

## BARNSELY METROPOLITAN BOROUGH COUNCIL

This matter is not a Key Decision within the Council's definition and has not been included in the relevant Forward Plan

Report of the Executive Director  
(People)  
to Cabinet

(5<sup>th</sup> October 2016)

### 2015-16 EDUCATION OUTCOMES IN BARNSELY

#### **1.0. Purpose of the Report**

- 1.1 This report provides an overview of 2016 education outcomes for children and young people aged 5-18 in educational settings in Barnsley and, where applicable, the progress made from 2015 final results.

#### **2.0. Recommendations**

- 2.1 **That Cabinet notes the report and the action to be undertaken to progress further improvements at all key stages.**

#### **3.0. Introduction to the Report**

- 3.1 The report provides an overview of provisional education outcomes for 2016, from Early Years foundation stage to key stage 5 (A level). Results are subject to change when final validated results are published (anticipated January 2017). National comparisons are provided for Early Years and Primary school results for 2016. For Key Stage 4 and 5 ((GCSE and A level) 2016 national results are not available for comparison.
- 3.2 For Key Stage 1 and 2, results in reading, writing and mathematics cannot be compared with previous year's results due to significant changes in the curriculum and assessment system.
- 3.3 For results where comparisons with 2015 performance are possible, Barnsley results have improved across all measures. The biggest increase has been at GCSE where results have improved by 5% points.
- 3.4 The comparative performance of different groups (boys, girls, pupil premium, SEN and EAL) is shown in appendix 1, which also provides more detail of overall performance at each key stage.

#### **4.0 Summary of Headline Outcomes at each Key Stage**

- 4.1 Results for Early Years have improved from 63% achieving a good level of development to 66% in Barnsley. This is the same rate of improvement nationally so the Barnsley/National gap remains at 3% points.
- 4.2 At Key Stage 1 (7 year olds) 58.7% of Barnsley pupils achieved the expected level or higher in reading, writing and mathematics combined (i.e. expected level in all three subjects. This is 1.6% points below the national average for 2016.

- 4.3 At Key Stage 2 (1 year olds) 52% of pupils achieve the expected level or higher in reading, writing and mathematics combined. Nationally 53% of pupils achieved this standard.
- 4.4 In both Key Stage 1 and 2 the widest gap between local and national performance was in reading (3.5% points gap at Key Stage 1, and 4.3% gap at Key Stage 2) indicating improving standards in reading is a priority in order for Barnsley to match and exceed national averages.
- 4.5 There has been a significant improvement at Key Stage 4 in the percentage of students achieving 5A\* to C grades including English and Mathematics. In 2015 the final result for this measure was 50%. This has increased by 5% points to 55%. In 2015 the national result was 54%. This is the first time Barnsley's provisional result has exceeded the previous year's final national result.
- 4.6 There has been a 6.3% point improvement in the percentage of students achieving both English and Mathematics GCSEs, which is an important foundation for success in post-16 studies. In 2016, 58.3 % of Barnsley students achieved this, in comparison with 55.8% of students nationally in 2015.
- 4.7 At Key Stage 5 the average point score expressed as an average grade, has improved from a C- to a C+, which is seen as a significant improvement.
- 4.8 The percentage of students achieving 3 or more A levels at grades A to E has increased from 81% to 89%
- 4.9 The percentage of students achieving AAB+ grades has increased from 5.7% to 6.2%.
- 4.10 The results that have been reflected in Paragraphs 4.5 – 4.7 are a good indication that young people are becoming better equipped to access apprenticeships and other skills opportunities emerging in the Borough, in accordance with the priorities of the More and Better Jobs Strategy.
- 4.11 At all key stages girls continue to perform better than boys. The gap between pupil premium pupils and other pupils continues to be a significant issue. In Early Years and primary the gap is in the region of 20% points, but widens to 30% points at GCSE level.
- 4.12 The results have been shared with the Barnsley Alliance Board. The Alliance sub-groups have been tasked with undertaking further analysis and developing improvement plans for priority areas. At this stage the indications are that improving mathematics at Key Stage 4, and reading in Early Years and Primary are main priorities. Closing the gap for boys; pupil premium pupils and pupils with special educational needs, including a disability (SEN(D)) are also emerging priorities. Support plans will also be brokered and commissioned by the Alliance sub-groups for those schools performing below national averages, particularly schools where this level of performance has been the trend over recent years.

