

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

**DATE:** 14 November 2022

**REPORTING OFFICER:** Strategic Director, People

**PORTFOLIO:** Children & Young People

**SUBJECT:** Summary of 2022 Provisional Un-validated Attainment Outcomes

**WARDS:** Borough-wide

## **1.0 PURPOSE OF THE REPORT**

To provide a presentation on the provisional 2022 educational outcomes for Halton's children and young people for Early years Good Level of Development (GLD) indicator; Key Stage One phonics results; Key stage 1, 2, 4 and 5 attainment information. To share some key updates regarding educational national and local priorities and developments.

### **RECOMMENDATION: That**

- (1) Members receive the presentation; and**
- (2) Members ask any questions about the implications of these results; and**
- (3) Members are aware of any key updates and implications for the borough**

## **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, members regularly receive reports on educational attainment and other educational developments/issues in the borough. This report is to feedback on Statutory Educational Assessments throughout EYFS and Statutory Assessments undertaken in the summer term throughout the primary, secondary and post 16 phases of education. This marks the return of the first statutory assessment in the primary phase post pandemic and first set of exams sat by students since the Covid pandemic. The information provided shares information regarding pre pandemic performance to gain an insight of the borough's prior educational position and then the provisional results achieved this academic year. Clearly direct comparisons cannot be made against prior performance and whilst Halton as a region were badly affected by Covid infections, individual schools have been affected to varying degrees so caution also needs to be exercised as there is variance in performance across schools.
- 3.2 The Interim Operational Director for Education, Inclusion and Provision will provide a summary of 2022, GLD, phonics, Key Stage 1, 2, 4 and 5 provisional un-validated educational attainment. This data provide an early indication of the

educational attainment data across 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. This data, does however, provide sufficient information for Schools, LA and wider stakeholders to plan and prioritise actions.

### 3.3 Provisional Attainment Results for 2022: Early years Good Level of Development (GLD):

Percentage of pupils achieving a good level of development						
Year	Halton		England		gap	
2017	60.9	↓ -1.0	70.7	↑ 1.4	-9.8	↓
2018	64.5	↑ 3.6	71.5	↑ 0.8	-7.0	↑
2019	66.1	↑ 1.6	71.8	↑ 0.3	-5.7	↑
2022	60.1	↓ -6.0	65.2	↓ -6.6	-5.1	↑

For information this is also the first year of a new Early Years Framework and revised Early Learning Goals so cannot be compared with prior data. However gap to national is a useful indicator to give a benchmark of how we are comparing to the national average. This new framework has removed any exceeding measurements so figures are based upon percentage of children reaching the expected standard in the Early Learning Goals (ELG).

The children undertaking these assessments were only three years old when the Covid pandemic hit. This cohort of children had reduced social interaction opportunities at a formative stage of their lives and many also had reduced physical development opportunities with parks, leisure centres, children's playbarns and outdoor activities closed due to Covid. Any delays in gross motor skill development lead to delays in fine motor skills development so whilst pencil hold, scissor control, manipulative skills are impacted, so are self care skills and using tools such as a knife and fork to feed themselves. These are significant experiences that this generation missed out on and are seen nationally as well as locally. From early data, we have seen the following results in each Early Learning Goal (ELG), but as yet do not have comparative data to benchmark against:

- Communication and Language 77.7% reached the expected standard in the ELG.
- Personal Social and Emotional ELG, 82.3% reached the expected standard
- Physical Development ELG, 82.5% reached the expected standard%
- Literacy ELG, 61.8% reached the expected standard
- Maths ELG, 71.8% reached the expected standard
- Understand the world ELG, 77.5% reached the expected standard
- Expressive Arts and Design ELG, 80.7% reached the expected standard

#### Phonics:

End of Year One data:

### Phonics - Year 1

Percentage of pupils achieving the expected standard								
Year	Halton			England			gap	
2017	79	↑	3	81	→	0	-2	↑
2018	79	→	0	82	↑	1	-3	↓
2019	80	↑	1	82	→	0	-2	↑
2022	73.2	↓	-6.8	75.5	↓	-7	-2.3	↓

Whilst it is disappointing to see such a drop in the percentage of children achieving the expected standard (which is a mark of 32 out of 40 words read correctly in the phonics test), this group of children were impacted significantly as they started reception class in the midst of the pandemic and had experienced disruption to nursery/pre-school during lockdowns. The decline is less than the national decline in this measure. Schools are working with children to reach the expected standard and provide interventions and catch up strategies for those that have not yet reached this standard and will take the test in Year Two.

