

WIRRAL COUNCIL

CHILDREN AND YOUNG PEOPLE'S OVERVIEW & SCRUTINY

11 SEPTEMBER 2012

SUBJECT:	REVIEW OF ATTAINMENT & PROGRESS AT THE END OF EYFS, KEY STAGE 1 & KEY STAGE 2
WARD/S AFFECTED:	ALL
REPORT OF:	ACTING DIRECTOR OF CHILDREN'S SERVICES
KEY DECISION?	NO

1.0 EXECUTIVE SUMMARY

PLEASE NOTE THAT ALL DATA FOR 2012 INCLUDED IN THIS REPORT IS UNVALIDATED AND IS THEREFORE PROVISIONAL UNTIL DECEMBER 2012.

- 1.1 This report provides a summary of the standards attained at the end of the Early Years & Foundation Stage, Key Stage 1 and Key Stage 2 for 2012. Priority 2 of the Corporate Plan 'My Family' states the objective "Support schools and other settings to improve educational provision and attainment maintaining a specific focus on addressing the impact of poverty. This analysis links with the Enjoying & Achieving outcome area of the Children & Young People's Plan 2012-13 – in particular area 2 "Improve the educational outcomes for children and young people affected by poverty and disadvantage including children in care."
- 1.2 In particular success is measured by:-
- i) the attainment gap between the lowest achieving 20% in the Early Years Foundation Stage (EYFS) and the rest (National Indicator 92)
 - ii) the achievement gap between pupils eligible for free school meals and their peers at Key Stage 2 (PI 102a)
 - iii) the achievement of pupils with English as an Additional Language (EAL) at the end of Key Stage 2 in English & Maths Level 4+
 - iv) the attainment of Children Looked After (CLA) at the end of Key Stage 2 in English Level 4+ (PI 99) the attainment of Children Looked After (CLA) at the end of Key Stage 2 in Maths Level 4+ (PI 99)
 - v) the attainment of children with Special Needs statements at Level 4 + in English and Mathematics at Key Stage 2 (PI 1600)
- 1.3 Through the implementation of the new School Improvement Strategy to ensure statutory duties are met the following performance indicators will be evaluated as key milestones in the Learning & Achievement Branch Plan:-

- i) achievement at Level 4+ in both English and Mathematics at the end of Key Stage 2 (PI 73)
- ii) attainment at the end of EYFS for Communication, Language & Literacy (CLL) (PI 72a)
- iii) the attainment gap between pupils eligible for free school meals and their peers at the end of EYFS, Key Stage 1 as well as Key Stage 2

2.0 BACKGROUND AND KEY ISSUES

Glossary of Terms

Early Years Foundation Stage (EYFS) – attainment is measured for rising 5 year old children

Key Stage 1 – attainment is measured for the rising 7 year old pupils

Key Stage 2 – attainment is measured for the rising 11 year old pupils

National Expectation at the end of EYFS – 6+ points in all areas.

The national indicator is a total of 78+ points across the 6 areas of learning and 6+ points in Communication Language & Literacy (CLL) and Personal and Social Education (PSE).

National Expectation at the end of Key Stage 1 – all pupils should attain Level 2+. In order for pupils to have the best possible chance to achieve a Level 4 + at the end of Key Stage 2 pupils need to attain Level 2b+.

National Expectation at the end of Key Stage 2 – all pupils should attain Level 4+

Floor Targets – The Department for Education introduced a floor target last year. The floor target is divided into 3 parts:-

English AND Maths Level 4+ - a minimum of 60 % of pupils to attain

2 levels progress in English - a minimum of 87% of pupils to make 2 levels progress from their Key Stage 1 SAT level

2 levels progress in Maths - a minimum of 86% of pupils to make 2 levels progress from their Key Stage 1 SAT level

2.1 The attainment gap between the lowest achieving 20% in the Early Years Foundation Stage (EYFS) and the rest (National Indicator 92)

NI 92	Percentage		
	2010	2011	2012
Wirral	27.6	29.9	28.2
Boys	28.4	29.2	27.1
Girls	25.1	26.7	26.9
National	32.7	31.4	N/A

The attainment gap for all pupils has narrowed from 2011 – 2012. The boys' attainment gap has narrowed whereas the girls' attainment has remained similar to last year. The attainment gap is smaller than the national indicating that the Wirral gap is narrower. This is attributable to the focus by schools providing learning experiences aimed at raising boys' attainment in Communication, Language & Literacy and Personal and Social Education.

