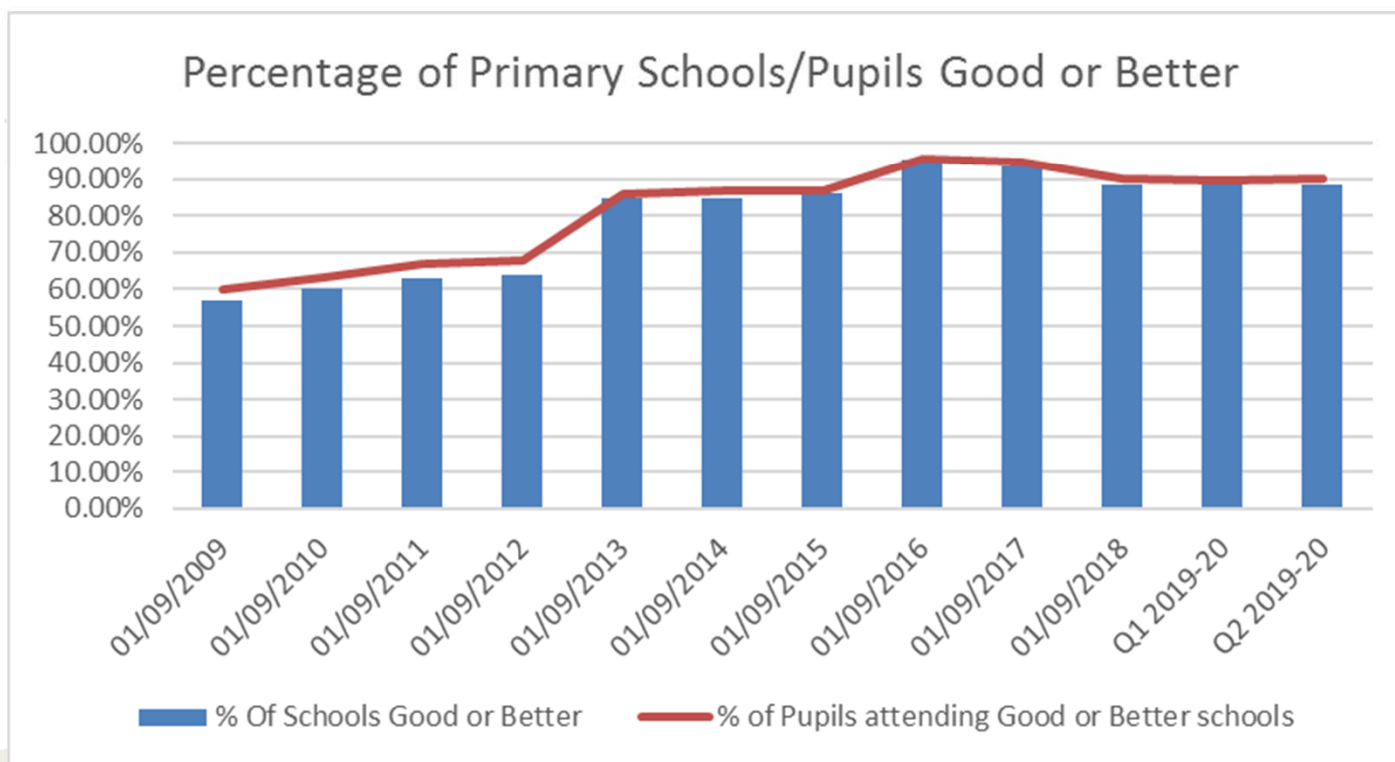
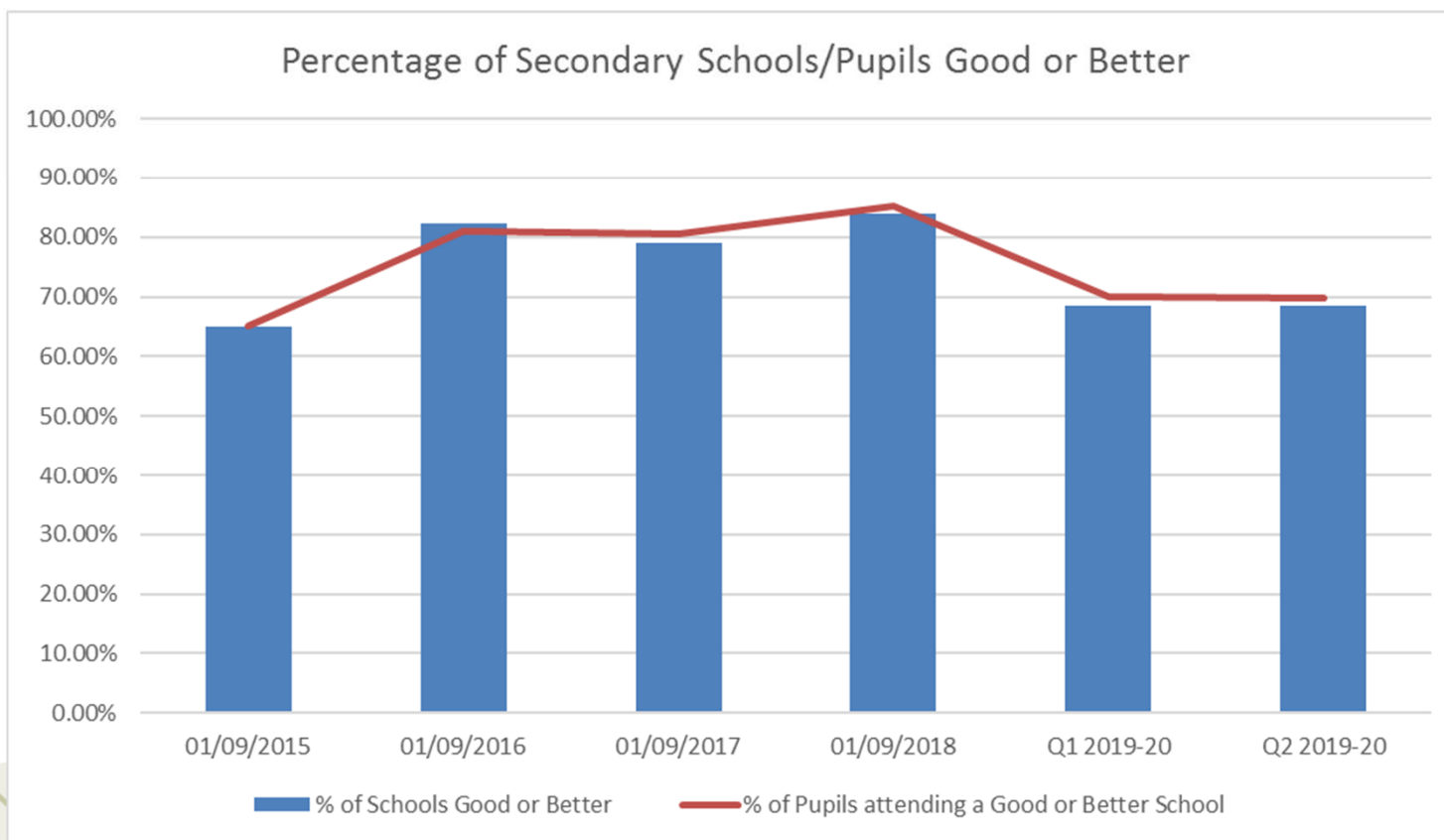


