

Provisional Education Outcomes Across the Borough 2021-22

1.0 Introduction

- 1.1 The purpose of this report is to inform the Overview & Scrutiny Committee of the provisional education outcomes for children and young people in the borough across all Key Stages (KS), including those with Special Educational Needs/Disabilities (SEND), children who are looked after, and those who are home educated.
- 1.2 The Barnsley Schools' Alliance Education Improvement Strategy 2022-25 plan on a page (Item 4b - attached) outlines the overarching principles of the Alliance and the priorities for driving improvements in education over the coming years.

2.0 Background

- 2.1 Due to the impact of Covid during 2020 and 2021, all GCSE and A level examinations were cancelled, and outcomes for all students nationally were awarded based on teacher assessed grades. Results are therefore not directly comparable to results from these years. 2019 was the last year that students achieved results based upon the examinations they sat. As a result, all figures reported below will show a comparison between 2022 and 2019.
- 2.2 The provisional results reported in this document are those reported by schools and analysed using the Nexus software system which applies the usual methodology rules, and excludes results from Barnsley College, and therefore differs slightly to the Department for Education (DfE) underlying data.
- 2.3 The Council has worked with schools to gather and verify student level data using the result files from individual awarding bodies which has enabled them to provide a breakdown of outcomes by student group.
- 2.4 In addition, all statutory tests for students in Early Years Foundation Stage (EYFS), Phonics, Key Stage 1, and Key Stage 2 were assessed as they were in 2019 before the impact of Covid.
- 2.5 National Primary Attainment data and National KS4 (GCSE) data in the report relates to all schools. National KS5 (A-Level) data relates to all state funded schools and colleges.

Profile of schools in Barnsley

- 2.6 The table below indicates the number of local authority maintained schools and those which have converted to academies in the Borough as of 1st September 2022.

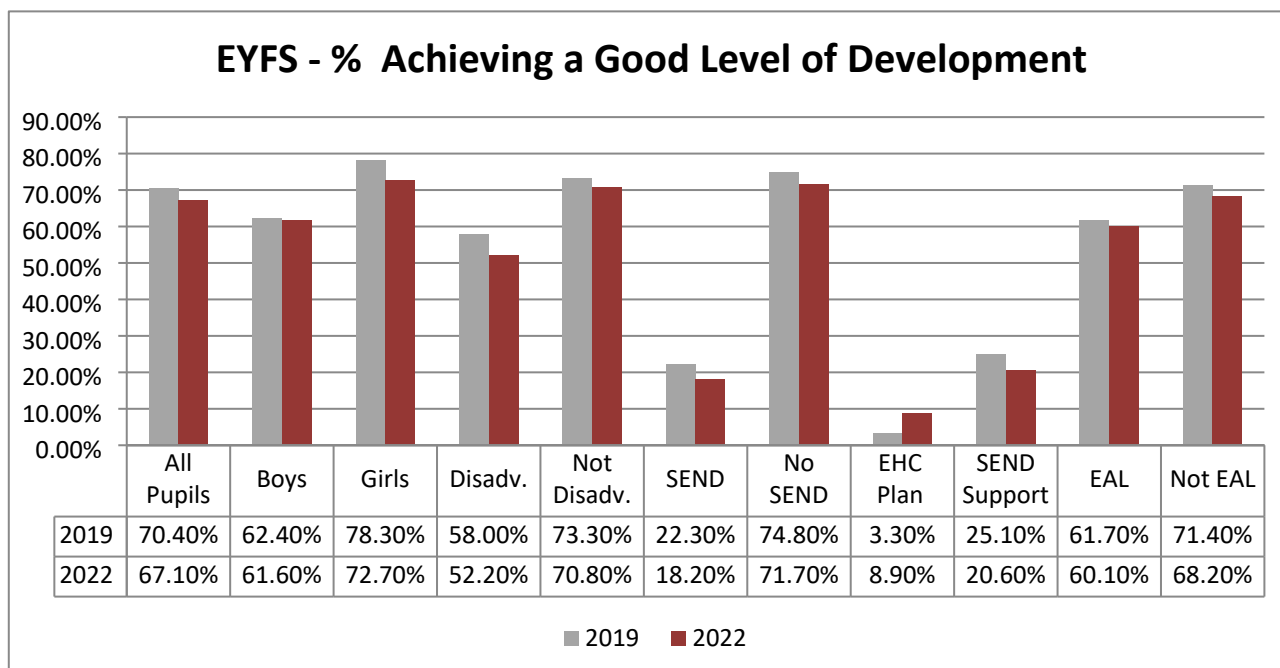
	Maintained Schools	Academy	Free School	Total
Primary	34	44	0	78
Secondary	1	9	1	11
Special	0	2	0	2
Student Referral Unit	0	1	0	1
Total	35	56	1	92*

*There are 92 state-funded schools in Barnsley. Holy Trinity is an all-through 3-16 academy but is counted here as two settings, one Primary and one Secondary. The new free school, Trinity St Edwards is a Secondary which opened in September 2021 and does not yet have a Year 11 cohort so is excluded from the result table and commentary below.

- 2.7 There are 15 Multi-Academy Trusts working in Barnsley. In addition to Primary and Secondary schools, there are two main providers of Post 16 / Key Stage 5 provision, Barnsley College, and Penistone Grammar School.
- 2.8 Disadvantaged students in this report are classified as any student who, on the day of the January 2021 census:
- was eligible for a Free School Meal
 - was a care leaver, or adopted from care
 - was in care
- 2.9 The Special Educational Needs and/or Disabilities (SEND) cohort identified in this report are those students who have either SEN Support status or have an Education, Health & Care Plan (EHCP). There is also a breakdown of these individual cohorts available for comparison.
- 3.0 Current Position - Summary of Student Outcomes**
- 3.1 The provisional education outcomes for 2022 provide the Committee with insight into available data.
- 3.2 Compared to the national picture, the outcomes in Barnsley are most favourable at the end of early years (percentile rank 33) and in the phonics screening check at the end of Y1 (percentile rank 16) and Y2 (percentile rank 9). This reflects the hard work and commitment shared by all primary schools throughout the pandemic to maintain the best education for our youngest and most vulnerable pupils. The proportion of SEND pupils reaching the expected standard in the phonics screening check, for example, is now 7% above the national figure.
- 3.3 At the end of Y11 the trajectory for the attainment 8 figure for all students continues to increase, as we steadily narrow the gap towards national, which also aligns us with our statistical neighbours. Secondary schools continue to drive key methods of interventions and differentiated learning in order to support students achieve better outcomes.
- 3.4 In terms of our SEND students the percentage of students with an EHCP continue to outperform the national figure when considering the Attainment 8 score, Standard pass in The Basics, entry to EBacc and EBacc APS. This further demonstrates that the continuing professional development (CPD) support offered to staff is having real tangible outcomes in driving standards.
- 3.5 Performance of note: -
- Students with an EHC Plan made significant improvements in EYFS and are performing substantially higher than national.
 - The percentage of students achieving the expected standard in Phonics by the end of Year 1 is now above the national figure and we are outperforming all statistical neighbours, with all cohorts performing better when compared to 2019.
 - Disadvantaged students results in Year 1 Phonics remain stable which sees them significantly outperforming their peers nationally.
 - Outcomes for the percentage of students achieving both the Standard and Strong pass in The Basics is now above the national figure.
 - The Attainment 8 figure for all students continues to increase, closing the gap to national and putting us in line with our statistical neighbours.
 - The percentage of students entered for the EBacc remains above national.
 - The percentage of students with an EHCP continue to outperform the national figure when considering the Attainment 8 score, Standard pass in The Basics, entry to EBacc and EBacc APS.
 - Continued improvements in the outcomes for Looked After Children at Key Stage 4 with almost half of the cohort now achieving a Standard pass in The Basics, and over a quarter of the cohort achieving a Strong pass.
 - The average A Level grade for Barnsley improved to grade B- and puts us in line with the national average grade.
 - Sustained improvements to the percentage of students achieving AAB including 2 facilitating subjects, closing the gap to national.

4.0 Early Years Foundation Stage Outcomes (EYFS) (5 Years Old)

- 4.1 The key measure in EYFS is the percentage of children achieving a Good Level of Development (GLD).
- 4.2 The percentage of students reaching a Good Level of Development in Barnsley has decreased by 3.3 percentage points, from 70.40% in 2019 to 67.10% in 2022. Although Barnsley has seen a decrease, we still remain higher than the National figure of 65.20%.
- 4.3 As illustrated in the graph below, there was a decrease in performance across most student groups, other than the cohort of students with an EHC Plan between 2019 and 2022. Girls continue to do better than boys. Disadvantaged students showed the biggest decrease with only 52.20% of this cohort achieving the benchmark, compared to 58% in 2019.



