

Report of the Executive Director, People

Validated Education Outcomes for Children and Young People in Barnsley 2017: Foundation Stage to Key Stage 5

1. Introduction & Summary

1.1 This report outlines the validated education outcomes for children and young people in Barnsley, broken down by pupil group, from assessments taken in 2017. The report provides an overview from the Early Years Foundation Stage (EYFS) (age 4/5) to Key Stage (KS) 5 (A-Level), including comparisons where possible.

1.2 Highlights

- For children in EYFS the percentage achieving a Good Level of Development (GLD) has increased, and the gap between Barnsley and national results has narrowed
- The percentage of children at the end of primary school (Key Stage 2) achieving the expected levels in all three subject areas of reading, writing and maths has increased from 53% to 59%
- Progress rates for pupils between Key Stage 1 and Key Stage 2 are above national averages in writing and maths
- At Key Stage 4 (GCSE level) the gap between Barnsley and national results on the new Attainment 8 measure (qualifications achieved across 8 subjects) is just 0.6 points
- At Key Stage 4, 59.7% of Barnsley students have achieved a grade 4 or better (equivalent to a C grade) in both English language/literature and maths, which is above the national average for all schools of 59.1%.

1.3 Areas for Improvement

Our ambition is to improve results in Barnsley to national average and above so we will continue to work on improvement across all areas, including those highlighted above. The following are areas where we particularly need to focus on improving performance:

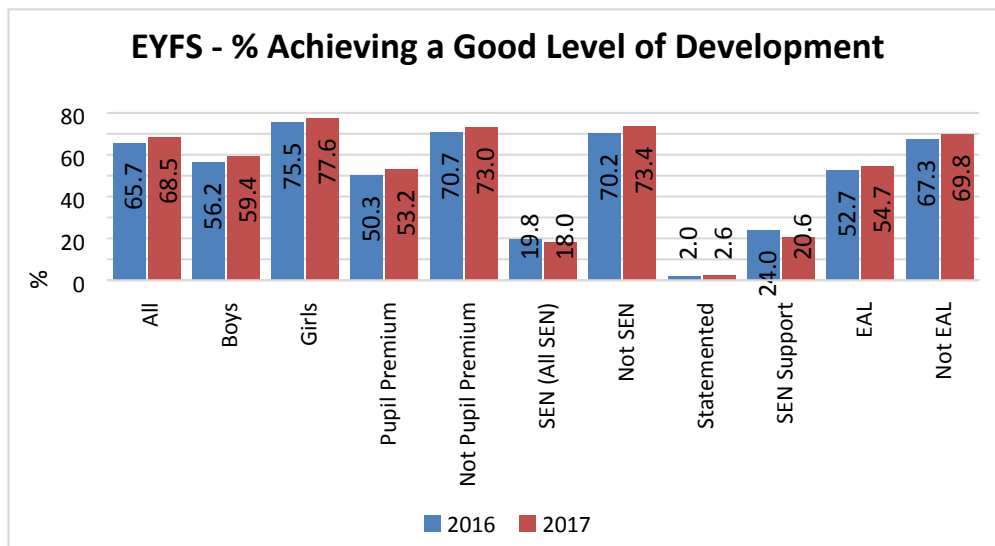
- Outcomes for boys in EYFS
- Reading in EYFS and for primary aged children
- Outcomes for disadvantaged (Pupil Premium) students
- Outcomes for children with special educational needs
- Progress 8 score at Key Stage 4 (the measure of the average progress for all students in relation to their prior attainment)

2. Early Years Foundation Stage (EYFS) (5 year olds) Outcomes

2.1 The key measure in EYFS is the percentage of children achieving a Good Level of Development (GLD).

2.2 The percentage of pupils reaching a Good Level of Development (GLD) in Barnsley has increased from 66% in 2016 to 69% in 2017. National results have improved from 69% to 71% so the Barnsley/national gap has closed from 3% points in 2016 to 2% points in 2017.