## **5.0 Implications for Local People and Service Users**

- 5.1 The report informs Cabinet of the KS1-KS5 attainment position, based on data for all schools in the Borough. At this stage, no specific reference is made to any individual Ward; however the Directorate support will provide support to Area Councils who wish to consider the issue of attainment in their local area.

## **6.0 Financial Implications**

6.1 There are no financial implications for the Authority arising through consideration of this report.

## **7.0 Employee Implications**

7.1 Similarly, there are no employee implications emerging through the report.

## **8.0 Communications Implications**

8.1 Provisional results have been communicated to relevant stakeholders. Results at local authority level will be published nationally as results for each key stage are validated and national data is released. Publication dates for validated data are likely to be from November 2016- January 2017.

## **9.0 Consultations**

9.1 No additional consultations have been conducted on the compilation of the report.

## **10.0 Tackling Health Inequalities**

10.1 There are no implications for public health or tackling health inequality arising through consideration of the report.

## **11.0 Climate Change and Sustainable Energy Act (2006)**

11.1 There are no implications for the Act emerging through the report.

## **12.0 Consideration of Risks**

12.1 There are no direct risks associated with consideration of this report. It is the result of Cabinet's recent consideration of the Council Corporate Plan PIs Quarter 2 report in which GCSE attainment was identified as an issue requiring a follow up report.

## **13.0 Health and Safety Implications**

13.1 No health and safety implications have arisen through the report.

## **14.0 Compatibility with the European Convention on Human Rights**

14.1 The report does not contravene any of the Protocols or Articles of the Convention.

## **15.0 Promoting Equality, Diversity and Inclusion**

15.1 Our commitment to improving young people's potential and achievement, through comprehensive needs analysis, early help and intervention and targeted support (including through Education and Health Care Plans for children with SEN(D); 'Virtual' School for children in care and the Barnsley 'Champion Schools' initiative aimed at EAL pupils) will help ensure that the outcomes of pupils from disadvantaged groups continue to improve.

## **16.0 Reduction of Crime and Disorder**

16.1 In considering this report, there are no implications for crime and disorder.

**17.0 Conservation of Biodiversity**

17.1 There are no implications for the conservation of biodiversity emerging through the report.

**18.0 Glossary of Terms and Abbreviations**

18.1 Not applicable. Abbreviations are explained within the report as they occur.

**19.0 List of Appendices**

19.1 Appendix 1: Provisional Education Outcomes in Barnsley by Key Stage 2015-16

**20.0 Details of Background Papers**

20.1 Background papers used in the compilation of the report are available to view by contacting the Directorate for People, Education, Early Start & Prevention, Barnsley MBC, Level 7, Gateway Plaza, PO Box 634, Barnsley, South Yorkshire S70 9GG

Officer Contact: Margaret Libreri – Service Director (Education, Early Start & Prevention)

Tel No: 01226 773211

Email: [MargaretLibreri@barnsley.gov.uk](mailto:MargaretLibreri@barnsley.gov.uk)

Financial Implications/  
Consultation .....  
*(to be signed by senior Financial Services officer  
where no financial implications)*

