from 66% in 2018)
3. Number 73.8% achieved Number ELG, (up from 72.3%)
4. Shape, Space and Measures, 76% achieved, (increasing from 73.7% in 2018)
5. Exploring Media and Materials 83%
6. Being Imaginative 84.1%
7. An improvement in girls performance and a reduction in the gap to national of only 3%.
8. Technology remains the highest ELG performance with 90.2% of Halton children achieving this. Writing remains the lowest performing ELG with 67.3% achieving this ELG but is an improvement from last year.

Positive impact:

- It is pleasing to note an increase in GLD and that Halton are narrowing the gap to national performance.
- In recent years there has been much emphasis on increasing the performance of the specific areas of Literacy and Maths and this has led to an improvement in children achieving these areas of learning.
- This academic year Halton witnessed a 100% uptake of the GLD tracker and this has helped to identify earlier those children who may have missed GLD by one area. As a result only 25 pupils were missing GLD in one area and further quality assurance visits saw this reduce further. Appropriate targeting at an earlier stage has led to a refined curriculum to meet the needs of individual pupils.
- 14 schools (28%) achieved GLD performance that was at or above the national figure
- 26 schools (52%) demonstrated an improvement in their GLD performance from 2018.

Areas of development:

- Improving the performance of boys and disadvantaged pupils is an area of concern. Whilst Halton figures do follow the national trend, we clearly want to see boys and those facing disadvantage to achieve in all areas of learning. The main area of learning where boys lag behind girls is within communication, language and literacy skills. Halton have been successful in an Early Years outcomes fund bid and the project "Talk Halton" has been established. This will focus upon early identification of speech and language delays and will have a team of speech and language therapists and Early Years practitioners targeting language development. Additionally Halton have been successful in being part of a Professional Development Fund initiative led by the DFE which will support EY workforce knowledge and skills development. Halton re also part of a home learning early intervention programme and use of an EY app which will work in partnership with parents focusing particularly upon communication, language and early numeracy skills.
- Continuation of close transition working between pre-schools, nurseries and schools is a priority.

- The use of the “Ready for Reception” tool will this year match performance of pupils in EY settings to those in schools so that smooth transitions focus upon next steps in the learning journey.

Individual schools where EY performance is an area of concern will face bespoke support and challenge from the school improvement team and will work closely with other school partners.

3.4 Year 1 Phonics Outcomes:

The phonics test is taken in May of the Year One and assesses children’s ability to decode 40 words comprising of real words and nonsense words but phonetically plausible. In order to achieve the expected standard, pupils must meet the pass mark which is announced each year, although historically is set at achieving 32 marks out of 40.

Contextual information:

There were 1584 pupils in this cohort of which 807 were boys (51%) and 777 were girls (49%).

Year One Phonics Standard	National	Halton	Gap to national
2014	74	66	-8
2015	77	73	-4
2016	81	76	-5
2017	81	79	-2
2018	82	79	-3
2019	81.9%	80.49%	-1.41%

Year 1 Phonics standard Boys	National Boys	Halton Boys	Halton gap to national Boys
2014	70	62	-8
2015	73	69	-4
2016	77	72	-5
2017	78	77	-1
2018	79	76	-3
2019	78.5%	78.8%	+0.3%

Year 1 Phonics standard Girls	National Girls	Halton Girls	Halton gap to national Girls
2014	78	70	-8
2015	81	76	-5
2016	84	79	-5
2017	85	81	-4
2018	86	83	-3
2019	85	82	-3

Analysis shows that:

1. If 1 more pupil had achieved the standard then Halton's results would have reached 80.5 and would be rounded to 81% as DFE report Phonics and Key Stage One and Two to whole numbers
2. Boys performance is now above that of boys nationally
3. Of those pupils who did not meet the standard 5.5% of the cohort achieved between 24-31 marks against 5.3% nationally achieving this range of marks
4. 25 out of 50 schools (50%) performance scored at or above national. 30 out of 50 schools (60% improved or maintained on their 2018 performance. One school had 100% of pupils achieve the phonics standard by the end of Year One.