- 2.3 56% of Barnsley schools achieved a GLD broadly in line with or above the national average, compared with 48% in 2016.
- 2.4 As illustrated in the graph below, girls continue to do better than boys overall. Performance for most groups of children has improved since 2016, with the exception of children with Special Educational Needs (SEN). This decline in performance specifically relates to children who are at the SEN support stage, identified as having additional needs but not requiring a statutory SEN plan. For SEN pupils with a statement of special educational needs or an Education, Health and Care plan (EHCP), performance has improved slightly. Numbers of children in these cohorts are small so shifts in percentages need to be interpreted with caution.

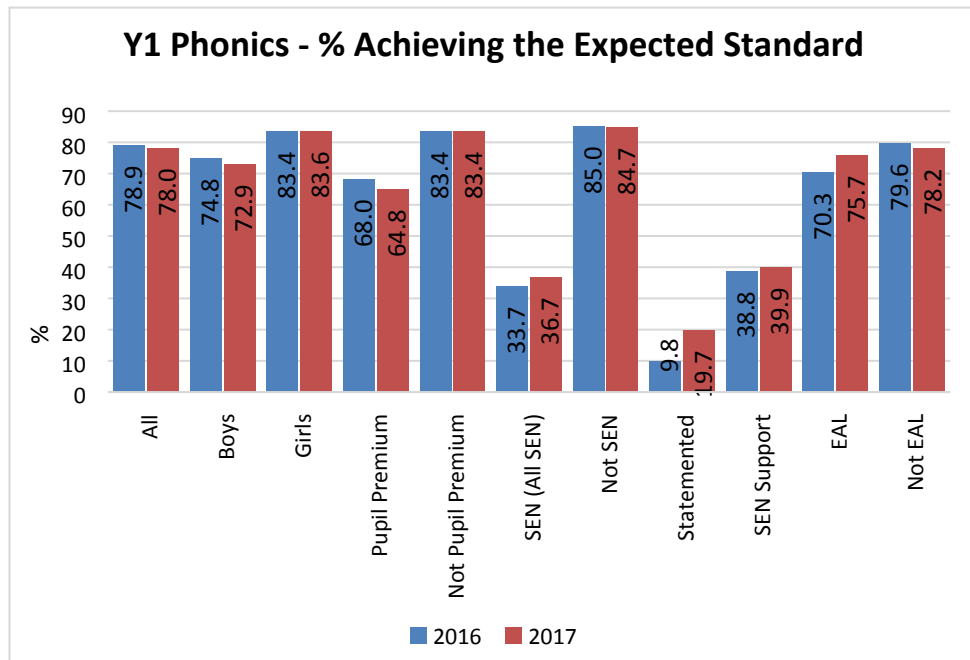


- 2.5 Barnsley remains below Rotherham (72%), Doncaster (70%) and Sheffield (70%) for GLD but has improved at a greater rate than these authorities between 2016 and 2017.

3. Key Stage 1 (KS1) (6-7 years) Outcomes

Year 1 Phonics

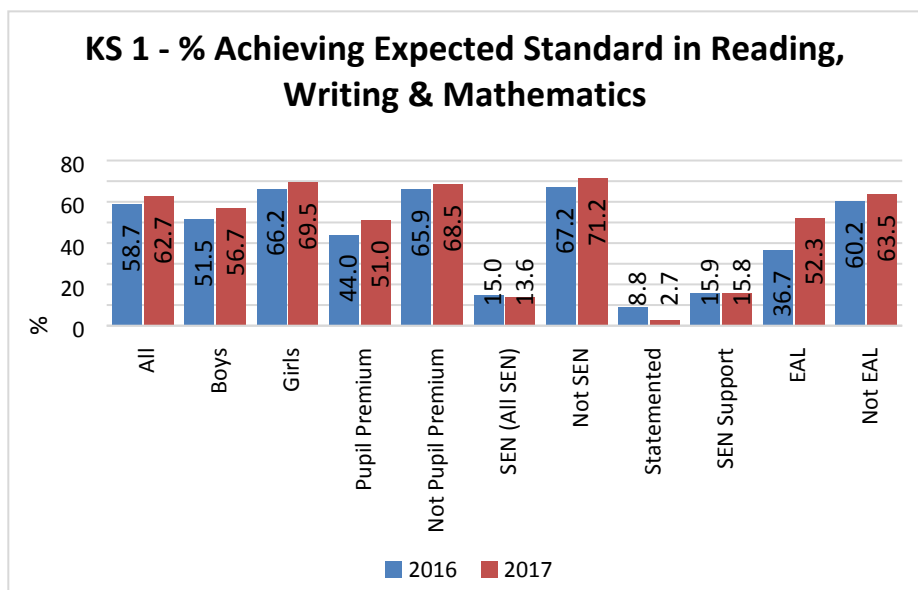
- 3.1 At the end of year 1, children are assessed on their phonics knowledge. The gap between results for Barnsley children and national performance has widened slightly from 2% points in 2016, to 3% points in 2017. In Barnsley 78% of children are working at the expected standard, compared with 81% nationally.
- 3.2 Outcomes for boys and disadvantaged pupils declined in phonics, while results improved for girls, SEN pupils and those with English as an additional language (EAL).
- 3.3 58% of Barnsley schools are broadly in line with or above the national average, compared with 61% in 2016.



