



**WIRRAL
INTELLIGENCE
SERVICE**

Education Attainment and Standards for High Attaining Pupils

**Wirral Children and
Young People's
Department and Wirral
Intelligence Service**

November 2017

Education Attainment and Standards for High Attaining Pupils

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Background to JSNA – Joint Strategic Needs Assessment

What is a JSNA?

A Joint Strategic Needs Assessment, better known as a JSNA, is intended to be a systematic review of the health and wellbeing needs of the local population, informing local priorities, policies and strategies that in turn informs local commissioning priorities that will improve health and wellbeing outcomes and reduce inequalities throughout the Borough.

Who is involved?

Information from Council, NHS and other partners is collected and collated to inform the JSNA and this reflects the important role that all organisations and sectors have (statutory, voluntary, community and faith) in improving the health and wellbeing of Wirral's residents.

About this document

This JSNA section looks to contain the most relevant information on the topic and provides an overview of those related key aspects

How can you help?

If you have ideas or any suggestions about these issues or topics then please email us at wirralintelligenceservice@wirral.gov.uk or go to <https://www.wirralintelligenceservice.org/>

| Version Number | Date | Authors |
|----------------|---------------|------------|
| 1.0 | November 2017 | Sue Talbot |

Content overview

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| <p>Abstract</p> | <p>This section provides a detailed analysis of pupil outcomes at greater depth at the end of Key Stage 1 (aged 7) and Key Stage 2 (aged 11). At the end of Key Stage 1 pupils are assessed as to whether they have reached a greater depth in reading and mathematics as well as the two measures combined. At the end of Key Stage 2 pupils are assessed as to whether they reached a greater depth in reading and mathematics, the two measures combined and grammar, punctuation and spelling (GPS).</p> <p>Evidence suggests that more children at the age of 7 attained the highest standard (a greater depth) for attainment in reading and mathematics combined. This is an improvement of 3% from 2016. Higher Attainment remains below the national average but the gap is narrowing. Overall writing showed the most improvement. At the age of eleven the percentage of pupils who met the standard in reading and writing and mathematics improved by 3.4 percentage points but is still below the national average.</p> <p>Future changes and needs – Attainment in reading and writing and mathematics increases so that it is in line with the national average. No looked after children achieved the higher standard this year. Therefore, the gap between all Wirral pupils and CLA has widened by 3.4% from 3.8% to 7.2%.</p> <p>Higher achievement in mathematics and reading showed the biggest improvement, 7.5% and 6.5% respectively.</p> <p>More children to attain a greater depth in reading and mathematics. More children looked after to attain a greater depth in reading and mathematics.</p> |
| <p>Intended or potential audience</p> | <p>Internal</p> <ul style="list-style-type: none"> • Children and Young People’s Department Senior Leadership Team • Children’s Joint Commissioning Group • Wirral pledge leads • Virtual Headteacher • School Improvement Officers • Headteachers on the Locality Boards <p>External</p> <ul style="list-style-type: none"> • Wirral Partnership • Partners across multiple sectors • Headteachers of all phase schools • School Improvement colleagues in other local authorities |
| <p>Links with other topic areas</p> | <ul style="list-style-type: none"> • Name sections of WIS site – will be added post FINAL DRAFT REVIEW |

Please note all results are provisional at the time of writing the report (August 2017)

Key Stage One

More children at the age of 7 attained the highest standard (greater depth standard) for attainment in reading, writing and mathematics combined. This is an improvement of 3%. Higher Attainment remains below the national average but the gap is narrowing.

When scrutinising individual subjects writing showed the biggest improvement for high attaining pupils (an increase of 3.8%) for all pupils.

Children looked after did better in reading and maths (increases of 6.2% and 3.7%). However, the gap between children and CLA reaching the highest level of attainment for reading, writing and mathematics has widened from 5.4% to 8.4%.

The gender gap has slightly widened in reading and writing due to improved attainment by the girls. There is no longer a gap between boys and girls in mathematics. This is attributed to more boys attaining the highest standard (17.1%) than girls (15.1%).

More SEN children with statements attained the higher level in reading and mathematics (increases of 2.9% in both subjects).

Less SEN children without Education Health and Care Plans met the highest standard in reading, writing and mathematics than last year. This was only a small decrease (a decrease of 0.1%).

The gap between children with SEN without an Education Health and Care Plan and all non-SEN children achieving the highest standard widened in reading, writing and mathematics has widened by 1.1%.

In reading, writing and mathematics more autumn born pupils achieved the highest standard those pupils born in the spring and summer, though attainment for all groups was better than last year.

Key Stage Two

More children at the age of 11 achieved the higher standard in reading and writing and mathematics (RWM) than last year – an increase of 3.4%. However higher attainment remains below the national average by 3.3%.

No looked after children achieved the higher standard this year. Therefore, the gap between all Wirral pupils and CLA has widened by 3.4% from 3.8% to 7.2%.

Higher achievement in mathematics and reading showed the biggest improvement, 7.5% and 6.5% respectively.

In reading, writing and mathematics more autumn born pupils achieved the highest standard those pupils born in the spring and summer, though attainment for all groups was better than last year.

Reading

Achievement of the highest standard in reading for all pupils has increased by 6.5% to 22.7%, but is below the national average by 1.8%. More children looked after (10.3%) achieved the higher standard in reading. The gap between all Wirral pupils and CLA achieving the higher standard widened by 3.5% (8.9% to 12.4%).

Girls continue to do better than boys in terms of achieving the highest standard so the gender gap has widened by 2.5% to 7.3%.

Considerably more BME and EAL pupils attained the higher standard, 8.6% and 5.3% respectively.

More SEN pupils both with and without a statement achieved the highest standard, both by 2.4%. However, due to increased higher attainment of non-SEN pupils (7.6%), the gap between non-SEN pupils and those pupils with an Education Health and Care Plan has achieving the higher standard has increased by 5.2%. The gap between non-SEN pupils and those without an Education Health and Care Plan has also widened by 5.2%.

Writing

No data available at this time

Mathematics

Achievement of the highest standard in reading for all pupils has increased by 6.5% to 19.4%, but is below the national average by 3.2%. Fewer children looked after (2.2%) achieved the higher standard in reading. The gap between all Wirral pupils and CLA achieving the higher standard widened by 8.7% (5.6% to 14.3%).

Boys continue to do better than boys in terms of achieving the highest standard but the gender gap has narrowed by 0.4% to 3.5%.

Considerably more BME and EAL pupils attained the higher standard, 4.8% and 4.5% respectively.

More SEN pupils both with and without a statement achieved the highest standard, 1.1% and 1.5% respectively. However, due to increased higher attainment of non-SEN pupils (7.9%), the gap between non-SEN pupils and those pupils with an Education Health and Care Plan has achieving the higher standard has increased by 6.8%. The gap between non-SEN pupils and those without an Education Health and Care Plan has also widened by 6.4%.