Education and Learning

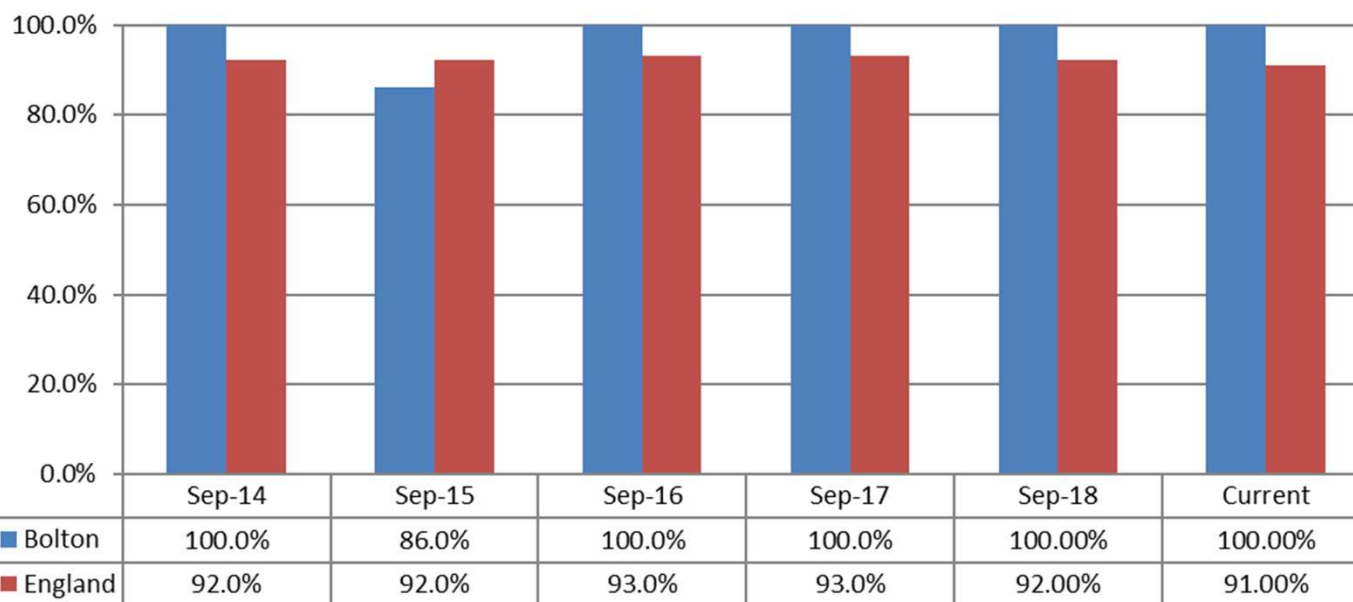
Performance Overview (As at Quarter 2)