- 3.4 In comparison to other local authorities in South Yorkshire, Barnsley (78%) ranks jointly with Doncaster (78%), below Rotherham (79%) but above Sheffield (77%).

KS1 Reading, Writing and Mathematics

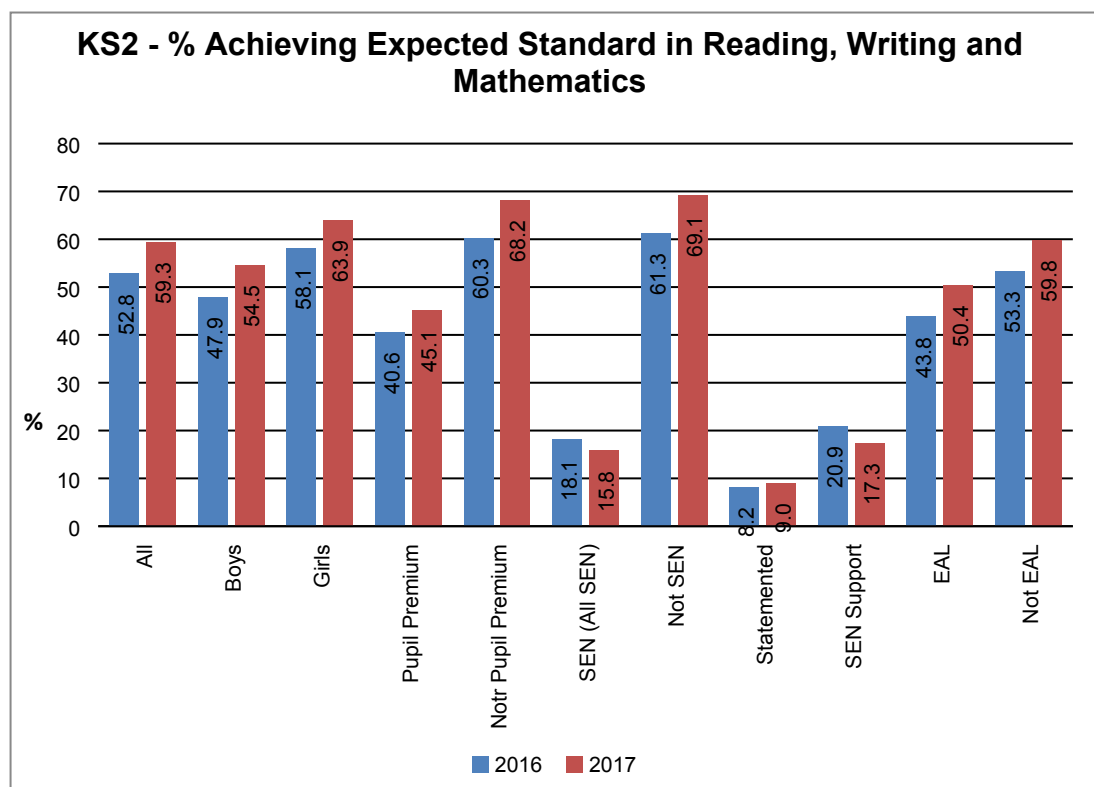
- 3.5 At Key Stage 1 the gap between Barnsley (62.7%) and the national figure for the percentage of children achieving the expected standard in reading, writing and mathematics has narrowed slightly, from 1.6% points in 2016 to 1% point in 2017.
- 3.6 59% of Barnsley schools are broadly in line with (or above) the national average for reading, writing, and maths combined in comparison to 60% in 2016.
- 3.7 The area where Barnsley has the widest gap with national performance is in reading. The gap with national has narrowed from 3.6% points in 2016 to 2.6% points in 2017 for pupils operating at expected standard, but has increased from 2.5% points to 5.1% points for the percentage operating at greater depth, or the higher standard. In writing and maths the gaps are narrower, at 1.2% points for children working at expected standard, and 1.8% points and 2.2% points for children working at greater depth.