Wirral JSNA: Children, Young People and Families: Education Attainment and Standards as High Attaining Pupils

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Why is this important?

The data is used to benchmark the overall performance of Wirral pupils against statistical neighbours, North West local authorities as well as compare with national averages.

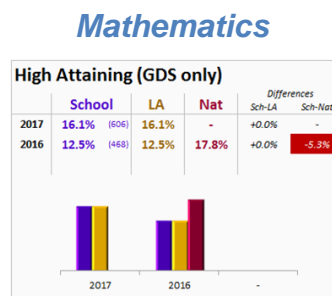
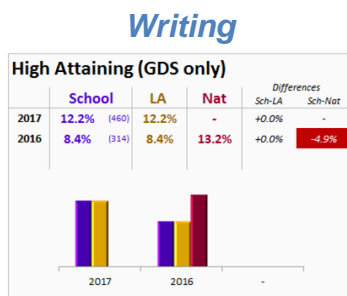
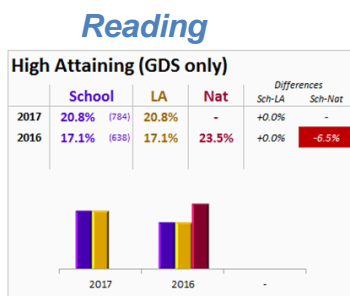
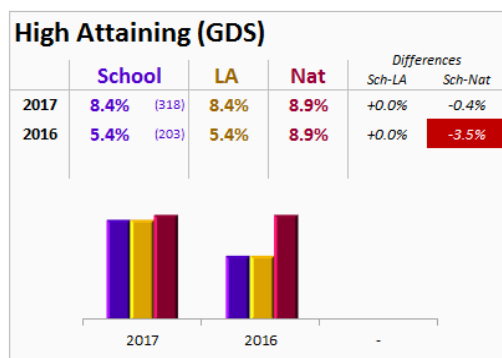
The data analysis enables comparisons to be made to determine strengths and areas for development.

The drilled down data analysis determines which pupil groups are achieving well and which areas need further development. The analysis by locality determines key priorities for improvement.

Key Stage 1

All Pupils

Reading, Writing and Mathematics (RWM)



More children attained the highest standard this year (an improvement of 3%) for attainment in reading and writing and mathematics. High attainment remains below the national average but the gap is narrowing.

Pupil's higher attainment in reading increased by 3.7% to 20.8%. It remains below the national average of 23.5% but the gap is closing.

Higher attainment in writing has improved by 3.8% to 12.2%. It remains below the national but the gap is closing.

Higher attainment in mathematics has increased by 3.6% to 16.1%. It remains below the national average but the gap is closing.

Children Looked After

Reading, Writing and Mathematics (RWM)

| High Attaining (GDS only) | | | | | |
|---------------------------|----------|------|-----|-------------|---------|
| | School | LA | Nat | Differences | |
| | | | | Sch-LA | Sch-Nat |
| 2017 | 0.0% (0) | 0.0% | - | +0.0% | - |
| 2016 | 0.0% (0) | 0.0% | - | +0.0% | - |

Reading

| High Attaining (GDS only) | | | | | |
|---------------------------|-----------|-------|-----|-------------|---------|
| | School | LA | Nat | Differences | |
| | | | | Sch-LA | Sch-Nat |
| 2017 | 11.1% (8) | 11.1% | - | +0.0% | - |
| 2016 | 4.9% (2) | 4.9% | - | +0.0% | - |

Writing

| High Attaining (GDS only) | | | | | |
|---------------------------|----------|------|-----|-------------|---------|
| | School | LA | Nat | Differences | |
| | | | | Sch-LA | Sch-Nat |
| 2017 | 0.0% (0) | 0.0% | - | +0.0% | - |
| 2016 | 0.0% (0) | 0.0% | - | +0.0% | - |

Mathematics

| High Attaining (GDS only) | | | | | |
|---------------------------|----------|------|-----|-------------|---------|
| | School | LA | Nat | Differences | |
| | | | | Sch-LA | Sch-Nat |
| 2017 | 3.7% (1) | 3.7% | - | +0.0% | - |
| 2016 | 0.0% (0) | 0.0% | - | +0.0% | - |

No children looked after attained the highest standard this year for attainment in reading and writing and mathematics. This is the same as last year.

Higher attainment for children looked after in reading increased by 6.2% to 11.1%.

No children looked after attained the higher standard in writing. This is the same as last year.

Higher attainment for children looked after in mathematics has increased from zero to 3.7%.

Boy/Girls - Reading, Writing and Mathematics (RWM)

Boys

| High Attaining (GDS) | | | | | |
|----------------------|------------|------|------|-------------|---------|
| | School | LA | Nat | Differences | |
| | | | | Sch-LA | Sch-Nat |
| 2017 | 6.8% (129) | 6.8% | 7.5% | +0.0% | -0.7% |
| 2016 | 4.2% (80) | 4.2% | 7.5% | +0.0% | -3.2% |

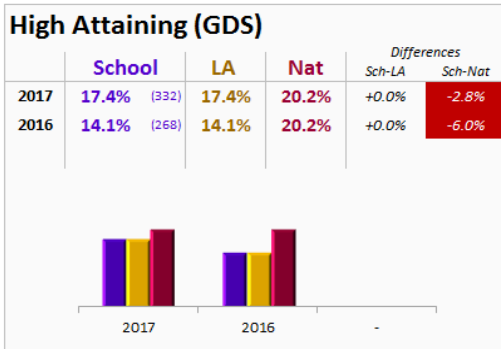
Girls

| High Attaining (GDS) | | | | | |
|----------------------|-------------|-------|-------|-------------|---------|
| | School | LA | Nat | Differences | |
| | | | | Sch-LA | Sch-Nat |
| 2017 | 10.2% (189) | 10.2% | 10.4% | +0.0% | -0.2% |
| 2016 | 6.7% (123) | 6.7% | 10.4% | +0.0% | -3.7% |

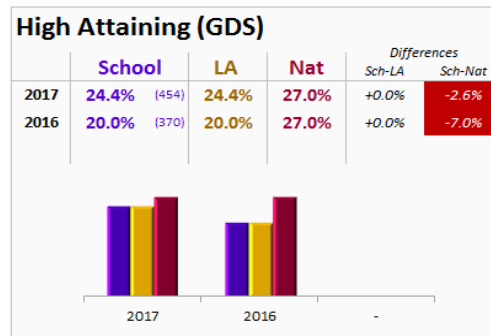
High attainment of both boys and girls has improved. The gender gap has narrowed by 0.9% as a result of more boys attaining the highest level.

