

<b>REPORT:</b>	Children, Young People and Families Policy and Performance Board
<b>DATE:</b>	20 October 2014
<b>REPORTING OFFICER:</b>	Strategic Director, Children and Enterprise
<b>PORTFOLIO:</b>	Children, Young People and Families
<b>SUBJECT:</b>	Summary of Educational Attainment and Progress 2014
<b>WARDS:</b>	Borough-wide

The 2014 data remains un-validated until publication of performance tables later this term and also the Spring term. There is not yet a full suite of national data available to enable comparisons with national performance.

Headline data relates to the LA's performance with a more detailed report, including gender analysis, FSM, CiC and national comparisons, to be presented at a future meeting as further data becomes available.

## **1.0 PURPOSE OF REPORT**

To provide a headline report for Members on Halton's 2014 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 2013 / 14 academic year

## **3.0 SUPPORTING INFORMATION**

### **3.1 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

### 3.2 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.

### 3.3 EYFS attainment in 2014

This is only the second year that the current EYFS assessment requirements have been in place. In 2013 the Standards and Testing Agency (STA) stated that the data was likely to be unreliable as it was the first year of a revised curriculum with new assessment arrangements, so historic comparison needs to be considered in this context. At the time of writing we only have a 'proxy' national average based on an incomplete data set. Based upon this information it is very likely that the 2014 national GLD will be 60% or very close to 60%. It is anticipated that National data will be published in October 2014.

#### **In summary:**

In 2014, 46% of Halton children achieved a Good level of Development. A 9% increase on 2013 outcomes.

- Average Points Score 30.7, slight increase on 2013

- Communication and language has been an area of focus and there has been an increase in the percentage of children meeting or exceeding the standard from 65.2% in 2013 to 69.3% in 2014
- Mathematics has also seen an increase in the percentage of children meeting or exceeding the standard from 52.9% in 2013 to 59.2% in 2014

All areas of learning (apart from Understanding of The World) have seen increases in the percentage of children attaining the Early Learning Goal.

87 children missed by 1 area, representing 6% of the cohort. Had this been achieved Halton's GLD would have increased to 52%.

### **3.4 Closing the gaps at EYFS**

Free School Meal funded children have seen their GLD increase from 27.5% achieving GLD in 2013, to 33.1% achieving GLD in 2014, although this is significantly lower than the Halton average GLD of 46%.

The gap between Free School Meals & Non Free School Meals is closing across all 7 areas of learning; most significantly in Communication & Language & Personal Social and Emotional Development.

The attainment of 2 year old funded children has also improved across all areas of learning, although still falls behind the attainment of all children.

- Girls GLD: 51.4% (43.8 in 2013)
- Boys GLD: 38.4% (30.3 in 2013)

The gender gap for GLD in 2013 was 13.5 and in 2014 closed slightly to 13.0.

- FSM GLD: 33.1%
- Non FSM GLD: 50%
- 2014 GLD gap 16.9, 2013 gap 19.6

The priority continues to be to close the gap between boys and girls and free school meals and non-free school meals, particularly in literacy. It is hoped that with the national expansion of funded 2 year olds, more children in Halton will benefit from early education and this will impact upon all areas of learning, including communication and literacy.

### **3.5 Actions taken 2013-2014**

There has been a focus upon raising standards in early years and this will continue as part of Halton's Early Help strategy.

Following the analysis of the 2013 EYFS data, Maths and Writing were identified as key areas to develop, with some focus upon Expressive Arts and Design. A number of actions were taken to raise standards, including:

- EYFS data was shared with Early Years practitioners and teachers across both the PVI and maintained sector. Priorities for the authority were shared along with examples of good practice.