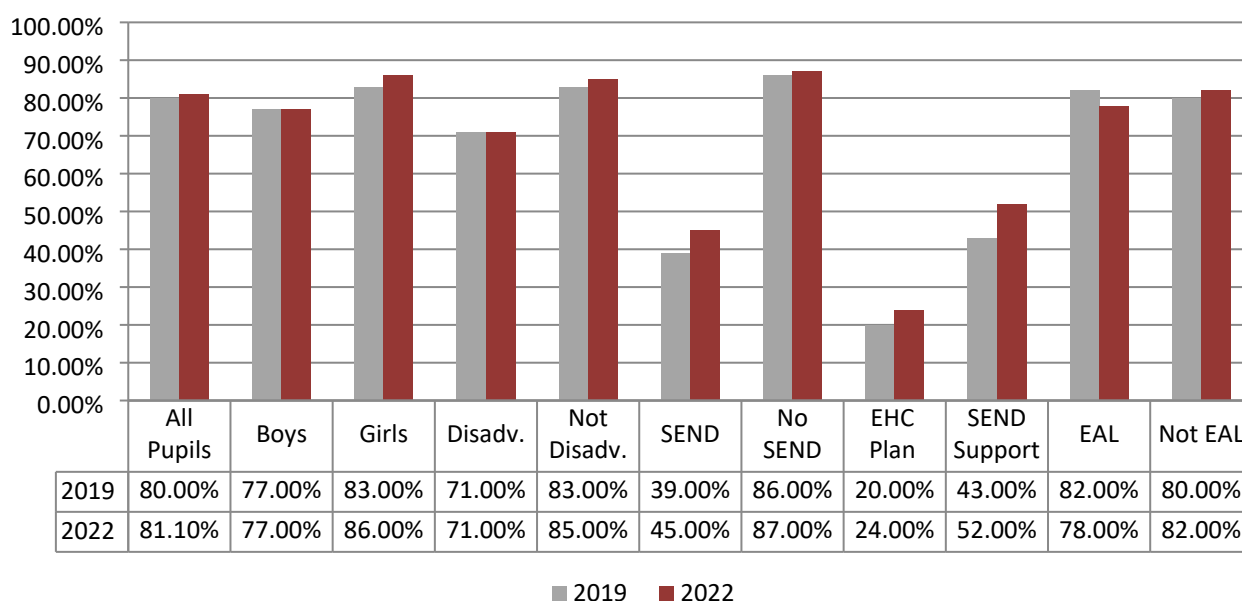
- 4.4 Data has not been published nationally for all local authorities for this indicator therefore it is not possible to provide information on rank or performance against South Yorkshire local authorities.

5.0 Key Stage 1 Outcomes (KS1) (6 – 7 Years Old)

Year 1 Phonics

- 5.1 At the end of Year 1, children are assessed on their Phonics knowledge. The gap between results for Barnsley children and national performance continues to grow and Barnsley are now performing 6.1 percentage points above the reported figure of 75% for students on a national level. 81.10% of Barnsley children are now working at the expected standard in Phonics in comparison to 80.00% in 2019.
- 5.2 As illustrated in the graph below, improvements were seen in all student groups other than those with English as an Additional Language (EAL) status. There was no increase from 2019 for Boys or our disadvantaged cohort. Students with SEND Support saw the biggest increase in this measure.

Year 1 Phonics - % Achieving Expected Standard

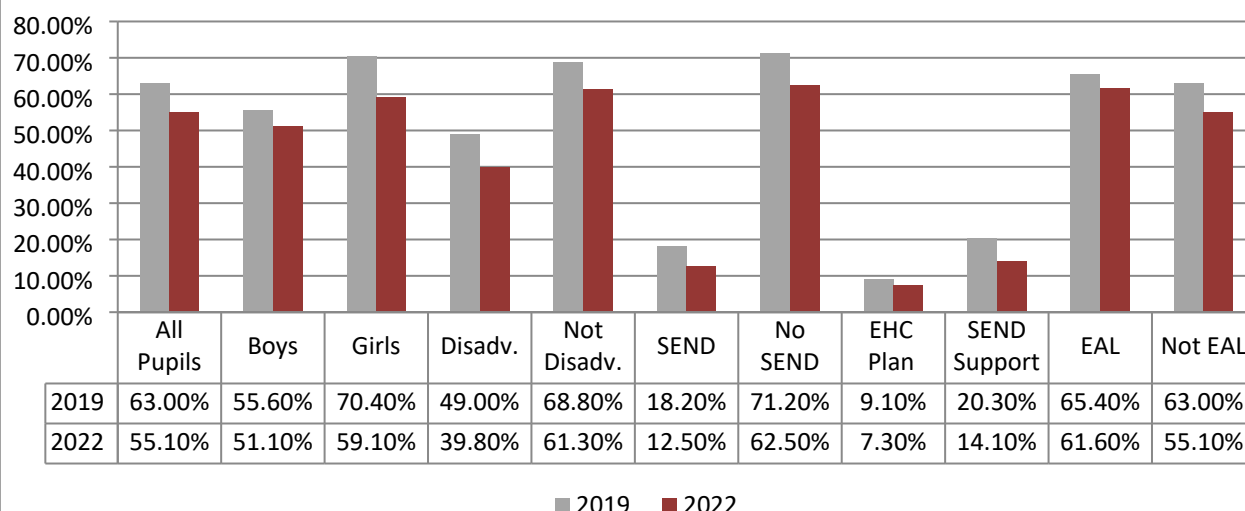


- 5.3 We are outperforming our statistical neighbours reported figure of 75.5% by 5.8 percentage points in this measure. In comparison to other local authorities in South Yorkshire, Barnsley outperformed Doncaster (76%), Rotherham (75%) and Sheffield (72%) in 2022. Data in the Department for Education's Phonics Statistical First Release is rounded.

Reading, Writing and Mathematics

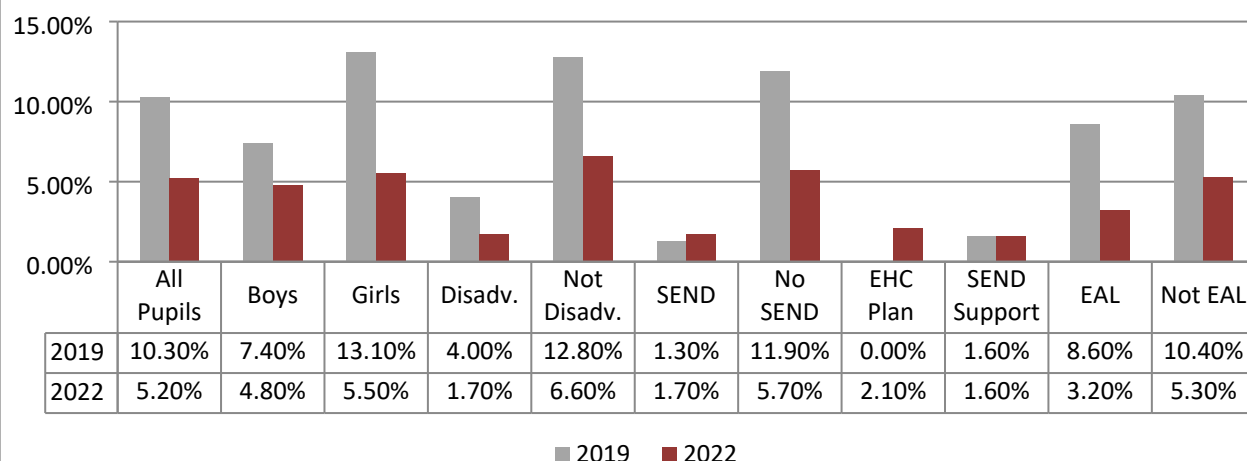
- 5.4 At Key Stage 1 the percentage of Barnsley students achieving the expected standard in Reading, Writing and Mathematics dropped by 7.9 percentage points to 55.10% in 2022 from 63% in 2019. Although we have seen a decrease in this measure, we are still performing higher than the nationally reported figure of 53.40%.
- 5.5 Data is not published nationally for all local authorities for this indicator therefore it is not possible to provide information on performance against South Yorkshire local authorities.
- 5.6 As illustrated in the graph below, all student groups saw a decrease in this indicator between 2019 and 2022, although girls saw the greatest decrease of 11.3 percentage points. Despite this decrease, girls are still outperforming boys.

KS1 - % Achieving Expected Standard in Reading, Writing and Mathematics



- 5.7 Although Barnsley have seen decreases in the number of students achieving the expected standard in Reading, Writing and Maths we are still performing above national when also considering the 3 elements separately. The gap to national continues to close in each element with Barnsley now performing higher than the national figure of 66.9% in Reading. This is significantly better than 2019 when the national figure was outperforming us in this measure. Barnsley are also performing above the national figure of 57.6% in Writing with 58.1% of our students achieving this. In Mathematics Barnsley remain in line with the reported national figure of 67.7%.
- 5.8 At Key Stage 1 the percentage of Barnsley students achieving greater depth in Reading, Writing and Mathematics dropped by 5.1 percentage points to 5.20% in 2022 from 10.30% in 2019. This now places us 0.70 percentage points below the national figure of 5.90%.
- 5.9 As illustrated in the graph overpage, the majority of student groups saw a decrease in this indicator between 2019 and 2022, with only students with SEND including EHC Plan and SEN Support seeing increases. Girls saw the biggest decrease in this measure but are still outperforming boys.