If a pupil does not achieve the phonics standard, then they must retake the test at the end of Year Two (end of Key Stage One) and end of Key Stage results are reported. This reports the entirety of that cohort's end of key stage performance.

End of Year Two i.e. Key Stage results show that 90.8% of the Halton cohort achieved the expected standard against un-validated national performance of 91.3%. This cohort had 79% of pupils achieve the standard at the end of Year One and a further 11.7% achieve it by the end of Year Two. Nationally this cohort had 80.9% achieve at the end of Year One and 10.3% achieve at the end of Year Two. On this basis Halton's pupils who needed to "catch up" outperformed the un-validated national "catch up" rate.

3.5 **Key Stage One and Key Stage Two Attainment Outcomes:** **Background:**

At the end of Key Stage One, pupils undertake a series of tasks that help to inform a teacher's assessment judgement. Teacher assessments are reported at the end of Key Stage One.

At the end of Key Stage Two, pupils undertake a series of tests and whilst a teacher carries out teacher assessments, it is the outcomes of the tests that are reported. The exception to this is writing in which there is no longer a writing test and teacher assessment judgements are reported.

In both Key Stage One results, the following apply:

- 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
- Expected standard in the tests is a scaled score of 100 or above
- Scaled score runs from 80-120
- To be identified as working at the higher standard (or greater depth in writing), pupils scaled score must be 110 or higher.
- Teacher assessments are no longer "best fit" judgements, pupils must meet all set criteria

Key Stage One Contextual information:

Cohort Group	Cohort: Halton	National:	Halton Gap to national:
Cohort	1,582	666,920	-
Gender (Boys)	53%	51.2%	+1.8%
SEND support plan	17.8%	11.8%	+6%
EHCP	1.9%	2.2%	-0.3%
Disadvantaged	35.3%	20.3%	+15%

33.9% of the cohort were summer born.

Key Stage One Performance:

Expected Standard

	Reading Halton:	Reading National	Gap	Writing Halton	Writing National	Gap	Maths Halton	Maths National	Gap
2016	67	74	-7	54	65	-11	64	73	-9
2017	66	76	-10	58	68	-10	65	75	-10
2018	73	75	-2	67	70	-3	74	76	-2
2019	71.6	74.9	-3.3	65.9	69.2	-3.3	71.5	75.6	-4.1

Higher Standard:

	Reading Halton:	Reading National	Gap	Writing Halton	Writing National	Gap	Maths Halton	Maths National	Gap
2016	16	24	-8	6	13	-7	11	18	-7
2017	17	25	-8	9	16	-7	13	21	-8
2018	21	26	-5	12	16	-4	17	22	-5
2019	21.6	25	-3.4	11.2	14.8	-3.6	18.4	21.7	-3.3

Boys Performance:

Boys % Expected	Boys National 2017	Boys Halton 2017	Gap to National 2017	Boys National 2018	Boys Halton 2018	Gap to National 2018	Boys National 2019	Boys Halton 2019	Gap to National 2019
R % Expected	71	62	-9	71	69	-2	70.8	68.7	-2.1
W % Expected	61	51	-10	63	60	-3	62.9	61.5	-1.4
M% Expected	74	64	-10	75	73	-2	74.5	72.7	-1.8

Girls Performance:

Girls % Expected	Girls National 2017	Girls Halton 2017	Gap to National 2017	Girls National 2018	Girls Halton 2018	Gap to National 2018	Girls National 2019	Girls Halton 2019	Gap to National 2019
R % Expected	80	70	-10	80	77	-3	79.2	75	-4.2
W % Expected	75	64	-11	77	74	-3	75.9	70.9	-4.0
M% Expected	76	66	-10	77	75	-2	76.8	70.1	-6.7

Analysis shows that:

