

24 JANUARY 2023

**CHILDREN, YOUNG PEOPLE AND EDUCATION COMMITTEE**

<b>Report Title:</b>	<b>SUMMARY OF STANDARDS (UPDATED) – PROVISIONAL OUTCOMES FOR KEY STAGE 4</b>
<b>Report of:</b>	<b>DIRECTOR FOR CHILDREN, FAMILIES AND EDUCATION</b>

**REPORT SUMMARY**

The Standards 2022 report update gives information about the provisional pupil outcomes. There is an executive summary followed by a detailed analysis for the pupil outcomes, this is the second report this academic year with this report focusing on Key Stage 4 (16 years old).

Comparisons have been made with the results nationally wherever possible. However, many of the national results have not been published yet, this will be published towards the end of January. This report provides a detailed analysis of pupil outcomes and gives a first indication of the impact of the COVID-19 pandemic on the education of young people. Key Stage 4 outcomes, unlike primary school outcomes have been published nationally, allowing for easier comparison locally.

It is important that we do not compare this year's results to previous years, as those outcomes will be pre-pandemic. That said, national comparisons will be able to 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 that was shared with committee in December and the re-banding of schools across Wirral to identify needing support.

This matter affects all Wards within the Borough and the actions taken link to the Wirral plan 2021-2026 – Brighter Futures

This is not a key decision.

**RECOMMENDATION/S**

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

- 1) note the report; and
- 2) support the Services' planned refresh of the school improvement strategy based on the outcomes outlined.

## **SUPPORTING INFORMATION**

### **1.0 REASON/S FOR RECOMMENDATION/S**

- 1.1 The Standards 2022 update report has been produced to evaluate the impact of the education system to support young people, specifically in relation to secondary outcomes. The analysis 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 schools.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 We could do nothing but in response to outcomes it is appropriate to reassess and refresh the school improvement strategy to reflect this as per the committee report shared in December.

### **3.0 BACKGROUND INFORMATION**

- 3.1 The provisional data is scrutinised to determine where there have been improvements and where standards have deteriorated. The data is analysed at a local authority level, locality level based on the 4 district models across Wirral. In addition, further scrutiny takes place using pupil characteristics, to determine underachievement and key areas for development.
- 3.2 This specific cohort that is covered within this report, will have been in year 9 at the time of the national lockdown in March 2020.
- 3.3 In addition, it is important to consider the educational experiences for young people across Wirral for the last two and a half years, many children will have experienced significant periods of home learning and others have anxiety as they returned to the school environment. In addition, young people sitting GCSE assessments will not have had the usual experience in relation to experiencing GCSE exams and the preparation processes to make the system familiar for young people.
- 3.4 The key difference between the September standards report and this analysis, is the opportunity to analyse at the locality and school level. This was not possible in the primary assessment report due to outcomes for schools not being published. Given the structure of secondary schools across Wirral, it is important to be able to assess the outcomes of young people in the localities they reside.
- 3.5 The approach taken is different from previous, the locality analysis used only includes pupils who attend a Wirral school and have a Wirral post code are identified in the locality analysis. This approach allows support to be linked on a locality approach not just school specific. In addition, this should allow strengthen support for transition for young people moving from primary to secondary school.

### **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 2022 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 three 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.

## **7.0 RELEVANT RISKS**

- 7.1 The Corporate Risk Register has been 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.
- 7.2 The outcomes of Wirral's young people need to be aligned to the refreshed Wirral school improvement strategy. If young people do not achieve the expected educational outcomes this could impact on progression into further employment and training.

## **8.0 ENGAGEMENT/CONSULTATION**

- 8.1 The reports will be shared with all headteachers in January 2023. The Challenge Partnership Board will review any work commissioned to improve standards in schools identified as underperforming. Discussion in relation to the best mechanisms for support will be discussed with the Wirral Association of Secondary Headteachers.

## **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 AND CLIMATE IMPLICATIONS**

- 10.1 There are no environmental 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 2021-2026 – Bright futures for all young people.

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## **APPENDICES**

Wirral Standards Report (updated) 2022  
Wirral education glossary

## **BACKGROUND PAPERS**

[Wirral School Improvement Strategy update 2021-2024](#)

## **TERMS OF REFERENCE**

This report is being considered by the Children, Young People and Education Committee in accordance with paragraphs A and F of its Terms of Reference: exercising management, oversight and delivery of services to children and young people in relation to their care, wellbeing, education or health, with the exception of any powers reserved to full Council, and; providing a view of performance, budget monitoring and risk management in relation to the Committee's functions.

## **SUBJECT HISTORY (last 3 years)**

<b>Council Meeting</b>	<b>Date</b>
<b>Children's, Families and Education committee</b>	<b>12<sup>th</sup> October 2022</b>
<b>Children's and Families Overview and Scrutiny Committee</b>	<b>25<sup>th</sup> September 2019</b>