

REPORT:	Children Young People and Families Policy and Performance Board
DATE:	19th October 2015
REPORTING OFFICER:	Strategic Director – People & Economy
SUBJECT:	Summary of Educational Attainment and Progress 2015
WARDS:	Borough-wide

The 2015 data remains un-validated until publication of performance tables later this term and also further data releases in the Spring term. There is not yet a full suite of national data published to enable the comparison of Halton and 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 2015 school performance data for Early Years Foundation Stage Profile and Key Stages 1 to 5.

2.0 RECOMMENDED THAT:

Members note the attainment of the children and young people in Halton schools for the 2014 / 15 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 2015

In 2015, 55% of Halton children achieved a Good level of Development (GLD). This is a 9% increase on 2014 outcomes and an 18% increase on 2013 outcomes. However, although the gap to national has narrowed by 3% (from a gap of 14%) this is 11% below the provisional national average of 66%.

There has been an increase in the percentage of children reaching the expected level and above in all areas of learning. This includes:

- Communication and language has been an area of focus and there has been a further increase in the percentage of children meeting or exceeding the standard from 70% in 2014 to 72.5% in 2014
- Literacy has increased by 7% from 51% to 58%
- Mathematics has increased by 5% from 60% in 2014 to 65% in 2015
- Personal, Social and Emotional Development has increased by 2% from 73% to 75%.

The percentage of children meeting the expected standard in all of the Early Learning Goals has increased by 11% from 39% in 2014 to 50% in 2015.

3.4 Closing the gaps at EYFS

3.5 Free School Meals

Free School Meal funded children have seen their GLD increase by 9% from 33% achieving GLD in 2014, to 42% achieving GLD in 2015. 60% of non-FSM children met the standard.

The Halton GLD gap between FSM and non-FSM has remained at 18%. (No national gap data available for 2015. The 2014 national gap was 19%).

- FSM GLD: 42%
- Non FSM GLD: 60%
- 2015 GLD gap 18%

The gap between FSM and Non FSM narrowed in 2015 compared to 2014 in the areas of Physical development (0.2%); Literacy (0.9%); Maths (2.1%); Understanding of the world (4.8%) and Expressive Arts & Design (6.4%)

3.6 Gender

There has been an increase in the attainment of boys in all areas, with GLD increasing by 9% from 39% to 48%. Attainment for girls' GLD has also increased by 10% from 52% to 62%. As a result the gender gap for GLD has widened by 1% from 13% in 2014 to 14% in 2015, with girls, as national, continuing to outperform boys. National gender gap data is not yet published but was 17% in 2014. On this basis it is likely that Halton's gender gap will be narrower than national.

3.7 2 year old funded children

The attainment of children who had been in receipt of 2 year old funding has further improved with an increase of 5% of children attaining GLD. However the attainment of non-funded children increased by 10% resulting in a widening of the gap from 16% to 21%.

The priority continues to be to close the gap between boys and girls and free school meals and non-free school meals.

3.8 Actions taken 2014 – 2015

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 2014 EYFS data, Maths and Literacy were identified as key areas for development. A number of actions were taken to support raising standards. These included:

- A Good Level of Development (GLD) working group was established working with 17 schools, targeting and identifying percentage of children "on track" to achieve GLD and implementing interventions to boost attainment. This cohort's 2015 GLD score as a collective improved by 17% on the 2014 GLD score.
- Writing training for maintained reception teachers and PVI sector was commissioned and delivered in the Spring term.
- Two days of phonics training were commissioned at the Early Excellence Centre, one for Reception teachers and one for the PVI sector. Time was also spent at the centre to identify ideas for enhancing the environment to support learning opportunities.
- Halton are part of an Early Years Teaching School Project entitled "MABLE", working with practitioners across Warrington, Halton and St. Helen's. The project is a 16 month project (ending July 2016), supporting practitioners of 3-4 year olds with the teaching of Maths and boys' literacy.
- A phonics review group has been established to identify areas for development with Phonics teaching and sharing of good practice. This working group is working with the PVI sector and EY and KS1 maintained sector.
- An integrated Two year old review is currently being piloted within settings with Early Years practitioners. EY support colleagues and health visitors are working together to complete an integrated development and progress check at the age of two. Any identified needs are shared with parents and multi-agency partners.
- The Early Years Consultant Teacher team is linked to each private and voluntary (PVI) setting. Each setting is RAG rated and levels of support and challenge are based upon levels of need.
- PVI training is offered for all settings. This year's training focused upon effective supervisions; Hanen Communication training; Phonics; SENCO training.
- PVI settings are 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.
- Cross LA moderation took place with Halton moderators partnering with the Liverpool EY Assessment & Moderation lead and moderators.