- 3.8 With 73% achieving the expected standard in reading, Barnsley ranks equal with Rotherham (73%), above Doncaster (72%) and below Sheffield (74%).

4. Key Stage 2 (KS2) (11 year olds) Outcomes

- 4.1 The percentage of children achieving the expected standard across all three subjects of reading, writing and maths has increased from 53% in 2016 to 59% in 2017. However nationally results have improved at a greater rate than in Barnsley, meaning the gap between Barnsley and national performance has widened to 1.8% points in 2017, from 0.7% points in 2016. For children working at the higher standard, or in greater depth, the gap has widened from 1.4% point to 1.9% points.
- 4.2 As at Key Stage 1 the widest gap between Barnsley and national performance is in reading, remaining at 4% points for children achieving the expected standard, and widening from 5.3% points in 2016 to 6.2% points in 2017 for children achieving the higher standard. In writing and maths the gaps are much narrower at less than 1% point for children achieving the expected standard.
- 4.3 Within Barnsley the performance of all groups of pupils has improved with the exception of children with special educational needs.
- 4.4 Attainment in reading, writing and maths in Barnsley is higher than Doncaster (53%), but slightly below Rotherham (61%) and Sheffield (60%).
- 4.5 Rates of progress from Key Stage 1 to Key Stage 2 are significantly above the national average of 0.0 in writing at +0.5 and maths at +0.3. In reading however progress rates in Barnsley are lower than national, at -0.4.