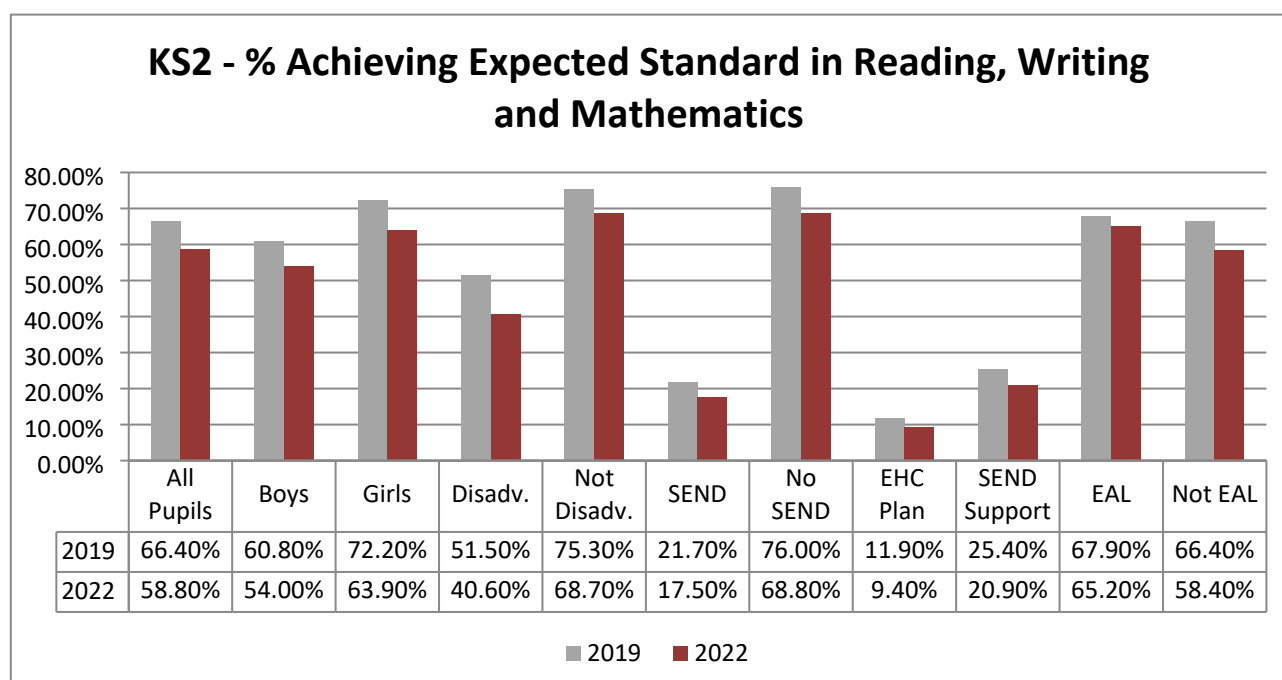
KS1 - % Achieving Greater Depth in Reading, Writing and Mathematics



- 5.10 Barnsley have seen decreases in the number of students achieving greater depth in Reading, Writing and Maths combined as well as when the 3 separate elements are considered separately. In terms of the percentage of students working at a greater depth in Reading, the gap with national has widened to 2.8 percentage points below due to Barnsley outcomes reducing at a greater rate than the reduction seen nationally. 15.2% of Barnsley students were assessed as working at a greater depth in 2022 in comparison to 20.6% in 2019.
- 5.11 Barnsley are also performing 0.9 percentage points below national in Writing and 2.1 percentage points below in Mathematics.
- 5.12 Data has not been published nationally for all local authorities for this indicator therefore it is not possible to provide information on rank or performance against South Yorkshire local authorities.

6.0 Key Stage 2 Outcomes (KS2) (11 Years Old)

- 6.1 The percentage of children achieving the expected standard in Reading, Writing and Mathematics decreased from 66.40% in 2019 to 58.80% in 2022 and is now only 0.2 percentage points below the national average of 59.0%.
- 6.2 The percentage of children working at greater depth also dropped by 2.5 percentage points from 8.20% in 2019 to 5.70% in 2022 resulting in the gap with national increasing to 1.30 percentage points below in this measure (based on rounded data).
- 6.3 As illustrated in the graph below, all student groups saw a decrease between 2019 and 2022 and boys continue to perform below girls. Disadvantaged students saw the greatest decrease at -10.9 percentage points.



- 6.4 The gap with national at the expected standard is now widest in Reading. In 2019 Barnsley performed 0.2 percentage points below national but in 2022, at 72.9%, we are 1.6 percentage points below. However, the gap in Reading and Mathematics has improved and is now 0.3 and 0.5 percentage points respectively below national with 69.8% students working at the expected standard in Reading and 71.9% students working at the expected standard in Mathematics.
- 6.5 The gap with national at the higher standard is widest in Reading with Barnsley reporting a figure of 24.9%, which is 2.9 percentage points lower than the national figure of 27.8%. Although we are lower than the national figure it is an improvement on the 22.5% of students achieving this measure in 2019.

- 6.6 Whilst an improvement has been seen in the percentage of students achieving the higher standard in Reading when compared to 2019, decreases have been seen in both Writing and Mathematics. 10.3% of students achieved the higher standard in Writing, which is a decrease of 5.9 percentage points from the 16.2% reported in 2019. In Mathematics 20.4% of students achieved greater depth which is a 5.8 percentage point decrease on the 26.2% of students reported in 2019.
- 6.7 The Reading progress score of -0.1 is in line with 2019 but is 0.2 lower than the national cohort, who have a progress score of +0.1.
- 6.8 The Writing progress score of +0.1 is an improvement on the -0.1 reported in 2019 and is now in line with the national cohort.
- 6.9 The Maths progress score of 0.1 is 0.3 points higher than the national cohort, who have a progress score of -0.2. Whilst we are still reporting higher than national, we are 0.4 points lower than the reported figure of 0.5 in 2019.

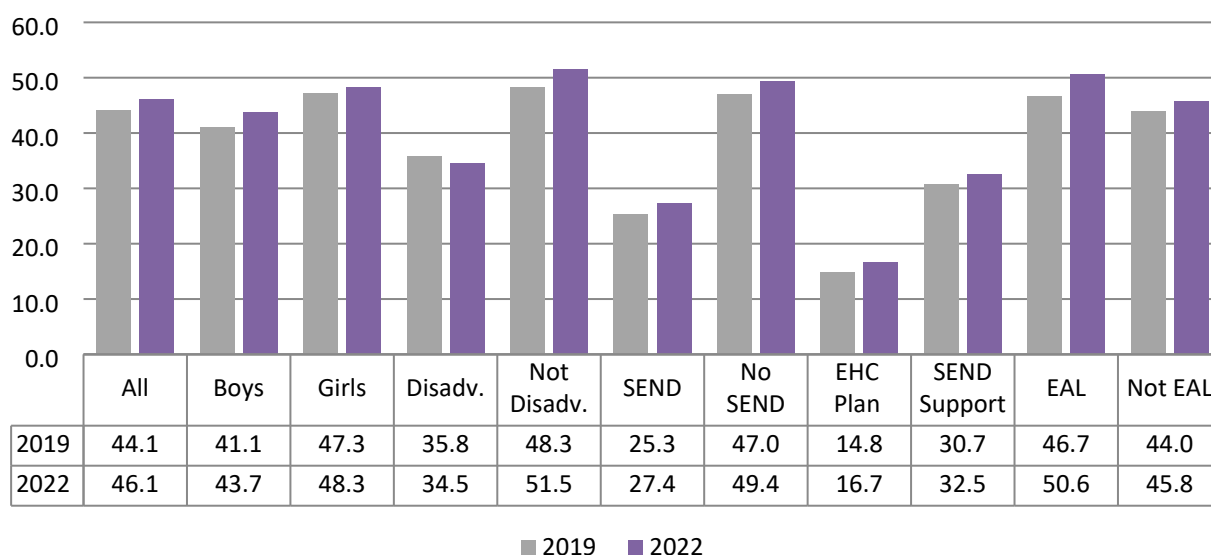
7.0 Key Stage 4 (GCSE) Outcomes

- 7.1 Previously the key performance measure at Key Stage 4 was the percentage of students achieving 5 A*-C grades, including English and Mathematics. This measure is no longer reported on. The significant performance measures are now Attainment 8, which measures students' attainment across a range of 8 qualifications and Progress 8 (not included for 2022 outcomes), which measures the average progress of each school's students against their average attainment level at the end of primary school. A progress score of 0.0 means that the progress students have made is, on average, in line with what is expected, given their starting point. A positive score means students on average, have made better than expected progress and a minus (-) score, less than expected progress.
- 7.2 Another change to measures at GCSE is a switch from reporting grades as letters (e.g. A-C) to reporting as numbers, with grades ranging from 1 to 9, with a 9 indicating the highest grade possible. Within the number grading system, a grade 4 is equivalent to a standard C and a grade 5 considered a strong C. Thus, the percentage of students achieving a grade 4 or above is broadly equivalent to the old measure of grade C and above.
- 7.3 We also report on the percentage of students achieving a grade 4 or above in both English Language or Literature and Mathematics – referred to as "The Basics".
- 7.4 The English Baccalaureate (EBacc) is a set of subjects that keeps young people's options open for further study and future careers. It includes both English Language and English Literature, Mathematics, Sciences, Geography or History and a Language. The EBacc APS calculates a student's average point score across the subjects they take that fall within the EBacc qualification, allocating points to a student's best grades.