1. There has been a slight drop in all pupils performance compared to 2018, however this is also evident in the national data set. However, given the strong gains made in 2018 it is good to see that this cohort have come close to the gains made given that this cohort had weaker prior attainment than the 2018 cohort.
2. Prior attainment of this cohort demonstrated 61% achieving GLD in 2017. Of those pupils who did not meet the expected level in the Reading Early Learning Goal, 33% of them did achieve the expected level in Reading at the end of Key Stage One. In Early Years Writing ELG 29% of the emerging cohort achieved expected in Writing at KS1 and in Maths 33.6% of the cohort who were emerging in Maths ELG's were able to achieve the expected standard in maths at KS1. This demonstrates strong progress for this group from their starting points.
3. Performance at the higher standard increased in both Reading and Maths, again demonstrating strong progress from starting points.
4. Whilst Halton girls performance is outperforming Halton boys, the gap to national for girls is more marked than it is for boys. Maths is an area for girls that demonstrates a key area of priority, whilst boys performance in Reading is their area of priority.

Positive Impact:

- Data sharing protocol agreement is in place and has increased local accountability and the capacity of the sector to self- support and challenge their peers in similar contexts.
- Performance data is openly shared with governors and schools have been targeted to increase governor attendance and engagement at termly briefings and training sessions. This saw a large increase in school representation at briefing sessions last academic year.
- A higher level of challenge and robust quality assurance has worked with schools on an individual basis to identify areas for development and challenge results if necessary. This has seen an improvement in some schools results.
- Formal Letters to Headteachers and governors have been used effectively to both congratulate effective practice, noting improvements and have also

been used throughout the year to hold leaders to account if practice is concerning.

- The disadvantaged working group has focus on evidence based research of how to raise ambition, aspiration and outcomes for disadvantaged pupils. Most schools have engaged in this training and action based research and work is ongoing to raise outcomes and performance for Halton pupils.
- The revised Education Inspection Framework will become statutory from September 1st 2019. This framework represents the largest shift in focus and inspection of schools in recent times. Schools will be judged on the quality of a broad and balanced education, meeting the needs of all pupils. Performance of vulnerable groups, attendance exclusions and capacity of distributed leadership will all be a key part of inspections moving forwards, Schools have been provided with training and building capacity of middle and senior leaders. The impact of this work can be seen in improved performance results and over time will become more evident in the quality and breadth of the curriculum.

Areas to Develop:

- Continue to raise aspiration and ambition of all pupils but particularly targeting vulnerable and disadvantaged groups.
- Improve maths performance of girls and reading performance of boys
- Continue to challenge the most able to reach greater depth and the higher standard.
- Launch the long term Halton Reading Strategy with the aims to develop a passion for lifelong reading; increase reading skill level and fluency amongst the population as a whole; increase employability with high level and specialist reading skill.

3.6

KS2 Outcomes

Key Stage Two Contextual Information:

Cohort Group	Cohort: Halton	National:	Halton Gap to national:
Cohort	1,610	646,060	
Gender (Boys)	51%	51.1%	-0.1%
SEND support plan	19.3%	13.6%	+5.7%
EHCP	1.7%	3.1%	-1.4%
Disadvantaged	44.3%	29.3%	+15%

Key Stage Two Performance:

Expected Standard:

	R Hal.	R Nat.	Gap	W Hal.	W Nat.	Gap	M Hal.	M Nat.	Gap	RWM H	RWM Nat.	Gap
2017	69	72	-3	72	76	-4	70	75	-5	56	61	-5
2018	75	75	0	75	78	-3	74	76	-2	63	64	-1
2019	70	73	-3	76	78	-2	75	79	-4	60	65	-5

Higher Standard:

	R Hal.	R Nat.	Gap	W Hal.	W Nat.	Gap	M Hal.	M Nat.	Gap	RWM H	RWM Nat.	Gap
2017	19	25	-6	24	28	-4	17	23	-6	6	9	-3
2018	13	18	-5	19	20	-1	21	24	-3	9	10	-1
2019	22	27	-5	19	20	-1	21	27	-6	9	11	-2

Grammar Punctuation and Spelling (GPS or Spag) saw 75% of Halton pupils reach the expected standard against a national figure of 78%. This is the same position as 2018 for both Halton and national.