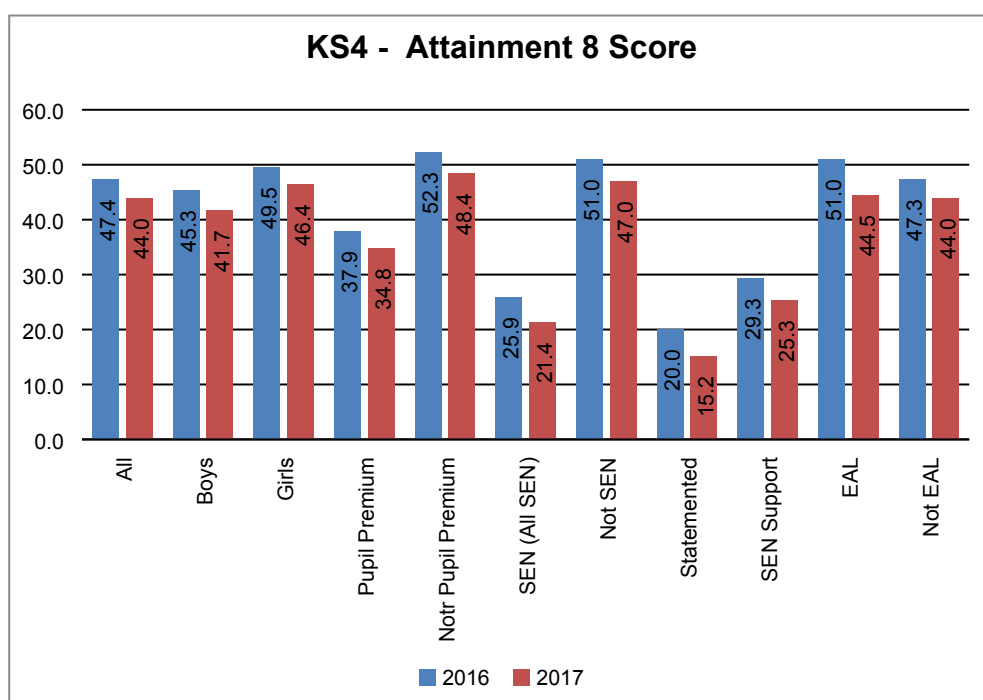


5. Key Stage 4 (GCSE) Outcomes

- 5.1 Previously the key performance measure at Key Stage 4 was the percentage of students achieving 5 A*-C grades, including English and maths. This measure is no longer reported on. The significant performance measures now are Attainment 8, measuring students' attainment across a basket of 8 qualifications, and Progress 8, which measures the average progress of each school's students against their attainment levels at the end of primary school. A progress score of 0 means that the progress students have made is, on average, in line with what is expected, given their starting points. A plus (+) score means students, on average, have made better than expected progress, and a minus (-), less than expected progress.
- 5.2 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 1-9, with a 9 indicating the highest grade possible. This change is being phased in so that English and maths grades are reported as numbers this year, and other subjects being reported in this way from next year. Within the number grading system a grade 4 in English or maths is equivalent to a standard grade C, with a grade 5 equivalent to a strong C. Thus the percentage of students achieving a grade 4 or higher is broadly equivalent to the old measure of grade C or higher.
- 5.3 We also report on the percentage of students achieving grade 4 or above (C equivalent) in both English language/literature and maths.

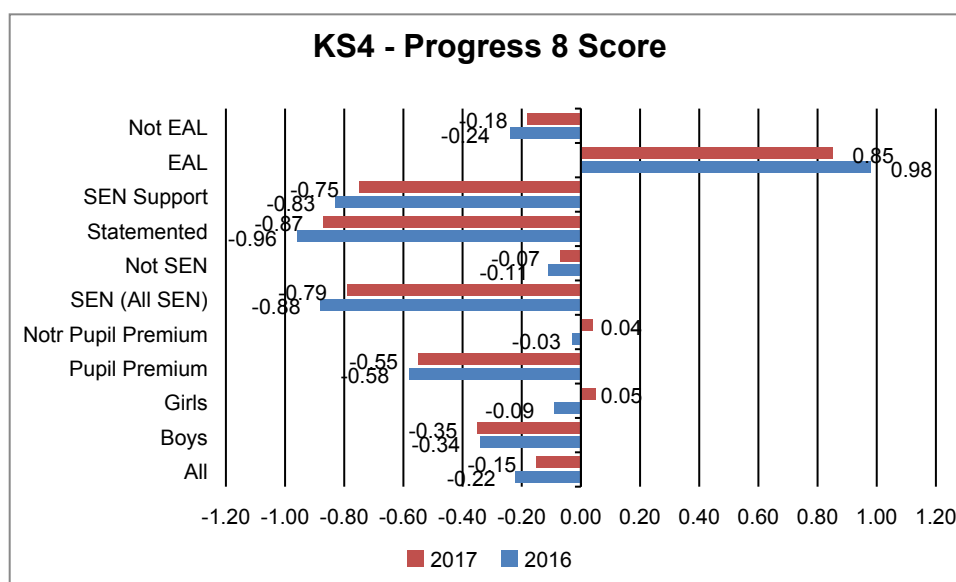
Attainment 8

- 5.4 The average Attainment 8 score for Barnsley pupils is 44.0 in 2016/17 in comparison to the national figure of 44.6. Although Attainment 8 scores saw a decline across the board nationally from 2015/16 due to the impact of reformed English and maths qualifications, Barnsley saw a lower reduction at -3.4 in comparison to -3.9 nationally, meaning that the gap with national is now just 0.6 points.
- 5.5 Barnsley ranks 118th nationally, in comparison with 133rd in 2016. Regionally Barnsley ranks below Sheffield (44.6) and Rotherham (45.0) but above Doncaster (43.6).