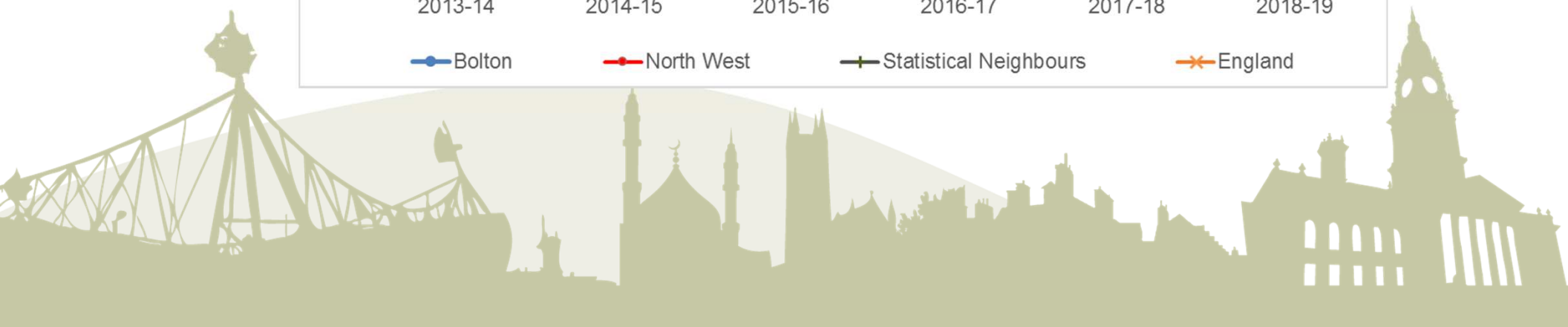
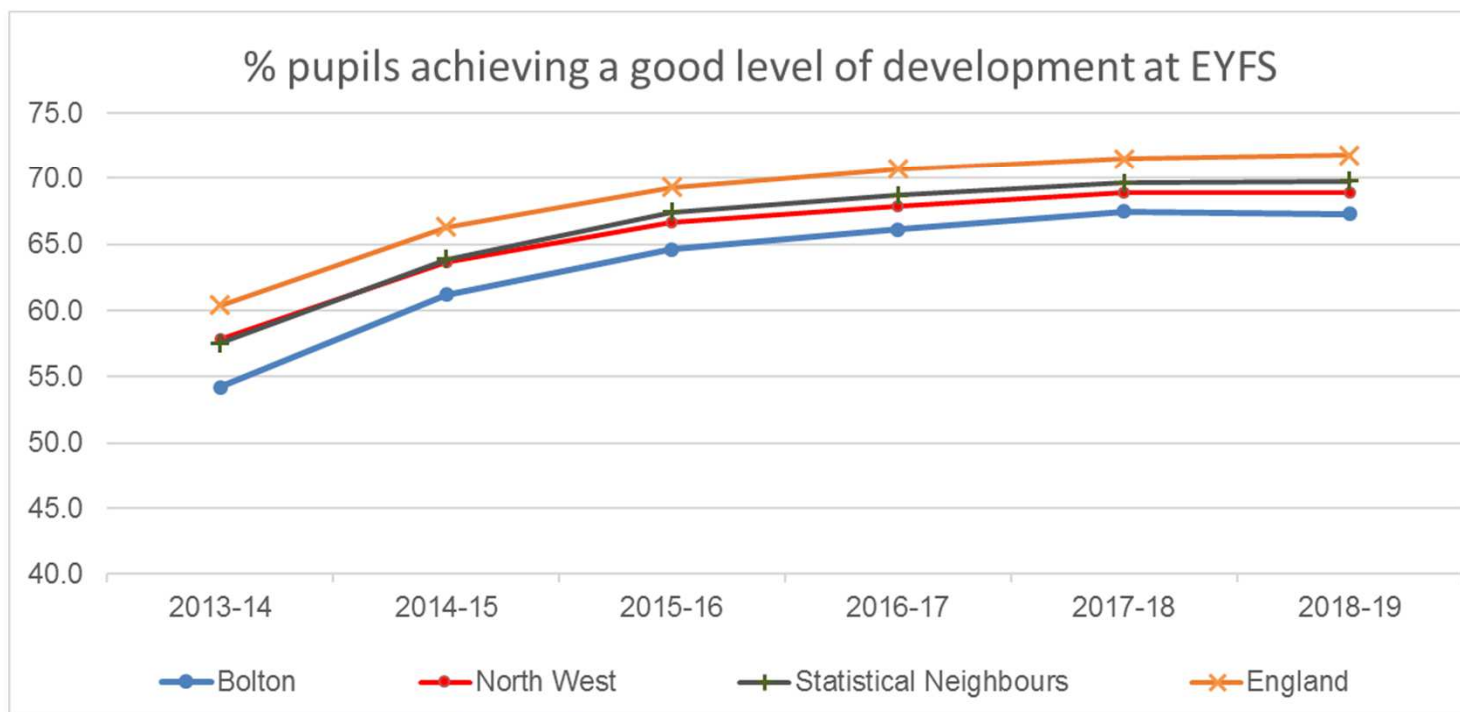






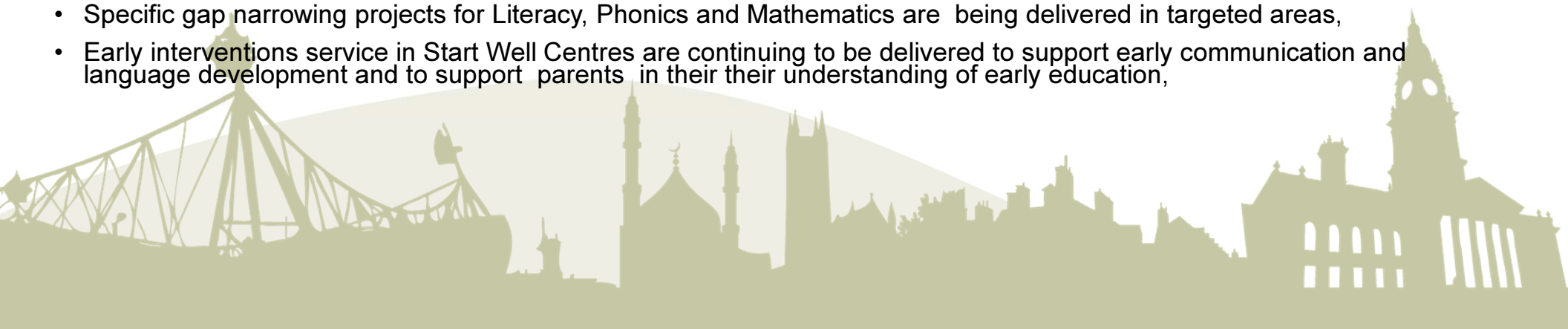
**% of Special Schools
 judged good or better**



