

Item 4b

BARNSELY METROPOLITAN BOROUGH COUNCIL

PROVISIONAL EDUCATION OUTCOMES IN BARNSELY 2015

1.0. Introduction to the Report

1.1 This report provides an overview of 2015 education outcomes for children and young people aged 5-16 in educational settings in Barnsley, from Early Years Foundation Stage to Key Stage (KS) 4 (GCSE). Results are subject to change when final validated results are published (January 2016). Regional and national comparisons are shown where available. Full comparative data will be published with validated data, as well as detail on the performance of different groups, including disadvantaged, EAL (English as an Additional Language) and SEN (Special Educational Needs) students. Provisional data for children in the care of Barnsley Council is included within the attached report (Item 4c).

2.0 Summary of Barnsley Pupils Performance from Early Years Foundation Stage to KS4

2.1 The key measure for early years' outcomes is the percentage of children reaching expected levels across a range of Early Learning Goals, in the 7 key areas of learning. This is referred to as reaching a 'Good Level of Development' (GLD), which is an indicator of readiness for Key Stage 1.

2.2 GLD is measured as the % of children achieving expected levels in 3 **Prime Areas** of learning (Communication and Language, Physical Development and Personal, Social and Emotional Development) and also achieving expected levels in 2 **Specific Areas** – Literacy and Maths.

2.3 A second important measure is the gap between the median score achieved by all children, and those children in the lowest 20% in terms of achievement. This can be a proxy indicator for measuring the disadvantage gap, as children in the lowest 20% tend to predominantly live in more deprived areas.

2.4 EYFS Outcomes:

The initial data for 2015 shows that Barnsley's GLD has improved by 7% in the last year and at a greater rate than national. Barnsley has also narrowed the gap with national outcomes and is now 3% points behind national in terms of GLD.

GLD	2013	2014	2015
Barnsley	50%	56% (+6%)	63% (+7%)
Yorks & Humber	50%	59%	65%
National	52%	60%	66%

The gap between the median for all children and those in the lowest 20% has only reduced marginally for Barnsley children in comparison with nearly a 2% point reduction nationally. This means locally, the achievement gap has widened in comparison with national results.

Gap between median for all & lowest 20%	2014	2015
Barnsley	37.9	37.7 (-0.2)
Yorks & Humber	37.5	35.0 (-2.5)
National	33.9	32.1 (-1.8)

Main Points:

- The percentage of children achieving GLD in Barnsley was 63%.
- The percentage of children achieving GLD Nationally was 66%.
- More girls achieved a GLD than boys.
- Overall there was an improvement in the percentage of children achieving expected levels in all 17 Early Learning Goals.
- Greatest improvements were seen in literacy and mathematics (writing & number).
- The gap between the lowest 20% and other children levels is wider than the national gap and is not reducing quickly enough.

Areas for Improvement

- Reduce the achievement gap between the lowest 20% and other children.
- Reduce the achievement gap between boys and girls.
- Improve outcomes in boys' writing.
- Continue to strengthen outcomes in Physical Development (underpinning literacy and other areas of development).

Activities to improve outcomes:

- Embed tracking systems with all early years' providers in order to track the achievements of certain cohorts at risk of low achievement (early years' pupil premium, 2 year old entitlement).
- Continue to provide targeted Early Years Consultant support for Children's Centres and early years' settings.
- Continue to focus on gaps in achievement through locality reach meetings within small geographical areas, through the **Building Foundations Together Project**.
- Focus on target curriculum areas (boys' writing, physical development in Continuing Professional Development for the Early Years' sector; locality reach meetings and moderation activities).

2.5 Key Stage 1 Outcomes (7 year olds)

At the end of year 1 in Key Stage 1, children are assessed on their phonic knowledge. At the end of year 2 they are assessed in reading, writing and mathematics and expected to achieve national curriculum level 2. Level 2B is regarded as a secure level 2, and children achieving level 3 are achieving higher than the expected level for their age.

Overall results have improved in Barnsley at the same rate as national therefore we have not narrowed the local/national gap.

Phonics

	2014 %	Gap	2015 %	Gap
Barnsley	70		73	
Yorks & Humber	72	-2	74	-1
National	74	-4	77	-4

Key Stage 1 Assessments

	2014 Barnsley %	2014 Y & H %	2014 National %	2015 Barnsley %	2015 Y & H %	2015 National %	2015 Gap with national % points
Reading 2b+	79	78	81	79	80	82	3
Reading 3+	25	27	31	27	29	32	5
Writing 2b+	67	67	70	69	70	72	3
Writing 3+	13	14	16	15	16	18	3
Maths 2b+	78	77	80	78	80	82	4
Maths 3+	20	21	24	22	24	26	4

Key Stage 1 Main Points:

- KS1 reading and writing outcomes have improved at the same rate as national but this is not enough to close the attainment gap. Girls' attainment is higher than boys at all levels. At the higher levels, the gap widens.
- KS1 Maths outcomes have improved at a slower rate than national which has slightly widened the attainment gap.