End of Year Two data (this includes those whom retook the assessment in Year Two as they didn't reach the expected standard by the end of Year One).

### Phonics - by end of Year 2

Percentage of pupils achieving the expected standard								
Year	Halton			England			gap	
2017	91	→	0	92	↑	1	-1	↓
2018	93	↑	2	92	→	0	1	↑
2019	90	↓	-3	91	↓	-1	-1	↓
2022	86.4	↓	-3.6	87	↓	-4	-0.6	↑

Again whilst teaching time was affected by the pandemic, the impact noted is in line with national figures. Pupils will continue to develop their phonic skills throughout the following school years and the gap to national data has decreased.

### Key Stage one Assessments: Expected standard

% pupils achieving the expected standard						% pupils achieving the expected standard											
Reading						Writing											
Year	Halton			England			gap	Year	Halton			England			gap		
2017	66	↓	-1	76	↑	2	-10	↓	2017	58	↑	4	68	↑	3	-10	↑
2018	73	↑	7	75	↓	-1	-2	↑	2018	67	↑	9	70	↑	2	-3	↑
2019	72	↓	-1	75	→	0	-3	↓	2019	66	↓	-1	69	↓	-1	-3	→
2022	66.4	↓	-5.6	66.9	↓	-8	-0.5	↑	2022	57.9	↓	-8.1	57.6	↓	-11.4	0.3	↑

% pupils achieving the expected standard				% pupils achieving the expected standard			
Maths				Reading, writing and maths			
Year	Halton	England	gap	Year	Halton	England	gap
2017	65	75	-10	2017	53	64	-11
2018	74	76	-2	2018	63	65	-2
2019	71	76	-5	2019	61	65	-4
2022	66.9	67.7	-0.8	2022	53.3	53.4	-0.1

Key stage one data is based on teacher assessment informed by tasks. The combined reading, writing, maths figure isn't a DFE reportable measure at Key Stage One but is a useful indicator to track and identify the proportion of children reaching the expected standard in all three areas by the end of Key Stage One.

It is pleasing to note that trends are following national performance but with the decline from previous years pre pandemic. Halton have seen less of a decline than national and expected figures are in line with national. Given that disadvantaged areas have been more adversely affected than most and Halton specifically were impacted with high rates of infection and subsequent absence due to illness, these figures demonstrate the hard work and effective home learning, interventions, tailored catch up strategies that schools have deployed. Such bespoke and individualised analysis of gaps in learning have accounted for making the gains back on lost learning. Schools are continuing to deploy such strategies to continue this progress.

### Key Stage One: Greater Depth/Higher Standard

% pupils achieving greater depth				% pupils achieving greater depth			
Reading				Writing			
Year	Halton	England	gap	Year	Halton	England	gap
2017	17	25	-8	2017	9	16	-7
2018	21	26	-5	2018	12	16	-4
2019	22	25	-3	2019	11	15	-4
2022	17.1	18	-0.9	2022	7.8	8	-0.2

  

% pupils achieving greater depth				% pupils achieving greater depth			
Maths				Reading, writing and maths			
Year	Halton	England	gap	Year	Halton	England	gap
2017	13	21	-8	2017	6	11	-5
2018	17	22	-5	2018	8	12	-4
2019	18	22	-4	2019	9	11	-2
2022	14	15.1	-1.1	2022	6.5	5.9	0.6

As with the data for children achieving expected standard, the data for those achieving greater depth in all three areas is also not a national reporting requirement, however it is encouraging to see from the tables above that Halton's performance has not declined at the same rate as national performance in all of the subject areas and Halton has closed the gap to national across all subjects. It is of note that Halton was ahead of the national performance for 2022 for children achieving greater depth across the combined measure for all three subject areas in key stage one, despite having trailed national data in this measure in 2019 and in the other reported pre-pandemic academic years.