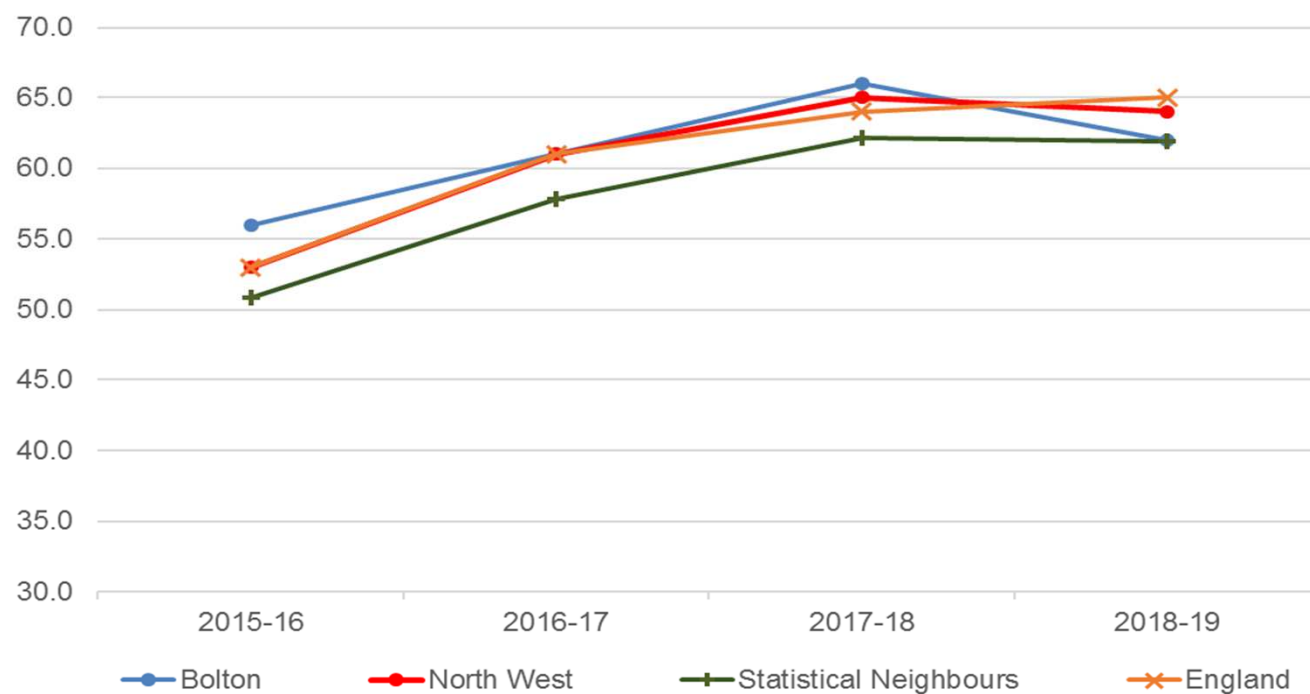


EYFS Performance

- Bolton's Good Level of Development (GLD) has decreased by 0.2% to 67.3%. Due to a Government pilot to revise the Foundation Stage Early Years Profile for 2021 one of Bolton's highest performing schools did not submit GLD data to this set. This accounts for the 0.2% drop in this year's data which would mean Bolton's static trend is in line with the GM and regional (68.9%) static rates.
- The attainment gap has narrowed for the 1037 children with English as an Additional Language (60.6% GLD).
- The 363 children with SEND 22.9% achieved a GLD.
- The 15% attainment gap between children receiving Free School Meals and all children in Bolton is in line with the national figure.
- Communication and Language development remains a priority area for early years performance
- Specific gap narrowing projects for Literacy, Phonics and Mathematics are being delivered in targeted areas,
- Early interventions service in Start Well Centres are continuing to be delivered to support early communication and language development and to support parents in their understanding of early education,



% of all pupils achieving the expected standard in Reading,
Writing and Maths at KS2





