

# WIRRAL COUNCIL

## CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY

21<sup>ST</sup> JANUARY 2013

<b>SUBJECT:</b>	<b>REVIEW OF ATTAINMENT &amp; PROGRESS AT THE END OF KEY STAGE 4</b>
<b>WARD/S AFFECTED:</b>	<b>ALL</b>
<b>REPORT OF:</b>	<b>ACTING DIRECTOR OF CHILDREN'S SERVICES</b>
<b>KEY DECISION?</b>	<b>NO</b>

### 1.0 EXECUTIVE SUMMARY

*PLEASE NOTE THAT ALL DATA FOR 2012 INCLUDED IN THIS REPORT IS UNVALIDATED AND IS THEREFORE PROVISIONAL UNTIL JANUARY 2013.*

1.1 This report provides a summary of the standards attained at the end Key Stage 4 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 For this area of work, success is measured by:-

- i) Achievement gap between pupils eligible for free school meals and their peers at Key Stage 4. (PI 102b)
- ii) Attainment of looked after children achieving 5+ GCSE A\*-C, including English and maths. PI (101)
- iii) Percentage of children with Special Educational Needs statements achieving 5+ GCSE A\*-C, including English and maths. (PI 1601)

1.3 The following performance indicators will be evaluated as key milestones in the Learning & Achievement Branch Plan for the implementation of the new School Improvement Strategy to ensure statutory duties are met:-

- i) Attainment of 5+ GCSE A\*-C, including English and maths. (PI 75)

## 2.0 BACKGROUND AND KEY ISSUES

### 2.1 Glossary of Terms

**GCSE** – General Certificate of Secondary Education

**Key Stage 4** – attainment is measured for the rising 16 year old pupils

**5+ A\*-C incl E&M** – five or more GCSEs with grades A\*-C including English and mathematics

**Floor Standard** – The Department for Education introduced a secondary floor standard last year for 2011.

*A secondary school will be below the floor if fewer than 35 per cent of pupils achieve the standard of five GCSEs with grades A\*-C including English and mathematics - raising the floor by five percentage points - and fewer pupils than the national average make the expected levels of progress between Key Stage 2 and Key Stage 4 in English and mathematics.*

The floor standard was changed for 2012 to 40 per cent of pupils achieve the standard of five GCSEs with grades A\*-C including English and mathematics - raising the floor by a further five percentage points

### 2.2 Achievement gap between pupils eligible for free school meals (FSM) and their peers at Key Stage 4. (PI 102b)

PI 102b	FSM Wirral 2011	Non FSM Wirral 2011	FSM Wirral 2012	Non FSM Wirral 2012	Wirral gap 2011	Wirral gap 2012	National gap 2011	National gap 2012
5+ A*-C incl E&M	38.6	72.8	40.4	70.1	34.2	29.7	27.5	26.3

The main indicator for the attainment gap has narrowed at KS4 by nearly 5 per cent from 2011 and continues a positive downward trend but is still above the national gap. Pupils in receipt of FSM perform well against national averages whilst their non-FSM peers perform exceptionally well against national comparisons.

Narrowing the attainment gap continues to be a focus for the local authority and its secondary schools. This is covered in more depth in the *Narrowing the Gap at key Stage 4* report for the Children and Young People Overview and Scrutiny Committee on the January 21st 2013.

### 2.3 Attainment of children looked after achieving 5+ GCSE A\*-C, including English and maths. PI (101)

PI 101	Wirral LAC 2010	Wirral LAC 2011	Wirral LAC 2012	National 2010	National 2011
5+ A*-C incl E&M	8	9	12	12	13
5+ A*-C	29	26	42	26	31

Attainment for children looked after on Wirral has risen since last year for 5+ A\*-C incl E&M and for 5+ A\*-C as well.

### 2.4 Percentage of children with Special Educational Needs statements achieving 5+ GCSE A\*-C, including English and maths. (PI 1601)

PI 1601	SEN St 2010	SEN St 2011	SEN St 2012	National 2010	National 2011	National 2012
5+ A*-C incl E&M	6.0	8.8	10.4	7.3	8.5	8.5

The attainment levels for children with Special Educational Needs statements achieving 5+ GCSE A\*-C, including English and maths are not available yet.

## 2.5 Attainment of 5+ GCSE A\*-C, including English and maths. (PI 75)

PI 75	Wirral 2010	Wirral 2011	Wirral 2012	National 2010	National 2011	National 2012
5+ A*-C incl E&M	58.7	64.1	64.8	53.5	58.9	58.3

The data shows a three year rising trend against a slight drop this year for the national figure. The gap between boys and girls is consistent with the national gap of girls outperforming boys by around 10 per cent.

## 2.6 CONCLUSIONS

To conclude the following areas are foci for development:-

- 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 at KS4.
- To continue to raise the attainment of children looked after at all key stages
- Implement and evaluate the new School Improvement Strategy ensuring we meet our statutory duties

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

- Improve attainment of 5+ GCSE A\*-C (including English and Maths) to 64% of pupils
- Reduce the achievement gap between pupils eligible for free school meals and their peers to 29% at Key Stage 4.
- Increase the percentage of children looked after achieving 5+ GCSE A\*-C (including English and Maths) to 20% of all children looked after.
- Increase the attainment of children with Special Educational Needs statements achieving 5+ GCSE A\*-C (including English and Maths) to 10% of pupils.

### **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 Where schools do not meet the DfE floor standards, 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. There are currently no maintained schools below the secondary floor standard.

### **4.0 OTHER OPTIONS CONSIDERED**

- 4.1 Not applicable.

### **5.0 CONSULTATION**

- 5.1 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 commissioned from external providers. 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 committee to note the report.

**13.0 REASON/S FOR RECOMMENDATION/S**

13.1 N/A

**REPORT AUTHOR:** **Stuart Bellerby**  
Strategic Service Manager (Secondary Education & School Improvement Services)  
telephone: (0151 666 4336)  
email: [stuartbellerby@wirral.gov.uk](mailto:stuartbellerby@wirral.gov.uk)

**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:** Stuart Bellerby

**Email address:** stuartbellerby@wirral.gov.uk

**Head of Section:** Vivian Stafford

**Chief Officer:** Julia Hassall

**Department:** Children & Young People's Department

**Date:** October 12<sup>th</sup> 2012

### Section 2: What Council proposal is being assessed?

**The review of standards at the end of Key Stage 4**

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

**Yes** Overview and Scrutiny

**January 21<sup>st</sup> 2013**

<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**
- X **Other (Schools)**

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](mailto: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
- X Advances equality of opportunity
- X 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](mailto: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.**

<b>Which group(s) of people could be affected</b>	<b>Potential positive or negative impact</b>	<b>Action required to mitigate any potential negative impact</b>	<b>Lead person</b>	<b>Timescale</b>	<b>Resource implications</b>
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	Stuart Bellerby	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	Stuart Bellerby	September 2012 – August 2013	None



		attainment gap			
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**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](mailto: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](mailto: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](mailto:equalitywatch@wirral.gov.uk) for re-publishing.

**Section 9: Have you remembered to:**

- a) **Include any potential positive impacts as well as negative impacts? (section 5)**
- b) **Send this EIA to your Head of Service for approval.**
- c) **Review section 5 once consultation has taken place and sent your completed EIA to your Head of Service for approval then to your Chief Officer for re-publishing?**