3.9 Early Years Plan 2015-16

Despite the gains made Halton is the lowest ranking LA in the North West for its GLD outcomes. There will be a continued focus upon raising attainment and closing the gap in EYFS with a comprehensive programme of activity planned for the year including:

- GLD briefing will be held to roll out a universal programme for schools and cluster/drop in support will be held 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.
- Reception mentors are being established, as 25% of schools will have a new to reception teacher from September 2015.
- EYFS assessment and moderation training events and school visits will continue in line with the Standards and Testing Agency policy and practice.
- Halton LA will continue to conduct joint moderation with Liverpool LA and link with other quality improvement networks such as North West Quality Improvement Network and EY teaching School Alliance.
- PVI settings will continue to be supported by EYCT's and cluster networks will be established around Children Centre footprints. Early help Officers will also 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 start school equipped with the necessary skills to learn.
- An LA wide tracking system will be developed so that key data will be available as soon as children start at a setting and to support analysis of children's progress
- There will be further training sessions supporting early writing development. One based on supporting two year old room practitioners and the other targeting those working with 3-5 year olds.
- Training planned in Autumn to support fine motor skills and physical development for mark making.
- Leadership training will be delivered to PVI EY leaders in the spring/summer term.
- The Speech and Language Service has a new model of working and is now being delivered by Bridgewater Health for specialist level support and Communicate for Early Years targeted and universal level support. This service will provide one link visit/term/setting/school. A SALT training programme will also support Communication strategies and early identification.
- EYCT and SALT are launching a "Communication Counts in Halton" project to support early language development.
- Wider links are being established with Sefton; Liverpool and other NW LA's. Early plans are in place to join a "Five to Thrive" and "Born4 Life" network, rolling out the principles and project within Halton.

- The Halton Early Years Strategy for Support and Intervention is to be reviewed, ensuring support, challenge and accountability lead to securing high quality provision.
- An Early Years Review is to be undertaken to help to identify further areas for improvement across EY and Health work within Halton, which will positively impact upon child development.
- Plans to ensure Halton would be able to meet the demands of the proposal to provide 30 hours of child care for eligible working parents (from September 2016) will be considered within the EY Strategy group.

The Early Years Pupil Premium (EYPP) was introduced in April 2015 for eligible 3 and 4 year olds. Settings are expected to use this funding to support the individual needs of funded children.

4.0 Year 1 Phonics Testing

2012 saw the introduction of a phonics screening check which requires each year 1 pupil to read 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 2015 73% of children were assessed as 'Working at' (National 77%). This is a 7% increase on 2014. The gap between Halton and the provisional national outcome has narrowed from 8% to 4%.

Percentage of pupils achieving the expected standard		
Year	Halton	England
2013	63	69
2014	66	74
2015	73	77

Raising attainment in phonics has been a school improvement priority. A review of phonics began in the last academic year and further work is being undertaken. So far the review has had a positive impact upon raising the profile of the teaching of phonics and will continue this year. The review aims to identify and share elements of best practice across schools, facilitated by members of the Local Authority's School Improvement Team.

4.1 Closing the gap in Phonics

4.2 Free school meals

There has been a 7% increase in the percentage of FSM children attaining the standard, from 53% in 2015, to 60% in 2015. This compares to a 6% increase for non-FSM from 73% to 79%.The gap between FSM and non

FSM has narrowed by 1% from 20% in 2014 to 19% in 2015. (National gap data is not yet published but was 15% in 2015).

4.3 Gender

The attainment of boys has increased by 7% from 62% in 2014 to 69% and for girls by 6% from 70% to 76%. The gender gap has narrowed significantly over the past 3 years from 16% in 2013 to 7% in 2015. (The national gap was 8% in 2014).

5.0 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).

5.1 Attainment at level 2+

Despite an increase in writing, maths and speaking and listening, the gap between Halton and national remains at level 2+.

Year	Percentage of pupils achieving Level 2+						Speaking & Listening	
	Reading		Writing		Maths		Halton	England
	Halton	England	Halton	England	Halton	England		
2013	86	89	80	85	89	91	87	89
2014	88	90	83	86	90	92	88	89
2015	88	91	85	88	91	93	90	90

5.2 Attainment at 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. Attainment at level 2b+ has improved in all areas and the gap has narrowed but remains below national.

