

**Report of the Executive Director of People &
the Director of Human Resources,
Performance & Communications,
to the Overview and Scrutiny Committee
on 6th December 2016**

**Provisional Education Outcomes for Children and Young People in Barnsley 2016 –
Cover Report**

1.0 Introduction and Summary

- 1.1 The attached report 'Item 5b' outlines the education outcomes for children and young people in Barnsley, broken down by pupil group, from assessments taken in 2016. The report provides an overview from the Early Years Foundation Stage (EYFS) (age 4/5) to Key Stage (KS) 4 (General Certificate in Education) (age 15/16), including comparisons where possible, and highlights some of the actions required to improve outcomes.
- 1.2 'Item 5c' shows comparator information for the South Yorkshire region. (Please note that the data provided in the reports is provisional until it is validated in January 2017, therefore could be subject to change. In addition, there is currently no original KS5 (A-level) data in the attached documents as it is not yet available by pupil group).
- 1.3 'Item 5d' (attached Virtual Headteacher's Report) provides a specific analysis of the attainment of Barnsley Children in Care (CiC), including attendance and exclusion data.

Early Years Foundation Stage (EYFS) (age 4/5)

- 1.4 In the EYFS, children achieving a Good Level of Development (GLD) has improved by 3% from 63% in 2015 to 66% in 2016. However, this is the same rate of improvement nationally (69%). Consequently, the 3% gap between the local and national figures remains.

Key Stage 1 (KS1) (age 6/7)

- 1.5 The gap in standards locally and nationally for Year 1 phonics knowledge has been reduced from 4% to 2% this year with 79% of Barnsley children achieving the expected standard.
- 1.6 Assessments in Year 2 (7 year olds) for reading, writing & mathematics combined show that 58.7% of children achieved the expected standard or higher compared with 60.3% nationally. Performance cannot be compared to previous years due to a change in the way assessments are scored. Almost two-thirds (62%) of Barnsley schools were broadly in line with, or above, the national average for the 3 subject scores combined.

Key Stage 2 (KS2) (age 10/11)

- 1.7 Results at Key Stage 2 show that 52% of Barnsley pupils achieved the expected standard or higher in reading, writing and mathematics combined, just 1% lower than the national average.

- 1.8 Results for both writing and mathematics were 1.3% above the national average and pupils achieved in line with pupils nationally on the Grammar, Punctuation & Spelling test. However, achievements in reading continue to be an issue from Key Stage 1, with Barnsley results 3.6% below the national average. As the assessment process for the primary curriculum has changed since 2015, performance cannot be compared to last year's outcomes.

Key Stage 4 (KS4) (age 15/16)

- 1.9 There has been a 5% increase in the percentage of students achieving 5 A*-C grades, including English and Mathematics (55%), resulting in above national results (53%) for the first time. In addition, 5 out of 10 schools are now at or above the national average compared with only 2 schools last year.
- 1.10 There has been a 3.9% improvement in the number of students achieving both English and Maths GCSEs (using old methodology for comparison), which is an important foundation for success in post 16 studies, future employment and careers. 56% of Barnsley students achieved this in 2016, in comparison with 55% of students nationally in 2016. From 2016, a C or above in English Literature can also be counted in this measure with 58% of Barnsley students achieving this in comparison with 59% nationally.
- 1.11 Achievements and expected progress scores in English and achievements in Maths have increased compared to 2015 and either match or are close to the national figures for 2015. Although it has improved by 7%, Maths expected progress (60%) needs to improve further to reach last year's national progress result of 67% (please note that national figures are not available for 2016 due to changes in how scores are calculated).