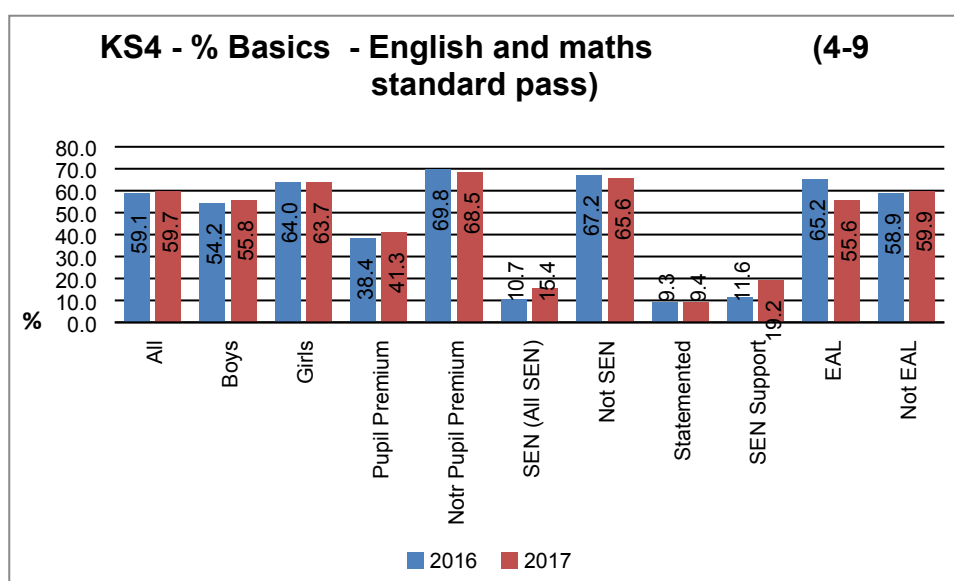
Progress 8

- 5.6 In 2016 the average Progress 8 score for Barnsley students was -0.22, which was significantly below national. In 2017 the Progress 8 score in Barnsley improved to -0.15, which remains significantly below the national average of 0, but improves Barnsley's ranking against other local authorities, from 133rd to 113th.
- 5.7 Barnsley's Progress 8 score was below Rotherham (0.06) and Sheffield (0.01) but above Doncaster at -0.17.

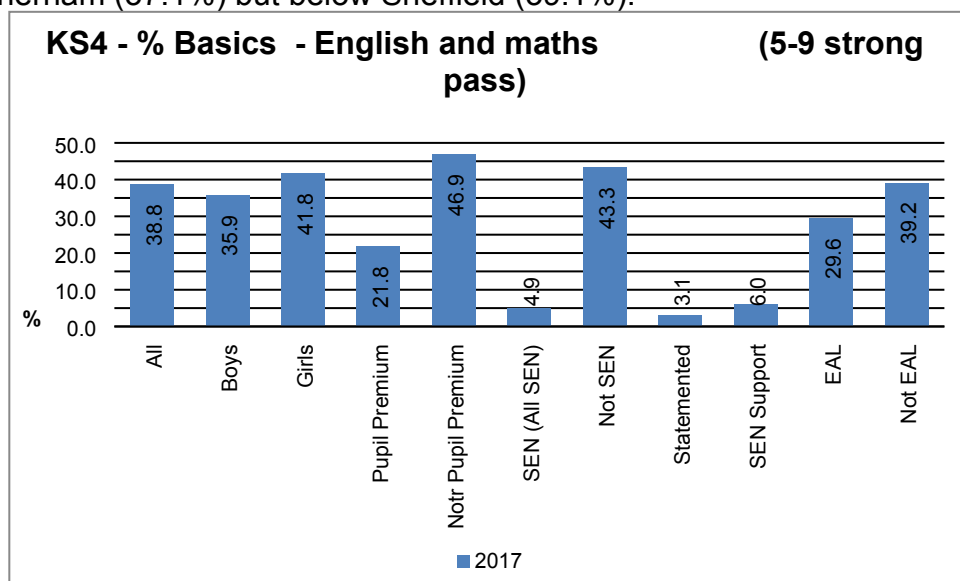


English Language/Literature and Maths combined (The Basics)

- 5.8 In 2016 Barnsley saw its biggest improvement ever in GCSE results, including in the basics of English language/literature and maths. In 2017 Barnsley improved its position further with 59.7% of students achieving a grade 4-9 standard pass in both English language/literature and maths. This is in contrast to many of our regional and statistical neighbours who saw a decline in results for this measure.



- 5.9 38.8% of Barnsley students achieved grade 5 or above (a strong pass) in comparison to the 2017 national average of 39.6% which puts us above Doncaster (38.6%) and Rotherham (37.1%) but below Sheffield (39.1%).



