

## Provisional Education Outcomes Across the Borough 2022-23

### 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 data tables in Item 3b (attached) provide more in-depth information to support this report, including attainment data, benchmarking and direction of travel comparisons between 2019 and 2023.
- 1.3 Item 3c (attached) provides a review of education outcomes and destinations of children who are not entered for examinations, including those Electively Home Educated (EHE).

### 2.0 Background

- 2.1 The purpose of this report is to advise on the provisional education outcomes for children and young people in the Borough across all Key Stages, including Early Years Foundation Stage, Phonics, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5.
- 2.2 The provisional results reported in this document are those reported by schools and analysed using the Nexus software system for Early Years Foundation Stage, Phonics, Key Stage 1 and Key Stage 2. Key Stage 4 and 5 data is reported from the Department for Education (DfE) statistical first release of 19<sup>th</sup> October 2023.
- 2.3 National Primary Attainment data and National Key Stage 4 data in the report relates to All Schools. National Key Stage 5 data relates to All State Funded Schools and Colleges.
- 2.4 Due to the impact of Covid during 2020 and 2021, all GCSE and A level examinations were cancelled, and outcomes for all pupils nationally were awarded based on teacher assessed grades. Results are not directly comparable to results from these years therefore, all figures reported below will show a comparison between 2023 and 2022.
- 2.5 Explanation of Key Stage 4 measures:
  - **Attainment 8** - Measures pupils' attainment across a range of 8 qualifications
  - **Progress 8** - Measures the average progress of each school's pupils against their average attainment level at the end of primary school. A progress score of 0.0 means that the progress pupils have made is, on average, in line with what is expected, given their starting point. A positive score means pupils on average, have made better than expected progress and a minus (-) score, less than expected progress.
  - **Grading levels** - Grades range 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 pupils achieving a grade 4 or above is broadly equivalent to the old measure of grade C and above.
  - **The Basics** - The percentage of pupils achieving a grade 4 or above in both English Language or Literature and Mathematics
  - **EBacc** - The English Baccalaureate 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.

2.6 The information outlined in this report primarily supports the Council Plan's Priority of a Learning Barnsley in which children and young people achieve the best outcomes through improved achievement and attainment.

#### Profile of schools in Barnsley

2.7 The table below indicates the number of Local Authority maintained schools and those which have converted to academies in the Borough as of 1<sup>st</sup> September 2023.

	Maintained Schools	Academy	Free School	Total
<b>Primary</b>	32	46	0	78
<b>Secondary</b>	1	9	1	11
<b>Special</b>	0	2	0	2
<b>Student Referral Unit</b>	0	1	0	1
<b>Total</b>	33	58	1	92*

2.8 \*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.

2.9 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.

2.10 Disadvantaged pupils in this report are classified as any student who, on the day of the January 2023 census:

- was eligible for a Free School Meal
- was a care leaver, or adopted from care
- was in care

2.11 The SEND cohort identified in this report are those pupils 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 Executive Summary of Student Outcomes**

3.1 Pupils are making strong progress through the early years. By the end of the reception year, the proportion of pupils achieving a good level of development is above national figures. Compared to the national picture, the outcomes in Barnsley are most favourable at the end of early years and in the phonics screening check at the end of Y1. 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 has increased once again, with a significant increase of almost 20% of EHCP pupils reaching the expected level, since 2022.

3.2 Our commitment to helping children learn to read as quickly as possible continues through Year 1 when pupils undertake the phonics screening check. Here, the attainment of all pupil groups is better than national average, especially in relation to our disadvantaged pupils and those with SEND. Barnsley ranks in the top 4% of all schools nationally which is a remarkable achievement worthy of celebration.