- Training for maintained reception teachers was commissioned and delivered by highly regarded trainers for both writing and maths. Writing bags and resources were also given to schools to support the practice being delivered in class.
- The Early Years Consultant Teacher team are linked to each private and voluntary (PVI) setting and provide link officer support and challenge to develop practice
- PVI training was provided 'free' for all settings. This focused on mark making and early writing skills; phonics; characteristics of effective teaching and learning; baby development and providing supportive learning environments for two year olds.
- PVI moderation was introduced to settings. This enabled settings to work with other settings analysing individual judgments from Early Years Outcomes and participate in agreement trialling.
- PVI settings are now using a system to track individual children's progress and analyse the cohort and vulnerable groups. This information is used to implement early interventions, with the impact being monitored.
- LA officers attended Standards and Testing Agency (STA) assessment and moderation briefing sessions to ensure Halton were following accurate, current assessment and moderation policy and procedures.
- All reception teachers from schools attended moderation and EYFS training with the LA Assessment and Moderation Lead; EYFS lead & LA moderators. Key information was shared around Good Level of Development; how to make reliable judgments and use of best fit criteria based on observations of children's skills and development. All schools were involved in external moderation of judgments either through a school visit from LA moderators and/or in a moderation session at the stadium, agreement trialling with other reception teachers and LA moderators.
- Cross LA moderation took place with moderators partnering up and visiting Liverpool EY Assessment & Moderation lead and moderators.
- Halton moderators received an external monitoring visit from the Standards and Testing Agency (STA). Moderator judgments were found to be valid and in line with national expectations.

### **3.6 Early Years Plan 2014-15:**

- Writing training will be a key priority for reception teachers. Plans are in place to commission writing workshops for reception teachers promoting the development of writing skills.
- EYFS data analysis will be shared with reception teachers. A briefing session is going to be delivered to headteachers regarding good level of development and using data throughout the year to inform gaps or areas of learning to focus upon.
- Reception teacher cluster networks will be established. Achieving a Good level of development, writing, reading and number will form the basis of these meetings and will be reviewed throughout the year.

- New to reception briefings will be established to train and provide support for new to reception teachers in EYFS curriculum, assessment, moderation and good level of development judgements and curriculum planning.
- EYFS assessment and moderation training events and school visits will continue in line with STA policy and practice.
- Halton LA will continue to conduct joint moderation with Liverpool LA and link with other quality improvement networks.
- PVI settings will continue to be supported by EYCT's and cluster networks will be established organised around Children Centre footprints. Early help Officers will also be linked to CC footprints and will 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 join school equipped with the necessary skills to learn.
- EYCT team are going to be working more closely with settings modelling good practice and providing in house training to meet the needs of that setting and the children within it.
- The two year old progress and two year old development check are currently being carried out independently. Multi agency groups are working closely together to produce an integrated 2 year old check so that any areas of concern receive the appropriate support at the earliest opportunity.
- An LA wide tracking system will be developed so that EY data will be available as soon as children start at a setting, to analyse children's progress. This LA wide system will provide the EY team with a view of all children; groups of children and areas of weakness at an early opportunity so that appropriate training, interventions and multi- agency support can be established as soon as possible.
- Hanen training programmes are being delivered to EY practitioners developing understanding of communication and language skills. Every Child a Talker child observation sheets are also going to be used by settings and Children's Centre groups to track children's language development and target intervention programmes as needed. Improving speech and language development will prepare children to be able to access, explore and understand wider learning opportunities. This will in turn enable them to develop early reading and writing skills in line with expected development.
- An EY Conference is being planned for Spring term, focusing on inspiring learning environments and developing literacy skills. Further training is planned to support Understanding of the World area of learning.

#### **4.0 Year 1 Phonics Testing**

2012 saw the introduction of a phonics screening check which involves each year 1 pupil reading 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 Halton in 2014 66.4% of children were assessed as 'Working at' (National 74%). This is a 3.3% increase on 2013 and an 11.9% increase on 2012.

#### 4.1 Key Stage 1

At Key Stage 1 a child's attainment in Reading, Writing, and Maths (and speaking and listening and science) is assessed during Year 2. The expectation is that all children attain at level 2 or above by the end of year 2 (age 7).

In 2014 Halton's attainment at level 2+ was:

All L2+	Reading	Writing	Maths
2013	86%	80%	89%
2014	88%	83%	90%
	+2%	+3%	+1%

All L2+	Reading	Writing	Maths
Halton	88%	83%	90%
National	90%	86%	92%
Gap	-2	-3	-2

#### Level 2b+

Children who attain a 'secure' level 2 (level 2b+) at the end of year 2 are considered to be well prepared for entry to key stage 2.