Reading

Boys



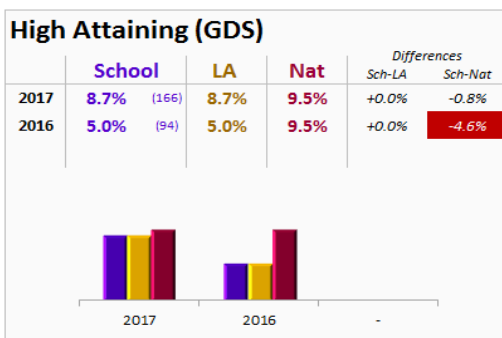
Girls



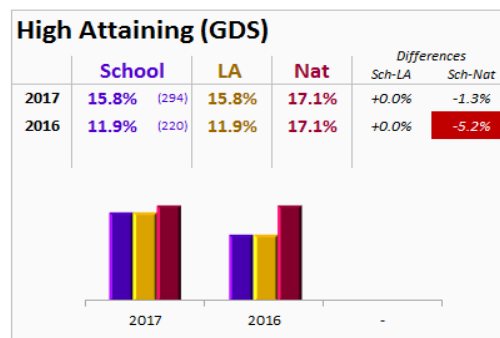
Boys' higher attainment in reading increased by 3.3% and the girls' higher attainment increased by 4.4%. Greater depth attainment for both boys and girls is below the national average. The gap between the national and Wirral boys and girls has narrowed. However, the gender gap between Wirral boys and girls attaining greater depth has widened by 1.1%.

Writing

Boys



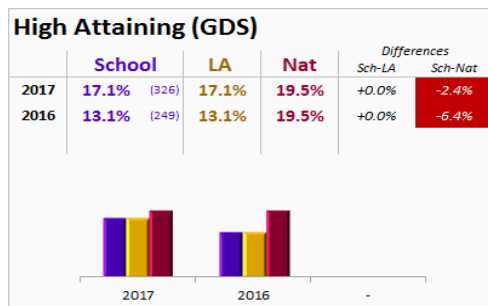
Girls



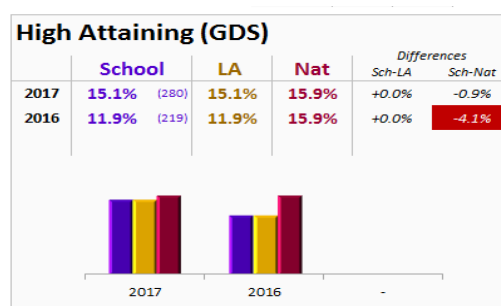
Boys' higher attainment in reading increased by 3.7% and the girls' higher attainment increased by 3.9%. The gap between the national and Wirral boys and girls has narrowed. Girls' higher attainment is improving at a greater rate (3.9%). The gender gap for higher attainment has widened by a small margin of 0.2%.

Mathematics- Boys/Girls

Boys



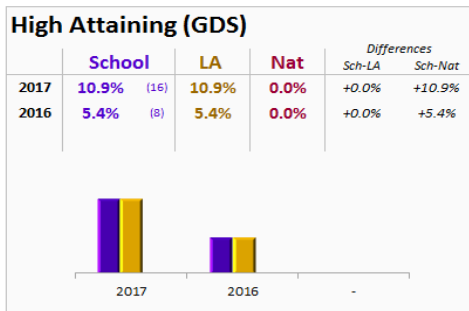
Girls



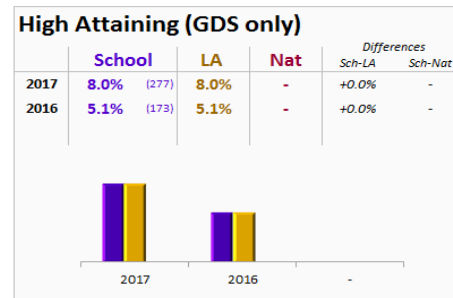
Boys' higher attainment in reading increased by 4% and the girls' higher attainment increased by 4.2%. The gap between the national and Wirral higher attainment has narrowed for both boys and girls. In a similar picture to last year, boys still outperform the girls in terms of high attainment in Mathematics.

English as an additional language/ Non-White British Ethnicity - Reading, Writing and Mathematics (RWM)

English as an additional language



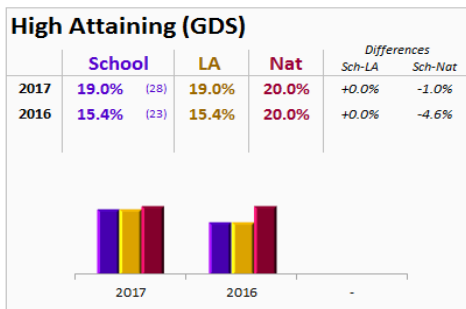
Non-White British



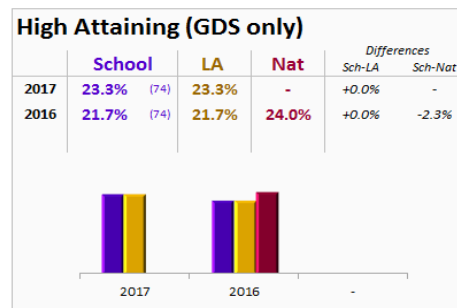
High attainment for reading, writing and mathematics for children with English as an additional language (EAL) has increased by 5.5% and higher attainment for Non-white British children has increased by 2.9%.

Reading

English as an additional language



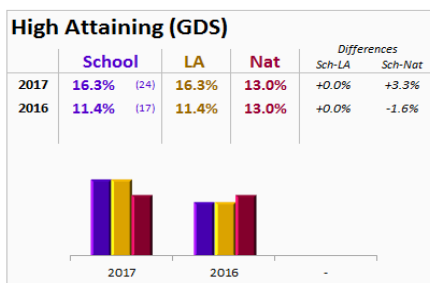
Non-White British



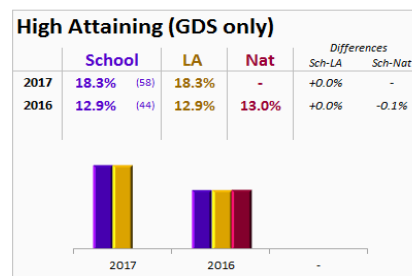
High attainment in reading for children with English as an additional language (EAL) has increased by 3.6% and higher attainment for Non-white British children has increased by 1.6%.