- 3.3 By the end of Key Stage 1, outcomes remain above the national average in reading, writing and maths.
- 3.4 By the end of Key Stage 2, the proportion of pupils achieving the expected standard in all three subjects (reading, writing and mathematics) is above national figures. However, we recognise that our pupils make stronger progress in mathematics than reading. Our priority is improving pupils' progress in reading so that attainment at the expected and higher standards improves. In addition, we continue to challenge our most able writers so that more achieve greater depth.
- 3.5 The Barnsley Alliance continues to focus its school improvement work on improving the basics of reading and writing to ensure that every child is ready for the next stage of their education at secondary school.
- 3.6 In terms of the picture at Key Stage 4 our results demonstrate a mixed picture this time given the grading boundaries, which were repurposed to be more in line with the 2019 examination criteria. We found those children just on the cusp of achieving a good Grade 4 level (C) pass rate particularly in Maths and English just missing out. Early national analysis shows an overall picture of reductions across all measures for both our statistical and regional neighbours. Barnsley performed better than the statistical neighbour average across all measures but lower than the national averages.
- 3.7 At Key Stage 5 we are pleased to report a 100% pass rate. However, once again due to the changes with the grade boundaries we did see an overall decrease in pupils obtaining the higher grades (A and A\*).
- 3.8 In terms of our SEND pupils the percentage of pupils with an EHCP continue to outperform the national figure when considering the Attainment 8 Score, Progress 8, Higher pass (5-9) in The Basics, entry to EBacc and EBacc APS. This further demonstrates that the Continuous Professional Development (CPD) support offered to staff is having real tangible outcomes in driving standards.
- 3.9 The Barnsley Schools' Alliance along with secondary and college leaders remain committed to strengthening transition pathways for our young people so that they can fulfil their potential. We maintain our unrelenting ambition for Barnsley children and young people.

#### **4.0 Summary of Student Outcomes by Stage**

##### Early Years Foundation Stage (EYFS)

- 4.1 The key measure in EYFS is the percentage of children achieving a Good Level of Development (GLD).
- In 2023 Barnsley's performance improved. Barnsley's outcomes remain higher than the emerging National figure.
  - Barnsley is also higher than the Yorkshire & Humber figure and we are ranked 4th within the region. (Please see Table 1 in Item 3b – attached)
  - Barnsley's SEN support pupils made progress compared to the previous year. (Please see Table 17)

##### Phonics

- 4.2 At the end of Year 1, children are assessed on their Phonics knowledge.
- Barnsley children are performing better than national averages in Phonics.
  - For the second year running, Barnsley has ranked 1st in emerging regional comparison tables.
  - Barnsley children are now performing above the national figure. (Please see Table 2)
  - Barnsley is now outperforming national figures for children with SEND, going against the decline seen nationally and achieving significant increases. (Please see Table 18)

## Key Stage 1 (KS1)

- 4.3 In 2023, the percentage of Barnsley pupils achieving the expected standard in Key Stage 1 Reading, Writing and Mathematics increased to 57.5%. (Please see Tables 3 to 6)
- Barnsley has seen a significantly improved position since pre-pandemic levels.
  - Emerging data for local authorities in the Yorkshire and Humber region, place Barnsley:
    - 2nd for RWM,
    - 2nd in Reading
    - 1st in Writing and Maths.
  - Barnsley has a faster improvement rate in the separate subjects than that seen nationally and is closing the gap to national in reading.
  - Barnsley is performing better than the emerging national figures in all subjects and RWM combined.
  - Barnsley's SEND pupils are now outperforming their national counterparts in all measures. (Please see Tables 19 to 22)
  - Disadvantaged pupils also made noticeable progress of 4.7% in the last year.

## Key Stage 2 (KS2)

- 4.4 In 2023, the percentage of children achieving the expected standard in Reading, Writing and Mathematics has increased since 2022.
- Barnsley is above the national average for pupils achieving expected standard in RWM. Barnsley pupils are also improving at a greater rate than national.
  - Barnsley pupils are performing greater than the regional average;
    - Ranking 2nd in Maths and 3rd in Reading.
  - Disadvantaged pupils saw the greatest increase in 2023 (6.9%), after a significant decrease of 10.9%, between 2019 and 2022.
  - SEND pupils also saw an increase, mainly as a result of the 5.6% increase from SEN Support pupils, since 2022.
  - Barnsley pupils are strong in Maths at Key Stage 2. Regionally they are ranked:
    - 4th at high standard passes
    - 2nd in the scaled score
    - 3rd in average progress(Please see Tables 7 to 9)

