| Report to: | Overview and Scrutiny Committee (Children's Services and Safeguarding) | Date of Meeting: | 6 March 2023 |
|---|---|---|---|
| | Health and Wellbeing Board | | 8 March 2023 |
| **Subject:** | Education Scorecard | | |
| **Report of:** | Executive Director of Children's Services | **Wards Affected:** | All |
| **Cabinet 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):**

- That Overview & Scrutiny Committee (Children's Services and Safeguarding) and the Health and Wellbeing Board receive the data contained in the scorecard for noting.

**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.

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**Implications of the Proposals:**

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| **Resource Implications (Financial, IT, Staffing and Assets):** |
| **Legal Implications:**<br><br>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:**<br><br>The committee will be kept informed of all equality implications, risks, and mitigations. |
| **Climate Emergency Implications:**<br><br>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:**

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|---|
| Protect the most vulnerable: ensure all pupils are in school and have access to quality education |
| Facilitate confident and resilient communities: |
| Commission, broker and provide core services: |
| Place – leadership and influencer: |
| Drivers of change and reform: |
| Facilitate sustainable economic prosperity: |
| Greater income for social investment: |

| Cleaner Greener: |
|---|

**What consultations have taken place on the proposals and when?**

**(A)    Internal Consultations**

The Executive Director of Corporate Resources and Customer Services and the Chief Legal and Democratic Officer have been consulted and any comments have been incorporated into the report.

**(B)    External Consultations**

No external council was sought for this report.

**Implementation Date for the Decision**

Immediately following the Committee.

| **Contact Officer:** | Tricia Davies |
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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 | National | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | | 2018 | 2019 | 2022 |

## Early Years Foundations Profile

| % reaching good level of development | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| All pupils | 70.8 | 68.8 | 60.8 | 66.8 | -8.0 | 71.0 | 71.8 | 65.2 |
| Disadvantaged Pupils | 53.2 | 54.0 | 41.7 | 49.6 | -12.3 | Not Available | | |
| 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 | 81.9 | 75.5 |
| Disadvantaged Pupils | 70.0 | 71.4 | 61.9 | 67.8 | -9.5 | 71.7 | 70.8 | 62.5 |
| FSM pupils | 68.1 | 69.9 | 61.1 | 66.4 | -8.8 | 70.2 | 70.0 | 62.0 |
| All SEN pupils | 40.7 | 39.8 | 35.3 | 38.6 | -4.5 | 43.8 | 43.2 | 38.4 |

Sefton Council    EDUCATION SCORECARD

| Area | 2018 | 2019 | 2022 | 3 Year Trend | Compared to 2019 | National | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | | 2018 | 2019 | 2022 |

# Key Stage 1

| **Reading - % reaching expected standard** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **All pupils** | 73.1 | 74.6 | 65.8 | 71.1 | -8.8 | 75.5 | 74.9 | 66.9 |
| **Disadvantaged Pupils** | 58.8 | 59.1 | 52.2 | 56.7 | -6.9 | 62.4 | 61.8 | 51.6 |
| **FSM pupils** | 57.3 | 57.5 | 51.5 | 55.4 | -6.0 | 60.2 | 60.4 | 51.2 |
| **All SEN pupils** | 23.6 | 30.8 | 21.9 | 25.4 | -8.9 | 30.4 | 29.7 | 26.1 |
| **Writing - % reaching expected standard** | | | | | | | | |
| **All pupils** | 67.8 | 67.7 | 54.2 | 63.2 | -13.5 | 69.9 | 69.2 | 57.6 |
| **Disadvantaged Pupils** | 51.4 | 52.9 | 38.5 | 47.6 | -14.4 | 55.4 | 54.7 | 41.2 |
| **FSM pupils** | 49.9 | 51.7 | 38.0 | 46.5 | -13.7 | 53.0 | 53.3 | 40.9 |
| **All SEN pupils** | 15.0 | 19.1 | 11.8 | 15.3 | -7.3 | 22.2 | 21.6 | 17.2 |

# Sefton Council — EDUCATION SCORECARD

| Area | 2018 | 2019 | 2022 | 3 Year Trend | Compared to 2019 | National | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | 2018 | 2019 | 2022 |
| **Maths - % reaching expected standard** | | | | | | | | |
| **All pupils** | 75.7 | 75.7 | 66.9 | 72.8 | -8.8 | 76.1 | 75.6 | 67.7 |
| **Disadvantaged Pupils** | 62.1 | 61.3 | 51.8 | 58.4 | -9.5 | 62.8 | 62.2 | 52.0 |
| **FSM pupils** | 59.9 | 59.5 | 51.4 | 56.9 | -8.1 | 60.6 | 61.0 | 51.8 |
| **All SEN pupils** | 26.8 | 31.5 | 25.4 | 27.9 | -6.1 | 32.8 | 32.6 | 29.2 |
| **RWM - % reaching expected standard** | | | | | | | | |
| **All pupils** | 63.3 | 63.2 | 50.1 | 58.9 | -13.1 | 65.3 | 64.9 | 53.4 |
| **All SEN pupils** | 12.5 | 15.4 | 10.5 | 12.8 | -4.9 | 18.8 | 18.6 | 15.0 |