Attainment 8

- 7.5 The average attainment 8 score for Barnsley increased from 44.1 to 46.1. This is below the national average of 47.1. The increase seen locally between 2019 and 2022 closes the attainment 8 gap. Whilst Barnsley's Attainment 8 measure is below the national average, this is in line with the majority of Barnsley's statistical neighbours, which may reflect the disproportionate impact that Covid has had on disadvantaged communities
- 7.6 As the graph below illustrates, all but the disadvantaged cohort saw increases in this measure when compared to 2019. EAL students saw the largest increase.

KS4 - Attainment 8 Score



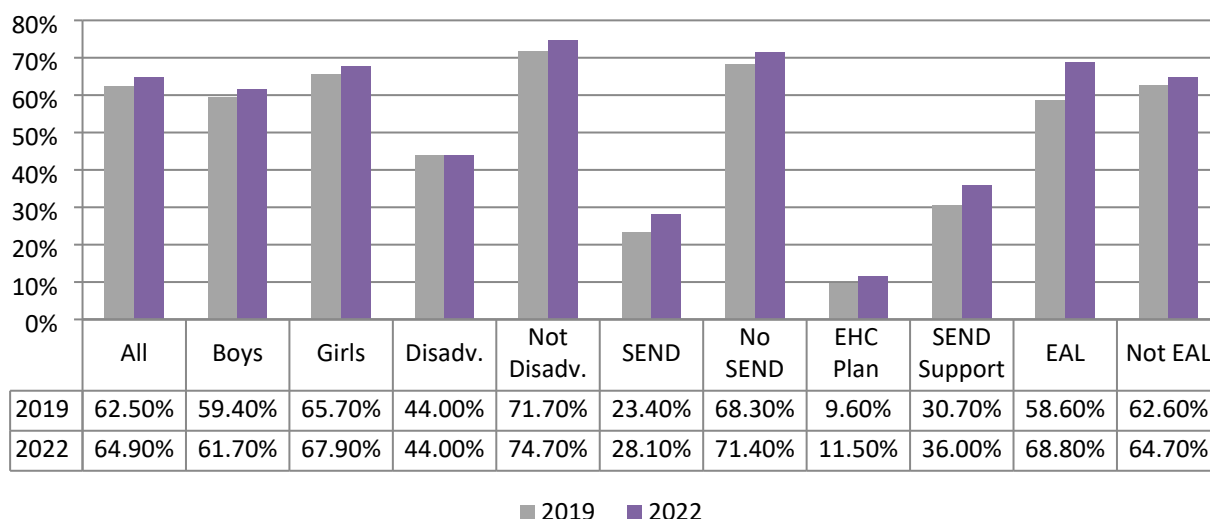
Progress 8

- 7.7 In 2022 the average Progress 8 score for Barnsley students receded to -0.2 from the 0.08 reported in 2019. The Progress 8 figure remains below the national average of -0.03 and also the projected regional figure of -0.07.
- 7.8 Barnsley sits below the Progress 8 figure for Doncaster (-0.1), Rotherham (-0.09) and Sheffield (-0.16).
- 7.9 As the graph below illustrates, all student groups saw a decline between 2019 and 2022. Only SEND as a group overall remained the same. EAL students retain a positive progress 8 score, as do students that are not disadvantaged. Disadvantaged students saw the largest decrease from 2019.

Standard Pass in English Language / Literature and Mathematics (The Basics)

- 7.10 In 2022, Barnsley saw an increase of 2.4 percentage points in performance from the 62.50% reported in 2019. 64.90% of students achieved a standard pass at grade 9 - 4 in The Basics. The increase in performance seen in Barnsley has now placed us above the national figure of 64.30%.
- 7.11 As the graph below illustrates, all cohorts have seen an increase in this measure since 2019. The disadvantaged cohort have remained the same with 44% of students achieving at least a Grade 4 in both English and Maths. The biggest increase seen, with an improvement of 10.2%, was in our EAL students.

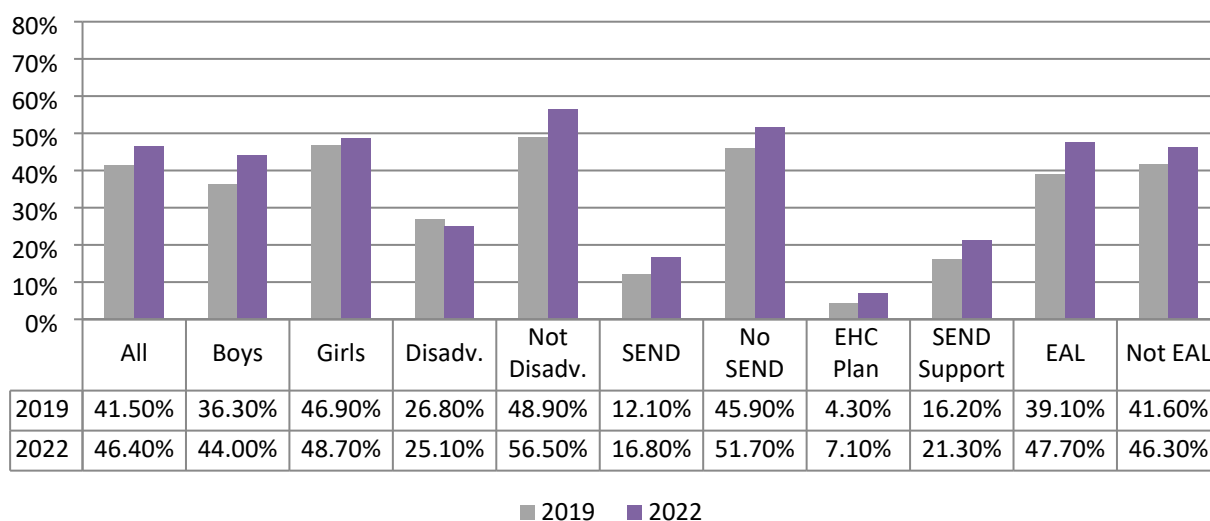
KS4 - % Basics in English and Maths (9-4 standard pass)



Strong Pass in English Language/Literature and Mathematics (The Basics)

- 7.12 In 2022, Barnsley saw an increase of 4.9 percentage points from the 41.50% of students reported as achieving this measure in 2019. 46.40% of students achieved a strong pass at grade 9 - 5 in The Basics which closes to the gap to national. Barnsley is still performing lower than the national figure of 46.60% but by only 0.20 percentage points rather than the 1.6 percentage points in 2019.
- 7.13 As the graph below illustrates, all groups, other than the disadvantaged cohort saw an increase in the Strong pass measure in the Basics between 2019 and 2022. The biggest increases seen was in our EAL and boys cohort.

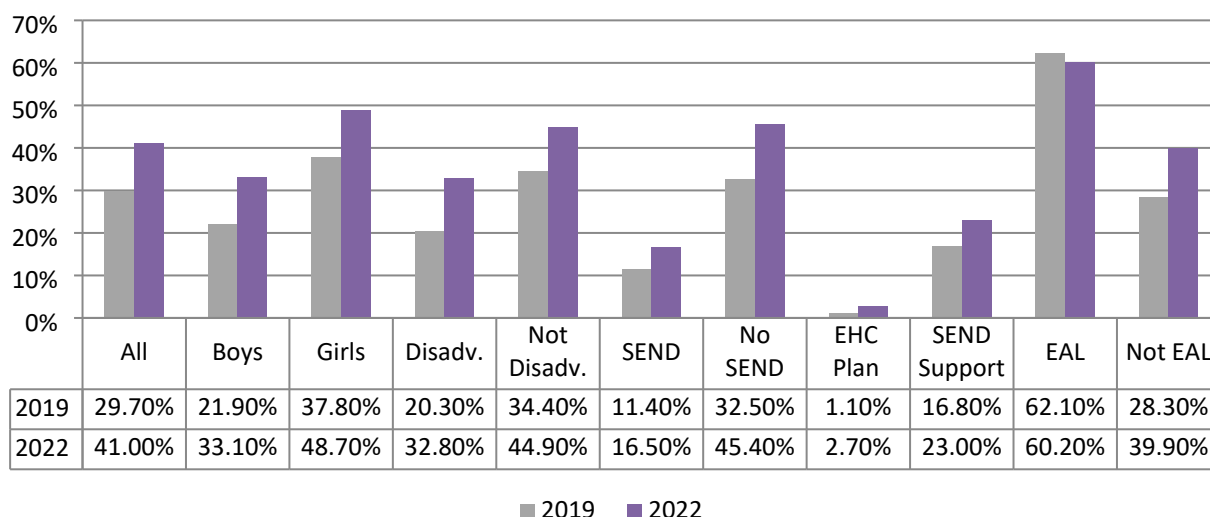
KS4 - % Basics in English and Maths (9 - 5 strong pass)



EBacc Entries

- 7.14 In 2022 Barnsley saw a significant increase when considering the number of students entered for the EBacc. 41% of students were entered compared to 36% of students in 2019. This is 5% higher than the 36% of students entered on a national level.
- 7.15 As the graph below illustrates, there was an increase in the number of students entered for EBacc in Barnsley when compared to 2019 in all cohorts, other than those students with EAL.