2.2 The achievement gap between pupils eligible for free school meals and their peers at Key Stage 2 (PI 102a)

PI 102a	FSM Wirral 2011	FSM Wirral 2012	Non FSM Wirral 2011	Non FSM Wirral 2012	Gap 2011	Gap 2012	Gap National 2011
English L4+	71.3	74.2	89	88.5	17.7	14.3	19
Maths L4+	71.5	72.9	86.9	87.4	15.4	14.5	16.9
English & Maths L4+	62.3	65.1	83	83.4	20.7	18.3	21.3

The attainment gap has narrowed in English L4+, Maths Level 4+ and in the combined measure English & Mathematics L4+. When compared to the national data available (2011) the attainment gap is narrower than the national in all areas, with the biggest differential being in English attainment. Reducing the FSM gap has been a focus of school improvement for all schools. Close, regular monitoring of pupil progress has resulted in pupils who are off track to meet targets for attainment being identified earlier. Interventions and the use of Pupil Premium have resulted in schools narrowing the gap.

2.3 The achievement of pupils with English as an Additional Language (EAL) at the end of Key Stage 2 in English & Maths Level 4+

PI 102a	EAL 2011	EAL 2012	All Wirral Pupils 2011	All Wirral Pupils 2012	Gap 2011	Gap 2012
English L4+	70	78.3	84	85.4	14	7.1
Maths L4+	81	90.4	83	84.2	2	+ 6.2
English & Maths L4+	63	74.7	77	79	14	4.3

The achievement of EAL pupils has increased in all areas. The gap between the achievement of all Wirral pupils and EAL pupils has narrowed significantly. Most significant is the attainment in Mathematics which is 6.2% higher than the Wirral average for all pupils, indicating that pupils have been well supported in the learning.

2.4 The attainment of Children Looked After (CLA) at the end of Key Stage 2 in English Level 4+ (PI 99) the attainment of Children Looked After (CLA) at the end of Key Stage 2 in Maths Level 4+ (PI 99)

At the time of writing this report the data was unavailable. This data will be presented at the Overview and Scrutiny Committee as a Power Point presentation.

2.5 The attainment of children with Special Needs statements at Level 4 + in English and Mathematics at Key Stage 2 (PI 1600)

PI 1600	SEN St 2010	SEN St 2011	SEN St 2012	National 2010	National 2011
English L4+	22.4	20.9	21.7	17	20
Maths L4+	30.6	23	22.5	20	22
English & Maths L4+	17.2	14.4	14.7	13	15

The data collected here includes pupils with a statement of special needs who have attended mainstream primary schools. The trend over 3 years for English Level 4+ has fluctuated but continues to be above the national average. Attainment for Mathematics Level 4+ has declined slightly but is above the national average. Attainment in 2012 increased in all areas, however the focus for improvement is on the number of pupils attaining English and Mathematics Level 4+.

2.6 Achievement at Level 4+ in both English and Mathematics at the end of Key Stage 2 (PI 73)

PI 73	Wirral	Wirral	Wirral	National 2011
English L4+	82	84	85.4	82
Maths L4+	82	83	84.2	81
English & Maths L4+	75	77	79	74

The data shows that attainment in all 3 areas has increased year on year. Both boys and girls attainment in English has increased from 2011 and the gender gap has narrowed.

2.7 Attainment at the end of EYFS for Communication, Language & Literacy (CLL - PI 72a)

CLL 6+	Percentages		
	2010	2011	2012
All	59.7	60.5	62.6
Boys	50.6	51.5	53
Girls	69.2	70.5	73
FSM	47	43	45.5
Non FSM	63.4	66.3	67.7
CLA	27.6	50	36.8
BME	54.1	49.2	53.3
EAL	53.5	35	46.9

The data shows a year on year increase in communication, language and literacy. Both boys' and girls' attainment has increased with the gender gap narrowing slightly. Free school meals pupils' and non free school meals pupils' attainment has increased and the gap has narrowed by 1%. BME and EAL pupils' attainment has increased. Children Looked After (CLA) attainment has fluctuated over 3 years. Attainment has declined in 2012.