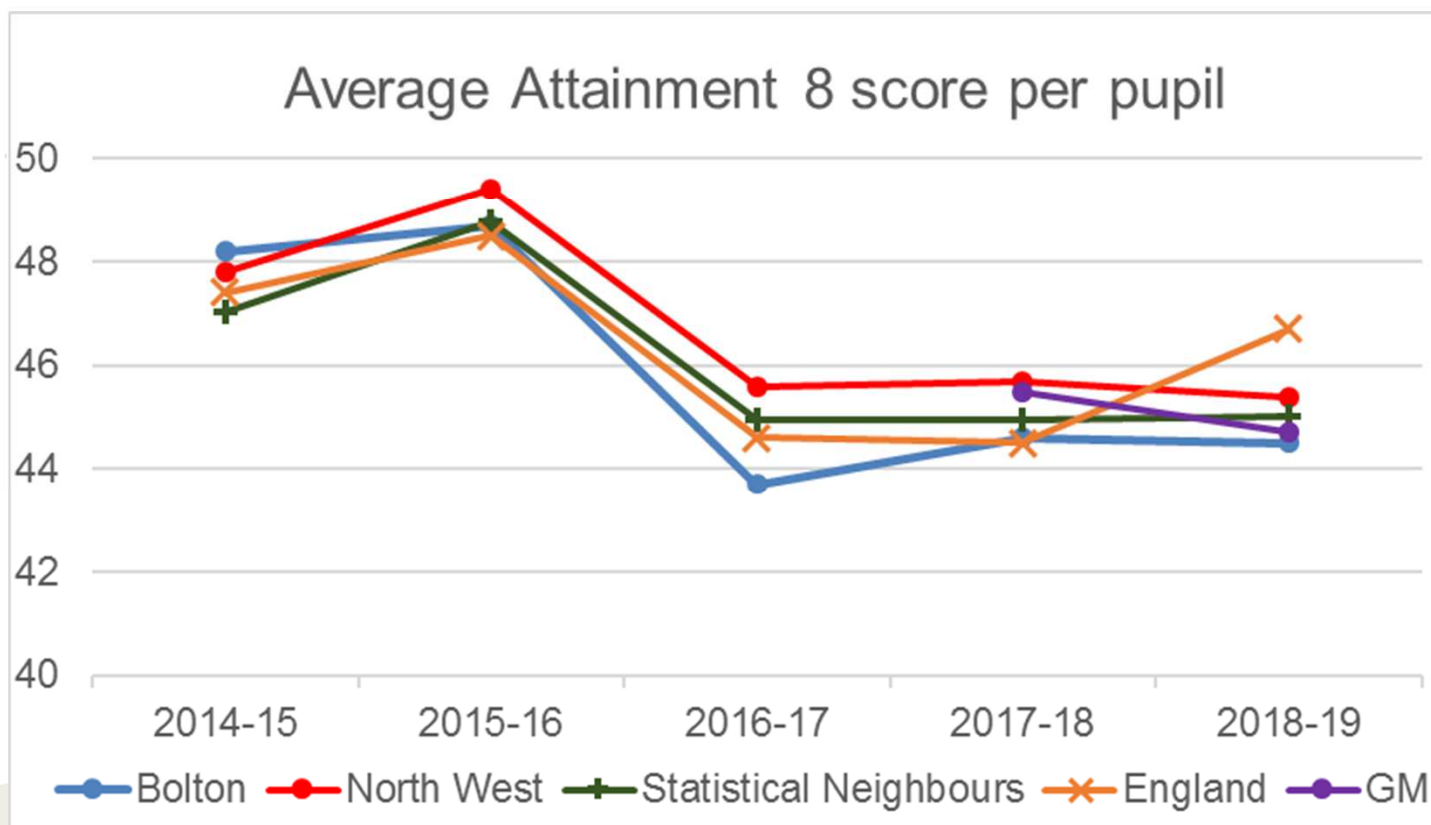
Active, Connected and Prosperous

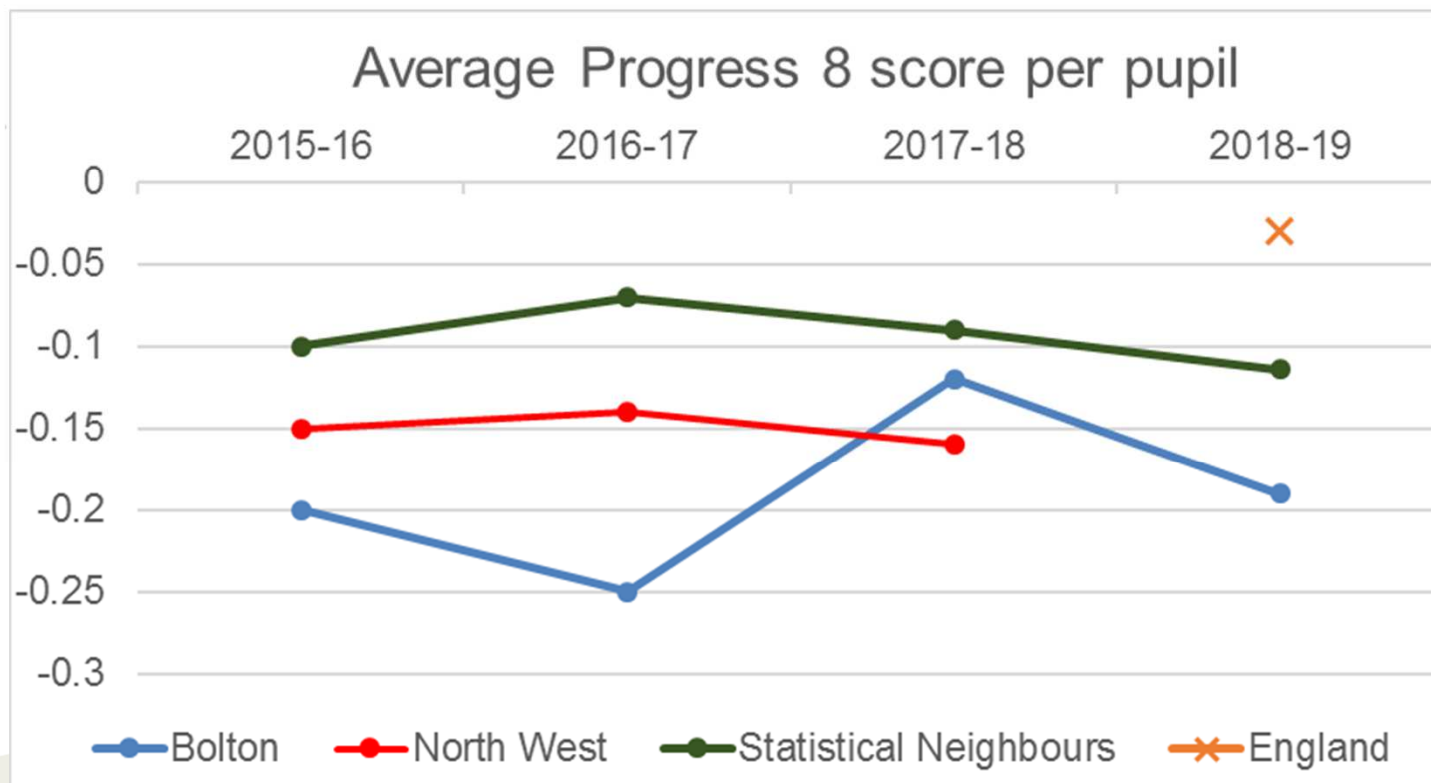
KS2 Performance

- Attainment at the end of Key Stage 2 over the last 3 years is relatively stable but for the first time in 4 years the combined attainment measure is below the national average. This is due to a dip in reading outcomes in 2019.
- 62% of pupils reached the expected standard in all of reading, writing and maths combined, down from 66% in 2018.
- However, pupil progress across KS2 in 2019 continues to be positive in each of reading, writing and mathematics and above the national average of 0.

Priorities 2019/20

- Continued use of data analysis to identify primary schools that may be vulnerable to an Ofsted category of concern.
- Implementation of the School Improvement Framework and the provision of continued support and challenge for primary schools.
