

REPORT TO: Executive Board

DATE: 23rd September 2010

REPORTING OFFICER: Strategic Director, Children & Young People

SUBJECT: Summary of Educational Attainment 2010

WARD(S): Boroughwide

1.0 PURPOSE OF THE REPORT

To report on 2010 performance data for Early Years Foundation Stage Profile and Key Stages 1 to 4. This is an initial report referring to currently available data. It reports attainment only and does not indicate the effectiveness of service delivery. A more detailed report will be tabled as further data becomes available.

2.0 RECOMMENDATION: That the Board note the attainment of children in Halton schools for the 2009 / 10 academic year.

3.0 SUMMARY

(See glossary)

3.1 Foundation Stage Profile

The Foundation Stage Profile is a continual assessment of a child's ability undertaken throughout the reception year and then reported on at the end of the year. The main headlines for Halton are summarised as follows:

- % achieving 6+ in Personal, Social & Emotional Development (PSED) - **75.3%** - an increase of 1.6% on the 2009 figures of 73.7%
- % achieving 6+ in Communication, Language & Literacy **54%** - an increase of 3.3% on the 2009 figures of 50.7%
- % achieving 6+ in both PSED & CLL - **50%** - an increase of 3.1% on the 2009 figures of 46.9%

The percentage of pupils achieving **6+** in PSED has increased since 2009, the largest difference being a decrease of 2.7% in Social Development (**84.4%** compared to 81.7% in 2009).

However the % of pupils achieving **8+** in PSED has decreased since 2009, the largest decrease here is 2.3% in Social Development (**24.9%** compared to 27.2% in 2009).

- The percentage of pupils achieving 6+ across CLL and Mathematical Development assessments have improved since 2009, the greatest increase is in CLL Linking Sounds & Letters up by 3.2% (**74.1%** compared to 70.9% in 2009).
- Girls are currently outperforming boys at %6+ across all individual aspects. At %8+ boys achieve higher than girls in PSRN ('Numbers as Labels & for counting' and 'Calculating') and KUW
- Achievement in the 30% deprived SOAs has increased in PSED (**71.3%** compared to 68.6% in 2009) and in CLL (**48.7%** compared to 46.9% in 2009) and in PSED & CLL (**44.5%** compared to 42.2% in 2009). SOA postcodes relate to 2009 dataset, 2010 to follow.

3.2 Key Stage 1

At Key Stage 1 a child's attainment in Reading, Writing, and Maths is assessed during Year 2. The main headlines for Halton are summarised as follows

Achievement at Reading has increased in both Level 2+, 1.6% rise from 82.3% in 2009 to **83.9%** in 2010, and Level 2B+, 3.9% rise from 69.3% in 2009 to **73.2%** in 2010.

Achievement at Reading Level 3+ has increased by 0.5% from 23.8% in 2009 to **24.3%** in 2010

Achievement at Writing has increased at Level 2+ by 1.1% (**81.2%** in 2010 compared to 80.1% in 2009). Increases have also been seen at Level 2B+, 2.9% increase from 54.9% in 2009 to **57.8%** in 2010 and at Level 3+; 2.6% increase from 7.0% in 2009 compared to **9.6%** in 2010.

Achievement in Maths has increased at Level 2+ with a 1.2% rise from 88.0% in 2009 to **89.2%** in 2010

Achievement in Maths has decreased across the following indicator levels: -

Level 2B+ - 1.2% decrease from 72.1% in 2009 to **71.0%** in 2010

Level 3+ - 1.8% decrease from 20.9% in 2009 to **19.1%** in 2010

3.3 Key Stage 2

At Key Stage 2 a child's attainment is assessed in English, Reading, Writing, and Maths during Year 6. Despite a nationwide boycott in some schools, 100% of Halton schools administered the national SATs

in 2010. Current data should be treated as provisional as validation is ongoing with a number of papers returned for remarking.