6. Key Stage 5 (A-level) Outcomes

- 6.1 The Average Point Score per Entry for all Level 3 Qualifications (A level or equivalent) improved in Barnsley from 30.32 in 2016 to 31.38 in 2017. Barnsley is 1.85 points below the national figure of 33.23.
- 6.2 Sheffield, at 31.53, performed better than Barnsley, but Barnsley ranks better than Rotherham (30.59) and Doncaster (30.94)
- 6.3 Although Barnsley improved its numerical points score from 25.40 to 27.59 for the Average Point Score expressed as a grade (A level subjects only), the average grade remained at C-, the same as in 2016. In comparison, the average grade nationally is C+.
- 6.4 Barnsley ranked below neighbouring authorities Sheffield (30.69), Rotherham (28.81) and Doncaster (28.07), although it did narrow the gap with these authorities.
- 6.5 For the percentage of students achieving 3 or more of the higher A* to A grades Barnsley performance improved from 4.4% to 4.6%. Nevertheless Barnsley's performance remains significantly behind the national figure (13.4%) for this measure.
- 6.6 At 4.1% Barnsley also remains well below the national percentage of 17.0% for students achieving an AAB combination of grades (including 2 'facilitating' subjects such as history, geography or physics).

7. Action to Improve Education Outcomes

- 7.1 Work to improve school quality and education outcomes is led through our sector-led school improvement partnership, The Barnsley Alliance.

- 7.2 Within the Alliance there are three sub-groups working to an agreed set of priorities, based on the areas identified for improvement.
- 7.3 The **Attainment and Achievement Group** reviews the performance of individual schools and brokers packages of support to improve quality of teaching and education outcomes in specific areas of underperformance in schools. This group's priorities include:
- Evaluation of support provided to schools over the past year
 - Individual risk assessment of all schools and allocation of Local Leader of Education to support those schools most at risk
 - Provision of Continuing Professional Development Programme, delivered by Teaching Schools and aligned to local improvement priorities
- 7.4 The **Narrowing the Gap** Group focuses on outcomes for particular groups of students where performance is a concern, particularly pupil premium (disadvantaged pupils), and those with Special Educational Needs and Disabilities (SEND). It also maintains oversight of attendance and exclusions. This group's priorities include:
- Supporting the roll-out of the Thrive programme in primary schools to build resilience in pupils and support better mental health
 - Improve secondary schools' engagement in Early Help to improve support to vulnerable pupils at risk of exclusion and poor educational outcomes
 - Design and implement a two year project to narrow the attainment gap for pupil premium pupils, including learning from schools with good practice and outcomes
 - Continue campaigns to improve attendance at school
- 7.5 The **Leadership Group** has oversight of development and support for good leadership at all levels in schools, including governance. This group's priorities include:
- Auditing current leadership development programmes in use in schools
 - Develop modular leadership programmes for leaders at all levels in schools
 - Review governance in schools judged to be at risk based on current performance and outcomes
- 7.6 In addition there is a **SEND Strategy Group** that is working to improve outcomes for children and young people with special educational needs and disabilities. The priorities of the SEND Strategy group include:
- Building the capacity of mainstream schools to identify and meet the needs of children and young people with SEND, in order to improve their outcomes
 - Develop and implement a commissioning and place-planning strategy to ensure children, as far as possible, have access to appropriate specialist support and provision in their local community, to support better outcomes
 - Review and revise pathways to adulthood across education, health and care services to support successful transition of young people with SEND into education and employment, maximising opportunities for independent living in adulthood.
 - Improve participation and opportunities for co-production for children and young people with SEND, and their parents and carers, to improve services and outcomes, and support growing independence

9. Background Papers and Links

- Barnsley Alliance Improving Education Strategy 2016-18:
<https://www.barnsley.gov.uk/media/4768/improving-education-strategy-2016-18.pdf>
The National Curriculum:
<https://www.gov.uk/national-curriculum/overview>

10. Glossary

CPD – Continuing Professional Development
EAL – English as an Additional Language
EYFS – Early Years Foundation Stage
GCSE – General Certificate in Education
GLD – Good Level of Development
KS – Key Stage
SEN – Special Education Needs
SEND – Special Education Needs and Disability

12. Officer Contact

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1st May 2018