Writing

English as an additional language



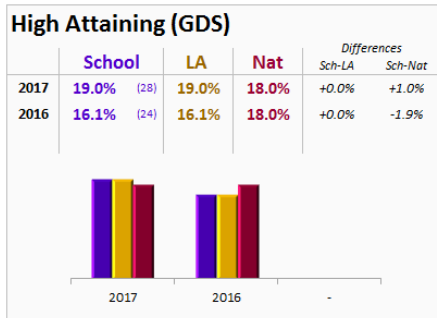
Non-White British



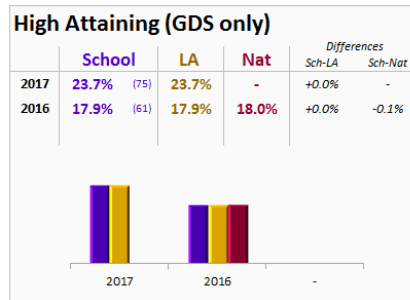
High attainment in writing for children with English as an additional language (EAL) has increased by 5.9% and higher attainment for Non-white British children has increased by 5.4%.

Mathematics

English as an additional language



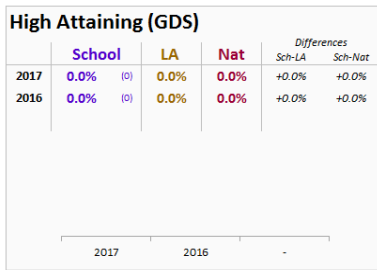
Non-White British



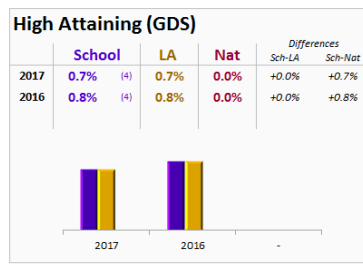
High attainment in mathematics for children with English as an additional language (EAL) has increased by 2.9% and higher attainment for Non- white British children has increased by 5.8%.

Special Educational Needs (SEN) - Reading, Writing and Mathematics (RWM)

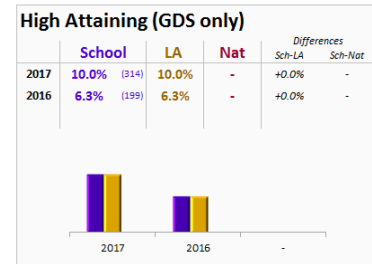
SEN (with a statement)



SEN (without a statement)



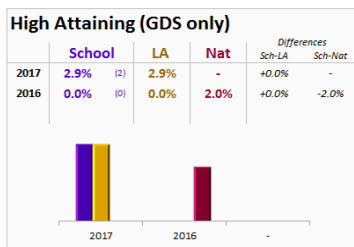
Non SEN



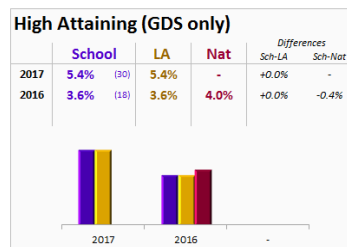
No children with an Education Health and Care Plan achieved the highest level of attainment for reading, writing and mathematics, whereas 4 children with SEN but without a statement did. This is the same amount as last year. In comparison, high attainment of non-SEN children grew by 3.7%, which has widened the gap between SEN children and non-SEN children.

Reading

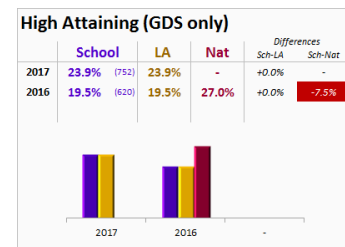
SEN (with a statement)



SEN (without a statement)



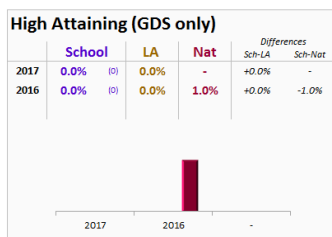
Non SEN



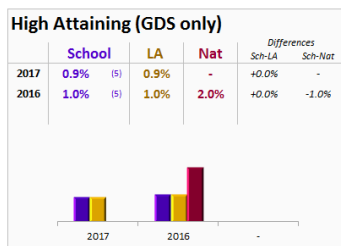
More children with SEN both with and without an Education Health and Care Plan achieved the highest level of attainment in reading. In comparison, high attainment of non-SEN children also improved (an increase of 4.4%), which has slightly widened the gap between SEN children and non-SEN children despite the SEN populations' improvement.

Writing

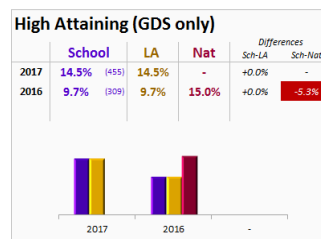
SEN (with a statement)



SEN (without a statement)



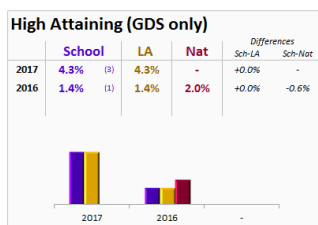
Non SEN



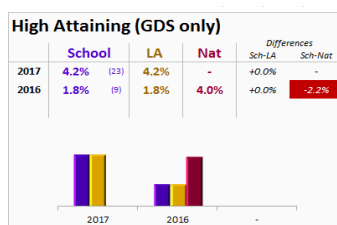
No children with an Education Health and Care Plan achieved the highest level of attainment in writing, whereas 5 children with SEN but without a statement did. This is the same amount as last year. In comparison, high attainment of non-SEN children grew by 4.8%, which has widened the gap between SEN children and non-SEN children.

Mathematics

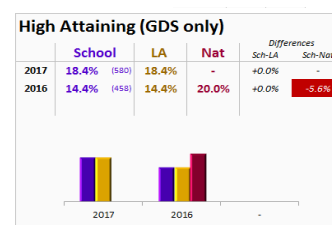
SEN (with a statement)



SEN (without a statement)



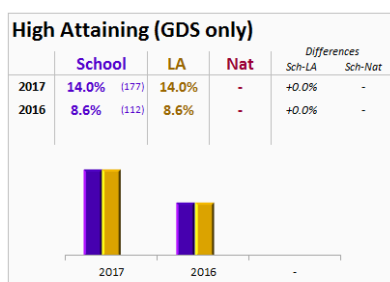
Non SEN



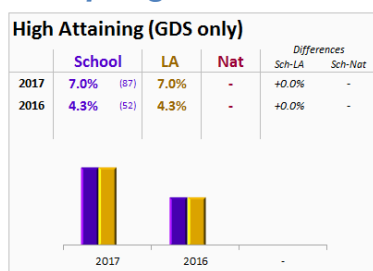
More children with SEN both with and without an Education Health and Care Plan achieved the highest level of attainment in mathematics. In comparison, high attainment of non-SEN children also improved (an increase of 4%), which has slightly widened the gap between SEN children and non-SEN children despite the SEN populations' improvement.