Looked After Children (LAC)

- 1.12 The number of LAC attending a good or outstanding school continues to improve year-on-year from 55.3% in 2014-15 to 76.2% in 2015-16. In EYFS, 40% achieved a GLD, significantly below all Barnsley children, below all children nationally and showing no change from 2015. Outcomes for attainment in KS 1-4 fall below the scores for all Barnsley children and for all children nationally, significantly so in KS1, but this score may have been affected by new assessment systems. However, progress outcomes for KS2 are positive, with writing being the strongest performing curriculum area. It should be noted that the small number in cohorts means that 1 individual represents a large percentage and that a number of these cohorts also have complicated needs.
- 1.13 Although progress scores have not been published, it is possible to evaluate individuals' progress towards their personal targets and the figures show that children who have been in care for 12 months are more likely to achieve their personal targets than those in care for a short time, demonstrating the positive impact of stability.
- 1.14 For the 2015-16 academic year, the absence rate has increased slightly by 0.2% to 3.7%, but still remains just below the 2015 LAC national average and almost 1% lower than all children nationally. Analysis shows that there are valid reasons for the slight increase. 6.7% of CiC have attendance below 90% which is considered to be persistent absence. Figures show that problems start at year 8 and continue to increase until the end of year 11. The number of children achieving 100%

attendance is increasing year-on-year from 2013–2016. No Barnsley CiC have been permanently excluded in 2014-16.

Future Challenges

- 1.15 The ambition remains to exceed national levels of performance. Closing the gap for boys and pupils with special education needs and disability (SEND) are highlighted as priorities, as well as the gap for pupil premium pupils which increases to just over 30% by the time they leave secondary education.
- 1.16 Results have been shared with the Barnsley Alliance Board which is a strategic partnership between schools, academy trusts and sponsors and the Council. It is responsible for agreeing the Barnsley education strategy for improvement, including monitoring education quality and performance, and ensuring schools receive appropriate support and challenge in proportion to their success and effectiveness. The Alliance sub-groups will be undertaking further analysis and developing improvement plans for priority areas. Support plans will 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 a trend over recent years.
- 1.17 Specific work will be undertaken, particularly with carers to contribute towards positive educational outcomes of the children in their care for EYFS. A Barnsley LAC literacy initiative is due to be launched in January 2017 and research is to be conducted to build a better understanding of the contributing factors when a child actively disengages with an education setting. Challenge and support will be offered to support schools to improve attendance for Key Stage 4 pupils.

2.0 Invited Witnesses

2.1 The following witnesses have been invited to today's meeting:

- Nick Bowen, Principal of Horizon Community College and Joint Chair of Barnsley Schools' Alliance Board
- Margaret Libreri, Service Director, Education, Early Start and Prevention, People Directorate
- Gary Kelly, Head of Service-Barnsley Schools' Alliance, People Directorate
- Liz Gibson, Virtual Headteacher for Looked After Children, People Directorate
- Councillor Tim Cheetham, Cabinet Member, People (Achieving Potential)

3.0 Possible Areas for Investigation

Members may wish to ask questions around the following areas:

- What are the plans to reduce the gaps and improve poor performance in specific areas?
- What is being done to support Pupil Premium (disadvantaged) children, particularly as the gap widens between them and non-Pupil Premium children by the time they finish secondary school?

- Are there sufficient resources within schools to support pupils within the vulnerable groups (special education needs (SEN), Pupil Premium) in order for them to achieve their full potential?
- What are the key future challenges for our primary and secondary schools to improve educational attainment?
- How will schools be challenged and supported to improve educational attainment, particularly at schools that are constantly underperforming?
- What impact have the changes to the national curriculum and reporting mechanisms had on 2016 results?
- What is in place to ensure that pupils' standards do not fall when moving from primary to secondary schools?
- What are the main barriers which prevent LAC from making progress and what is being put in place to address this?
- What can be done to tackle the issues around LAC persistent absence?
- Can lessons be learnt from schools that are constantly performing above national averages?
- Are there any actions which could be taken by Members to address some of these issues, particularly in terms of LAC?

4.0 Background Papers and Links

- Item 5b - 2015-16 Education Outcomes in Barnsley (Provisional)
- Item 5c - Education Outcomes – Regional Comparisons (Provisional)
- Item 5d - Virtual Headteacher's Report on LAC Results 2015-16 (Provisional)
- The National Curriculum: <https://www.gov.uk/national-curriculum/overview>

5.0 Glossary

BMBC - Barnsley Metropolitan Borough Council

CiC - Children in Care

EYFS - Early Years Foundation Stage

GCSE - General Certificate in Education

GLD - Good Level of Development

KS - Key Stage

LAC - Looked After Children

6.0 Officer Contact

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