## Key Stage 4 (GCSE)

- 4.5 2023 Key Stage 4 outcomes were impacted by national measures, to bring results back in-line with their pre-pandemic position. Early national analysis shows reductions across all measures for both statistical and regional neighbours.
- 4.6 Barnsley performed higher than the statistical neighbour average across all measures but lower than the national averages. (Please see Tables 10 and 16)
- 4.7 Attainment 8
- The average attainment 8 score for Barnsley decreased from 45.0 in 2022, to 43.8 in 2023.
  - Whilst Barnsley's Attainment 8 measure is below the national average of 46.3, it is greater than the statistical neighbour average, with a ranking of 5th out of 11 local authorities.
- 4.8 Progress 8
- In 2023 the average Progress 8 score for Barnsley pupils improved from -0.20 recorded in 2022 to -0.16.
  - The Progress 8 figure remains below the national average of -0.03 and the projected regional figure of -0.06.
  - Barnsley's rate of improvement is narrowing the gap to National.
  - Barnsley sits above the statistical neighbour average.

- Pupils with an EHCP have outperformed both regional and national cohorts in Progress 8 in 2023. (Please see Table 28)

#### 4.9 The Basics (Grade 4 or above in both English Language or Literature and Mathematics)

- In 2023, 61.8% of pupils achieved a standard pass at grade 9 - 4.
- Barnsley has achieved greater in this measure than the statistical neighbour average. Barnsley has also outperformed Rotherham (59.4%) and Sheffield (61.1%) in this measure.
- Barnsley performed lower than the national (65.1%) average.
- EHCP pupils have achieved an impressive increase and are ranked 1st in the Yorkshire & Humber region. (Please see Table 29)
- Barnsley saw a decrease in pupils achieving a strong pass (grade 9-5) in 2023, with an outcome of 43.1%.
- Barnsley performed lower than the National average of 45.3%.
- However, Barnsley has performed greater than the statistical neighbour average of 39.8% (ranking 3rd).
- Barnsley also performed greater than the Yorkshire and Humber average of 42.4%.
- EHCP pupils have made an increase, placing them 2nd compared to statistical neighbour cohorts.

4.10 There were no Direct Entry students completing their qualifications in 2023. The current cohort will finish Key Stage 4 studies in 2024.

#### Key Stage 5 (A-Level)

4.11 Regional information available on results day, suggests the Yorkshire and Humber was the second worst affected region in reduction of highest grades, due to measures put in place in England to move results back to pre-pandemic levels.

4.12 Data provided by Barnsley Key Stage 5 providers suggests a decrease in the percentage of A\* and A grades awarded, from 26.1% in 2022 to 16.6% in 2023:

- Our decrease of 9.5% differs significantly from the 1.8% decrease seen nationally and the 5.2% decrease seen in the Yorkshire and Humber region, which now stands at 27.2%.
- It should be noted that England had a similar decrease of 9.2%, as Wales and Northern Ireland are implementing pre-pandemic realignment over two academic years, instead of in one year.
- Using provisional, on the day results, the overall pass rate was broadly the same for Barnsley from 99.3% in 2022 to 99.2% in 2023 (0.1% decrease),
- Early national data suggests Barnsley performed better than the national average.
- Barnsley consistently outperforms both regional and national performance for those with SEND participating in apprenticeships or supported internships with over 99% of young people leaving school, offered an appropriate place of Education & Training Post-16. This places Barnsley in the 1st quintile nationally.  
(SEN specific data for all Key Stages, is shown in tables 17 to 32 in Item 3b)

### 5.0 Looked After Children (LAC)

#### EYFS Cohort Statistics

5.1 Children in care within this cohort have performed below their non looked after peers and those nationally. This cohort is exceptionally small making comparisons not statistically relevant.