- Ensure primary schools have access to high quality, regular school improvement support and challenge through the SLA.
- Provision of targeted CPD to further support the precision teaching of reading and to foster a love of reading for all children.
- Support for the moderation of teacher assessments.
- Ensure leadership teams are well prepared for the revised Ofsted Inspection framework from September 2019.
- Foster links with the Maths Hub and English Hub to ensure primary schools benefit from the funded training and development available.

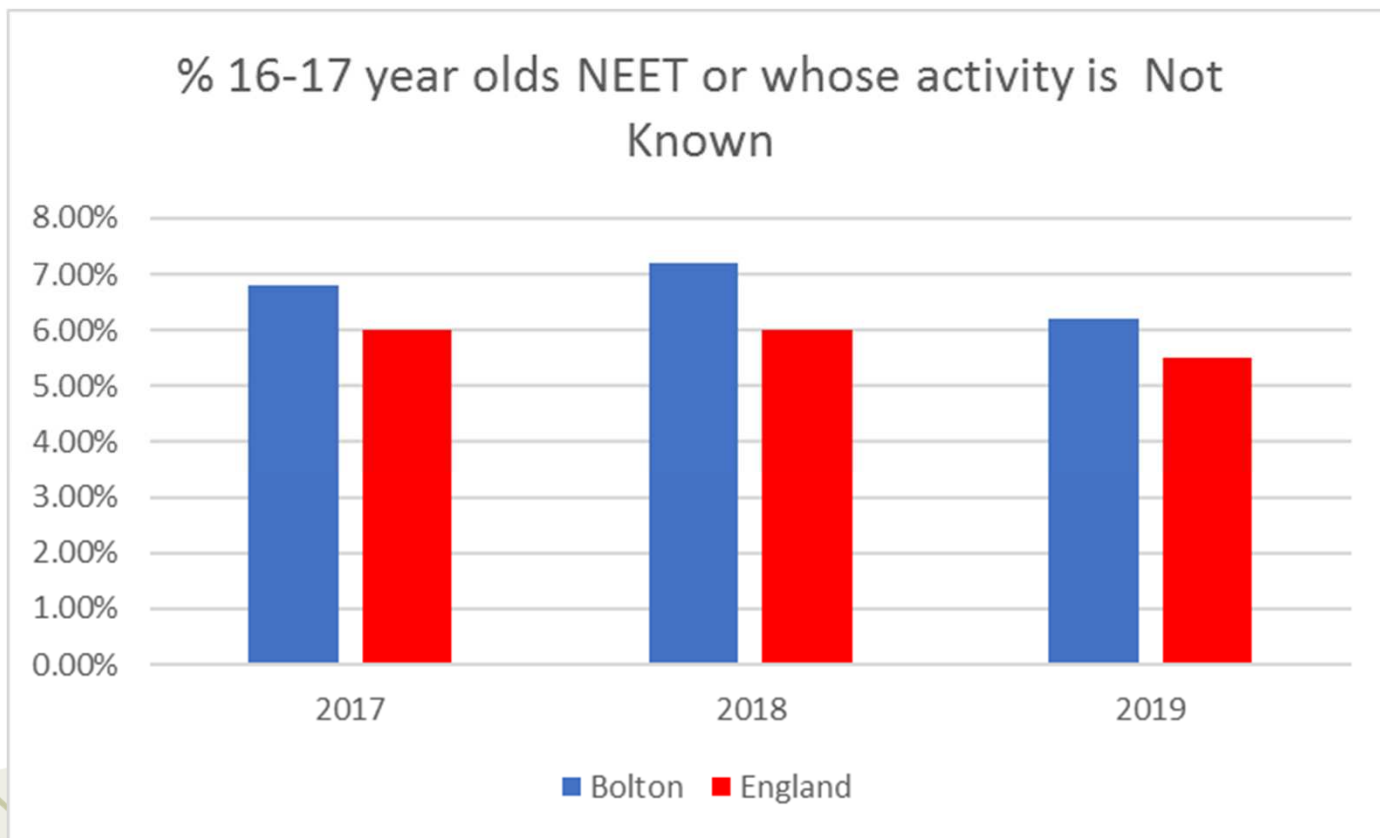




GCSE Performance

- BLP – Bolton Learning Partnership – Collaboration between Secondary Heads & Bolton Council
- Action Plan Focus – Leadership, Teaching & Learning & Intervention
- School to School Support
- Joint Professional Development – at all levels
- Professional Partners – Stretch & Challenge
- Sharing & Developing Best & Next Practice