## APPENDIX 1

### PROVISIONAL OUTCOMES IN EDUCATION IN BARNSLEY 2015-16 BY KEY STAGE

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

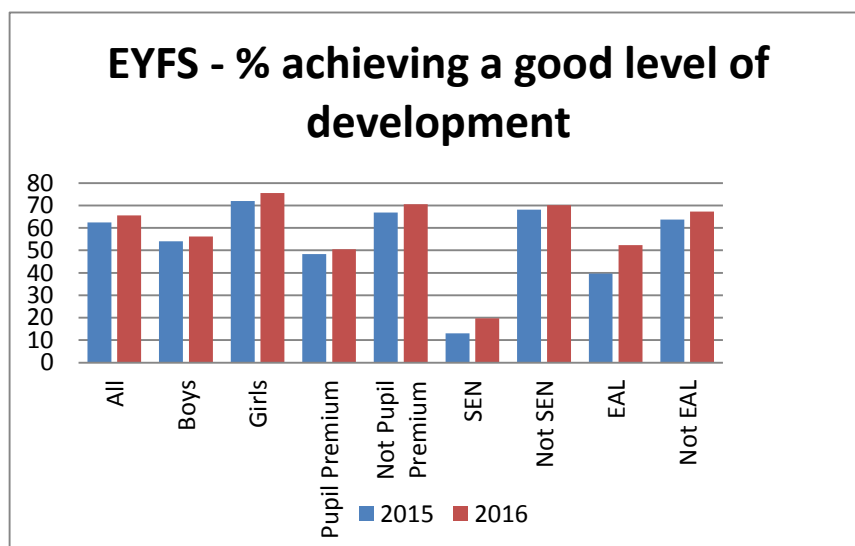
The percentage of children reaching a Good Level of Development (GLD) in Barnsley has increased from 63% in 2015 to 66% in 2016. National results have improved from 66% to 69% so the Barnsley/National gap remains at 3% points.

62% of Barnsley schools achieved a GLD score broadly in line with or above the national average, compared with just 53% in 2015.

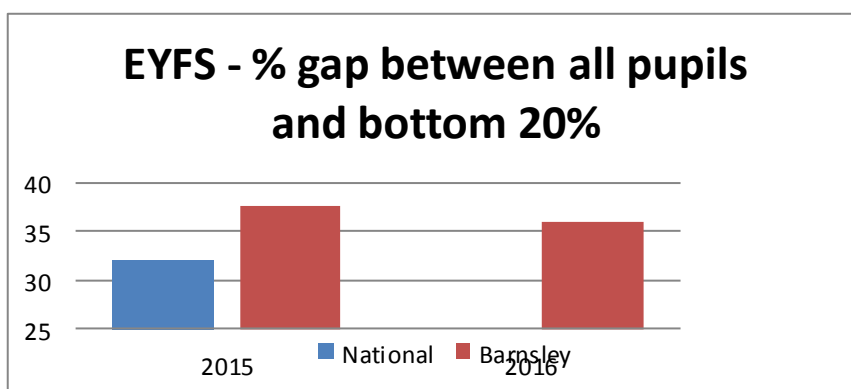
The performance of different groups:

- Girls continue to do better than boys, and have improved at a faster rate than boys.
- The rate of improvement for disadvantaged pupils (Pupil Premium) is lower than that for their non-disadvantaged peers.
- The gap between EAL and non EAL pupils has narrowed significantly.
- The performance of SEN pupils has improved but remains significantly behind their non SEN peers.

EYFS	Good Level of Development	
	2015	2016
All	62.5	65.6
Boys	54.1	56.2
Girls	72.0	75.5
Pupil Premium	48.3	50.5
Not Pupil Premium	66.9	70.5
SEN	13.1	19.8
Not SEN	68.1	70.1
EAL	39.7	52.3
Not EAL	63.7	67.3



The gap between the median for all children in Barnsley and those in the lowest 20% has only reduced marginally, from 37.7% to 35.9%. This is wider than the 32.1% gap nationally in 2015.

