

## BARNSELY METROPOLITAN BOROUGH COUNCIL

This matter is a Key Decision within the Council's definition and has been included in the relevant Forward Plan

### REPORT OF THE EXECUTIVE DIRECTOR (PEOPLE) TO CABINET

#### **PROVISIONAL EDUCATION OUTCOMES IN BARNSELY (2019)**

#### **1. PURPOSE OF REPORT**

- 1.1 To inform Cabinet of the provisional education outcomes for children and young people in the Borough, at each stage of the National Curriculum, from Early Years Foundation Stage (EYFS) to Key Stage 5 in 2019.

#### **2. RECOMMENDATIONS**

- 2.1 That Cabinet notes the provisional education outcomes in the Borough for 2019 and the actions to be taken to improve the progress of all categories of pupils at each stage of the National Curriculum.

#### **3. INTRODUCTION**

##### **3.1 Profile of Schools in Barnsley**

- 3.2 The table below indicates the number of Local Authority maintained schools and those which have converted to academies in the Borough\*.

	Maintained schools	Academies	Total
Primary	40	38	78
Secondary	1	9	10
Special		2	2
Pupil Referral Unit		1	1
Total	41	50	91

- 3.3 \*There are 91 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.

- 3.4 There are 13 Multi-Academy Trusts working in Barnsley. In addition to primary and secondary schools, there are two main providers of post16 / Key Stage 5 provision, Barnsley College and Penistone Grammar School.

#### **4. SUMMARY OF PUPIL OUTCOMES**

##### **4.1 Performance of Note**

- The percentage of pupils achieving a strong pass in English Language/Literature and mathematics (The Basics) at Key Stage 4 is above national for the very first time since its introduction in 2016/17.

- The positive gap with national for a standard pass in The Basics at Key Stage 4 has improved further to 3 percentage points above national. Barnsley is ranked 92<sup>nd</sup> out of the 150 local authorities in England reporting this measure. Back in 2010/11 when a performance measure for GCSE English and mathematics was first introduced we ranked 149<sup>th</sup> and were 14.9 percentage points below the national average.
- Attainment 8 is now close to the national average with Barnsley being ranked 112<sup>th</sup> out of 150 local authorities in England. In 2010/11, Capped Average Point Score was used to report the best 8 results. At this time we ranked 148<sup>th</sup> out of the 150 local authorities reporting this measure. Due to the different scoring systems used for the two measures, a gap with national is not comparable.
- The percentage of pupils achieving the expected standard in reading, writing and mathematics combined at Key Stage 2 is now 1 percentage point above the national average. Barnsley is ranked 51<sup>st</sup> out of the 151 local authorities in England for this measure. In 2012/13 (when the measure was Level 4B and above in reading, writing and mathematics) we ranked 136<sup>th</sup> and were 5 percentage points below the national average.
- The positive gap with national in Key Stage 2 mathematics at the expected standard has improved further and boys now outperform their peers nationally.
- Progress in reading at Key Stage 2 was not significantly below national for the first time since the new measures were introduced in 2016.
- Progress in mathematics at Key Stage 2 improved further and remained significantly above national

4.2 Areas for Improvement are detailed in section 5.

4.3 Early Years Foundation Stage Outcomes (EYFS) (5 Years Old) (Measured against State Funded Schools Nationally)

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

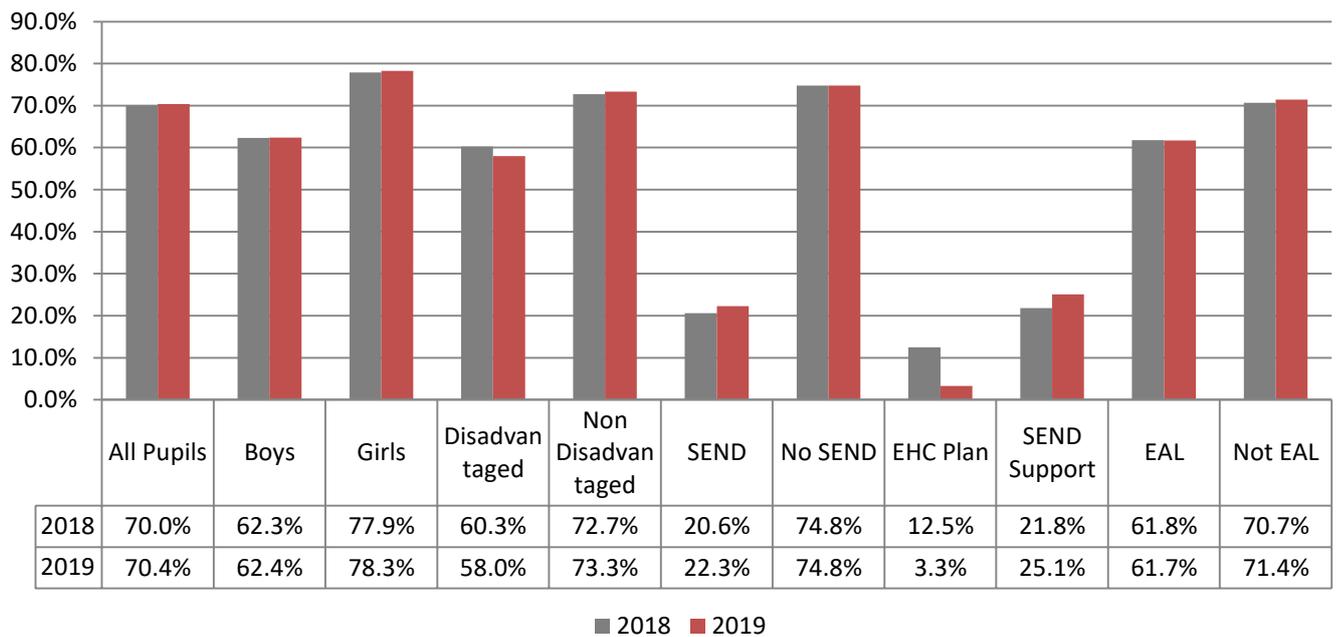
4.5 The percentage of pupils reaching a Good Level of Development in Barnsley has increased from 70% in 2018 to 70.4% in 2019. National results have improved from 71.5% to 71.8% therefore the Barnsley/national gap has closed from 1.5 percentage points to 1.4 percentage points below.

