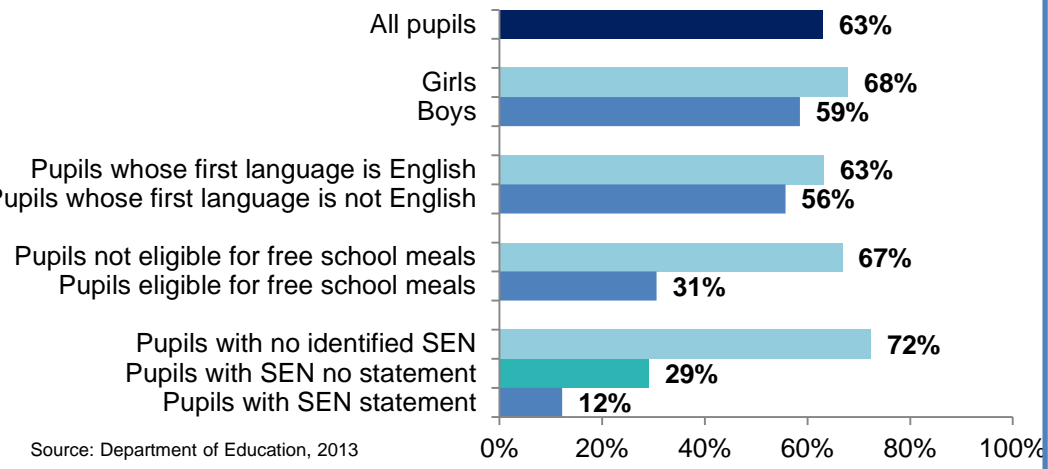




**Pupils achieving five GCSE's A\* to C or equivalent including english and maths (2013)**



In Cheshire West and Chester, 63% of pupils achieved five or more GCSEs grades A\* to C or equivalent including english and maths. This is significantly higher than the national average of 60.8%.

However, across the Borough gaps in attainment exist, often for those who are most disadvantaged. There is a 36.2 percentage point difference, between young people eligible for free school meals and their peers. The attainment gap is greatest for pupils with a statement of special educational needs at 60.2 percentage points.

Differences in attainment exist between Cheshire West and Chester localities. In the Rural locality, 73.2% of pupils achieved five GCSEs A\* to C including English and Maths compared to 53.2% in Ellesmere Port locality. All localities have a higher percentage of pupils achieving in 2012/13 than 2011/12.

Percent achieved five GCSE's grade A* to C including English and Math's	Locality			
	Chester	Ellesmere Port	Northwich and Winsford	Rural
<b>2012/13</b>	61.8%	53.2%	61.4%	73.2%
<b>2011/12</b>	57.8%	49.9%	60.2%	69.1%

**Evidence of what works**

Ofsted reports:

- Poverty can lead to poor health and poor academic progress. A joined-up approach to tackling child poverty is crucial.
- Providing support for children and families whose first language is not English is vital. Few attainment differences between ethnic groups remain at age five and none remain at age seven once this is considered.
- A positive home learning environment can help counter the effects of poverty on children's learning and parents should be supported.
- Attending a pre-school has a positive impact on development, particularly for those from poorer backgrounds .
- High quality early years provision has a positive impact on the cognitive and social development of young children that impacts on later learning.
- All looked after children need a Personal Education Plan of high quality and the effective use of Personal Education Allowances.

**Recommended actions**

- Ensure every school has data to understand their attainment gap.
- Primary heads to share good practice, peer challenge and support newly formed networks to work together to narrow the gap.
- Education Improvement Partnerships to discuss narrowing the gap, identify innovative practice and share this with the local authority.
- Senior officers from Ofsted to attend meetings of Primary and Secondary heads to share good practice that have led to successful narrowing of the gap.
- Secondary heads to engage in a review process where external coaches do a two day review of schools.
- Training for head teachers and governors about how best to use the Pupil Premium.
- Identify, monitor and challenge schools with the greatest gaps.
- Continue to deliver narrowing the gap conferences.
- Implement an improved target setting system
- A number of schools to carry out action research about how to use feedback effectively and help to narrow the gap.

Rationale: Although some do well, in comparison to their peers, children in care, those from poorer backgrounds, children who's first language is not English and those with special educational needs have lower educational outcomes. This can impact on future life choices and opportunities (Ofsted).