Report to:	Overview and Scrutiny Committee (Children's Services and Safeguarding)	Date of Meeting:	Monday 6 March 2023
Subject:	Education Scorecard		
Report of:	Executive Director of Children's Social Care and Education	Wards Affected:	(All Wards);
Portfolio:	Education		
Is this a Key Decision:	No	Included in Forward Plan:	No
Exempt / Confidential Report:	No		

Summary:

To present the Education Scorecard

Recommendation(s):

- Note the data contained in the scorecard

Reasons for the Recommendation(s):

- Overview and Scrutiny Committee (Children's Services and Safeguarding) provide scrutiny in relation to educational progress and data.

Alternative Options Considered and Rejected: (including any Risk Implications)

Not Applicable.

What will it cost and how will it be financed?

(A)   Revenue Costs - Not Applicable.

(B)   Capital Costs - Not Applicable.

Implications of the Proposals:

Resource Implications (Financial, IT, Staffing and Assets): N/A	
Legal Implications: Local authority has a statutory duty to provide support and challenge to educational providers. Measurement of success in this duty is related to educational attainment, attendance, exclusions etc.	
Equality Implications: The committee will be kept informed of all equality implications, risk and mitigations	
Climate Emergency Implications: The recommendations within this report will	
Have a positive impact	no
Have a neutral impact	yes
Have a negative impact	no
The Author has undertaken the Climate Emergency training for report authors	yes
There are no climate emergency implications as a direct result of this report	

Contribution to the Council's Core Purpose:

Protect the most vulnerable: Education Scorecard provides data on all school children, including the most vulnerable
Facilitate confident and resilient communities: As Above
Commission, broker and provide core services: As Above
Place – leadership and influencer: As Above
Drivers of change and reform: As Above
Facilitate sustainable economic prosperity: N/A
Greater income for social investment: N/A
Cleaner Greener: N/A

What consultations have taken place on the proposals and when?

(A)   Internal Consultations

The Executive Director of Corporate Resources and Customer Services (FD 7154/23) and the Chief Legal and Democratic Officer (LD 5354/23) have been consulted and any comments have been incorporated into the report.

(B)   External Consultations

No external consultations were sought for this report.

Implementation Date for the Decision

Immediately following the Committee.

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Appendices:

The following appendices are attached to this report:

Appendix A – Education Scorecard

Background Papers:

Not Applicable.

1.   Introduction/Background

1.1   This is the first Education Scorecard bringing together a range of data from across education. This scorecard will be updated and presented every term. However, test and exam data will only be updated once a year.

2.   Overview

2.1   Early Years (EY) and Phonics

The percentage of pupils reaching a good level of development and those meeting the required standard experienced drops across Early Years and Phonics respectively which was in line with national performance however, the fall across those areas was slightly more severe in the Sefton area than at the national level. Whilst Phonics is within half a percent away from the national average, EY pupils reaching a good level of development are 4.4% behind as of 2022.

2.2   Key Stage 1

Similarly, as above, the percentage of KS1 pupils reaching expected standard also saw negative movement across Reading, Writing, and Maths, locally and nationally. Performance across Writing experienced the biggest fall out of the three areas. 2022 figures show that Sefton is slightly behind the national average in all three of the mentioned areas when taking all pupils into consideration.

2.3   Key Stage 2

KS2 performance continues the decreasing pattern in the percentage of pupils reaching expected standard for Writing and Maths however, Reading saw an increase across the Sefton area of 3.4% from 2019 to 2022 which outperformed the national increase of 0.6%. SEN pupils across Sefton saw a drastic 7.8% improvement in this area whilst the average national increase for SEN pupils was 1.4%. The increase across all pupils who reached the expected standard in Reading resulted in Sefton outperforming the National average by 2.4% as a whole however, it continuous to remain below the national level in Maths and Writing.

2.4   Key Stage 4

KS4 results saw an improvement from 2019 across average attainment and student performance in Maths and English as it did on a national level. The most notable improvement can be seen in the percentage of SEN pupils that achieved GCSE grades between 4 and 9 in both English and Maths which increased by 11.7% from 2019 to 2022.

Appendix A - Education Scorecard

Education Scorecard

The outcomes for children and young people need to be at least at national average by the end of the next three years.

Area	2022/2023			Annual			
	Autumn 1st half term	Autumn full term	Spring 1st half term	2019/2020	2020/2021	2021/2022	3-year trend

Absence

Absence Rate							
All pupils	6.3%	7.9%	7.2%	6.5%	6.6%	8.4%	7.2%
EHCP pupils	11.6%	13.2%	12.4%	10.8%	14.8%	12.3%	12.6%
SEN support pupils	9.4%	11.3%	10.8%	8.9%	8.2%	11.3%	9.5%
Students with persistent absence							
All pupils	19.7%	24.7%	22.5%	19.9%	19.6%	26.3%	21.9%
EHCP pupils	30.0%	36.1%	32.6%	32.7%	42.6%	37.7%	37.7%
SEN support pupils	28.2%	35.0%	31.3%	27.3%	26.9%	36.6%	30.3%

Area	2022/2023			Annual			
	Autumn 1st half term	Autumn full term	Spring 1st half term	2019/2020	2020/2021	2021/2022	3-year trend

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Exclusions

Fixed Term Exclusions (Pupils of Statutory School Age that have at least one Exclusion as a percentage of the overall cohort)							
All pupils	0.6%	1.3%	0.7%	1.5%	1.6%	2.8%	2.0%
EHCP pupils	1.3%	2.7%	1.6%	5.7%	5.5%	7.1%	6.1%
SEN support pupils	2.0%	3.3%	1.4%	3.3%	3.3%	5.5%	4.0%