The main headlines for Halton are summarised as follows:

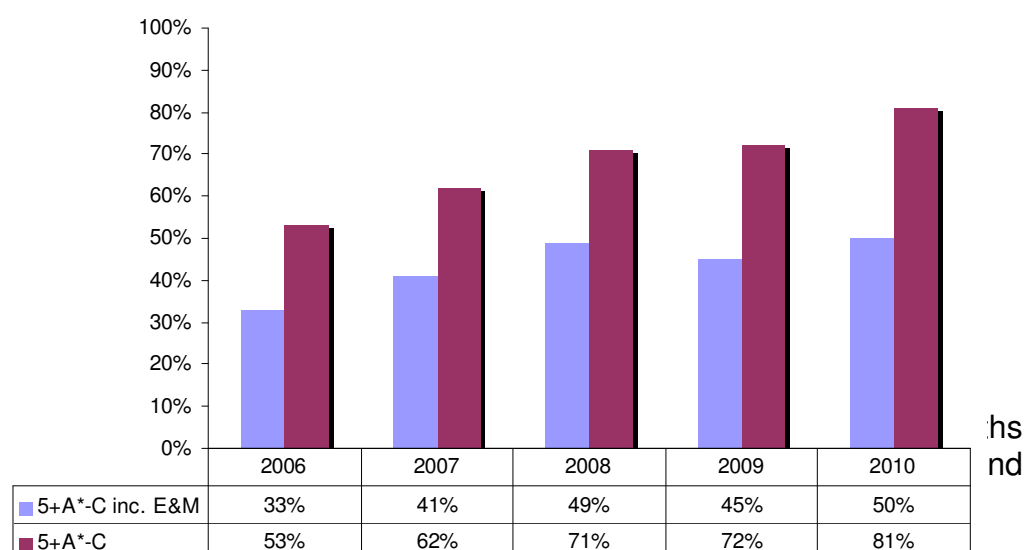
- Attainment in the DfE performance measure, combined attainment at English & Maths Level 4+, was **76.9%**, a 3.2% increase on 2009 (73.7%) and 2.9% higher than national attainment of 74%.
- Level 4+ Reading – **85.4%** - 1.4% below Halton 2009 figure of 86.8%, but remains higher than national (84%). Attainment at Level 5+ in Reading increased by 1.7% to **48.3%** compared to 46.6% in 2009 (national 51%).
- Level 4+ Writing – **72.0%** - 4.3% above Halton 2009 figure of 67.7%, and 1% higher than national (71%). Attainment at Level 5+ in Writing also increased, by 2.4% to **20.4%** compared to 18.0% in 2009 – broadly in line with national attainment of 21%.
- Level 4+ Maths – **83.6%** - a 2.9% increase on the 2009 figure of 80.7%, and slightly higher than national (80%). However attainment at Level 5+ in Maths fell by 2.0% to **33.8%** compared to 35.8% in 2009. (National 35% in 2010).

3.4 Key Stage 3

At Key Stage 3 a child's attainment in English, Maths, and Science is assessed during Year 9 (teacher assessment only). Performance cannot be reported at present but it is hoped to have summary level information at a later date.

3.5 Key Stage 4

Halton LA - 2006 - 2010 Summary



Excellent progress has continued with regard to the percentage of students gaining 5+A* to C (known as a Level 2 qualification) with 81 per cent of all students attaining this national benchmark. This is a huge rise of 9 per cent on last year's results for the same indicator.

4.0 FINANCIAL IMPLICATIONS

None

5.0 OTHER IMPLICATIONS

No other implications have been identified.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and 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 areas of narrowing the gap.

6.2 Employment, Learning and Skills in Halton

Educational attainment of children and young people will have a significant impact on future employment, learning and skills of Halton's population.

6.3 A Healthy Halton

Not applicable.

6.4 A Safer Halton

Not applicable.

6.5 Halton's Urban Renewal

Not applicable.

7.0 RISK ANALYSIS

7.1 A risk analysis will be completed as part of the review of the Directorate Risk Register.

8.0 EQUALITY AND DIVERSITY ISSUES

- 8.1 Educational attainment is central to reducing inequalities and ensuring the best outcomes for all children and young people in Halton with a particular focus on vulnerable groups.

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

- 9.1 None under the meaning of the Act.

10.0 Glossary

EYFS – Early Years Foundation Stage

- Personal, Social and Emotional Development (PSED)
- Communication, Language and Literacy (CLL)
- Problem Solving, Reasoning and Numeracy (PSRN)
- Knowledge and Understanding of the World (KUW)
- Physical Development (PD)
- Creative Development (CD)

DA – dispositions and attitudes

SD – Social development

ED – Emotional development

LCT – Language for communication and thinking

LSL – Linking sounds and letters

R – Reading

W – Writing

NLC – Numbers for labels and for counting

C – Calculating

SSM – Shape, space and measure