### Key Stage Two; Expected Standard:

% pupils achieving the expected standard Reading				% pupils achieving the expected standard Writing (TA)			
Year	Halton	England	gap	Year	Halton	England	gap
2017	69  6	72  6	-3	2017	72  6	76  2	-4
2018	75  6	75  3	0	2018	75  3	78  2	-3
2019	70  -5	73  -2	-3	2019	76  1	78  0	-2
2022	75.3  5.3	74.5  1.5	0.8	2022	70.2  -5.8	69.5  -8.5	0.7

% pupils achieving the expected standard Maths				% pupils achieving the expected standard Reading, Writing and Maths			
Year	Halton	England	gap	Year	Halton	England	gap
2017	70  5	75  5	-5	2017	56  9	61  8	-5
2018	74  4	76  1	-2	2018	63  7	64  3	-1
2019	75  1	79  3	-4	2019	60  -3	65  1	-5
2022	68.9  -6.1	71.4  -8	-2.5	2022	58.1  -1.9	58.7  -6.3	-0.6

% pupils achieving the expected standard Grammar, Punctuation and Spelling			
Year	Halton	England	gap
2017	75  5	77  4	-2
2018	75  0	78  1	-3
2019	74  -1	78  0	-4
2022	70  -4	72.5  -5.5	-2.5

Key Stage Two data is based on tasks/tests in Reading and Maths and teacher assessment of writing. This is the first year that tasks/tests have returned since the pandemic. Achievement in reading has increased by 5.3% and Halton's reading standard is now above national data. Similarly writing performance is above national. Whilst maths and the combined read, writing and maths measures are slightly lower than national, the decline from pre pandemic levels has been less than that witnessed at national level and Halton's performance gap to national has decreased across all performance measures in 2022.

### Key Stage Two: Greater Depth/Higher standard:

% pupils achieving high score/greater depth Reading				% pupils achieving high score/greater depth Writing (TA)			
Year	Halton	England	gap	Year	Halton	England	gap
2017	19  4	25  6	-6	2017	13  5	18  3	-5
2018	25  6	28  3	-3	2018	19  6	20  2	-1
2019	22  -3	27  -1	-5	2019	19  0	20  0	-1
2022	24.8  2.8	27.8  0.8	-3	2022	10.8  -8.2	12.8  -7.2	-2

% pupils achieving high score/greater depth Maths				% pupils achieving high score/greater depth Reading, Writing and Maths			
Year	Halton	England	gap	Year	Halton	England	gap
2017	17  6	23  6	-6	2017	6  3	9  4	-3
2018	21  4	24  1	-3	2018	9  3	10  1	-1
2019	21  0	27  3	-6	2019	9  0	11  1	-2
2022	17.7  -3.3	22.5  -5	-4.8	2022	5.7  -3.3	7.2  -3.8	-1.5

% pupils achieving high score/greater depth Grammar, Punctuation and Spelling						
Year	Halton		England		gap	
2017	25	↑ 6	31	↑ 8	-6	↓
2018	30	↑ 5	34	↑ 3	-4	↑
2019	30	⇒ 0	36	↑ 2	-6	↓
2022	22	↓ -8	28.3	↓ -7.7	-6.3	↓

Although Halton's performance against the greater depth measures was lower than national data in 2022, the data for reading, maths and the combined reading, writing and maths measures has shown less of a decline since 2019 than the national data and in these areas the gap to national data has declined for Halton. Greater depth performance in writing, which is a teacher assessed measure, has declined since 2019 by more than the national data and the gap to national has increased.