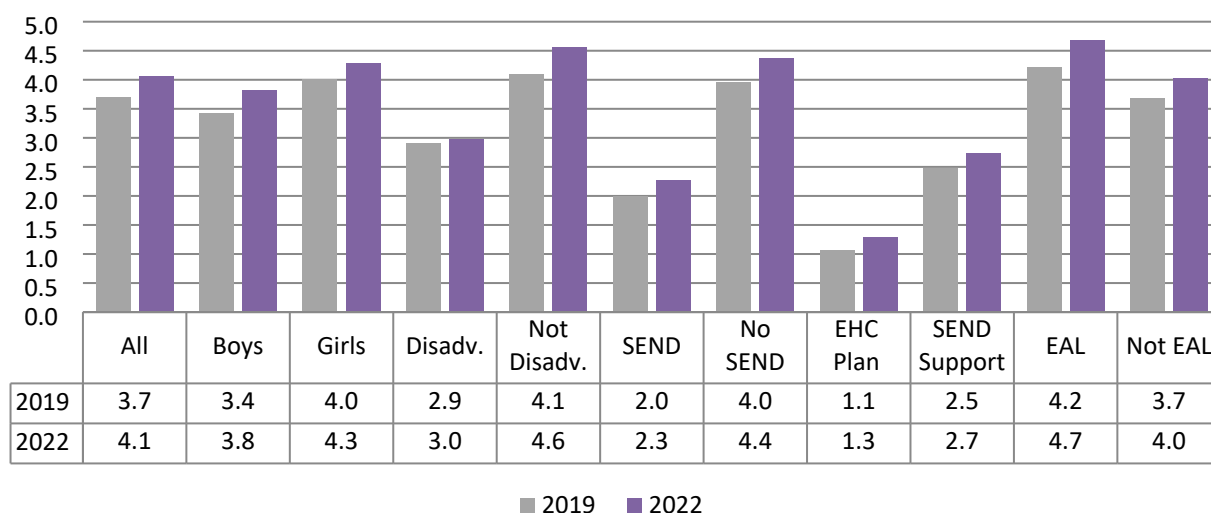
KS4 - % entered for EBACC



EBacc Average Point Score

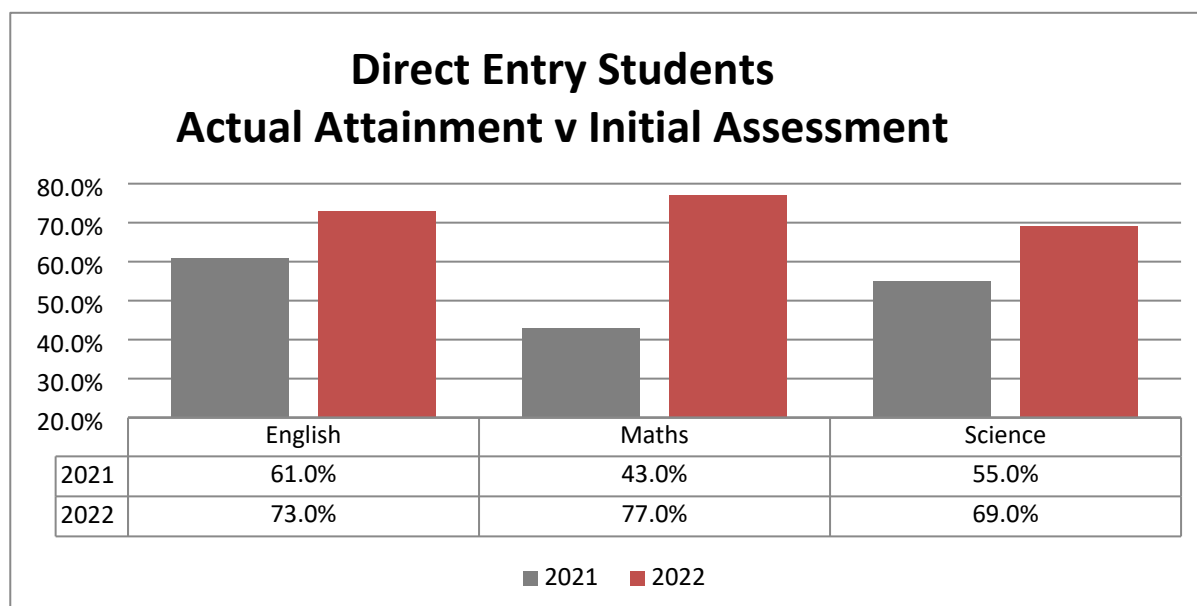
- 7.16 The average EBacc Average Point Score for Barnsley increased from 3.7 in 2019 to 4.10 in 2022. This increase now places Barnsley in line with the national figure reported, which is an improvement in 2019 when we were reporting 1.2 points below.
- 7.17 As the graph below illustrates, the biggest increase between 2019 and 2022, when considering the EBacc APS was in students with No Disadvantage and those with EAL, who saw an increase of 0.50 points. No cohorts saw a decrease in this indicator.

EBACC APS



8.0 Barnsley College

- 8.1 The published data for the local authority includes results for students at Barnsley College. 30 of these students were attending under the Direct Entry Scheme and data provided by the college shows that these students made better progress than expected based on their initial assessments in English, Mathematics and Science. The focus of this provision is to support young people with an alternative curriculum offer to reduce the risk of non-engagement with education. Barnsley College is one of the few colleges in the country to offer this scheme, and therefore our published results do not compare directly to other local authorities within the region. 73% of students secured a grade higher than their initial assessment in English which is higher than the 61% reported in 2021. 77% of students secured a grade higher in Mathematics which is 34% higher than the 2021 reported figure of 43%. In Science there were 69% of students who secured a grade higher seeing an improvement of 14% on the 55% reported in 2021. The graph below illustrates the outcomes for English and Maths achieved in 2022 compared to 2021.



9.0 Key Stage 5 Outcomes

- 9.1 Results are based on the DfE published data for Barnsley in comparison to all state funded schools and colleges in England.
- 9.2 DfE have not published setting level data for 2021 but both Penistone Grammar School and Barnsley College shared their headline outcomes with us.
- 9.3 Penistone Grammar only offer A level courses as part of their post 16 curriculum whilst Barnsley College offer A level courses alongside a variety of other level 3 vocational qualifications.

A Level Average Grade

- 9.4 The average A Level grade for Barnsley improved to a grade B- in 2022, which is an improvement on the Grade C seen as the average grade in 2019. This is in line with the average A Level grade in 2022 for all state funded schools and colleges nationally which is also reported as B-.

Percentage achieving AAB including 2 Facilitating Subjects

- 9.5 The percentage of Barnsley students achieving an AAB combination of grades (including two facilitating subjects such as History, Geography and Physics) increased by 8.4 percentage points from 9.0% in 2019 to 17.4% in 2022. Nationally there was an increase from 13.4% in 2019 to 20.6% in 2022. Whilst we are performing lower than national in this indicator, we have made progress at a faster rate and are continuing to close the gap.

Percentage achieving A*/A passes

- 9.6 The percentage of Barnsley students achieving A*/A passes increased to 26.1% in 2022 from 18.7% in 2019. Nationally there was an increase to 32.9% from 22.4%. The national increase has been faster than we have seen at a local authority level which further increases the gap.

Level 3 Outcomes

- 9.7 Results are based on the DfE published data for Barnsley in comparison to all state funded schools and colleges in England.

Average Grade – Applied General Qualifications

- 9.8 Applied General Qualifications are vocational qualifications which allow entry to a range of higher education courses either by meeting the entry requirements in their own rights or being accepted alongside other level 3 qualifications such as A levels. Many Applied General Qualifications are endorsed by employers and professional or trade bodies. In 2022, the average grade for Applied General qualifications improved to a Distinction + for Barnsley Local Authority, which matches the increase seen on a national level for all state funded schools and colleges.

Percentage achieving at least 2 substantial level 3 qualifications

- 9.9 Substantial level 3 qualifications are defined as qualifications that are at least the size of an A level, such as a BTEC diploma level 3. If a qualification is equal in size to 2 A levels it is counted as 2 substantial level 3 qualifications. In 2022, 97.9% of students in Barnsley achieved at least 2 substantial level 3 qualifications. This was an increase on the 72.6% in 2019. This was a greater increase than that seen for all state funded schools and colleges nationally which increased to 95.5% from 82.4% and now places us higher than national in this measure.