The LA results in Reading, Writing and Maths at L2B+ have increased again in reading and writing in 2014 but remain below national.

All L2B+	Reading	Writing	Maths
2012	72%	58%	73%
2013	73%	60%	75%
2014	76%	64%	74%
	+3%	+4%	- 1%

All L2b+	Reading	Writing	Maths
Halton	76%	64%	74%
National	81%	70%	80%
Gap	-5%	-6%	-6%

#### Level 3

There has also been an increase in the higher level 3 results but raising attainment for more able children continues to be a priority.

All L3	Reading	Writing	Maths
2013	23%	10%	18%
2014	24%	12%	19%
	+1%	+2%	+1%

All L3	Reading	Writing	Maths
Halton	24%	12%	19%
National	31%	16%	24%
Gap	-7%	-4%	-5%

## 4.2 Closing the Gap in Key Stage 1

The results in Reading, Writing and Maths at L2B+ for those pupils who are FSM eligible have increased over the last three years.

FSM eligible L2B+	Reading	Writing	Maths
2012	56.1%	39.4%	57.4%
2013	59.3%	44.2%	63.5%
2014	65.7%	51.8%	64.7%

The gap between FSM eligible and non-FSM eligible at Level 2b+ has narrowed over the last three years, most significantly in reading and writing.

FSM eligible/non-FSM eligible Gap L2B+	Reading	Writing	Maths
2012	-23.0%	-27.2%	-23.2%
2013	-22.0%	-25.2%	-17.6%
2014	-16.3%	-19.5%	-16.1%

## 4.3 Children in Care

A summary of outcomes for children in care will be provided in the Virtual School Head's report that will follow in November / December.

## 5.0 Key Stage 2 provisional data

The national expectation is that children attain at level 4 or above by the end of year 6 (key stage 2).

### 5.1 Level 4+

- 79% of Halton children attained L4+ combined reading, writing & mathematics, the same as national
- Reading 89%, the same as national
- Writing 86% compared to national 85%
- Mathematics 87% compared to national 86%
- Grammar, punctuation and spelling 76%, the same as national

Level 4+	Halton 2013	Halton 2014	2013 to 2014	National 2014	Halton v National
Reading	86	89	+ 3	89%	0
Writing	86	86	0	85%	+1%
Maths	86	87	+1	86%	+1%

<b>GPS</b>	74	76	+2	76%	0
<b>R,W and M</b>	78	79	+1	79%	0

## 5.2 Good level 4

There is an emphasis upon those children who have attained a good level 4 as an indicator of secondary school readiness at the end of year 6 i.e. attaining level 4b+. Halton's attainment in this indicator compares very well to national.

### Level 4b+

- Halton attained 1% above national in the L4b+ combined reading, writing & mathematics, Halton 68%, national 67%
- Reading 80% compared to national 78%
- Mathematics 78% compared to national 76%
- Grammar, punctuation and spelling 67%, national 68%

Level 4b+	Halton 2013	Halton 2014	2013 to 2014	National 2014	Halton v National
<b>Reading</b>	77	80	+ 3	78%	+2
<b>Maths</b>	75	78	+3	76%	+2
<b>GPS</b>	63	67	+4	68%	-1
<b>R,W and M</b>	67	68	+1	67%	+1

## 5.3 Level 5+

- Halton attained 3% below national in the L5+ combined reading, writing & mathematics, Halton 21%, national 24%
- Reading 49% compared to national 50%
- Writing 30% compared to national 33%
- Mathematics 41% compared to national 42%
- Grammar, punctuation and spelling 51%, national 52%

Level 5+	Halton 2013	Halton 2014	2013 to 2014	National 2014	Halton v National
<b>Reading</b>	42	49	+7	50%	-1
<b>Writing</b>	28	30	+2	33%	-3
<b>Maths</b>	39	41	+2	42%	-1
<b>GPS</b>	43	51	+8	52%	-1
<b>R,W and M</b>	19	21	+2	24%	-3

Whilst there have been good gains in Halton at level 5+ the attainment of more able children remains an area of focus in order to achieve in line with national outcomes.