Birth Data - Reading, Writing and Mathematics (RWM)

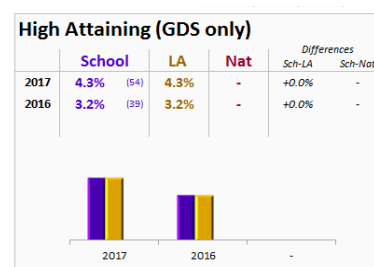
Autumn Births



Spring Births



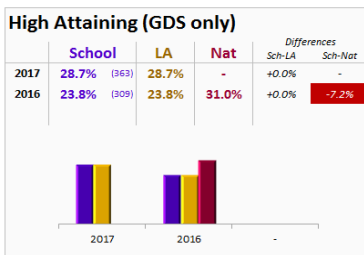
Summer Births



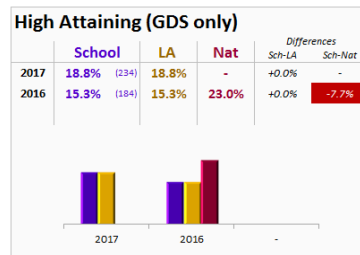
Higher attainment for the three groups improved from last year. Children with autumn births attained higher than the others.

Reading

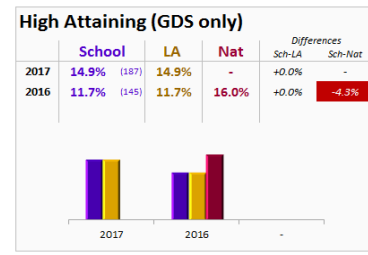
Autumn Births



Spring Births



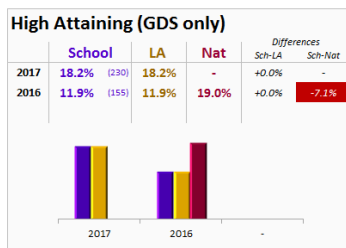
Summer Births



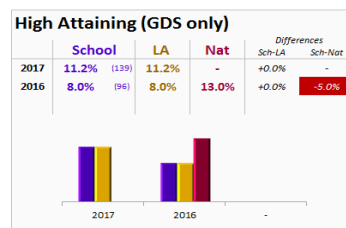
Higher attainment in reading for the three groups improved from last year. Children with autumn births attained higher than the others.

Writing

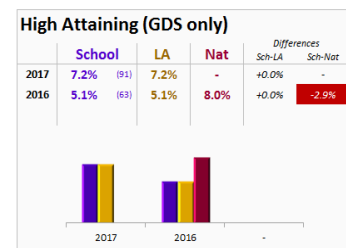
Autumn Births



Spring Births



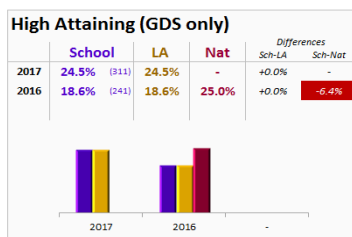
Summer Births



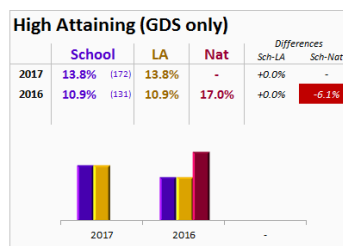
Higher attainment in writing for the three groups improved from last year. Children with autumn births attained higher than the others.

Mathematics

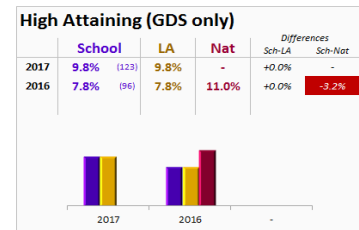
Autumn Births



Spring Births



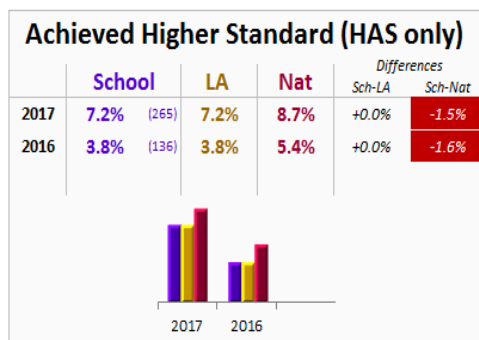
Summer Births



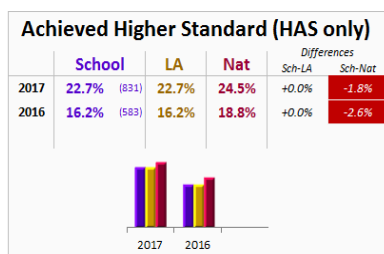
Higher attainment in mathematics for the three groups improved from last year. Children with autumn births attained higher than the others.

All Pupils

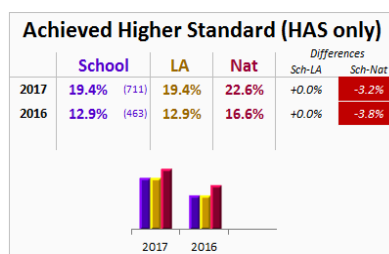
Reading, Writing and Mathematics (RWM)



Reading



Maths



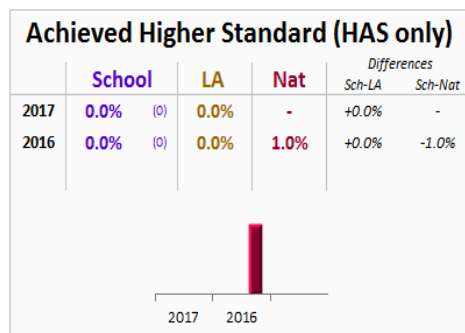
More children achieved the higher standard this year (an improvement of 3.4%) for attainment in reading and writing and mathematics. High achievement remains below the national average but the gap is narrowing.

Higher achievement in reading has increased by 6.5% to 22.7%. It remains below the national average of 24.5% but the gap is closing.

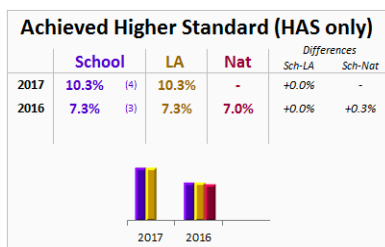
Higher achievement in mathematics has increased by 6.5% to 19.4%. It remains below the national average of 22.6% but the gap is closing.