10.0 Outcomes for Children Looked After

- 10.1 Due to the impact of Covid, there is limited accurate data to compare academic achievements for young people between 2022 and 2021. Similarly, to the overall cohort comparison will be made to 2019. Where accurate data can be sourced for 2020 comparison this has been included. In 2022 there were 23 children who had been in the care of the Local Authority for more than 12 months at the 31st March 2021 and these are the children that we reference. The 23 children reported on in 2022 is 14 more children than 2019 and equal to the number of children reported in 2020 - it is these children that we report on here. Results have been gathered from schools and/or carers and may be subject to adjustments following any appeals.
- 10.2 This cohort has again seen the ongoing impact of Covid. Disruption to GCSE learning, revision and face to face learning have created environments of study outside of normal routine. 56% of learners had SEND status, which is 8.5 percentage points higher than 2019. 43% of learners are subject to an EHC Plan, which is 11.5 percentage points higher than 2019. Analysis carried out by the Virtual School Head confirms that results are positive, with 16 out of 23 (70%) achieving their personal targets. Multiple vulnerabilities or placement breakdown impacted on the outcomes for the students who were unable to meet their potential.
- 10.3 There were three children within the cohort with highly complex needs who found exams a significant challenge, one of these children did not sit any qualification examination.
- 10.4 There are some notable achievements including three students who achieved excellent scores in English and Maths, all being awarded a Grade 7. One student, who as a young mum has achieved her results despite significant time away from school as a result of pregnancy and early motherhood. Another students' results are also to be commended as significant placement breakdown and missing episodes impacted education greatly. This student still managed to obtain a grade and secure a post-16 placement.

Attainment 8

- 10.5 The average Attainment 8 score for the 2022 KS4 LAC cohort of 30.84 is 3.54 points higher than 2019.

Standard Pass in English Language/Literature and Mathematics (The Basics)

- 10.6 47.4% of students in the KS4 LAC cohort achieved Grade 4 or above in English, which is a significant improvement of 24.4 percentage points from the 23% reported in 2019.
- 10.7 57.9% of students in the KS4 LAC cohort achieved Grade 4 or above in Maths, which is an improvement of 27.2 percentage points from the 30.7% achieving in 2019.
- 10.8 47.4% of students achieved Grade 4 or above in both English and Maths which is again a 24.4 percentage point improvement from the 23% reported in 2019.

Strong Pass in English Language/Literature and Mathematics (The Basics)

- 10.9 In 2022, 31.6% of students achieved a Grade 5 or above in English which shows an improvement on the 25% reported in 2019.
- 10.10 31.6% of children in the LAC cohort also achieved a Grade 5 or above in Mathematics which is a notable improvement of 19.1 percentage points from 2019.
- 10.11 26.3% of LAC children achieved a Grade 5 or above in both English and Maths which is again a significant improvement on the 12.5% reported in 2019.
- 10.12 The Post 16 plans in place for each young person in the cohort are considered to be robust and appropriate. The virtual School has worked in collaboration with key partners to jointly plan appropriately post-16 destinations.

Post 16 Outcomes

- 10.13 Six young people successfully completed level 3 qualifications in 2021 with all of them going on to positive destinations of either university or employment. In addition, a further five young people have completed the first year of their level 3 courses.
- 10.14 Three care leavers have successfully completed degree studies in 2021 with an additional six young people being part way through their degree courses.

11.0 Outcomes for Children with Special Educational Needs and Disabilities

- 11.1 Numbers of SEND students across the authority are generally quite low and therefore outcomes can vary year on year due to the different primary needs of students in these cohorts.

EYFS – SEND

- 11.2 The EYFS 2022 SEND results are based on formally assessed examinations and are therefore not directly comparable to results from 2021 due to these being teacher assessed, therefore comparison to 2019 has been made throughout. Results in 2022 are based on 220 SEND students, 45 with an EHC Plan and 175 with SEND Support needs. National data is for State Funded Schools.
- 11.3 The percentage of the overall SEND cohort achieving a good level of development has decreased by 4.1 percentage points since 2019, which is a similar trend the national picture. The national trend has decreased at a faster pace and by 6.2 percentage points which as a result has closed the gap and now sees Barnsley more in line with the national outcome.

EYFS Good Level of Development	2019	2022
Barnsley – SEND	22.3%	18.2%
National – SEND	25.0%	18.8%

- 11.4 Children with an EHC Plan have seen significant improvements in this measure since 2019 with an increase of 5.6 percentage points. This is in contrast to the national picture who have seen a decrease of 1.3 percentage points. As a result, Barnsley are now higher than national by 5.2 percentage points.

EYFS Good Level of Development	2019	2022
Barnsley – EHC Plan	3.3%	8.9%
National – EHC Plan	5.0%	3.7%

- 11.5 Both Barnsley and the national picture have seen decreases with the SEND Support cohort however the national rate has decreased at a higher rate, which further closes the gap.

EYFS Good Level of Development	2019	2022
Barnsley – SEND Support	25.1%	20.6%
National – SEND Support	29%	22.9%

Year 1 Phonics – SEND

- 11.6 The Year 1 Phonics 2022 SEND results are based on formally assessed examinations and are therefore not directly comparable to results from 2021 due to these being teacher assessed, therefore comparison to 2019 has been made throughout. Results in 2022 are based on 342 SEND students, 79 with an EHC Plan and 263 with SEND Support needs. National data is for State Funded Schools.
- 11.7 The percentage of the overall SEND cohort achieving the expected standard in Phonics by the end of Year 1 in Barnsley has increased by 7 percentage points. This is in contrast to the national picture which has seen a decrease of 5 percentage points. The significant progress seen by Barnsley in this measure now places us above national which hasn't been seen since 2017.

Year 1 Phonics – Expected Standard	2019	2022
Barnsley – SEND	39%	45%
National – SEND	43%	38%

- 11.8 The percentage of children achieving the expected standard in Phonics continues to improve, which is the opposite of the picture seen at a national level. Barnsley has seen an increase of 4%, in contrast to the decrease of 1% on a national level and as a result Barnsley are now performing better at this benchmark.

Year 1 Phonics – Expected Standard	2019	2022
Barnsley – EHC Plan	20%	24%
National – EHC Plan	20%	19%

- 11.9 Barnsley has seen an impressive 9 percentage point increase when considering the SEND Support cohort at this measure, which is a contrast to the 4% decrease seen nationally. Barnsley are now performing higher than national.

Year 1 Phonics – Expected Standard	2019	2022
Barnsley – SEND Support	43%	52%
National – SEND Support	48%	44%

Key Stage 1 – SEND

- 11.10 The Key Stage 1 2022 SEND results are based on formally assessed examinations and are therefore not directly comparable to results from 2021 due to these being teacher assessed, therefore comparison to 2019 has been made throughout. Results in 2022 are based on 401 SEND students, 96 with an EHC Plan and 305 with SEND Support needs. National data is for State Funded Schools.
- 11.11 The percentage of the overall SEND cohort achieving the expected standard in Reading, Writing and Mathematics by the end of Key Stage 1 in Barnsley has seen a decrease of 5.7 percentage points. There has been a 4 percentage point decrease at a national level which has widened the gap.

Key Stage 1 – RWM Combined	2019	2022
Barnsley – SEND	18.2%	12.5%
National – SEND	19%	15%

- 11.12 The percentage of children achieving the expected standard in Reading, Writing and Mathematics by the end of Key Stage 1 has seen a decrease of 1.8 percentage points when compared to 2019. This is a similar trend to the national picture who have also seen a decrease with this cohort. Whilst a decrease has been seen, Barnsley are still performing better than national.

Key Stage 1 – RWM Combined	2019	2022
Barnsley – EHC Plan	9.1%	7.3%
National – EHC Plan	7.0%	6.5%

- 11.13 There has been a 6.2 percentage point decrease when considering the SEND Support cohort in this measure which is reflected in the national picture, although the smaller decrease of 3.9 percentage points seen on a national level has further widened the gap.

Key Stage 1 – RWM Combined	2019	2022
Barnsley – SEND Support	20.3%	14.1%
National – SEND Support	21.0%	17.1%

Key Stage 2 - SEND

- 11.14 The Key Stage 2 2022 SEND results are based on formally assessed examinations and are therefore not directly comparable to results from 2021 due to these being teacher assessed, therefore comparison to 2019 has been made throughout. Results in 2022 are based on 583 SEND students, 171 with an EHC Plan and 412 with SEND Support needs. National data is for State Funded Schools.

- 11.15 The percentage of the overall SEND cohort achieving the expected standard in Reading, Writing and Mathematics by the end of Key Stage 2 in Barnsley has seen a decrease of 4.2 percentage points. This is similar to the decrease seen at a national level resulting in the gap to national remaining unchanged.

Key Stage 2 – RWM Combined	2019	2022
Barnsley – SEND	21.7%	17.5%
National – SEND	22.0%	18.0%

- 11.16 The percentage of children achieving the expected standard in Reading, Writing and Mathematics by the end of Key Stage 2 has seen a decrease of 2.5 percentage points when compared to 2019. The national decrease of 2 percentage points continues to widen the gap in the measure.