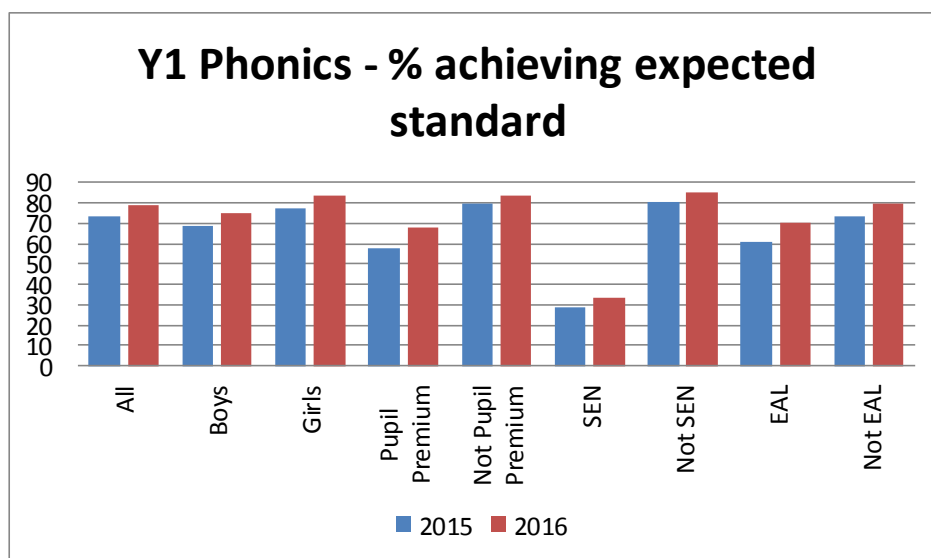


#### Key Stage 1 Outcomes (6-7 year olds)

At the end of year 1 in key stage 1, children are assessed on their phonic knowledge. In 2016, 79% of Barnsley children In 2015 achieved the expected level, compared with 73% last year. Nationally 81% achieved the expected standard. The gap between Barnsley and National has narrowed from 4% points in 2015 to 2% points this year.

- More girls achieve the standard than boys and girls have improved at a slightly faster rate than boys
- Disadvantaged pupils ( Pupil Premium) achievement is significantly below their non-disadvantaged peers
- Just over a third of SEN pupils achieve the expected standard
- The gap between EAL and non-EAL pupils has narrowed from 12.6% points to just over 9% points

Y1 Phonics	% achieving the expected standard	
	2015	2016
All	73.0	78.9
Boys	69.0	74.8
Girls	77.2	83.4
Pupil Premium	57.5	68.0
Not Pupil Premium	79.6	83.4
SEN	29.0	33.7
Not SEN	80.5	85.0
EAL	61.1	70.3
Not EAL	73.7	79.6



At the end of year 2, 7 year olds are assessed in reading, writing and mathematics. The primary curriculum and assessment system has changed since 2015 and performance is now measured according to how many children have achieved or exceeded the expected standard in the revised curriculum. 2016 results cannot therefore be compared with 2015 outcomes.

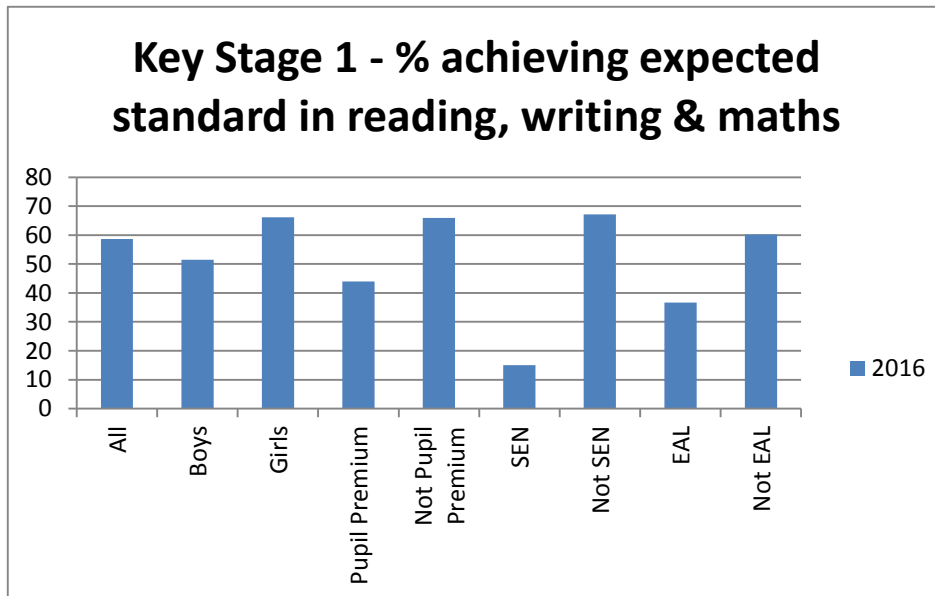
58.7% of Barnsley children achieved the expected standard in reading, writing and mathematics combined (i.e. expected standard in all three subjects) compared with 60.3 % nationally.