Boys Performance:

Boys % Expected	Boys Halton 2017	Boys Halton 2018	Boys Halton 2019	Boys National 2019	Gap to National 2019
R % Expected	66	68	65	69	-4
W % Expected	63	66	68	73	-5
M % Expected	69	72	75	78	-3
RWM % Expected	50	56	54	60	-6

Girls Performance:

Girls % Expected	Girls Halton 2017	Girls Halton 2018	Girls Halton 2019	Girls National 2019	Gap to National 2019
R % Expected	73	81	74	78	-4
W % Expected	81	83	84	85	-1
M % Expected	71	76	76	79	-3
RWM % Expected	62	70	65	70	-5

Analysis shows that:

- There are a high proportion of disadvantaged pupils within this cohort, with 33.5% being summer born pupils. This cohort as a whole (although there will have been some mobility) were the first cohort to be assessed on this EYFS framework with the GLD measure. Only 37% achieved GLD in 2013. Key Stage One results in 2015 are not directly comparable as they were the last year before the current assessment system came into use. Given their starting points the progress made is comparatively strong.
- Whilst it is disappointing not to maintain the levels achieved last summer, given prior attainment it is encouraging to see a general upward trajectory from 2017 and the percentage of those achieving the higher standard in maths; greater depth in writing and an improvement at the higher standard in

Reading.

- Performance of boys needs to focus upon Reading and Writing, whilst girls key areas of development are reading and maths.

Positive impact and Areas of Development:

As Key Stage one for whole school leadership and governance matters and key educational developments.

Key Stage Four, GCSE Performance:

Background Information:

GCSE performance will be the second year that most GCSE's will be awarded on a grade 9-1 basis. Grade 9 is the highest award and is classed as A** ; grade 8 equates to A* ; 7 to an A etc. The standard pass mark is a grade 4, with a good pass graded as 5 or above. GCSE's are now based on a linear model whereby performance is predominantly assessed by the examination at the end of Key Stage Four.

Attainment 8 is a measure that calculates a **student's average grade across eight subjects** – the same subjects that count towards Progress 8. This measure is designed to encourage schools to offer a broad, well-balanced curriculum.

School	No. of Yr 11 Pupils	A8 Score	% Grade 9-4 in English	% grades 9-5 in Maths	% grades 9-4 in English and Maths	% grades 9-5 in English	% grades 5-9 in Maths	% grades 9-5 in English and Maths	% Achieved EBacc 9-4	% Achieved EBacc 9-5
Halton 2019	1364	45.09	72.1	61	56.5	56.3	39.7	36	22.1	13.5
Halton 2018	1333	44.20	70.4	63.9	58.1	52.3	39.9	32.3	24.6	14.5
Change:	+31	+0.89	+1.7	-2.9	-1.6	+4.0	-0.2	+3.7	-2.5	-1

These provisional results demonstrate an improvement in English both at 9-4 and 9-5. There has been a slight decrease in Maths 9-5 and a decrease at 9-4. A review will be carried out with schools regarding maths performance and closer links and working will be made with the Maths Hubs. However it is pleasing to note the improvement in English at grades 9-4 and a marked improvement at grades 9-5. The percentage of students achieving grades 9-5 in both English and Maths is also a marked increase on last years performance.

Key Stage Five, A Level and Vocational Qualifications.

A Levels this year continue to be based upon predominantly linear models ie. exams taken at the end of Key Stage Five. A Level pass grades are awarded from A*-E grades.

A Level Results 2019:

In 2019, nationally 97.5% of A level entries were pass grades, successful in achieving a range of grade from A*-E. Performance in Halton was slightly higher than the national figure with 98.1% of entries achieving A*-E.

Vocational and BTEC qualifications:

Many students undertake a range of vocational qualifications and these are predominantly assessed through ongoing assessment, course work with some exam elements. In 2019, 99.9% of students achieved passes in their vocational qualifications. Of these 86% achieved distinctions and 95.1% of entries achieved high grades classed as MMM or above (M abbreviated for Merit).

4.0 POLICY IMPLICATIONS

4.1 None identified.

5.0 FINANCIAL IMPLICATIONS

5.1 None identified.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children & Young People in Halton

None identified.

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 None identified.

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**

None.