



BARNSLEY

Metropolitan Borough Council

SFR20/2018 Key Data Summary

Key Stage One Outcomes:

- Attainment was broadly in line with national CLA for maths and writing
- Attainment was below CLA national for reading
- Outcomes for children with SEND were broadly in line with national CLA SEND outcomes in all areas for all groups
- Girls were broadly in line with national CLA girls in all areas
- Boys were below national CLA boys in reading and writing and broadly in line with CLA in maths
- Girls progress was stronger than boys
- All children in the Key Stage One cohort were of white British origin

Trend Analysis

There was an increase in children looked after by Barnsley meeting the expected standard in all areas. The increase in all measures was greater than the national increase. There was a particularly sharp increase in children meeting the expected standard in maths.

Key stage Two Outcomes

Attainment

- Attainment was broadly in line with CLA national for reading
- Attainment was below CLA national in all other measures
- Outcomes for children with SEND with an EHCP was in line with national SEND CLA for all measures
- Children with SEND (K) were below national for reading and maths and in line for writing
- Children with no identified SEND were in line with national CLA for all areas
- There was only one child with a different ethnicity identified. This child achieved the expected standard in all areas.

Progress

- Progress was broadly in line with average progress indicators at Key Stage Two
- Progress for Barnsley CLA was better than progress for National CLA in all three areas
- Progress in reading was broadly average for all groups

- Progress in reading was better than all CLA nationally for children with EHCPs and children with no identified SEND. However nationally CLA children with identified SEND (K) had better progress scores
- Progress in writing for all groups was broadly average
- Writing progress was better than all CLA nationally for children with EHCPs and children with identified SEND (K)
- Nationally CLA children with no identified SEND had better writing progress scores
- Progress in maths for all groups was broadly average
- This rate of progress in maths was better than all CLA nationally for children with EHCPs and children with identified SEND (K)
- Progress for both boys and girls was broadly in line with average in all three subjects
- Girls and boys both achieved better progress outcomes than national CLA in all areas with the exception of girls writing
- Boys progress was better than girls in all three areas.

Trend Analysis

The percentage of children achieving the national standard at Key Stage Two was measurably lower than 2016 due to cohort difference and the significantly lower starting points of the children completing Key Stage Two in 2017. Trend analysis of the progress scores show that the rate of progress for reading and writing in 2017 was broadly similar to 2016 with a slight dip of 0.2 APS in writing and 0.4 APS in reading. However progress in maths improved by 0.8 APS.

Key Stage Four Outcomes

Attainment

- As expected, outcomes for this cohort were just below outcomes for all national CLA
- In recognition of the complex learning needs of this cohort, students were entered for a broad range of qualifications and a higher proportion than national have achieved in this measure
- There were no students entered for the Ebacc. in this cohort
- Attainment 8 scores for all groups was below national outcome for CLA.

Progress

- Progress was broadly in line with national CLA
- Progress 8 scores had a negative statistical significance for all groups with the exception of the group of children identified as having no identified SEND, where progress was broadly in line with average progress scores
 - The rate of progress for all groups was broadly in line with national CLA
 - The rate of progress for both genders was broadly in line with national CLA
 - Girls progressed slightly better than boys. The scores are broadly in line when confidence intervals are taken into consideration.

Trend analysis cannot be undertaken due to the changes in methodology at this Key Stage

Attendance

- Attendance was above both CLA national and regional outcomes
- Overall absence, authorised absence, unauthorised absence and persistent absenteeism were all below both national and regional outcomes for CLA
- Exclusion while below regional data was above figures for national CLA.

Exclusion Data

Please note the SFR 20/2018 publishes exclusion data for the academic year 2015-16 which is the previous academic year

- Fixed term exclusions have risen for CLA at national regional and local level
- National fixed term exclusion for CLA have risen by 1.15%
- Regional fixed term exclusions for CLA have risen by 1.75%
- Fixed term exclusion rates for Barnsley CLA have risen by 0.09%
- Fixed term exclusion rates are above the figure for national CLA but below the regional figure.

The report highlights many strengths across the key stages and outcomes are on the whole in line with national outcomes for CLA.

2016-17 outcomes also identify the need to continue to drive improvements in the following areas:

- Key Stage Four Attainment
- Children identified as SEND without a statement of EHCP
- Boys literacy
- Children entered for EBacc.
- Secure progress that is above average to close the attainment gap
- Reduce exclusions
- Build on improving attendance figures.

Reducing exclusions, improving attendance at Key Stage Four and enabling mainstream settings to better cater for the attachment needs of looked after children through good use of the PPP are seen as key drivers in improving outcomes.

Harnessing the capacity of foster cares and residential staff to support education engagement is also a priority.