Looked After Children

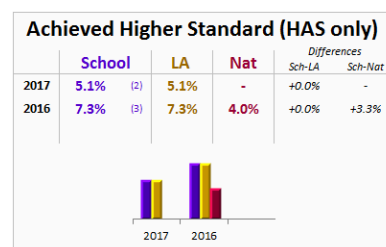
Reading, Writing and Mathematics (RWM)



Reading



Maths



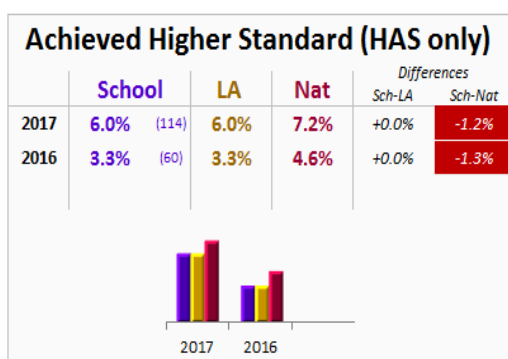
No children looked after achieved the highest standard this year for attainment in reading and writing and mathematics. This is the same as last year.

Higher achievement for children looked after in reading increased by 3% to 10.3%.

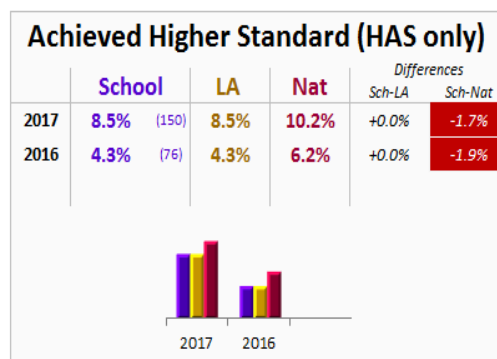
Higher achievement for children looked after in maths decreased by 2.2% to 5.1%.

Boys/Girls

Boys



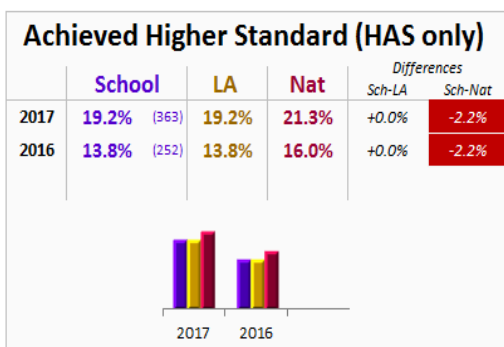
Girls



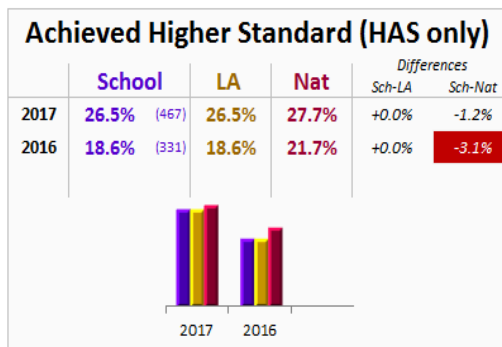
The amount of both boys and girls achieving the highest standard for reading, writing and mathematics has improved, both 3.3% and 4.2% respectively. The gender gap has widened by 1.5% as a result of increased attainment by the girls.

Reading

Boys



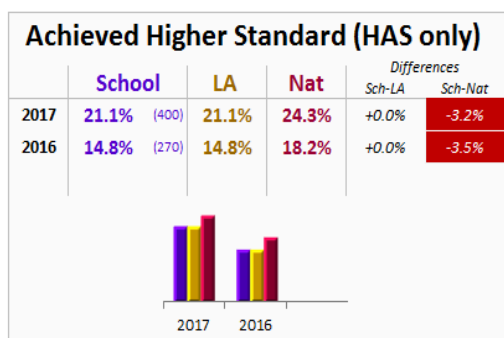
Girls



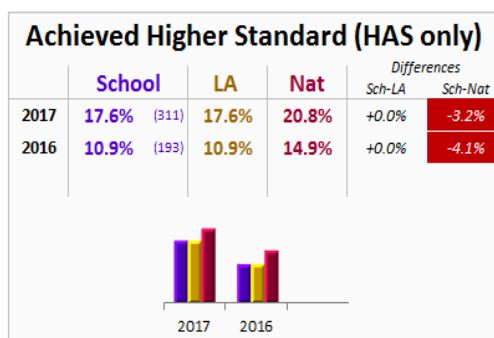
Boys' higher achievement in reading increased by 5.4% and the girls' higher achievement increased by 7.9%. The amount of boys and girls achieving the highest standard for reading is below the national average. The gap between the national and Wirral girls has closed but remained the same for boys. However, the gender gap between Wirral boys and girls achieving the highest standard has widened by 2.5%.

Mathematics

Boys



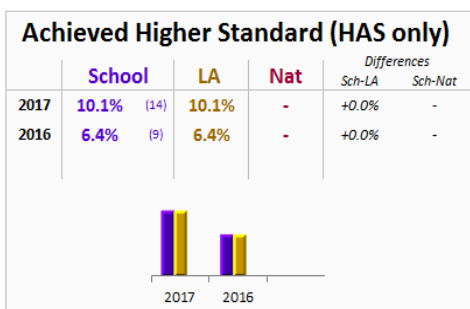
Girls



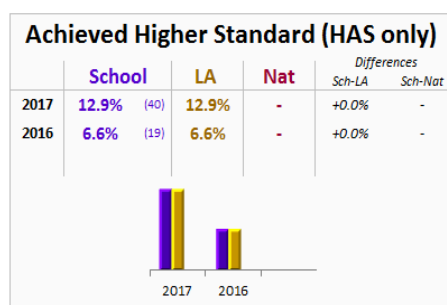
Boys' higher achievement in mathematics increased by 6.3% and the girls' higher achievement increased by 6.7%. The amount of boys and girls achieving the highest standard for mathematics is below the national average. The gap between the national and Wirral boys and girls has closed for both. However, the gender gap between Wirral boys and girls achieving the highest standard has narrowed by 0.4% as the boys continue to outperform the girls.

English as an additional language/ Non-White British Ethnicity - Reading, Writing and Mathematics (RWM)

English as an additional language



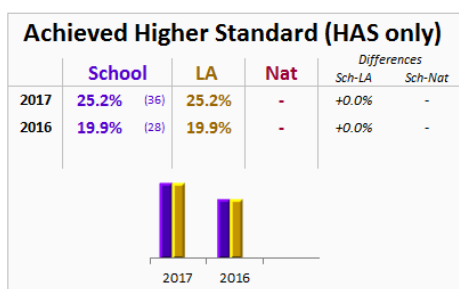
Non- White British



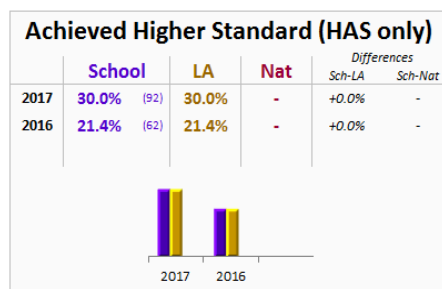
High achievement for reading, writing and mathematics for children with English as an additional language (EAL) has increased by 3.7% and higher achievement for Non-white British children has increased by 6.3%.