### Key Stage Four Attainment: GCSE Performance:

Halton LA Trend	2018	2019	2021	2022	% Diff to 21	% Diff to 19
<b>Cohort</b>	1333	1364	1488	1572		
<b>Number achieving grades 4 - 9 in English</b>	70.4	72.8	75.5	75.3	-0.2	2.5
<b>Number achieving grades 5 - 9 in English</b>	52.3	57	58.1	60.4	2.3	3.4
<b>Number achieving grades 4 - 9 in maths</b>	63.9	61	67	66.5	-0.5	5.5
<b>Number achieving grades 5 - 9 in maths</b>	39.9	39.8	46.1	48.7	2.6	8.9
<b>Number achieving grades 4 - 9 in English AND maths</b>	58.1	56.8	63.5	63.0	-0.5	6.2
<b>Number achieving grades 5 - 9 in English AND maths</b>	32.3	36.1	41.5	44.0	2.5	7.9
<b>Number achieving EBacc grades 4 - 9</b>	24.6	21.9	21.8	9.2	-12.6	-12.7
<b>Number achieving EBacc grades 5 - 9</b>	14.5	13.2	15.1	6.6	-8.5	-6.6
<b>EBacc average APS</b>	3.72	3.78	3.96	3.78	-0.18	0.00
<b>Attainment 8 average score</b>	44.2	45.4	47.2	45.7	-1.5	0.3

2022 are the first cohort, post pandemic to undertake exams as the last two years GCSE results have been based on Centre Assessed Grades and Teacher Assessed Grades. The last year where GCSE's were based on purely exams and assessments was 2019. Early national data indicates that most GCSE performance nationally shows a small increase on 2019 data and a decline on 2021 teacher assessed grade data. Halton's GCSE results mirror much of this pattern, although maths at grades 9-5; English grades 9-5 and combined English and Maths grade 9-5 have all also increased on 2021 data too.

Ebacc data has declined slightly. The Ebacc measure is calculated by average point score counting all schools in all measures, based on a range of subjects including:

- English language and literature
- maths
- the sciences
- geography or history
- a language

To count towards the English part of the EBacc, pupils need to take both English literature and English language GCSE exams. For the science element, pupils need to take either GCSE combined science, or 2 single sciences. The language includes any ancient or modern foreign language.

Whilst Ebacc is a measure encouraged by DFE, for some pupils it does not reflect their strengths and ambitions. In some circumstances pupils individual best results may be gained by selecting subjects which don't cover this diverse, approved range. In these cases these students won't meet the Ebacc measure, but may have attained strong results in their chosen subjects.

### Key Stage Five: Post 16 A level Attainment:

2022: A-Level		% A*-A	% A*-B	% A*-C	% A*-E
	<b>Entries</b>				
<b>Halton LA</b>	<b>1191</b>	<b>26.3%</b>	<b>58.4%</b>	<b>83.0%</b>	<b>99.7%</b>
<b>Emerging National (GOV.uk)</b>		<b>35.9%</b>	<b>62.2%</b>	<b>82.1%</b>	<b>98.4%</b>

Based on the data provided by the schools and college, Halton's percentage of A\*-C grades has increased by almost 13% since the last pre-pandemic set of results in 2019, rising from 70.2% A\*-C in 2019 to 83% in 2022. It is of great credit to the staff and students that this figure was also ahead of the emerging national data for 2022. A\*-E grades have also risen by 1.6% from 98.1% in 2019 to 99.7% in 2022, again being ahead of the emerging national data in 2022. Although students achieving the higher grades are below national figures for 2022, the percentage of A\*-A grades has increased in Halton from 16.8% in 2019 to 26.3% in 2022, and the A\*-B grades have increased from 43.2% in 2019 to 58.4% in 2022.