There continues to be variation in attainment in individual schools. Looking at reading, writing and maths combined, 6 schools have not met the 65% attainment threshold set for 2014. (Raised from 60% in 2013). For schools with small cohorts this may be the equivalent of one child not achieving level 4+ in one or more area.

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

All children are expected to make at least 2 levels of progress from year 2 (age 7) to year 6 (age 11).



- 91% of children in Halton made 2 levels progress in reading KS1 to KS2 in 2014, same as national. The 4% increase from 87% in 2013 was higher than the increase seen nationally (3%).
- 93% of children in Halton made 2 levels progress in writing from KS1 to KS2 in 2014, same as national and maintained from 2013.
- 89% of children in Halton made 2 levels progress in mathematics from KS1 to KS2 in 2014. This is a 1% decrease on 2013 but is the same as national progress.

(The national figures are based upon NCER data not DfE released data which has not been published at the time of writing)

## 5.5 Closing the Gap at Key Stage 2

### 5.6 Free School Meals

The results at L4+ for those pupils who are FSM eligible have been variable over the last three years. Disappointingly overall there has been a decline in attainment.

<b>FSM eligible L4+</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>2012</b>	85.3%	74.9%	79.7%
<b>2013</b>	80.3%	78.4%	80.5%
<b>2014</b>	79.8%	75.6%	78.8%

Following a closing of the gap between FSM eligible and non-FSM eligible pupils in writing and maths in 2013, the gap has widened in 2014 in all areas. The reason for this will be discussed at school level in those schools where the gap has widened. (All schools are required to publish how they have used their Pupil Premium).

<b>FSM eligible/non-FSM eligible Gap L4+</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>2012</b>	-5.2%	-12.4%	-9.9%
<b>2013</b>	-8.7%	-10.6%	-8.7%
<b>2014</b>	-12.9%	- 13.7%	- 11.4%

### 5.7 Children in Care

A summary of outcomes for children in care will be provided in the Virtual School Head's report that will follow in November / December.

### 6.0 Key Stage 4 GCSE attainment

In 2014, along with many other LAs, the percentage of students gaining five or more A\* – C grades including English and mathematics decreased resulting in 57.9% of students meeting this indicator compared to 62.5% in 2013. (No national data published).

There are no Halton schools below the 45% attainment floor standard which was raised from 40% in 2013.

The percentage attaining five or more A\* - C fell significantly from 86.5% in 2013 to 67.5%.

### **6.1 Benchmarking – 5A\* - C GCSEs including English and maths**

At the time of writing there was not a full dataset for comparison. National data has not been published, statistical neighbour data is not available and the North West data set is not fully populated. Provisional data is suggesting that Halton's attainment may be slightly higher than the North West average.

### **6.2 3 levels of progress (Key Stage 2 to Key Stage 4)**

All pupils are expected to make at least 3 levels of progress from year 6 (age 11) to year 11 (age 16).

No dataset available at the time of writing.

### **6.3 The “English Baccalaureate” (EB)**

It is important to note that the English Baccalaureate is not a qualification. It 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, a Humanities subject (History or Geography) and a Modern Foreign Language (MFL).

The percentage of GCSE students achieving the **English Baccalaureate** has shown significant gains in Halton since its introduction as a performance indicator:

- In 2012 12.8% of students achieved this indicator.
- In 2013 the figure increased by 10.2% to 23%, a remarkable achievement
- In 2014 there was a further significant increase to 30.1%.

### **6.4 Closing the gap at Key Stage 4**

There was a significant increase in the percentage of FSM pupils in Halton attaining 5 A\* - C including English and maths in 2013. This resulted in a further closing of the attainment gap.

No 2014 dataset available at the time of writing.

### **6.5 Children in Care**

A summary of outcomes for children in care will be provided in the Virtual School Head's report that will follow in November / December.

## **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 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**

There are no background papers.