Year	Percentage of pupils achieving Level 2B+					
	Reading		Writing		Maths	
	Halton	England	Halton	England	Halton	England
2013	73	79	60	67	75	78
2014	76	81	64	70	75	80
2015	78	82	67	72	78	82

5.3 Attainment at 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 and the gap between Halton and national remains.

Year	Percentage of pupils achieving Level 3+						Speaking & Listening	
	Reading		Writing		Maths		Halton	England
	Halton	England	Halton	England	Halton	England	Halton	England
2013	23	29	10	15	18	23	17	23
2014	24	31	12	16	19	24	20	23
2015	27	32	13	18	22	26	21	25

5.4 Closing the Gap in Key Stage 1

5.5 Free School Meals

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

FSM eligible L2B+	Reading	Writing	Maths
2013	59%	44%	64%
2014	65%	52%	65%
2015	68%	56%	70%

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

FSM eligible/non-FSM eligible Gap L2B+	Reading	Writing	Maths
2013	-22%	-24%	-17%
2014	-17%	-19%	-17%
2015	-14%	-17%	-12%

The national gap data is not yet published but in 2014 the national gaps between FSM and non-FSM were as follows:

- Reading – 16%
- Writing – 20%
- Maths – 17%

The 2015 Halton gaps are narrower than the 2014 national gaps at level 2B+ in all subjects.

5.6 Gender

There has been success in closing the gap between the attainment of boys and girls in both reading and writing as a result of the rate of improvement of boys' attainment.

At level 2b+ the attainment of boys in **reading** has increased by 4% from 69% in 2014 to 73% and for girls has declined by 1% from 83% to 82%. As a result the gap has narrowed by 5% from 14% to 9%. (National gap was 8% in 2014).

At level 2b+ the attainment of boys in **writing** has increased by 7% from 54% in 2014 to 61% and for girls has remained at 74%. As a result the gap has narrowed by 7% from 20% to 13%. (National gap was 15% in 2014).

At level 2b+ the attainment of boys in **maths** has increased by 3% from 72% in 2014 to 75% and for girls by 4% from 77% to 81%. As a result the gap has widened by 1% from 5% to 6%. (National gap was 4% in 2014).

Schools continue to carefully consider their choice of reading and writing tasks to ensure that they are of interest and accessible for all children, including boys.

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 2 provisional data

The national figures are based upon NCER data not DfE released data as this has not been published at the time of writing. The national expectation is that children attain at level 4 or above by the end of year 6 (key stage 2) in reading, writing and mathematics.

6.1 Level 4+

Attainment in reading, maths and grammar, punctuation and spelling (GPS) has increased. However, there has been a 1% dip in writing and the combined indicator for reading, writing and mathematics. 78% of Halton children attained L4+ combined in reading, writing and mathematics, 2% below national.

	Halton 2013	Halton 2014	Halton 2015	National 2015	Halton v National
Reading	86	89	90	89	+1
Writing	86	86	85	87	-2%
Maths	86	87	88	87	+1

GPS	74	76	79	80	-1
R,W and M	78	79	78	80	-2

There continues to be variation in attainment between individual schools. Looking at the reading, writing and maths combined indicator 4 schools have not met the 65% attainment threshold. (At 64%, 1 school was less than one child adrift of the standard.) This is an improving picture with 6 schools not meeting the 65% floor standard in 2014.

6.2 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+**. Following further increases in attainment in reading and GPS, Halton's attainment in this indicator continues to compares well to national.

	Halton 2013	Halton 2014	Halton 2015	National 2015	Halton v National
Reading	77	80	81	80	+1
Maths	75	78	77	77	0
GPS	63	67	71	73	-2
R,W and M	67	68	68	69	-1

6.3 Level 5+

Attainment at level 5 has declined in reading and maths but has improved in writing and GPS (reading fell by 2% nationally). As a result Halton attained 5% below national in the L5+ combined reading, writing & mathematics, Halton 19%, national 24%. The gap compared to national has increased in all areas.

	Halton 2013	Halton 2014	Halton 2015	National 2015	Halton v National
Reading	42	49	44	48	-4
Writing	28	30	32	36	-4
Maths	39	41	39	42	-3
GPS	43	51	54	56	-2
R,W and M	19	21	19	24	-5

The attainment of more able children remains an area of focus in order for Halton to achieve in line with national outcomes.

6.4 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).

KS1-KS2 2015	Expected progress		More than expected progress	
	National	Halton	National	Halton
Reading	91	91	33	34
Writing	94	93	36	35
Maths	90	90	34	33

The levels of progress of children in Halton compares well to national at both expected and more than expected.

- 91% of children in Halton made 2 levels progress in reading KS1 to KS2 in 2015, the same as 2014 and the same as national.
- 93% of children in Halton made 2 levels progress in writing from KS1 to KS2 in 2015, same as 2014 and 1% below than national.
- 90% of children in Halton made 2 levels progress in mathematics from KS1 to KS2 in 2015. This is a 1% increase on 2014 and is the same as national progress.