2.8 The attainment gap between pupils eligible for free school meals and their peers at the end of EYFS, Key Stage 1 as well as Key Stage 2

	FSM 2011	FSM 2012	Non FSM 2011	Non FSM 2012	Gap 2011	Gap 2012	Gap National
Reading L2+	71.8	79.1	89	91	17.2	11.9	15
Writing L2+	65.2	72.2	85.9	87.7	20.7	15.5	18
Maths L2+	78.4	83.6	91.6	92.5	13.2	9.9	11

EYFS and Key Stage 2 results have already been mentioned in the report. The chart focuses on attainment at the end of Key Stage 1. Free school meal pupils' attainment has increased significantly in reading, writing and mathematics, whilst non free school meal pupils' attainment increased slightly. The attainment gap has narrowed in all 3 areas. Whilst the gap was higher than the national average in 2011 it is anticipated that when the national data is available (December 2012) the position for Wirral will show considerable improvement.

2.9 CONCLUSIONS

To conclude the following areas are focus for development:-

- To continue to narrow the attainment gap for the lowest achieving 20% in EYFS
- To continue to improve the levels of early language development through the implementation of the Welcom programme
- To continue to raise attainment at all key stages with a particular focus on those schools where underperformance has been identified.
- To continue to reduce the attainment gap between children eligible for free schools in all key stages
- To continue to raise the attainment of Children Looked After at all key stages
- Implementing and evaluating the new School Improvement Strategy; ensuring we meet our statutory duties is a key action within the Corporate Plan.

2.10 The following challenging milestones outlined within the Corporate Plan will be used to monitor and evaluate impact:-

- Improve Early Years foundation stage profile achievement to 60% and reduce the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest by 27%
- Improve achievement at Level 4 and above in both English and Maths to 80% of pupils
- Increase the numbers of children looked after achieving Level 4 at Key Stage 2 to 50% in English at Key Stage 2 to 50% in Mathematics
- Increase the attainment of children with Special Educational Needs statements at Key Stage 2 to 18% of pupils (Level 4 and above in both English and Maths)

3.0 RELEVANT RISKS

3.1 The School Improvement Team needs to continue to work with schools (in particular vulnerable & underperforming schools) to ensure that pupil attainment is monitored and evaluated regularly so that progress is maintained and improved upon.

- 3.2 Children Looked After to be provided with targeted support particularly in communication, language and literacy so that they have every opportunity to make accelerated progress.
- 3.3 Where schools do not meet the DfE floor targets, so appearing in the lowest attaining 1.1% of schools nationally, the DfE will want to seriously consider these schools moving from the Local Authority to Academy status. The Director of Children and Young People's Department is likely to issue a warning notice to any school whose results have been below the floor target for a consecutive number of years.

4.0 OTHER OPTIONS CONSIDERED

- 4.1 Not applicable.

5.0 CONSULTATION

- 5.1 Initial discussions have taken place with Children Centre Managers to determine strategies which could be used to further support harder to reach families with pre-school speech and language development.
- 5.2 There is regular consultation with schools to determine future plans and strategies to raise standards further.

6.0 IMPLICATIONS FOR VOLUNTARY, COMMUNITY AND FAITH GROUPS

- 6.1 There are no plans to formally consult with other partners at this stage.

7.0 RESOURCE IMPLICATIONS: FINANCIAL; IT; STAFFING; AND ASSETS

- 7.1 There are no direct financial implications in terms of finance, IT, staffing and assets.
- 7.2 The resources of the School Improvement Team are used to review attainment and achievement. Schools /settings who are underperforming are identified and support is provided by the Early Years Team and Early Intervention Managers. The School Improvement Strategy has resulted in schools being identified as causing the Local Authority concern. Regular monitoring meetings and support from the principal managers has been effective in preventing schools going into an Ofsted category. The identified schools have demonstrated improvement as a result of the targeted support.

8.0 LEGAL IMPLICATIONS

- 8.1 None identified.

9.0 EQUALITIES IMPLICATIONS

- 9.1 Has the potential impact of your proposal(s) been reviewed with regard to equality?
- (a) Yes and impact review is attached.

<http://www.wirral.gov.uk/my-services/community-and-living/equality-diversity-cohesion/equality-impact-assessments/eias-2010/children-young-people>

10.0 CARBON REDUCTION IMPLICATIONS

10.1 None identified.

11.0 PLANNING AND COMMUNITY SAFETY IMPLICATIONS

11.1 None identified.

12.0 RECOMMENDATION/S

12.1 The Overview & Scrutiny to note the report.

13.0 REASON/S FOR RECOMMENDATION/S

13.1 N/A

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APPENDICES

None

REFERENCE MATERIAL

None

SUBJECT HISTORY (last 3 years)

Council Meeting	Date

Equality Impact Assessment Toolkit (from May 2012)

Section 1: Your details

EIA lead Officer: Sue Talbot

Email address: suetalbot@wirral.gov.uk

Head of Section: Vivian Stafford

Chief Officer: Julia Hassall

Department: Children & Young People's Department

Date: August 8th 2012

Section 2: What Council proposal is being assessed?