## Key Stage 1 (Continued)

| Area | 2018 | 2019 | 2022 | 3 Year Trend | Compared to 2019 | National | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | | 2018 | 2019 | 2022 |

## Key Stage 2

| **Reading - % reaching expected standard** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **All pupils** | 79.0 | 73.4 | 76.8 | 76.4 | 3.4 | 75.8 | 73.8 | 74.4 |
| **Disadvantaged Pupils** | 67.1 | 61.8 | 65.4 | 64.8 | 3.6 | 64.2 | 61.9 | 62.5 |
| **FSM pupils** | 63.3 | 61.0 | 62.9 | 62.4 | 1.9 | 59.9 | 58.1 | 61.1 |
| **All SEN pupils** | 39.0 | 32.2 | 39.9 | 37.0 | 7.8 | 39.2 | 36 | 37.4 |
| **Writing - % reaching expected standard** | | | | | | | | |
| **All pupils** | 79.6 | 77.0 | 67.5 | 74.7 | -9.5 | 78.8 | 78.9 | 68.8 |
| **Disadvantaged Pupils** | 65.1 | 63.8 | 51.6 | 60.2 | -12.3 | 67.4 | 67.7 | 55.7 |
| **FSM pupils** | 58.3 | 61.3 | 49.0 | 56.2 | -12.3 | 62.4 | 63.2 | 54.3 |
| **All SEN pupils** | 26.4 | 25.6 | 23.0 | 25.0 | -2.6 | 34.1 | 33.9 | 26.1 |

| Area | 2018 | 2019 | 2022 | 3 Year Trend | Compared to 2019 | National | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | | 2018 | 2019 | 2022 |

## Key Stage 2 (Continued)

| **Maths - % reaching expected standard** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| All pupils | 79.0 | 78.5 | 71.1 | 76.2 | -7.4 | 75.6 | 78.7 | 71.5 |
| Disadvantaged Pupils | 66.9 | 65.9 | 56.3 | 63.0 | -9.6 | 63.8 | 67.2 | 56.7 |
| FSM pupils | 61.3 | 64.4 | 55.2 | 60.3 | -9.2 | 59.2 | 63.1 | 55.4 |
| All SEN pupils | 39.6 | 35.3 | 35.5 | 36.8 | 0.2 | 38.0 | 40.4 | 34.2 |
| **RWM - % reaching expected standard** | | | | | | | | |
| All pupils | 67.0 | 63.0 | 54.5 | 61.5 | -8.5 | 64.4 | 64.9 | 58.7 |
| Disadvantaged Pupils | 51.4 | 47.3 | 39.5 | 46.1 | -7.8 | 50.5 | 51.2 | 42.9 |
| FSM pupils | 46.5 | 46.0 | 37.6 | 43.4 | -8.4 | 45.9 | 47.0 | 41.7 |
| All SEN pupils | 18.9 | 15.3 | 15.3 | 16.5 | 0 | 21.7 | 22.1 | 18.1 |

| Area | 2018 | 2019 | 2022 | 3 Year Trend | Compared to 2019 | National | | |
|------|------|------|------|--------------|------------------|----------|---|---|
| | | | | | | 2018 | 2019 | 2022 |

## Key Stage 4

| **Average attainment and score** | | | | | | | | |
|----------------------------------|------|------|------|------|-----|--------------|------|------|
| All pupils | 44.9 | 43.9 | 46.9 | 45.2 | 3.0 | 44.5 | 43.9 | 48.8 |
| Disadvantaged Pupils | 34.7 | 34.4 | 35.4 | 34.8 | 1.0 | 36.8 | 36.8 | 40.3 |
| FSM pupils | 32.0 | 32.2 | 35.0 | 33.1 | 2.8 | 34.5 | 35.0 | 36.9 |
| All SEN pupils | 24.4 | 21.2 | 26.6 | 24.1 | 5.4 | Not Available | 27.6 | 29.3 |
| **% achieving grades 9-5 in English and Maths** | | | | | | | | |
| All pupils | 39.4 | 35.9 | 44.0 | 39.8 | 8.1 | 40.2 | 40.1 | 46.6 |
| Disadvantaged Pupils | 22.1 | 17.8 | 23.7 | 21.2 | 5.9 | 24.9 | 24.8 | 29.6 |
| FSM pupils | 19.4 | 16.6 | 22.7 | 19.6 | 6.1 | 21.7 | 22.6 | 28.4 |
| All SEN pupils | 12.1 | 6.9 | 13.0 | 10.7 | 6.1 | Not Available | 13.8 | 18.2 |

| Area | 2018 | 2019 | 2022 | 3 Year Trend | Compared to 2019 | National | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | 2018 | 2019 | 2022 |

## 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 | 59.8 | 64.3 |
| **Disadvantaged Pupils** | 42.5 | 40.0 | 43.4 | 42.0 | 3.4 | 44.6 | 44.9 | 48.4 |
| **FSM pupils** | 37.8 | 37.0 | 42.9 | 39.2 | 5.9 | 40.2 | 41.5 | 46.9 |
| **All SEN pupils** | 22.4 | 16.5 | 28.2 | 22.4 | 11.7 | Not Available | 26.7 | 32.1 |