### Technical/Vocational Attainment:

2022: Tech/Vocational		No.	%	No.	%	No.	%
	<b>Entries</b>	<b>Distinctions</b>		<b>High Grades (MMM or above)</b>		<b>Passes</b>	
<b>Halton LA</b>	<b>518</b>	350	<b>67.6%</b>	467	<b>90.2%</b>	31	<b>6.0%</b>

National data is not yet available for comparison purposes for those students taking technical/vocational qualifications at key stage five. In Halton a total of 491 students undertook these qualifications in 2022, down from 537 in 2019. Distinction grades have dropped from 86% in 2019 to 67.6% in 2022, with 96.1% of entries being a pass or higher, down from 99.9% in 2019. Entries achieving three merits or above have also dropped from 95.1% in 2019 to 90.2% in 2022.

### Pupil characteristic data

Data regarding performance of vulnerable groups; performance by gender and performance of SEND support, EHCP and Looked after children and care leavers will be published in a subsequent report. DFE release characteristic data in December 2022 and so analysis and performance reporting of these groups will be reported at Spring PPB.

### 3.4 Key Educational Developments:

- **Priority Educational Investment Area (PEIA)**- Halton have been identified as a Priority Educational Investment area and are one of 24 Local Authorities to be identified in this category. 55 out of 152 Local Authorities across England have been identified as Educational Investment Areas. These areas will receive additional funding to support local and national priorities in line with ambitions identified within The Schools White Paper. As a PEIA, Halton will work closely with the DFE whom will join our regional strategic board (in Halton this is our Halton Learning Alliance). The purpose is to develop the school led system; share effective practice and learning whilst meeting the priorities identified within the Schools White Paper.
- **Halton Learning Alliance** –Halton Learning Alliance have been operating as a shadow board and will be formally re-launched with all educational sector representation on 6<sup>th</sup> October 2022. This Alliance are working collectively on our Learning Community principles that:
  - *Every learner and every learning place in Halton are our collective responsibility*  
*Every learner is known, valued and supported to achieve*  
*Our young people aim to become responsible, caring, effective and contributing citizens.*

By the whole system acting with true morale purpose, we will pursue our collective ambitions so that all education is high quality and inclusive; outcomes are achieved and that young people are aspirational, ambitious, successful and achieve so that they contribute to the education, schooling, businesses and the wider community.

- **Delivering Better Values**- Halton have been identified as a Local Authority to be part of the Delivering Better Values Programme. This programme is targeting authorities with high needs DSG funding deficits (about a third of all LA's) whom aren't at the highest level risk but have deficits that need to be addressed. The programme have commissioned Newton and CIPFA (specialists working with public financial management) to share how regions address their high needs and inclusion needs whilst reducing deficit budgets. Halton are part of tranche three so will be part of the programme from Summer 2023, although data is currently being collected and liaising with DE regarding this programme has been initiated.
- **Early Years Experts and Mentors Programme**- Halton are taking part in DFE's Experts and Mentors programme. This programme invests and uses leads of Early Years both within LA's and Early Years provisions to share effective practice, pedagogy and practice and coach and mentor other providers regarding a range of elements of Early Years practice including Communication, Language and maths. It is pleasing to share that both LA staff and Early Years practitioners from Halton are part of this programme and will build system support and knowledge across the system.
- **Headteacher of the Virtual School**- A successful appointment to the role of Headteacher of the Virtual School has been made, with Mr Benjamin Holmes being the appointed candidate. Ben has previously been a successful primary



headteacher in Lancashire. Ben then joined Halton Local Authority in 2020 and had a positive impact developing safeguarding and effective practice working with schools, multi agency staff, police and health colleagues. He took up the Headteacher of the Virtual School role on 1<sup>st</sup> August 2022 and is already championing the education and experience of children in care, looked after children and care leavers. Ben will share his report on educational outcomes of the Virtual School in a forthcoming PPB meeting and wider Virtual School updates and developments.

#### **4.0 POLICY IMPLICATIONS**

4.1 This data will also be shared with Department for Education (DFE) and Ofsted. As Halton are a priority education investment areas (PEIA), this data will be used to help identify educational key priorities and inform any action planning and deployment of priority funding use in consultation with DFE and overseen by the Regional Delivery Directorate (RDD).