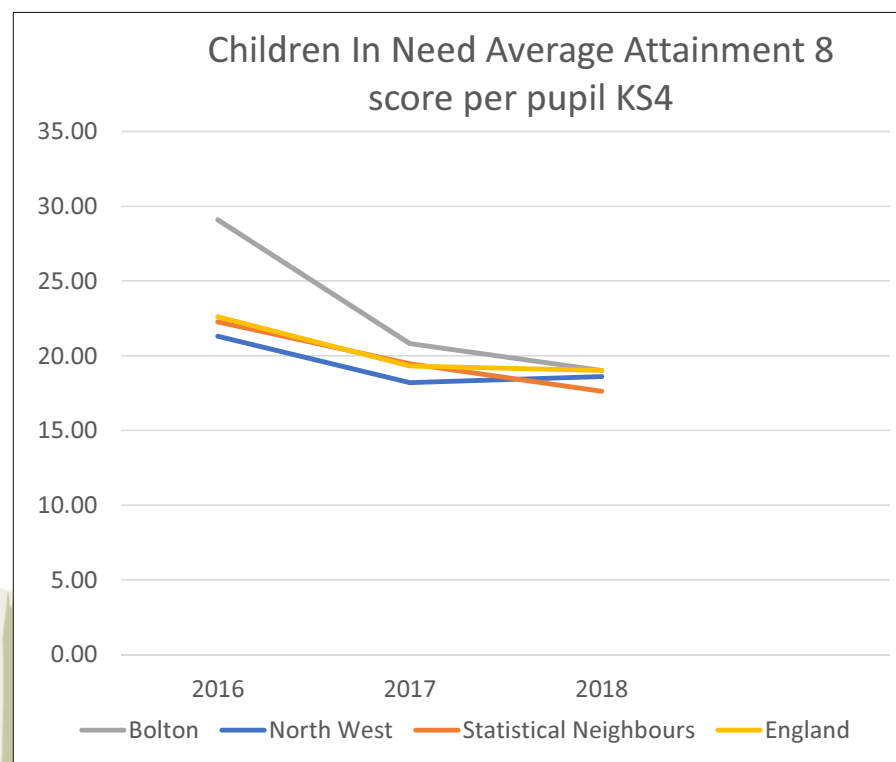
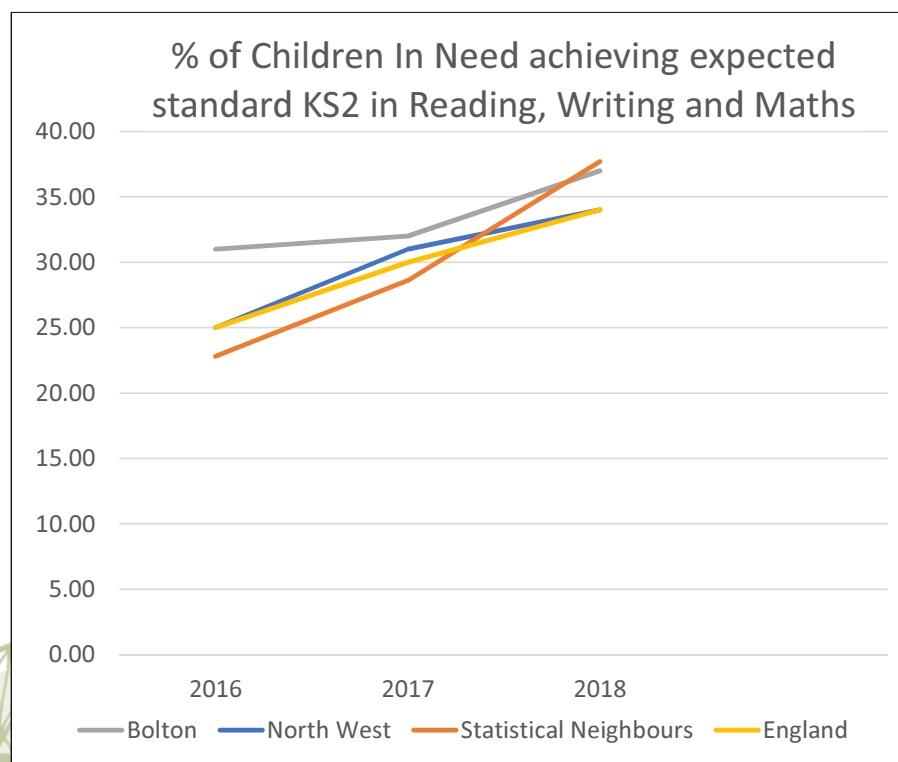


