



CHILDREN, YOUNG PEOPLE & EDUCATION COMMITTEE

Wednesday, 5th March 2025

REPORT TITLE:	SUMMARY OF STANDARDS – OUTCOMES FOR EARLY YEARS, PHONICS, KEY STAGE 2 AND KEY STAGE 4
REPORT OF:	DIRECTOR OF CHILDREN’S, FAMILIES AND EDUCATION

REPORT SUMMARY

The Standards 2024 reports referred to within this report gives information about the provisional pupil outcomes. There is an executive summary followed by a detailed analysis for the pupil outcomes at the age of 5 (Good level of development), age of 6 (Phonics assessment), the age of 11 (Key Stage 2 SATs) and at the of 16 years old (Key Stage 4 qualifications). This is the first standards report that does not include KS1 as this assessment no longer takes place

Comparisons have been made with the results nationally wherever possible. This report provides a detailed analysis of pupil outcomes and analyses the outcomes geographically across Wirral. It is important to treat comparisons with 2019 and earlier with caution, that said we now have a number of years post Covid to begin to identify trends. The progress 8 score used for KS4 will not be seen again for two years, due to KS2 assessments not taking place in summer 2020 and 2021.

The national comparisons will be used to identify the areas Wirral must prioritise over the next 12 months. The standards report and educational outcomes will be linked to the refresh of the priorities in relation to the school improvement strategy and the banding of schools across Wirral to identify needing support. It is anticipated that a new school improvement strategy will be developed in the next municipal year.

This matter affects all Wards within the Borough and the actions taken link to the Wirral plan 2023-2027 to improve residents’ life chances and support those with the greatest need

This is not a key decision.

RECOMMENDATION/S

The Children, Young People and Education Committee is recommended to:

1. Note and endorse the contents of this report

SUPPORTING INFORMATION

1.0 REASON/S FOR RECOMMENDATION/S

- 1.1 The Standards 2024 report has been produced to evaluate the impact of the education system to support young people. The outcomes will be linked to the next steps in relation to school improvement over the next 12 to 18 months. The report will be shared with headteachers and used as an essential tool to challenge underperformance as well as celebrate successes/improvements in Wirral's schools.

2.0 OTHER OPTIONS CONSIDERED

- 2.1 Doing nothing is an option, but in response to outcomes, it is appropriate to reassess and refresh the school improvement strategy.

3.0 BACKGROUND INFORMATION

- 3.1 The data set out in the Standards Report is scrutinised to determine where there have been improvements and where standards have deteriorated. The data is analysed at a local authority level, then further scrutiny takes place using pupil characteristics, to determine underachievement and key areas for development.
- 3.2 For many of the cohorts included within these national data sets this will be the first time they have completed a formal external assessment as this cohort was significantly impacted by the COVID-19 pandemic. For example, pupils who have complete Key stage 4 assessments will have had a significantly disrupted year 7 experience.
- 3.3 In addition, it is important to consider the educational experiences for young people across Wirral prior to the last academic year. Many children will have experienced significant periods of home learning and others have anxiety as they returned to the school environment over previous academic years. In addition, young people completing the Good Level of Development (GLD) Early Years assessment have been impacted significantly in relation to development of speech, language, and communication skills as they will have been 1 year old at the commencement of the pandemic.
- 3.4 The school improvement strategy is now fully embedded and being further developed across Wirral's schools with significantly increased capacity and expertise within the school improvement team. External school assurance professionals have been commissioned to all maintained school and a comprehensive Continuing Professional Development (CPD) programme offered to all schools. System leadership is being developed from staff within schools to enable a self-sustaining system.
- 3.5 The school improvement team have continued to commission a comprehensive CPD programme for Early Years, English, and Mathematics and are currently planning to co-produce the future CPD programmes in collaboration with school leaders. The training is being led by educational professionals who have a background of expertise in the given area.

- 3.6 The school improvement team have commissioned a leadership programme 'Empowering Leadership' for those new to Primary Headship and those aspiring to be future Primary Leaders. This programme is designed to support the regular planning, monitoring and reporting that leaders undertake in their roles but also endeavours to build a dynamic cohort of leaders who support and share experiences as they develop. Peer challenge is a part of this new programme.
- 3.7 A key cornerstone of the school improvement strategy is the support of a school assurance professionals to quality assure the current position of our maintained schools. This will be facilitated by education professionals with the relevant experience to articulate with schools' leaders and governors areas each school should be developing during the current academic year. The quality assurance visit is aligned to the Council's priorities and reviewed and updated annually. The focus for this academic year's visit has been on SEND. This offer will be free for all maintained schools, academies can access this support, but this will have a cost associated.

4.0 FINANCIAL IMPLICATIONS

- 4.1 There are no financial implications arising directly from this report.

5.0 LEGAL IMPLICATIONS

- 5.1 There are no legal implications arising directly from this report.

6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS

- 6.1 The Standards 2024 reports are key documents used to implement the Wirral Schools strategy 2021-2024. The necessary challenge to underperforming schools is coordinated in partnership by the Head of School Effectiveness and two Senior School Advisors combined with support from external School Assurance Professionals.
- 6.2 School can access additional resource from the local authority if specific areas of improvement are identified and they do not have the financial capacity to support the relevant activity.
- 6.3 A refresh of the Wirral Schools strategy will be brought to committee during the next academic year

7.0 RELEVANT RISKS

- 7.1 The Corporate Risk Register will be refreshed in line with the new Wirral Plan 2021-2026 to ensure that any risks to delivery are understood and mitigating actions are put in place as appropriate.

8.0 ENGAGEMENT/CONSULTATION

- 8.1 The reports will be shared with all headteachers in September 2022. The Council engages with Multi-Academy Trusts with responsibility for Wirral schools to make

sure key areas raised from the standards report are shared to allow joint working on key priorities.

9.0 EQUALITY IMPLICATIONS

9.1 Wirral Council has a legal requirement to make sure its policies, and the way it carries out its work, do not discriminate against anyone. An Equality Impact Assessment is a tool to help council services identify steps they can take to ensure equality for anyone who might be affected by a particular policy, decision, or activity. An EIA will be completed in line with the refresh of the school improvement strategy.

10.0 ENVIRONMENT, BIODIVERSITY AND CLIMATE CHANGE IMPLICATIONS

10.1 There are no environmental, biodiversity, or climate implications from this report.

11.0 COMMUNITY WEALTH IMPLICATIONS

11.1 It is important the educational outcomes are analysed to support the local authority to prioritise its resources in the relevant areas. This will support improving outcomes for young people, allowing them to be more successful and links to the Wirral plan 2023-2027 to improve residents' life chances and support those with the greatest need

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APPENDICES

Appendix One: Wirral standards report 2024 KS4
Appendix Two: Wirral standards report 2024 KS2
Appendix Three: Wirral standards report 2024 Phonics
Appendix Four: Wirral standards report 2024 Early Years Foundation Stage Profile

BACKGROUND PAPERS

Wirral Schools strategy 2021-2024

SUBJECT HISTORY (last 3 years)

Council Meeting	Date
Children, Young People and Education Committee	1 st February 2024
Children, Young People and Education Committee	24 th January 2023
Children, Young People and Education Committee	12 th October 2022