The review of standards at the end of Early Years Foundation Stage, Key Stage 1 and Key Stage 2

Section 2b: Will this EIA be submitted to a Cabinet or Overview & Scrutiny Committee?

Yes

September 11th 2012

<http://www.wirral.gov.uk/my-services/community-and-living/equality-diversity-cohesion/equality-impact-assessments/eias-2010/children-young-people>

Section 3: Does the proposal have the potential to affect..... (please tick relevant boxes)

- Services**
- The workforce**
- Communities**
- Other** (Schools and Early Years Settings)

If you have ticked one or more of above, please go to section 4.

- None** (please stop here and email this form to your Chief Officer who needs to email it to equalitywatch@wirral.gov.uk for publishing)

Section 4: Does the proposal have the potential to maintain or enhance the way the Council (please tick relevant boxes)

- Eliminates unlawful discrimination, harassment and victimisation
- Advances equality of opportunity
- Fosters good relations between groups of people

If you have ticked one or more of above, please go to section 5.

- No** (please stop here and email this form to your Chief Officer who needs to email it to equalitywatch@wirral.gov.uk for publishing)

Section 5: Could the proposal have a positive or negative impact on any of the protected groups (race, gender, disability, gender reassignment, age, pregnancy and maternity, religion and belief, sexual orientation, marriage and civil partnership)?

You may also want to consider socio-economic status of individuals.

Please list in the table below and include actions required to mitigate any potential negative impact.

Which group(s) of people could be affected	Potential positive or negative impact	Action required to mitigate any potential negative impact	Lead person	Timescale	Resource implications
Gender	A negative impact is the gender attainment gap widens. Close monitoring and evaluation of attainment at all key stages will have a positive impact in raising attainment	School Improvement Associates to monitor and evaluate both boys' and girls' attainment and report on improvement with a focus on narrowing the attainment gap	Sue Talbot	September 2012 - August 2013	None
Race	A negative impact is the attainment of BME and EAL pupils decreasing or staying the same. Close monitoring and evaluation of attainment at all key stages will have a positive impact in raising attainment for BME and EAL pupils	School Improvement Associates to monitor and evaluate BME and EAL pupils' attainment and report on improvement	Sarah Howarth	September 2012 - August 2013	None
Socio-economic status	A negative impact is that free school meals pupils attain lower than their non free school meals peers. Close monitoring and evaluation of attainment at all key stages will have a positive impact in raising attainment	School Improvement Associates to monitor and evaluate pupils eligible for free school meals and non free school meal pupils' attainment to continue to narrow the attainment gap	Sue Talbot	September 2012 – August 2013	None

Section 5a: Where and how will the above actions be monitored?

Actions will be monitored by the Principal Managers in the School Improvement Team each term with a report completed in the Autumn and Summer term in the academic year.

Section 5b: If you think there is no negative impact, what is your reasoning behind this?

The School Improvement Team focuses on raising attainment for all pupils. In particular the focus is to narrow attainment and achievement for vulnerable groups.

Section 6: What research / data / information have you used in support of this process?

Data from the Local Authority Information Section and the National Statistics Gateway has been compared and analysed.

Section 7: Are you intending to carry out any consultation with regard to this Council proposal?

No - This is a report that is in the Learning & Achievement Branch annual work plan which reports to the Overview and Scrutiny Committee in the Autumn term each year.

(please stop here and email this form to your Chief Officer who needs to email it to equalitywatch@wirral.gov.uk for publishing)

Section 8: How will consultation take place and by when?

Before you complete your consultation, please email your preliminary EIA to equalitywatch@wirral.gov.uk via your Chief Officer in order for the Council to ensure it is meeting it's legal requirements. The EIA will be published with a note saying we are awaiting outcomes from a consultation exercise.

Once you have completed your consultation, please review your actions in section 5. Then email this form to your Chief Officer who needs to email it to equalitywatch@wirral.gov.uk for re-publishing.