NEET & Not Known Performance

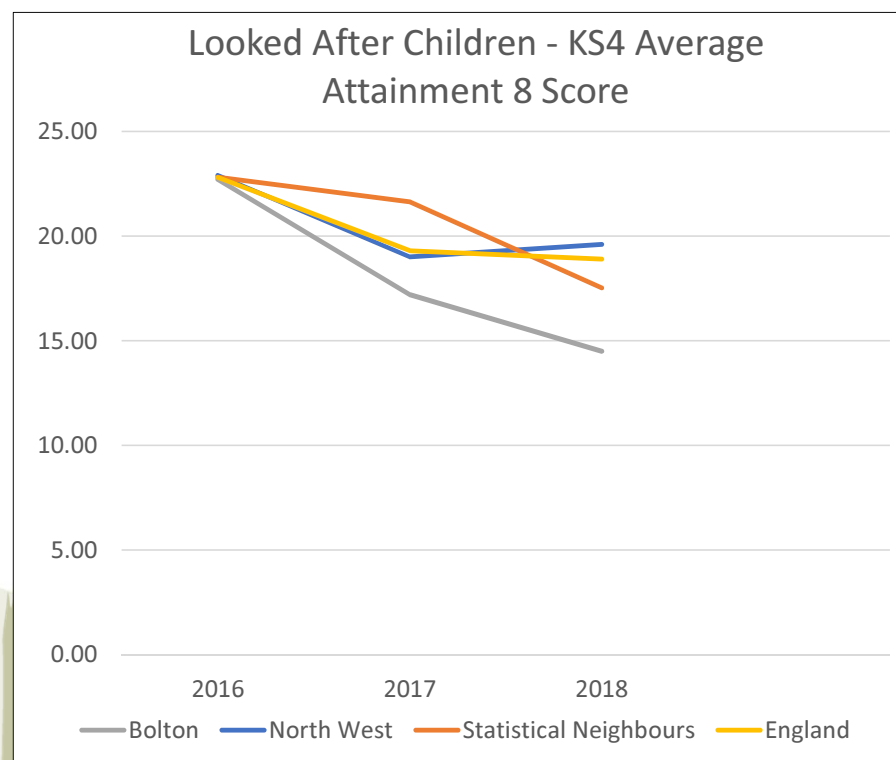
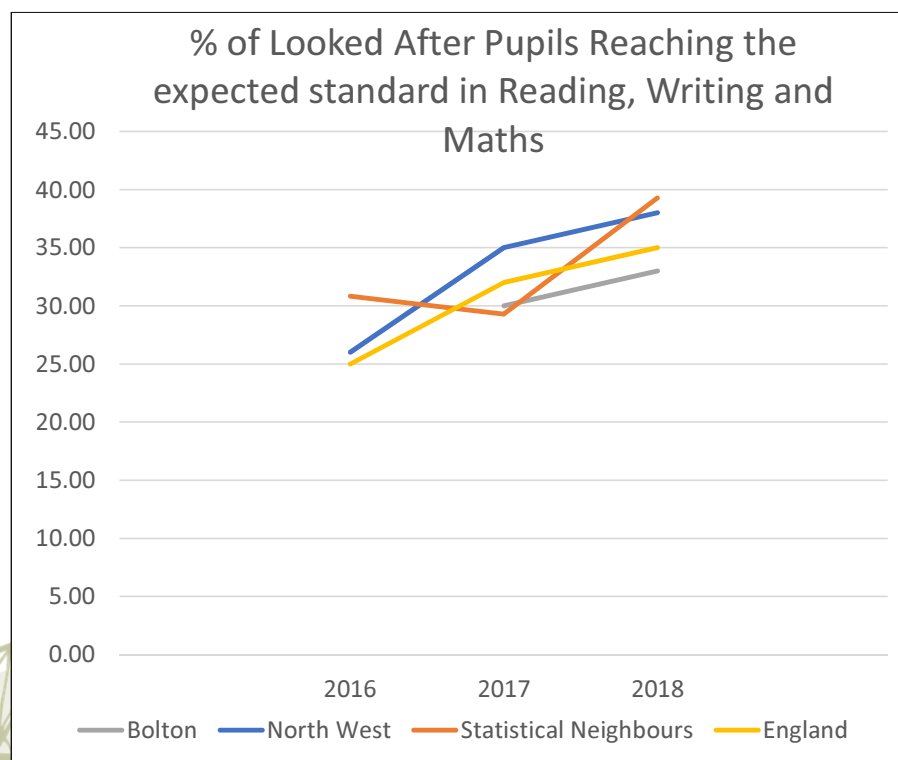
- Reduction in Not Knowns
- Successfully bid for ESF NEET Programme – new provision
- Opportunities for YP from New Town Centre Developers
- Active member of Bolton WBL Network
- Connexions Organise Yr 11 Futures 4 me event



Vulnerable Groups



Vulnerable Groups



Virtual School Performance

The results do not consider the following; length of time in care/age the child has come into care, type of placement at home/residential/foster care, how many placement moves, how many school moves and additional detail around SEN support

Key Stage 2 Performance

- KS2 outcomes highlight the learning outcomes from the success around the School Readiness Project and the need for earlier intervention.
- All KS2 students will be offered additional support with the SAT's
- All children will be offered letterbox club (a reading intervention) to improve the reading levels
- PEP forms will be introduced this academic year for Early Years children to identify need earlier.

Key Stage 4 Performance

- All Year 11 students were contacted by the Virtual School prior to results day to ensure that a plan was in place to support young people with the transitions beyond year 11. This was to minimise NEET figures.
- This was the first year that the Virtual School sent out certificates of recognition to all year 11 students acknowledging a landmark in their lives.
- The Virtual School received feedback from year 11 students this has helped us to learn from experience subsequently, all this year's cohort will be offered additional tuition in their core subjects
- Each Year 11 student has been allocated a Connexions worker regardless of if the school buys ack the service from the Local Authority.

It is difficult to compare the cohorts year on year due to the complexity and dynamic of the children who have a looked after status at the point of taking tests'exams.