Reading

English as an additional language



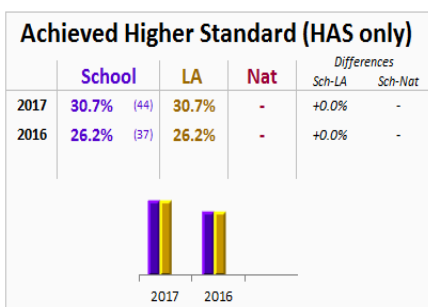
Non-White British



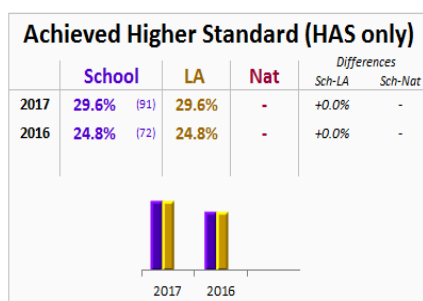
High achievement in reading for children with English as an additional language (EAL) has increased by 5.3% and higher achievement for Non-white British children has increased by 8.6%.

Mathematics

English as an additional language



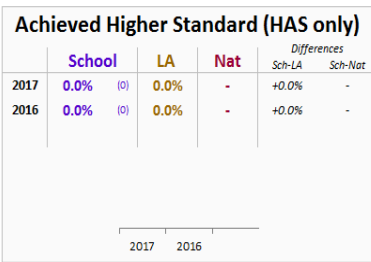
Non-White British



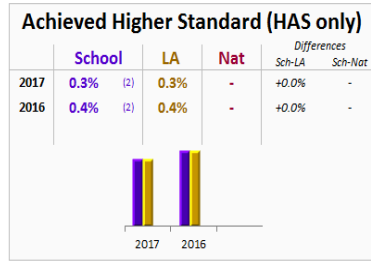
High achievement in mathematics for children with English as an additional language (EAL) has increased by 3.5% and higher achievement for Non-white British children has increased by 4.8%.

Special Educational Needs (SEN) Data - Reading, Writing and Mathematics (RWM)

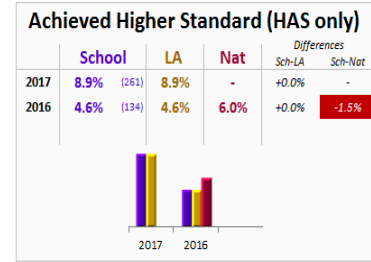
SEN (with a statement)



SEN (without a statement)



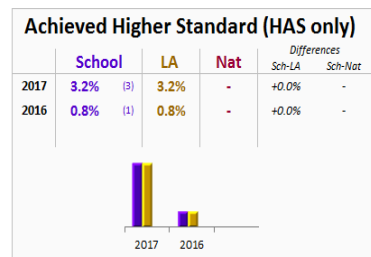
Non SEN



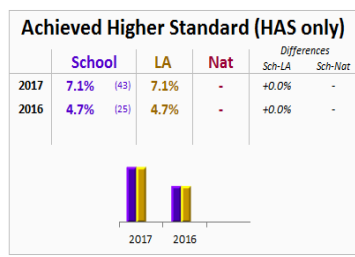
No children with an Education Health and Care Plan achieved the highest level of achievement for reading, writing and mathematics, whereas 2 children with SEN but without a statement did. This is the same amount as last year. In comparison, high achievement of non-SEN children grew by 4.3%, which has widened the gap between SEN children and non-SEN children.

Reading

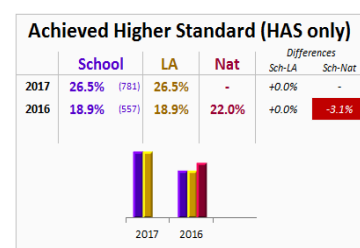
SEN (with a statement)



SEN (without a statement)



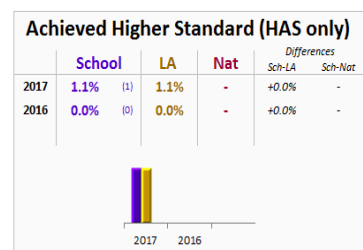
Non SEN



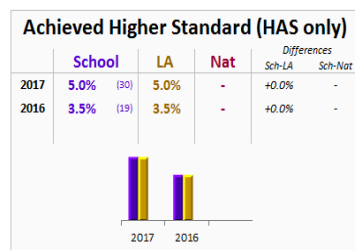
More children with SEN both with and without an Education Health and Care Plan achieved the highest standard of achievement in reading. In comparison, high achievement of non-SEN children also improved (an increase of 7.6%), which has slightly widened the gap between SEN children and non-SEN children despite the SEN populations' improvement.

Mathematics

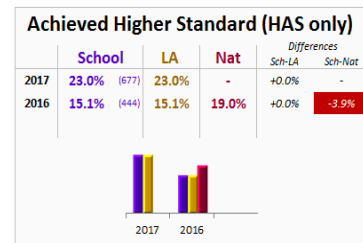
SEN (with a statement)



SEN (without a statement)



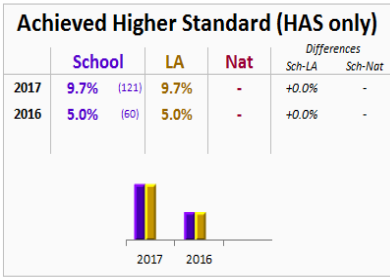
Non SEN



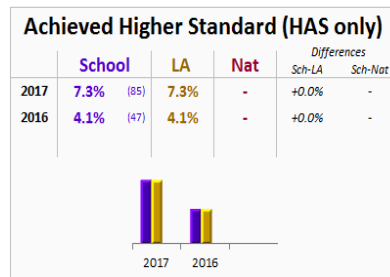
More children with SEN both with and without an Education Health and Care Plan achieved the highest level of attainment in mathematics. In comparison, high achievement of non-SEN children also improved (an increase of 7.9%), which has slightly widened the gap between SEN children and non-SEN children despite the SEN populations' improvement.