Key Stage 2 – RWM Combined	2019	2022
Barnsley – EHC Plan	11.9%	9.4%
National – EHC Plan	9.0%	7.0%

- 11.17 There has been a 4.5 percentage point decrease when considering the SEND Support cohort in this measure. Although we are still below the national figure, the gap continues to close and we are now reporting in line with the national figure.

Key Stage 2 – RWM Combined	2019	2022
Barnsley – SEND Support	25.4%	20.9%
National – SEND Support	25.0%	21.0%

Key Stage 4 - SEND

- 11.18 The KS4 2022 SEND results are based on formally assessed examinations and are therefore not directly comparable to results from 2021 due to these being teacher assessed, therefore comparison to 2019 has been made throughout. Results in 2022 are based on 352 SEND students, 113 with an EHC Plan and 239 with SEND Support needs. National data is for State Funded Schools.

- 11.19 The Attainment 8 score of SEND students has increased in 2022. Barnsley's increase of 2.1 points in comparison to the national increase of 1.7 points continues to close the gap in this measure.

KS4 Attainment 8 Score	2019	2022
Barnsley - SEND	25.3	27.4
National - SEND	27.6	29.3

- 11.20 The Attainment 8 score of SEND students with an EHCP further improved in 2022 and remains above the national average for the group. The increase of 1.9 points is above the increase of 0.6 points seen nationally.

KS4 Attainment 8 Score	2019	2022
Barnsley – EHC Plan	14.8	16.7
National – EHC Plan	13.7	14.3

- 11.21 The Attainment 8 score of SEND students with SEND Support increased in 2022 but still remains below the national average for the group. The national average saw an increase of 2.2 percentage points, in comparison to an increase in the Barnsley figure of 1.8 resulting in the gap to national widening from 1.9 points below to 2.3 points below.

KS4 Attainment 8 Score	2019	2022
Barnsley – SEND Support	30.7	32.5
National – SEND Support	32.6	34.8

- 11.22 The percentage of SEND students achieving a Standard pass in the Basics improved in 2022 but remains below the national average for the group. The increase of 4.7 percentage points from 2019 was also below the increase seen nationally of 5.3 percentage points, resulting in the gap widening from 3.3 percentage points below to 3.9 percentage points below.

KS4 Basics 4-9 Standard Pass	2019	2022
Barnsley - SEND	23.4%	28.1%
National - SEND	26.7%	32.0%

- 11.23 The percentage of SEND students with an EHC Plan achieving a Standard pass in the Basics further improved in 2022 but remains below the national average for the group. The increase of 1.9 percentage points is also below the national increase of 2.3 percentage points further increasing the gap to national.

KS4 Basics 4-9 Standard Pass	2019	2022
Barnsley – EHC Plan	9.6%	11.5%
National – EHC Plan	11.1%	13.4%

- 11.24 The percentage of SEND students with SEND Support needs achieving a Standard pass in the Basics increased in 2022 but remains below the national average for the group. The increase of 5.3 percentage points still results in the gap to national widening as the national picture saw an increase of 6.6 percentage points.

KS4 Basics 4-9 Standard Pass	2019	2022
Barnsley – SEND Support	30.7%	36.0%
National – SEND Support	32.3%	38.9%

- 11.25 The percentage of SEND students achieving a Strong pass in the Basics improved in 2022 but remains below the national average for the group. The increase of 4.7 percentage points was greater than the national increase of 4.4 percentage points. As a result, the gap to national closed from 1.7 percentage points below to 1.4 percentage points below.

KS4 Basics 5-9 Strong Pass	2019	2022
Barnsley - SEND	12.1%	16.8%
National - SEND	13.8%	18.2%

- 11.26 The percentage of SEND students with an EHC Plan achieving a Strong pass in the Basics decreased in 2022 and is now above the national average for the group. The increase of 2.8 percentage points was greater than the increase of 1.4 percentage point which continues to close the gap with this cohort.

KS4 Basics 5-9 Strong Pass	2019	2022
Barnsley – EHC Plan	4.3%	7.1%
National – EHC Plan	5.5%	6.9%

- 11.27 The percentage of SEND students with SEND Support needs achieving a Strong pass in the Basics improved in 2022 and but is now below the national average for the group. The increase of 5.1 percentage points was less than the national increase of 5.4

KS4 Basics 5-9 Strong Pass	2019	2022
Barnsley – SEND Support	16.2%	21.3%
National – SEND Support	16.9%	22.3%

- 11.28 The percentage of SEND students entered for EBACC improved in 2022 and is now above the national average for the group. The significant increase of 5.1 percentage points is much greater than the national increase of 0.6 percentage points resulting in the gap to national closing from 2.1 percentage points below to a pleasing 2.4 percentage points above.

KS4 Entry to EBACC	2019	2022
Barnsley - SEND	11.4%	16.5%
National - SEND	13.5%	14.1%

- 11.29 The percentage of SEND students with an EHC Plan entered for EBACC increased again in 2022 but remains below the national average for the group. The increase of 1.6 percentage points was greater than the national increase of 0.1 which continues to close the gap.

KS4 Entry to EBACC	2019	2022
Barnsley – EHC Plan	1.1%	2.7%
National – EHC Plan	4.0%	4.1%

- 11.30 The percentage of SEND students with SEND Support entered for EBACC increased again in 2022 and remains above the national average for the group. The increase of 6.2 percentage points was significantly greater than the increase of 0.9 percentage points seen nationally.

KS4 Entry to EBACC	2019	2022
Barnsley – SEND Support	16.8%	23.0%
National – SEND Support	16.9%	17.8%

- 11.31 The EBACC Average Point Score for students with SEND remained at 2.3 in 2022 which is an increase of 0.3 percentage points when compared to 2019. Nationally there was an increase of 0.2 percentage points. As a result, the gap to national continues to close at 0.1 points below.

KS4 EBACC APS	2019	2022
Barnsley - SEND	2.0	2.3
National - SEND	2.2	2.4

- 11.32 The EBACC Average Point Score for students with an EHCP saw an increase of 0.2 percentage points in 2022 when compared to 2019. Nationally there was no change for this group. As a result, Barnsley are now reporting higher than the National picture in this indicator.

KS4 EBACC APS	2019	2022
Barnsley – EHC Plan	1.1	1.3
National – EHC Plan	1.1	1.1

- 11.33 The EBACC Average Point Score for students with SEND Support increased from 2.5 in 2019 to 2.7 in 2022. Nationally there was also an increase of 0.2 percentage points. As a result, the gap to national remains the same at 0.2 percentage points below.

KS4 EBACC APS	2019	2022
Barnsley – SEND Support	2.5	2.7
National – SEND Support	2.7	2.9

12.0 Elective Home Education (EHE)

- 12.1 All parents have a duty under Section 7 of the Education Act 1996 to ensure that their children receive an efficient, full-time education suitable to their age, ability, and aptitude, either by regular attendance at school or otherwise. Other options include parents effectively educating their children at home.
- 12.2 Parents may decide to exercise their right to home educate their child from a very early age, so some children may never have been enrolled in school. Others are withdrawn from mainstream school at various stages up to the end of compulsory school age.
- 12.3 We want the home-educated child to have a positive experience by developing productive and supportive working relationships with parents and by working together to ensure the best educational interests of the child.
- 12.4 Barnsley EHE is tracked and managed by the Education Welfare Service, who register all young people at the point of notification. This register forms part of the Children Not in School Register which is managed subject to DfE guidance and returns.
- 12.5 To support the registration of EHE and to ensure that EHE is chosen for the right reasons, an Education Welfare Officer visits the family home to explain the process of EHE and capture the views of the child. This registration process supports the service in ensuring students are safeguarded and that the education provided by parents is of a suitable standard.
- 12.6 The Education Welfare Service has created an EHE Education Welfare Officer (EWO) role to improve the offer to children, young people and their families and supplement the service's work with vulnerable groups alongside the EHE advisor role. Regular in-service reviews are being undertaken and will be reported to Barnsley Alliance, the Departmental Management Team (DMT) and lead member briefings on a termly basis. Early indications are that interventions are resulting in applications back into mainstream school and that contact and intervention with young people and families are timelier.