5.2 This cohort has 75% of young people receiving support for specific needs. Close working with settings is ongoing, including 1:1 advocate work and joint planning. This cohort is also new to care, and the support mechanisms offered by the Virtual School is yet to take effect. (The profile of the EYFS cohort for 2022-2023 is shown in table 33 and the outcomes of the EYFS cohort are shown in Table 34).

#### Year One Cohort Statistics

- 82.4% of the year one cohort are making expected progress in phonics.

- This is a 32.4% increase compared to last year and 3.5% above the national cohort. This is 3.1% below Barnsley's non looked after cohort performance.
- There is a three year upward trend in Barnsley looked after children's progress. (The profile of the Year One cohort for 2022-2023 is shown in table 35 and the LAC 2023 Year One Phonic Outcomes are shown in Table 36).

#### 5.4 2023 Key Stage 1 Cohort Statistics

- Barnsley looked after children within this cohort are not making progress in line with their Barnsley peers or nationally. (The profile of the Key Stage 1 cohort for 2022-2023 is shown in Table 37 and the LAC 2023 Key Stage 1 Outcomes are in Table 38).
- Compared to 2022, there is a 6.3% improvement in reading and small cohort comparisons show broadly inline comparisons with all other areas last year.
- 28.6% of this cohort have SEN and are receiving appropriate support in school.
- Although below national comparisons, the Barnsley looked after cohort is making good progress compared to previous attainment, as shown in the Table 39.

#### 5.5 2023 Key Stage 2 Cohort Statistics

- Barnsley's Looked after young people have outperformed the national looked after cohort at Key Stage 2.
- Barnsley Looked after cohort have also outperformed Barnsley's full cohort and the national full cohort in reading.
- In writing, maths and combined RWM, these young people have surpassed their national looked after peers. (The profile of the Key Stage 2 cohort for 2022-2023 is shown in table 40 and the LAC 2023 Key Stage 2 Outcomes are shown in Table 41).
- In reading, young people with SEN support and with no SEND performed above national outcomes.
- Young people with an EHCP performed below national outcomes in reading.

#### 5.6 2023 Key Stage 4 Cohort Statistics

- National data isn't currently available for this cohort.
- Results day data shows that 54% of Looked After pupils made good progress in GCSE Maths and 50% of pupils did the same in GCSE English
- These were improvements on 2022 outcomes, of 41% and 23.9% respectively.
- Pupils also showed excellent progress of 73% in science and 100% in IT.

#### 5.7 2023 Post-16 Outcomes

- All post-16 Looked After pupils in both Year 12 and Year 13 made good progress, achieving a variety of qualifications, which has ensured the Year 13 cohort have all progressed onto further training or employment.

### 6.0 **Future Plans & Challenges**

6.1 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.

6.2 Barnsley Schools' Alliance Education Improvement Strategy 2022-2024 was launched as a vehicle to support and drive the improvement of educational outcomes through our collaborative efforts. 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.

6.3 The Quality of Education sub-group met at the start of this academic year in order to set and collectively agree our 5 key priorities for raising attainment by the end of the primary phase for all pupils, especially disadvantaged pupils and those with SEND which are detailed as follows:

- **Priority 1:** Increase the attainment of pupils with SEND in the early years so that Good Level of Development is more in line with national figures, especially SEND support.
- **Priority 2:** Ensure that boys who meet the Y1 phonics standard go on to achieve as expected in reading by the end of Key Stage 1.
- **Priority 3:** Continue to raise attainment in the Y4 Multiplication Tables Check. Ensure that schools are using additional funding to help SEND and disadvantaged pupils to learn their times tables to narrow the attainment gap with other pupils.
- **Priority 4:** Improve the progress that pupils make in reading so that attainment at both standards improves.
- **Priority 5:** Ensure that more pupils learn how to write at greater depth and achieve the highest standard in mathematics.