Birth Data

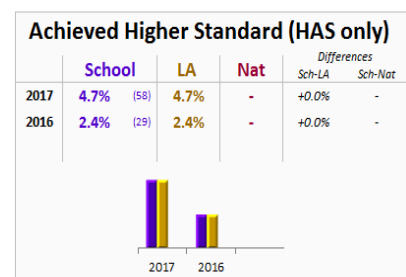
Autumn Births



Spring Births



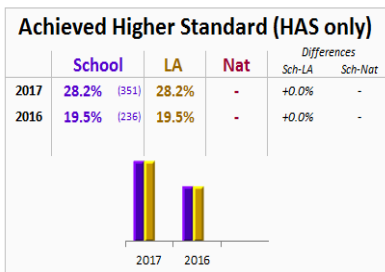
Summer Births



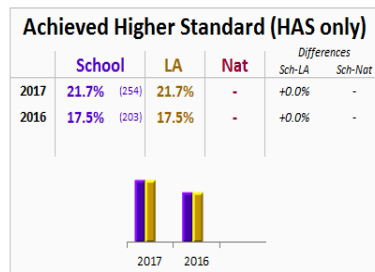
Higher achievement for the three groups improved from last year. More children with autumn births achieved the highest standard than the others

Reading

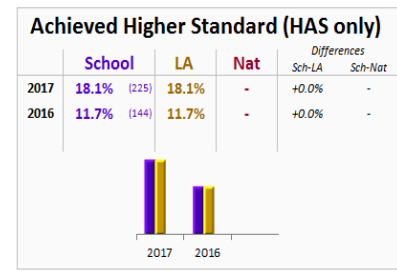
Autumn Births



Spring Births



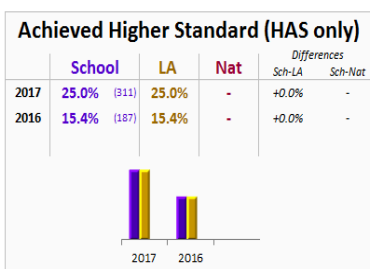
Summer Births



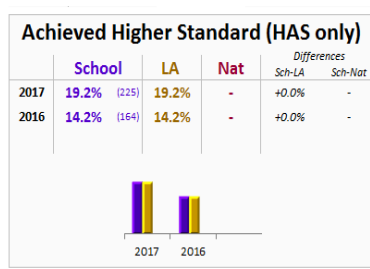
Higher achievement for the three groups improved from last year. More children with autumn births achieved the highest standard than the others.

Mathematics

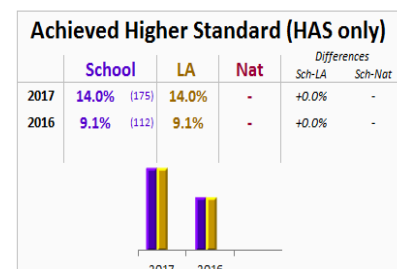
Autumn Births



Spring Births



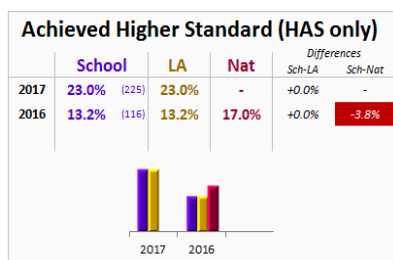
Summer Births



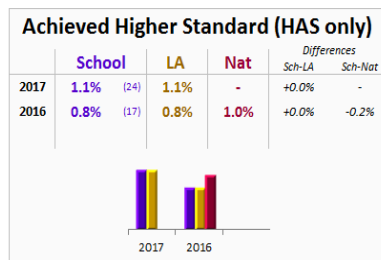
Higher achievement for the three groups improved from last year. More children with autumn births achieved the highest standard than the others.

Prior Attainment data - Reading, Writing and Mathematics (RWM)

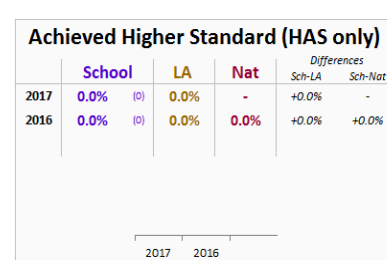
High Prior Attainment



Middle Prior Attainment



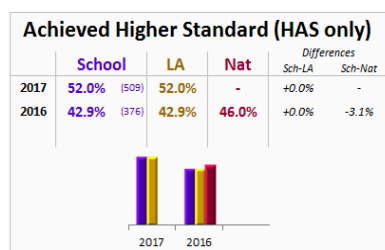
Low Prior Attainment



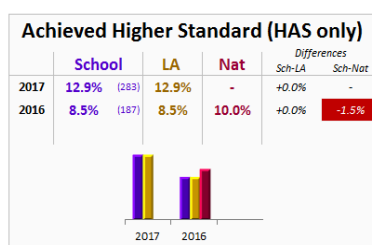
Higher achievement for the three groups improved from last year. More children with high prior attainment achieved the highest standard than the others.

Reading

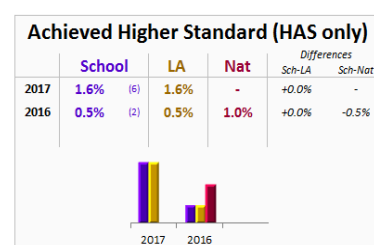
High Prior Attainment



Middle Prior Attainment



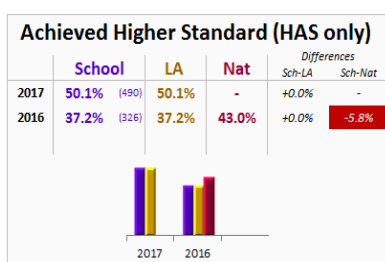
Low Prior Attainment



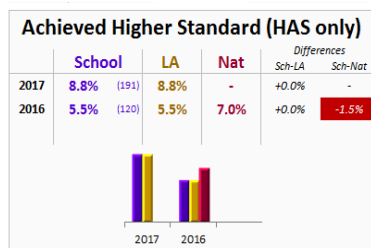
Higher achievement for the three groups improved from last year. More children with high prior attainment achieved the highest standard than the others

Mathematics

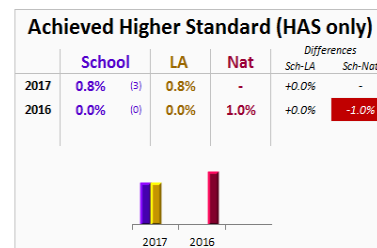
High Prior Attainment



Middle Prior Attainment



Low Prior Attainment



Higher achievement for the three groups improved from last year. More children with high prior attainment achieved the highest standard than the others.

Key content

Links

www.gov.uk – Key Stage 1 and 2 statistical releases

Relevant and related National and local strategies

- <https://www.gov.uk/government/publications/key-stage-1-english-grammar-punctuation-and-spelling-test-framework>
- <https://www.gov.uk/government/publications/key-stage-1-english-reading-test-framework>
- <https://www.gov.uk/government/publications/key-stage-1-mathematics-test-framework>
- <https://www.gov.uk/government/publications/key-stage-2-english-grammar-punctuation-and-spelling-test-framework>
- <https://www.gov.uk/government/publications/key-stage-2-english-reading-test-framework>
- <https://www.gov.uk/government/publications/key-stage-2-mathematics-test-framework>

References

Department for Education - NOVA Reports

- <https://www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2017>
- <https://www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2016>
- <https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2017-provisional>
- <https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2016-revised>

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