62% of Barnsley schools were broadly in line with or above the national average for reading, writing and mathematics scores combined.

In writing and mathematics the gap between Barnsley and national results is between 1-2 % points. For reading the gap is wider, the Barnsley outcome being 3.5% points below the national average.

- 66% of girls achieved the expected standard, compared with only 52% of boys.
- Only 44% of disadvantaged children achieve the expected standard, in comparison with 66% of non-disadvantaged children.

- Only 15% of SEN children achieved the expected level across the three subjects.
- The gap between the achievement of Non EAL children, of whom 60% achieved the standard, and EAL children where only 36% achieved it, is particularly marked at this key stage.



### Key Stage 2 Outcomes

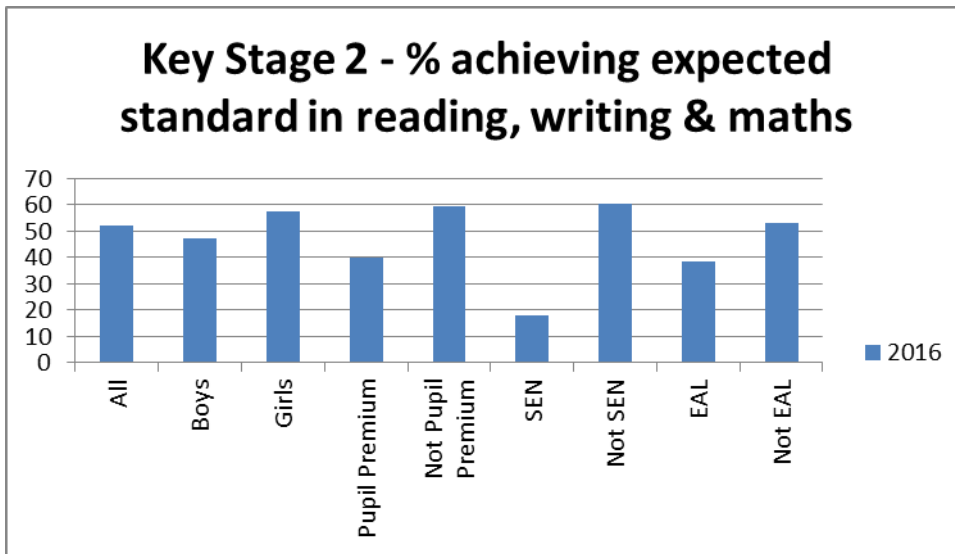
52% of Barnsley pupils achieved the expected standard or higher in reading, writing and mathematics combined, compared with 53% nationally.

In writing Barnsley results are 1.3% points above the national score. Barnsley results are also higher in mathematics, 1.6% points above national.

Barnsley pupils achieved slightly lower than pupils nationally on the Grammar, Punctuation and Spelling test. However the biggest gap between Barnsley and national results is in reading, where Barnsley results are 4.3% points below national. This mirrors the position at Key Stage 1 where the gap is also widest in reading.

Key Stage 2	% achieving expected standard in reading, writing and mathematics
	2016
All	52.2
Boys	47.3
Girls	57.3
Pupil Premium	39.9
Not Pupil Premium	59.6
SEN	17.9
Not SEN	60.4
EAL	38.7
Not EAL	52.9





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.

