

**Report to:** Children, Young People & Families Scrutiny Cabinet

**Date:** 12th November  
19th November

**Subject:** Report on educational outcomes 2008-2009

**Report of:** Executive Director of Children & Young People's Services

**Contact officer:** Jill Clarke 01942 486222 - [j.clarke@wigan.gov.uk](mailto:j.clarke@wigan.gov.uk)  
Anne Goldsmith – 01942 486007 – [a.goldsmith@wigan.gov.uk](mailto:a.goldsmith@wigan.gov.uk)

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**Purpose / summary:** To inform members of the standards achieved by pupils in Wigan schools

**Alternative options considered and reason for selecting the one recommended:**

**Recommendation / decision:** To note the outcomes.

**Risks / Implications:**

Financial:	NA
Staffing:	NA
Policy:	NA
Equal Opportunities - Has a Diversity Impact Assessment been conducted?	
Wards affected:	All

**Property Implications – Does the proposal involve a reduction, addition or change to the Council’s asset base or its occupation?**

No

**If yes, have the property implications been agreed with the Corporate Property Officer?**

**Does this proposal have significant implications for the Council and the local population?**

A diversity impact assessment is not necessary at this stage, however, equality and diversity implications have been considered when producing this report.

**Does this proposal involve a new policy or procedure or significant changes to**

**an existing policy or procedure?**

A diversity impact assessment is not necessary at this stage, however, equality and diversity implications have been considered when producing this report.

Has the Service Director - Borough Solicitor confirmed that the recommendations within this report are lawful and comply with the Council's Constitution? **No \***  
**NA**

Has the Service Director - Corporate Services confirmed that any expenditure referred to within this report is consistent with the Council's budget? **No \***  
**NA**

Are any of the recommendations within this report contrary to the Policy Framework of the Council? **No \***  
**NA**

\* delete which applicable

**For Cabinet reports only:**

Categorisation of the report:	<b>x</b>
Discussion leading to a decision	
Monitoring	<b>x</b>
Sharing for corporate understanding	


	<b>x</b>
Discussion	
Decision	
Information	

**Tracking/Process:**

	Consultation	Ward Members	Partners
Committee	Overview & Scrutiny	Cabinet	Council
12/11/09		19/11/09	

There are no Background Papers to this Report within the meaning of Section 100D of the Local Government Act 1972.

Proper Officer



Date

29<sup>th</sup> October 2009

## Introduction:

The Local Authority works in partnership with schools to deliver improvements in attainment for pupils within the Borough. This report sets out the outcomes for children in Wigan in the 2008/09 academic year and how Wigan is performing in relation to others if comparator information is available. It also identifies where there are changes in the level of performance, what action is planned to address areas for development and what the expected level is for each stage.

## Results:

### **1. Early Years Foundation Stage Profile – children at the end of the Reception Year at school**

The significant improvement made in 2008 in this area has been maintained although regional comparative data is not yet available. There remain areas for further development for example the achievement of boys in Communication, Language and Literacy is lower than that of girls. The service has undertaken detailed analysis of the possible causes of lack of success and has introduced specific interventions and programmes; Firm Foundations to support literacy skills, Raising Boys' Achievement Project, SEAD (Social and Emotional Aspects of Development) project. The expected level after the reception class year is 6+ points in Personal, Social and Emotional Development and 6 points in Communication, Language and Literacy plus 78+ points in all 6 areas of learning combined.

### **2. Key stage 1 – pupils aged 5-7 years**

In all subjects at this level combined Wigan's average is in line with national averages but better than those of its statistical neighbours. Standards in writing have improved slightly from last year while standards in mathematics have declined slightly from last year. Standards in reading have declined slightly from last year except for the more able pupils. The standards achieved by boys in reading and writing are a concern. Analysis of the possible causes of lack of success has been undertaken and specific interventions and programmes are being introduced: Read to succeed; Projects for Improving the teaching of phonics to help spelling and reading and of Communication; Language and Literacy to support speaking and listening. Level 2 is the expected level at the age of 7.

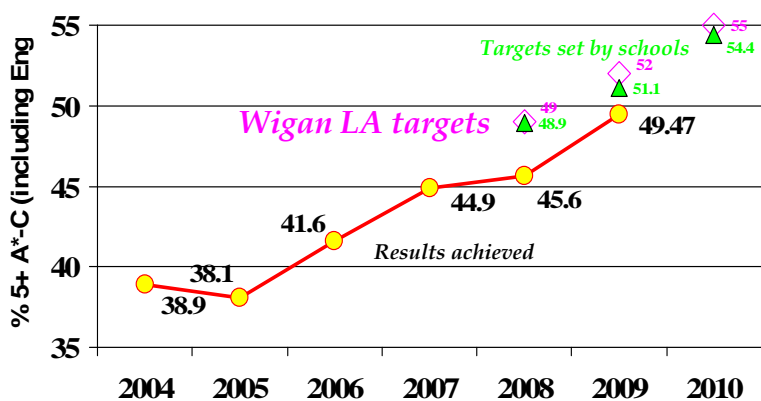
### **3. Key Stage 2 – pupils aged 7-11**

Wigan's standards at this stage are better than their statistical neighbours and the Borough is 4<sup>th</sup> in the list of 10 Greater Manchester Local Authorities. Standards in Mathematics and Science have improved and are both above national averages. Standards in English have declined from last year but remain above the national averages. However standards for level 4+ in both English and Maths combined have declined since last year but again are above the national average. Of particular concern is the attainment of boys in both English and Mathematics and following analysis of possible causes specific programmes and interventions are being introduced: i.e. consolidation of learning in English; spelling programmes; Improving assessment of pupils' work and tracking their progress and one to one tuition. Level 4 is the expected level at the age of 11

### **4. Key Stage 4 – pupils aged 11-16**

13 of the secondary schools within the Borough improved their results this year and Wigan is 4<sup>th</sup> in the list of Greater Manchester Local Authorities. The 3 year trend is an improving one with the provisional figure of 50% of pupils gaining 5 A\*-C at GCSE including English and Maths is much improved on last year. There was a further improvement in the percentage of pupils achieving 5 A\*- C at GCSE/GNVQ (all subjects). Despite this teaching and learning in Mathematics is a cause for concern. New programmes and interventions are being provided to support Mathematics through the Greater Manchester City Challenge, the Gaining Ground Programme, one to one tuition and locally devised programmes. The expected level is 5 A\*-C at GCSE including English and Maths.

### *Achievements and Targets for GCSE 5+ A\* - C (including English and mathematics) at Key Stage 4*



## **Narrowing the Gap**

At both the Early Years Foundation Stage and at Key Stage 2 the gap between those children who have free school meals and their peers who do not has widened during 2008/09. This analysis is not available for Key Stage 4 as yet but the gap at that Key Stage did widen last year. This continues to be a challenge for schools and the Local Authority. Whilst there has been a good performance by a large number of schools in 2008/09 it is important to recognise that across the Borough at the Foundation Stage between 35% and 50% of children do not achieve the expected levels in the areas of learning. At Key Stage 2, 20% of pupils do not achieve the expected level and at Key Stage 4, 50% do not reach the expected level of 5 A\* - C including English and Maths.

**Conclusions:** There have been some significant improvements in educational outcomes. There is still much to do to improve the outcomes for the pupils who are more disadvantaged.