#### **5.0 OTHER IMPLICATIONS**

5.1 Local Attainment results are summarised, the current national data is non-validated until the Statistical First release due in December 2022.

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

##### **6.1 Children and Young People in Halton**

Outcomes for children and young people have to be treated with some caution as they are the first set of results post Covid pandemic and all pupils and schools were affected to varying degrees. Relative position to non-validated national figures are reported, but again consideration does need to be given to the varying impact of Covid across regions, with disadvantaged areas being affected more adversely than other areas. This performance information will inform the priorities, training, support and challenge available to schools. Schools continue to be risk assessed and challenged/supported whilst also developing the capacity of the whole school system to be a sector led improvement system working in partnership with multi agency teams and local authority and Children's services colleagues. Our collective ambition is to raise aspiration and ambition for children and young people across the borough, so that they achieve successful outcomes in line with their aspirations and contributing to the regions development, businesses, services, growth and regeneration.

##### **6.2 Employment, Learning and Skills in Halton**

Due to the pandemic young people have received a range of disruptions due to lockdowns and varying Covid infection levels. Curriculum offer, work experience, field trips, practical experiences have all been adversely affected by Covid. Employers and trainers need to be aware that young people moving into employment/training may not have received the same ranges of experiences and opportunities as cohorts did pre pandemic and need to consider this in relation to induction and training processes that will be required to support new recruits/trainees into the workforce/placements.

### 6.3 **A Healthy Halton**

Data regarding Covid infections in settings/schools/colleges is still being collated and is shared with relevant parents/carers/professionals as appropriate if any action needs to be taken to protect children, young people and the school workforce. Risk assessments and mitigation of risk are ongoing.

### 6.4 **A Safer Halton**

None

### 6.5 **Halton's Urban Renewal**

None.

## 7.0 **Risk Analysis**

7.1 The Schools White Paper articulates the governments' ambition that all schools will become part of a "family of schools by 2030" i.e. part of a Multi Academy Trust (MAT). Current legislation identifies that this can happen through governor choice to convert or can be a forced conversion if a school becomes graded as inadequate by Ofsted. Halton do not currently have any maintained schools graded as inadequate so cannot at this stage be forced to convert into an academy. However, legislative powers may change and there are some indications that schools who have been graded as Requires Improvement on two or more continuous occasions may also be included within the powers to issue an academy notice. Halton currently only have one school with a grading of two Requires Improvement judgements. The government ambition is clear and Diocesan boards are also being actively encouraged to support this academy conversion agenda and Halton do have a large number of Diocesan schools.

7.2 As a PEIA, Halton are working closely with DFE and anticipate that there will be a drive by DFE to progress with The White Paper ambitions. If this does occur, there will be increased requirements from legal services to support academy conversion processes and may impact on their capacity for wider work. Multi Academy trusts can buy into any council traded services, but frequently have their own back office teams and contract their own services. This could impact adversely on wider traded services to schools, with a decline in demand for some council services.

## 8.0 **Background Reports**

<b>Document</b>	<b>Place of Inspection</b>	<b>Contact Officer</b>
Statutory Framework for the Early Years Foundation Stage, 31 <sup>st</sup> March 2021, effective 1 <sup>st</sup> September 2021, DFE.	Rutland House	Paul Moore
Key Stage One Assessment and Reporting arrangements Guidance (ARA), October 2021, Standards and Testing	Rutland House	Paul Moore

<b>Document</b>	<b>Place of Inspection</b>	<b>Contact Officer</b>
Agency		
Key Stage Two Assessment and Reporting arrangements Guidance (ARA), October 2021, Standards and Testing Agency	Rutland House	Paul Moore
Secondary Accountability Measures update, June 2022, Department for Education, June 2022	Rutland House	Paul Moore
Schools causing concern Guidance for local authorities and Regional Schools Commissioners on how to work with schools to support improvements to educational performance, and on using their intervention powers”, DFE, March 2022	Rutland House	Paul Moore
Opportunity for all: strong schools with great teachers for your child,” HM Government, March 2022	Rutland House	Paul Moore