Key Stage 4 (GCSE) Outcomes

Assessment measures have changed at Key Stage 4, as they have for Key Stage 1 and 2. However as schools continue to report on GCSE outcomes, it is possible to compare performance with previous years on this measure.

There has been a significant improvement in the percentage of students achieving 5A\*-C grades including English and mathematics. Results have increased by 5% points, from 50% to 55%. National results for 2016 are not yet available but the Barnsley 2016 result is above last year’s national figure. This is the first time the provisional result in Barnsley has been higher than the previous year’s national average, indicating that the local/national gap will at least narrow, if not close, when final results are published.

5 (out of 10) schools are at or above last year’s national compared with only 2 schools last year.

58% of students achieved A\* - C in both English and maths, compared with 52% last year for Barnsley, and 56% nationally last year. This outcome is important for students because GCSE English and maths are a foundation for success post 16.

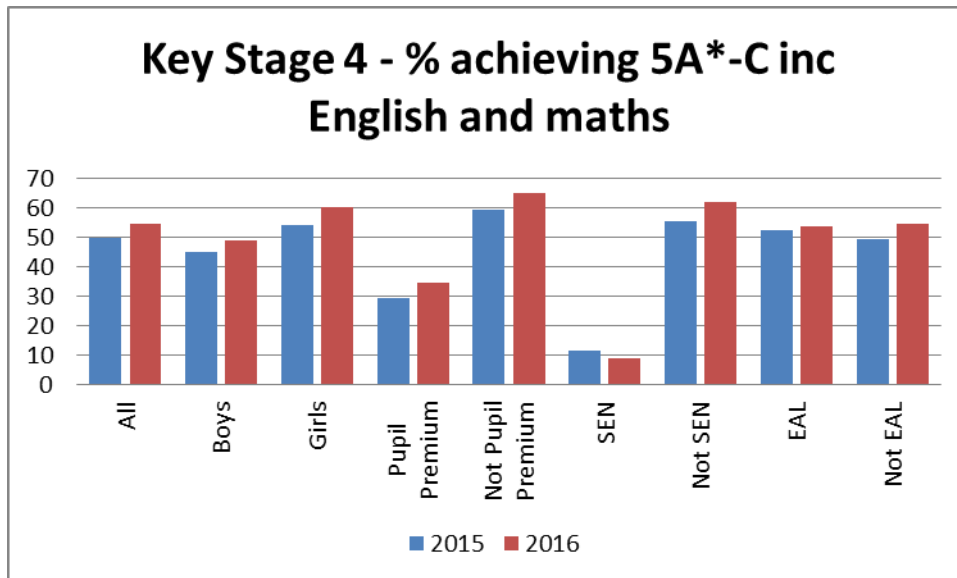
70 % of students achieved a C+ grade in English, up 5.3% from last year, and above the 2015 national figure of 65%

70% of students made expected progress (from their primary baseline) in English compared with just 65% last year. The national result last year was 71%.

65% of students achieved GCSE mathematics, up from 60% last year and in line with the national figure for 2015.

Maths progress has also improved with 60% making expected progress compared with just 53% last year. This is still behind last year’s national progress result which was 67%.

Key Stage 4	% achieving 5ACEM	
	2015	2016
All	49.6	54.6
Boys	44.9	48.9
Girls	54.2	60.4
Pupil Premium	29.6	34.4
Not Pupil Premium	59.3	65.1
SEN	11.6	9.2
Not SEN	55.6	62.1
EAL	52.6	53.5
Not EAL	49.5	54.7



- Girls continue to perform better than boys and, for 5A\*to C including English and mathematics, the gap has increased from 9.3 points in 2015, to 11.5% points in 2016.
- The gap for pupils with SEN has widened since 2015.
- Although the performance of disadvantaged pupils has improved, the rate of improvement does not equal that for non-disadvantaged, therefore widening the gap.