6.5 Closing the Gap at Key Stage 2

6.6 Free School Meals

The results at L4+ for those pupils who are FSM eligible have been variable over the last three years but attainment has improved and the gap has narrowed between FSM and non-FSM.

FSM eligible L4+	Reading	Writing	Maths
2013	80%	78%	80%
2014	80%	76%	79%
2015	86%	78%	82%

Following a widening of the gap between FSM eligible and non-FSM eligible pupils in 2014, the gap has closed in 2015 in all areas.

FSM eligible/non-FSM eligible Gap L4+	Reading	Writing	Maths
2013	-9%	-11%	- 9%
2014	-13%	- 14%	- 11%
2015	-7%	- 13%	- 10%

At level 4+ attainment in reading for FSM pupils has risen by 2%, in writing it has fallen by 2% and in maths it has remained the same.

6.7 Gender

The gap between the attainment of boys and girls in both reading and writing has closed as a result of the improvement of boys' attainment, although attainment of girls has declined by 1% in these areas.

At level 4+ the attainment of boys in **reading** has increased by 2% from 87% in 2014 to 89% in 2015 and for girls has declined by 1% from 92% to 91%. As a result the gap has narrowed by 3% from 5% to 2%. (National gap was 3% in 2014).

At level 4+ the attainment of boys in **writing** has increased by 1% from 80% in 2014 to 81% and for girls it has declined by 1% from 91% to 90%. As a result the gap has narrowed by 2% from 11% to 9%. (National gap was 9% in 2014).

At level 4+ the attainment of boys in **maths** has remained at 88% and girls at 87%. As a result boys continue to outperform girls by 1%. (National gap was 0% in 2014).

6.8 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 Key Stage 4 GCSE attainment

7.1 5+ A* - C including English & Maths

In 2015 the percentage of students gaining five or more A* – C grades including English and mathematics was maintained resulting in 57% of students meeting this indicator. (No national data published but Halton is expected to be in line with national outcomes).

There is currently 1 Halton school below the 40% attainment floor standard based upon provisional outcomes. This school, along with others, is currently awaiting validation of grades where multiple papers close to grade boundaries have been submitted for remarking. At 39% it is possible that as a result of remarks the school's validated result will meet the 40% floor standard.

5+ A* - C including English & Maths

	2013	2014	2015
Halton Average ¹	62.5%	57.2%	56.8%
England – State funded Schools ²	60.6%	56.6%	---
England – All Schools ³	59.2%	53.4%	---

At the time of writing there was not a full dataset for comparison. National data has not been published. Provisional data is indicating that Halton's attainment is 1% higher than the North West average. Halton is ranked 11 / 23 in the North West for this indicator.

7.2 5+ A* - C

The percentage of students attaining five or more A* - C has increased by 3%.

	2013	2014	2015
Halton Average¹	86.5%	64.9%	68.4%
England – State funded Schools²	83.0%	65.5%	---
England – All Schools³	81.8%	63.8%	---

7.3 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 was available at the time of writing.

7.4 The English Baccalaureate (EB)

The English Baccalaureate is not a qualification. To qualify for the EB students need to attain at least a GCSE Grade C in English, Maths, Science, a Humanities subject (History or Geography) and a Modern Foreign Language (MFL).

Although there was a decline in 2015, the percentage of GCSE students achieving the English Baccalaureate has shown significant gains in Halton since its introduction as a performance indicator:

	2011	2012	2013	2014	2015
Halton Average	4.9%	12.8%	23.6%	30.3%	26.7%
England – State funded Schools	15.4%	16.2%	22.8%	24.2%	---
England – All Schools	17.6%	18.4%	23.0%	22.9%	---

7.5 Closing the gap at Key Stage 4

No 2015 dataset available at the time of writing.

7.6 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.

8.0 KEY STAGE 5

8.1 A Level

Overall Key Stage 5 results for schools, academies and the College in Halton show students achieving success in a range of academic subjects with 99% of A-Level entries awarded A*-E grades, one per cent above the reported national pass rate.

8.2 BTEC and Vocational Qualifications

Students completing BTEC and vocational equivalent subjects have secured a 100% pass rate with over 60% of entries awarded Distinction grades, equivalent to 3 'A' grades at A-Level.

	Academic / A-Levels Quals	Vocational Quals	
	Pass Rate	Pass Rate	Distinctions
Halton LA Average	99.0%	100.0%	61.0%
National Average	98.1%	-	-

9.0 POLICY IMPLICATIONS

None.

10.0 OTHER IMPLICATIONS

No other implications have been identified.

11.0 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.

12.0 RISK ANALYSIS

N / A

13.0 IMPLEMENTATION DATE

N / A

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

None under the meaning of the Act.