- 12.7 The service strategy for the development of the EHE/EWO role starts with an understanding of the overall cohort and the individual circumstances of the families involved. The cases are RAG rated with the most vulnerable and concerning families being targeted. The strategic focus includes the following groups:
- COVID anxious families
 - Non-contact families
 - Unsuitable education – School Attendance Orders
 - Vulnerable groups including those with an Early Help plan
 - Vulnerable groups with an EHCP
 - Vulnerable groups including those with a Social Worker
 - College cohort
 - Movement of children from EHE to ‘Child Missing Education’ (CME) when education is unsuitable
- 12.8 Our work in relation to children with a Social Worker has begun, involves contact and visits by the EHE EWO, attendance at Children in Need (CIN), Child Protection (CP) and Strategy meetings and liaison with partner agencies.
- 12.9 The additional capacity created by the EHE EWO will build upon the service focus of returning children to school where EHE has been chosen by parents when they feel they have no other option or where the education provided is not suitable. During the 21/22 academic year there were 91 students who returned to school roll following a period of EHE. We aim to increase this figure through earlier intervention with families and strong partnership working with schools and partners such as school admissions to identify appropriate school places.
- 12.10 EHE is high on the Local Authority agenda and is a standing agenda item on the Barnsley Alliance Board. Barnsley Safeguarding Partnership takes a keen interest in the number of children on EHE and approves the policies and procedures in relation to managing EHE as part of the development of a more inclusive local schools system based upon consistent and coherent policies relating to attendance, behaviour, exclusions and the promotion of safeguarding and wellbeing in all schools and settings. Schools are key players in exploring the choice made by parents and the views of the child and must support children to remain in school if parental choice is driven by dissatisfaction with school. Fair Access Protocols support children back into education to prevent any delays in the system. Training has been delivered across the sector in relation to EHE and the responsibilities of professionals in relation to keeping children in this community safe.
- 12.11 The breakdown of children and young people who are educated at home as of 9th November 2022 is shown in the table below.

Year Group	Number of Students
1	9
2	17
3	17
4	19
5	26
6	26
7	36
8	63
9	69
10	84
11	120
Total	486

- 12.12 This equates to 114 students at primary school age and 372 students at secondary school age. In terms of the number of students per Key Stage this equates to:
- 12.13 KS1 – 26 students; KS2 – 88 students; KS3 – 168 and KS4 – 204 students.
- 12.14 The number of students who are home educated as of 9th November 2022 has decreased by 3.57 percentage points on the 504 students who were home educated for the same period last year.

13.0 Future Plans & Challenges

- 13.1 The Office for National Statistics (ONS) in its analysis of remote learning during the Pandemic in England (April 2020 – June 2021) reported that the largest gaps in learning covered between in-school students and those learning online were in neighbourhoods with the largest proportion of children eligible for free school meals (an indicator used as a proxy for deprivation in the study) and the lowest levels of parental instruction.
- 13.2 Therefore, enabling all students to achieve their potential through attendance at a good school and ensuring consistent provision for all will better equip them to continue to be engaged in training, education, and employment, access the local labour market, and become more resilient against the effects of deprivation.
- 13.3 Continuing to improve the attainment of disadvantaged students and closing the gap in outcomes between such students and their peers, is a priority of the Barnsley Alliance for School Improvement. This is pursued, rigorously, by the Alliance's 'Developing Leadership Capacity' Sub-Group and Special Educational Needs (including Disabilities) (SEND) Oversight Board. SEND improvements are identified as a specific priority within the Barnsley Alliance Education Improvement Strategy.

Action to Improve Education Outcomes

- 13.4 Barnsley continues to work with school and academy leaders to deliver a sector-led education improvement strategy. This model has proved effective in driving up standards in Barnsley schools and academies.
- 13.5 Barnsley Schools' Alliance Education Improvement Strategy was launched at the start of the academic term as the vehicle to support and drive the improvement of educational outcomes through our collaborative efforts.
- 13.6 The strategy builds upon our ongoing commitments to provide timely and early help and targeted support as well as prevention and intervention, keeping children safe and well in education settings and enabling them to thrive in a progressive, supportive, and inclusive environment.
- 13.7 The key priorities for raising attainment by the end of the primary phase for all pupils, especially disadvantaged pupils, and those with SEND, are:
- To further improve the proportion of pupils achieving the expected standard in the phonics screening check by the end of Year 1.
 - To ensure that attainment by the end of Key Stage 1 improves to at least pre-pandemic levels and better.
 - To improve pupils' progress in reading so that attainment improves at both standards by the end of Key Stage 2.
 - To ensure that more pupils achieve the higher standard by the end of Key Stage 2.
- 13.8 In addition, the Alliance continues to focus support and challenge activities across both phases of education (secondary and primary) on additional key priorities within the strategy such as:
- To improve attendance and develop better access to alternative provision for students at risk of exclusion.
 - To build leadership capacity which empowers leaders at all levels to develop a sustainable model of continuous improvement across all Barnsley schools.
 - To ensure all children have access to an enriched curriculum that prepares them for each key transitional stage of their education

- 13.9 The Barnsley Schools' Alliance continues to work with key stakeholders, such as the Exchange Teaching Hub and Tykes Teaching Alliance, to ensure a comprehensive CPD support offer is in place to continue strengthening practice across settings:
- 13.10 An effective model of primary peer review has been developed by system leaders within the Barnsley Schools' Alliance to promote professional development and improve the accuracy of self-evaluation. This academic year, our priority is to secure the engagement of primary headteachers from LA maintained schools and academies to implement the model. As a result, we expect improvements in the precision and effectiveness of school improvement activities to positively impact on the quality of education provided by the primary sector.
- 13.11 Equally at Secondary phase colleagues are cited on continuing to strengthen and share best practice across the borough, improving networking opportunities across all academies. Secondary Heads meetings happen regularly with all leaders being well connected and focused upon clear success measures to monitor progress and future actions. This agreed collective approach will naturally in turn see positive tangible outcomes for all students.

14.0 Invited Witnesses

- 14.1 The following witnesses have been invited to today's meeting to answer questions from the OSC.
- Carly Speechley - Executive Director, Children's Services, BMBC
 - Nina Sleight - Service Director Education, Early Start & Prevention, Children's Services, BMBC
 - Anna Turner - Head of Service, Education & Partnerships, Children's Services, BMBC
 - Neil Wilkinson - Projects and Contracts Manager, Employability & Skills, Place, BMBC
 - Tom Smith - Head of Employment & Skills, Place, BMBC
 - Jane Allen - Service Manager, Education Welfare and Inclusion, Children's Services, BMBC
 - Helen Collins - Senior Performance and Intelligence Officer, Core Services, BMBC
 - Ken Merry (Barnsley College) - Co-Chair of Barnsley Schools' Alliance
 - Lee McClure (Springvale Primary) - Co-Chair of Barnsley Schools' Alliance
 - Paul Crook (Penistone Grammar School) - Secondary Heads Chair, Barnsley Schools' Alliance
 - Yiannis Kouris, CEO & Principal, Barnsley College
 - Cllr Trevor Cave, Cabinet Spokesperson, Children's Services

15.0 Possible Areas for Investigation

- 15.1 Members may wish to ask questions around the following areas. The first four questions were raised by young people following a recent session with the committee :-
- How are young people supported to prepare for adult life, including Looked After Children, e.g. Writing a CV, developing skills to make them more employable, budgeting, being a home-owner?
 - How do you ensure there is equality of access to information and the development of life skills across secondary education providers?
 - What is available in the area to provide young people with work experience?
 - What support is provided to young people to help them prepare for exams and handle the associated anxieties and pressures?
 - What are the main barriers to further improving educational outcomes in Barnsley?
 - What value does the Alliance add to improving outcomes for young people and how do you know that you are doing the right things at the right time?
 - What are the ambitions of the strategy? What do you expect education outcomes in Barnsley to look like in 2025?

- How confident are you that the actions identified to improve education outcomes in the borough will be effective?
- What is being done to prevent the cost of living crisis having a further negative impact on the educational attainment of disadvantaged pupils?
- How do you know that schools rated as 'Good' and 'Outstanding' continue to operate at that level?
- How do you know whether support provided to schools to help them improve is effective?
- Is there any good practice which can be taken from the positive results as part of the Direct Entry Scheme at the college which could be used to improve performance in schools? If so, what?
- Does the College have the capacity to continue to offer an alternative curriculum (Direct Entry Scheme) if demand increases in the future?
- What is in place to support staff to manage demanding workloads and to meet the needs of pupils with increasingly complex needs?
- To what extent are all schools engaged and contributing to the work of Barnsley Alliance in achieving school improvement?
- What is the expectation for those educated at home to be taught the Physical, Social, Health and Economic (PSHE) part of the curriculum, including relationships and sex education, Prevent etc?
- What can Elected Members do to support the improvement of educational attainment in Barnsley?

16.0 Background Papers and Useful Links

Barnsley Schools' Alliance Education Improvement Strategy Plan 2022-25:-

<https://www.barnsley.gov.uk/media/22358/bsa-education-improvement-strategy-2022-2025.pdf>

17.0 Glossary

APS	Average Point Score
CIN	Child in Need
CME	Child Missing Education
CP	Child Protection
CPD	Continuous Professional Development
DfE	Department for Education
EAL	English as an Additional Language
EBacc	English Baccalaureate
EHC(P)	Education Health & Care (Plan)
EHE	Elective Home Education
EWO	Education Welfare Officer
EYFS	Early Years Foundation Stage
GLD	Good Level of Development
KS	Key Stage
LA	Local Authority
LAC	Looked After Children
ONS	Office for National Statistics
OSC	Overview & Scrutiny Committee
SEND	Special Education Needs and/or Disability

18.0 Officer Contact

Jane Murphy, Scrutiny Officer, Scrutiny@barnsley.gov.uk
19 December 2022