6.4 We have also recently launched the subject champions programme which aims to:

- Improve subject knowledge and pedagogical understanding of both subject leaders and teachers.
- Develop understanding of facilitating effective adult learning through system-led networks.
- Improve subject leadership which builds stronger leadership capacity.

This will contribute to stronger future outcomes by the end of the primary phase.

6.5 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 pupils 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.

6.6 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.

6.7 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 phase 3 of this peer review 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.

6.8 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 pupils. The college are also a regular attendee.

6.9 The Directorate and Barnsley Schools' Alliance have invited all CEOs to a face-to-face meeting in early December in order to discuss Barnsley's collective strategic priorities. We will welcome this opportunity to discuss a strategy to continue to raise attainment across the north as a collective.

## 7.0 Invited Witnesses

7.1 The following witnesses have been invited to answer questions from the OSC:

- Carly Speechley - Executive Director, Children's Services, Barnsley Council
- Nina Sleight - Service Director Education, Early Start & Prevention, Children's Services, Barnsley Council
- Anna Turner - Head of Service, Education & Partnerships, Children's Services, Barnsley Council

- Neil Wilkinson - Projects and Contracts Manager, Employability & Skills, Place, Barnsley Council
- Tom Smith - Head of Employment & Skills, Place, Barnsley Council
- Jane Allen - Service Manager, Education Welfare and Inclusion, Children's Services, Barnsley Council
- Tom Oates – Virtual School Head, Barnsley Council
- Kerry Blantern - Senior Performance and Intelligence Officer, Core Services, Barnsley Council
- Angela Lomax, Group Leader, Raising Participation, Children's Services, Barnsley Council
- Andy Lancashire - Co-Chair of Barnsley Schools' Alliance
- Paul Crook (Penistone Grammar School) - Secondary Heads Chair, Barnsley Schools' Alliance
- David Akeroyd - CEO & Principal, Barnsley College
- Cllr Trevor Cave - Cabinet Spokesperson, Children's Services

## **8.0 Possible Areas for Investigation**

8.1 Members may wish to ask questions around the following areas.

- How do you know that the Alliance and its strategy have been effective in driving up standards in Barnsley schools and academies?
- What lessons have been learned over the last 12 months that will be used to develop future strategies?
- How confident are you that the current Alliance model is still fit for purpose and delivering value for money?
- Does the overall performance match the fact that 84% of schools across the borough are judged as good or outstanding by Ofsted or should we be expecting more?
- Are pupils making as much progress as you would like? What more could be done?
- What barriers currently exist within the system that negatively impact upon those with SEND? Is enough being done to identify and apply solutions?
- What is being done to increase the number of early years children with SEND achieving a Good Level of Development?
- What is the Virtual School and other services doing to support children in care to remove barriers to learning and what are your aspirations for the next round of formal assessments?
- What more needs to be done to ensure more children and young people are working at greater depth?
- What support is there for young people who may not have achieved the grades that they require for their chosen next steps?
- How confident are you that effective processes are in place to safeguard children who may be persistently absent from school and that these are being effectively followed and in a timely manner?
- How confident are you that those who are EHE are safe and what mechanisms are in place if families do not engage with the EWO?
- What has been done to understand the reasons for children being EHE and have any trends been identified that may need to be addressed?
- What more can be done to improve the careers offer for those who are EHE and to prevent them from becoming NEETs?
- What can elected members do to support the work of the Alliance?



## 9.0 Background Papers and Useful Links

- Item 3b (attached) - Provisional Educational Outcomes (2023) Data Tables
- Item 3c (attached) – Review of Education Outcomes and Destinations of Children Who Are Not Entered for Examinations, Including Those Electively Home Educated (EHE)
- Barnsley Schools' Alliance Education Improvement Strategy Plan 2022-25:  
<https://www.barnsley.gov.uk/media/22358/bsa-education-improvement-strategy-2022-2025.pdf>

## 10.0 Glossary

10.1	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
	RWM	Reading, Writing & Maths
	SEND	Special Education Needs and/or Disability

## 11.0 Officer Contact

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20<sup>th</sup> December 2023