2.6 Key Stage 2 Outcomes (end of primary school)

The key **attainment** measure at Key Stage 2 is the percentage of children achieving level 4 in all three areas of reading writing and mathematics. The key **progress** measure is the percentage making two levels of progress (expected progress) between Key Stage 1 and 2.

In 2015 79% of Barnsley pupils achieved level 4 in reading, writing and mathematics combined compared with 76% in 2014. Nationally 80% of children achieved this level compared with 79% nationally in 2014. The improvement rate in Barnsley was faster than national and we have closed the gap from 3% points to 1% point.

In 2015 91% of pupils made expected levels of progress in reading, compared with 92% in 2014. In writing 95% of pupils made expected progress, an increase of 2% points on the 2014 result of 93%. Maths progress also improved slightly with 90% achieving expected progress compared with 89% in 2014.

The percentage of pupils achieving above the expected level (level 5) in Barnsley is 19% in 2015, compared with 20% in 2014. Nationally 24% of children achieved this level in 2014 and 2015, meaning the gap has widened by 1% point.

Reading, writing, maths combined, 2014 validated results, 2015 provisional

	2014				2015			
	Barnsley	Y & H	National	Gap with national	Barnsley	Y & H	National	Gap with national
4+	76	76	79	-3	79	77	80	-1
5+	20	21	24	-4	19	21	24	-5

A breakdown of individual subjects is shown below:

Reading

%	2014				2015			
	Barnsley	Y &H	National	Gap with national	Barnsley	Y &H	National	Gap with national
4+	87	87	89	-2	88.1	87	89	-0.9
5+	44	46	50	-6	42.5	43	47.5	-5
2+ levels of progress	92	90	91	+1	91	90	91	0

Writing

%	2014				2015			
	Barnsley	Y &H	National	Gap with national	Barnsley	Y &H	National	Gap with national
4+	83	84	85	-2	86	85	88	-2
5+	29	30	33	-4	31.1	33	36.1	-5
2+ levels of progress	93	93	93	0	95	94	94	+1

Maths

%	2014				2015			
	Barnsley	Y &H	National	Gap with national	Barnsley	Y &H	National	Gap with national
4+	84	84	86	-2	85.5	85	86	-0.5
5+	38	39	42	-4	36.5	38	41.5	-5
2+ levels of progress	89	90	90	-1	90	89	90	0

Key Stage 2 Main Points

- Attainment at L4+ reading, writing and maths combined (RWM) has improved at a faster rate than national and the gap is closing.
- Attainment at L5+ (RWM) has declined and the gap with national is widening.
- Reading – the attainment gap at L4+ is closing but at L5+ it has widened.
- Girls' attainment in reading is higher at all levels when compared to boys. This is notable at L5+ (more able pupils).
- Writing – the attainment gap at L4+ remains the same, but at L5+ it has widened.
- Girls' attainment in reading is higher at all levels when compared to boys. This is notable at L5+ (more able pupils). However girls' attainment in Barnsley is lower than girls nationally.
- Maths - the attainment gap at L4+ is closing but at L5+ it has widened.
- Girls' attainment in maths is broadly in line with boys' attainment at L4+, but boys' attainment at the higher levels is better than girls'.

2.7 Actions to Improve Outcomes:

- Risk Assessment criteria for schools have been revised with schools being categorised as Red, Amber or Green. To be categorised Green schools must usually be above national averages.
- Meetings held with all maintained schools and academies below national average to check what actions are being taken and to communicate the support and challenge from the Alliance board.
- The operational group of the Alliance Board has been established and has met to commission support and training in target areas such as maths, middle leadership and working with more able pupils, and to broker support plans for individual schools where necessary.
- School Improvement Reviews (IRs) are being established monthly or six weekly to monitor progress where there is concern that the pace of improvement has been too slow in the past

- and to establish what else needs to be done.
- Ongoing evaluation and feedback to be provided to the Alliance Board (termly) and Alliance Operational group (half termly).
- A system for escalating action and intervention has been established where there is insufficient progress and improvement, including triggers for issuing pre-warning notices and statutory warning notices if appropriate.

2.8 Key Stage 4 (GCSE) Outcomes

Provisional results for 2015 show 49.5% of students achieved 5A*-C GCSE grades including English and maths, an improvement of 2.4 % points on 2014 results. Nationally, provisional results are 0.6% points lower than 2014 final results. The gap between provisional local and national results therefore currently stands at 3.3% points, compared with a 6% point gap in final results last year. However as Barnsley results are improving from a low baseline, this rate of improvement is not sufficient to close the gap with national averages.