Education, Health and Care Plan

% young people with an EHCP maintained by Sefton schools attending mainstream provision	21.5%	22.1%	22.6%	18.4%	20.7%	22.5%	20.5%

Area	2018	2019	2022	3 Year Trend	Compared to 2019	2018	

Early Years Foundations Profile

% reaching good level of development							
All pupils	70.8	68.8	60.8	66.8	-8.0	71.0	
Disadvantaged Pupils	53.2	54.0	41.7	49.6	-12.3		Not
All SEN pupils	17.5	17.6	12.1	15.7	-5.5		

Phonics

% meeting required standard							
All pupils	83.2	82.5	75.0	80.2	-7.5	82.7	
Disadvantaged Pupils	70.0	71.4	61.9	67.8	-9.5	71.7	
FSM pupils	68.1	69.9	61.1	66.4	-8.8	70.2	
All SEN pupils	40.7	39.8	35.3	38.6	-4.5	43.8	

Area	2018	2019	2022	3 Year Trend	Compared to 2019	2018	

Key Stage 1

Reading - % reaching expected standard							
All pupils	73.1	74.6	65.8	71.1	-8.8	75.5	
Disadvantaged Pupils	58.8	59.1	52.2	56.7	-6.9	62.4	
FSM pupils	57.3	57.5	51.5	55.4	-6.0	60.2	
All SEN pupils	23.6	30.8	21.9	25.4	-8.9	30.4	
Writing - % reaching expected standard							
All pupils	67.8	67.7	54.2	63.2	-13.5	69.9	

Area	2018	2019	2022	3 Year Trend	Compared to 2019	2018	
Disadvantaged Pupils	51.4	52.9	38.5	47.6	-14.4	55.4	
FSM pupils	49.9	51.7	38.0	46.5	-13.7	53.0	
All SEN pupils	15.0	19.1	11.8	15.3	-7.3	22.2	

Key Stage 1 (Continued)

Area	2018	2019	2022	3 Year Trend	Compared to 2019	2018	
Maths - % reaching expected standard							
All pupils	75.7	75.7	66.9	72.8	-8.8	76.1	
Disadvantaged Pupils	62.1	61.3	51.8	58.4	-9.5	62.8	
FSM pupils	59.9	59.5	51.4	56.9	-8.1	60.6	
All SEN pupils	26.8	31.5	25.4	27.9	-6.1	32.8	
RWM - % reaching expected standard							
All pupils	63.3	63.2	50.1	58.9	-13.1	65.3	
All SEN pupils	12.5	15.4	10.5	12.8	-4.9	18.8	

Area	2018	2019	2022	3 Year Trend	Compared to 2019	2018	

Key Stage 2

Reading - % reaching expected standard

Area	2018	2019	2022	3 Year Trend	Compared to 2019	2018	
All pupils	79.0	73.4	76.8	76.4	3.4	75.8	
Disadvantaged Pupils	67.1	61.8	65.4	64.8	3.6	64.2	
FSM pupils	63.3	61.0	62.9	62.4	1.9	59.9	
All SEN pupils	39.0	32.2	39.9	37.0	7.8	39.2	
Writing - % reaching expected standard							
All pupils	79.6	77.0	67.5	74.7	-9.5	78.8	
Disadvantaged Pupils	65.1	63.8	51.6	60.2	-12.3	67.4	
FSM pupils	58.3	61.3	49.0	56.2	-12.3	62.4	
All SEN pupils	26.4	25.6	23.0	25.0	-2.6	34.1	

Area	2018	2019	2022	3 Year Trend	Compared to 2019	2018	

Key Stage 2 (Continued)

Area	2018	2019	2022	3 Year Trend	Compared to 2019	2018	
Maths - % reaching expected standard							
All pupils	79.0	78.5	71.1	76.2	-7.4	75.6	
Disadvantaged Pupils	66.9	65.9	56.3	63.0	-9.6	63.8	
FSM pupils	61.3	64.4	55.2	60.3	-9.2	59.2	
All SEN pupils	39.6	35.3	35.5	36.8	0.2	38.0	
RWM - % reaching expected standard							
All pupils	67.0	63.0	54.5	61.5	-8.5	64.4	
Disadvantaged Pupils	51.4	47.3	39.5	46.1	-7.8	50.5	
FSM pupils	46.5	46.0	37.6	43.4	-8.4	45.9	
All SEN pupils	18.9	15.3	15.3	16.5	0	21.7	

Area	2018	2019	2022	3 Year Trend	Compared to 2019	2018	

Key Stage 4

Average attainment and score							
All pupils	44.9	43.9	46.9	45.2	3.0	44.5	4...
Disadvantaged Pupils	34.7	34.4	35.4	34.8	1.0	36.8	3...
FSM pupils	32.0	32.2	35.0	33.1	2.8	34.5	3...
All SEN pupils	24.4	21.2	26.6	24.1	5.4	Not Available	2...
% achieving grades 9-5 in English and Maths							
All pupils	39.4	35.9	44.0	39.8	8.1	40.2	4...
Disadvantaged Pupils	22.1	17.8	23.7	21.2	5.9	24.9	2...
FSM pupils	19.4	16.6	22.7	19.6	6.1	21.7	2...
All SEN pupils	12.1	6.9	13.0	10.7	6.1	Not Available	1...

Area	2018	2019	2022	3 Year Trend	Compared to 2019	2018	

Key Stage 4 (continued)

% achieving grades 9-4 in English and Maths							
All pupils	62.7	60.5	64.3	62.5	3.8	59.4	5...
Disadvantaged Pupils	42.5	40.0	43.4	42.0	3.4	44.6	4...
FSM pupils	37.8	37.0	42.9	39.2	5.9	40.2	4...
All SEN pupils	22.4	16.5	28.2	22.4	11.7	Not Available	2...