GCSE Results 2011-15

	%National A*-C inc English and Maths	%Barnsley A*-C inc English and Maths
2011	59	44.4
2012	59.4	45.3
2013	58.6	50.3
2014	53.4	47.1
2015	52.8	49.5

A significant issue for the borough is the range between different schools. Results in individual schools ranged from 32% to 72%, with half of mainstream secondary schools below the 50% mark. Four schools were above the local average of 49.5% and only two were above the national averages for either 2014 or 2015. Three schools were below the government floor standard of 40%.

GCSE 2014 validated, 2015 provisional results summary

3.0 Results By Subject

- 3.1 Pupils attaining a GCSE at Grade 'C' or above in **English** rose from 60% in Barnsley in 2014 to 65% in 2015. This is a significant improvement and means local results for this measure now match national.
- 3.2 Pupils attaining a GCSE at Grade 'C' or above in **maths** rose from 57% in Barnsley in 2014 to 60 % in 2015. Nationally results have remained at 65% for both years.
- 3.3 Overall, the percentage of pupils making expected progress in both English and maths remains a concern overall and improvement is slow. In 2015 65% of students made expected progress in English compared with 63% in 2014, and only 53% made expected progress in maths, compared with 51% in 2014. In 2015 national rates of progress are 70% for English and 67% for maths, so the local/national gap in progress is particularly wide in maths (14% points).

4.0 Progress By Pupil Group

4.1 In Barnsley, there are significant gender gaps in performance relating to 5 A*-C including English and Maths with girls achieving +10% compared to boys.

%	5A*-C EM		A*-C English		A*-C Maths		A*-C Eng & Math		Exp Prog Eng		Exp Prog Maths	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Barnsley	47.1	49.5	59.5	64.9	57.2	59.7	48.7	52.0	63.2	64.6	50.6	52.8
National	53.4	52.8	65.5	64.7	65.0	65.1	55.5	54.9	71.6	70.0	65.5	66.6
Y & H	53.9	53.8	65.5	65.7	65.7	66.0	56.2	56.1	69.5	68.8	63.3	64.6
Doncaster	49.4	49.0	62.4	62.3	64.1	62.8	52.8	52.2	63.8	63.4	58.9	58.1
Rotherham	57.3	54.4	71.4	71.3	67.6	64.8	60.5	57.4	78.2	79.3	65.6	64.5
Sheffield	53.9	53.1	65.0	63.2	64.5	65.9	56.2	54.8	71.1	68.8	63.9	66.2

4.2 Whilst the progress of Year 11 pupils with SEN improved in 2015 by +1%, the gap between their attainment and those of peers remains wide at -40%.

Main points

- Results have improved by 2.4% points but there remains a gap with national and only half of Barnsley students gain 5 good GCSEs with English and maths.
- Too many schools are below 50% and only two schools are above national average.
- The percentage of students achieving a C grade or better in English has improved and now matches the national average (65%). However fewer Barnsley students make the progress expected in English from Key Stage 2 to Key Stage 4.
- Attainment and progress in maths is a cause for concern. The percentage of students achieving a C or better grade in maths is 5% points below national and progress rates from Key Stage 2 to 4 are also below national.

Actions to Improve Outcomes

- Improvement Reviews as for primary schools are being established for secondary schools.
- Meetings have been held with all red category schools to review their improvement plans and priorities. Meetings will also be held with green category schools to identify areas for further improvement.
- All schools will undertake a curriculum/financial modelling check. The purpose of this is to review how schools can target their resources effectively to the right combination of subjects and the right pupils.
- To improve quality of assessment and predictions, Subject Network meetings will focus on pupil tracking. A common tracking system will be introduced by schools to enable cross-checking and moderation of predictions across schools. This will be supported by due diligence checks on schools' data and tracking systems, to triangulate data on systems with mock tests and student work.
- Early intervention programmes will be evaluated by the Alliance Board as distinct from at individual school level.
- Establish Head of Faculty best practice and mentoring arrangements.
- Support for individual schools has been commissioned by the Alliance operational group as well as training on target improvement areas such as maths

4.3 **The role of the Barnsley Alliance**

In addition to the commissioning and brokering of support packages for individual schools by the Alliance Operational Group, the Alliance has established the following 5 working groups:

- Teaching and Learning
- Behaviour and Attendance
- Closing the Gap
- Improving Leadership Capacity
- Raising attainment and achievement

The focus of these groups is to address local priorities in these areas and develop local strategies, policies and responses to rapidly improve performance in these areas in terms of student engagement, progress and attainment.

5.0 **Appendices**

5.1 Item 4c - Barnsley Children in Care Provisional Education Outcomes 2015 Report.

6.0 **Officer Contact**

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