4.6 Barnsley ranks 105<sup>th</sup> in comparison to all 151 local authorities in England in terms of the percentage of pupils achieving a good level of development in the Early Years Foundation Stage Profile (EYFSP) in 2019. This is a slight decrease on 2018 when we were ranked 104<sup>th</sup>.

4.7 67% of Barnsley schools achieved a GLD in line with or above the national average compared with 58% in 2018. A school is classed as in line with national if any negative difference equates to less than one pupil.

4.8 As illustrated in the graph below, there was an improvement across most pupil groups between 2018 and 2019 with the exception of disadvantaged pupils and SEND pupils with an Education and Health Care Plan (EHCP). Girls continue to do better than boys. SEND Support pupils showed the greatest improvement with an increase of 3.3 percentage points.

## EYFS - % Achieving a Good Level of Development



4.9 In comparison to other local authorities in South Yorkshire, Barnsley remained below Doncaster (72.5%) but is now above Rotherham (70.3%) and Sheffield (70.0%) in 2019.

### 4.10 Key Stage 1 (KS1) Outcomes (6 – 7 Years Old) (Measured against State Funded Schools Nationally)

#### 4.11 Year 1 Phonics

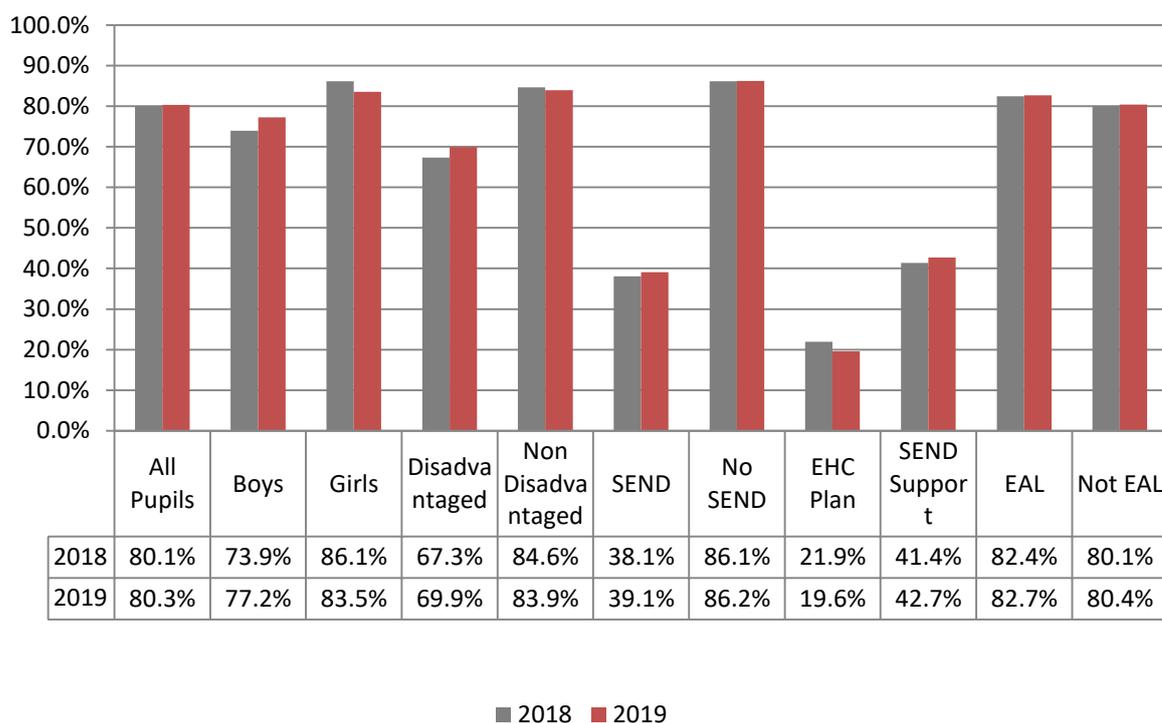
4.12 At the end of Year 1, children are assessed on their phonics knowledge. The gap between results for Barnsley children and national performance narrowed again in 2019 from 2.4 percentage points below to 1.6 percentage points below. 80.3% of Barnsley children are now working at the expected standard in comparison to 80.1% in 2018. Outcomes nationally decreased by 0.6 percentage points.

4.13 In comparison to all 151 local authorities in England, Barnsley ranks 113<sup>th</sup> in terms of end of the Year 1 Phonics outcomes. This is an improvement in comparison to 2018 where we were ranked 125<sup>th</sup>.

4.14 44% of Barnsley schools are in line with or above the national average, compared with 55% in 2018.

4.15 As illustrated in the graph below, improvements were seen for most pupil groups although outcomes for girls, SEND pupils with an EHCP and non-disadvantaged pupils performed at a lower rate in 2019 in comparison to 2018. Boys continued to perform below girls.

## Year 1 Phonics - % Achieving the Expected Standard



4.16 In comparison to other local authorities in South Yorkshire, Barnsley performed at the same rate as Doncaster (80.0%) and Rotherham (80.0%) but outperformed Sheffield (77.0%) in 2019.

### 4.17 Key Stage 1 Outcomes (Reading, Writing and Mathematics)

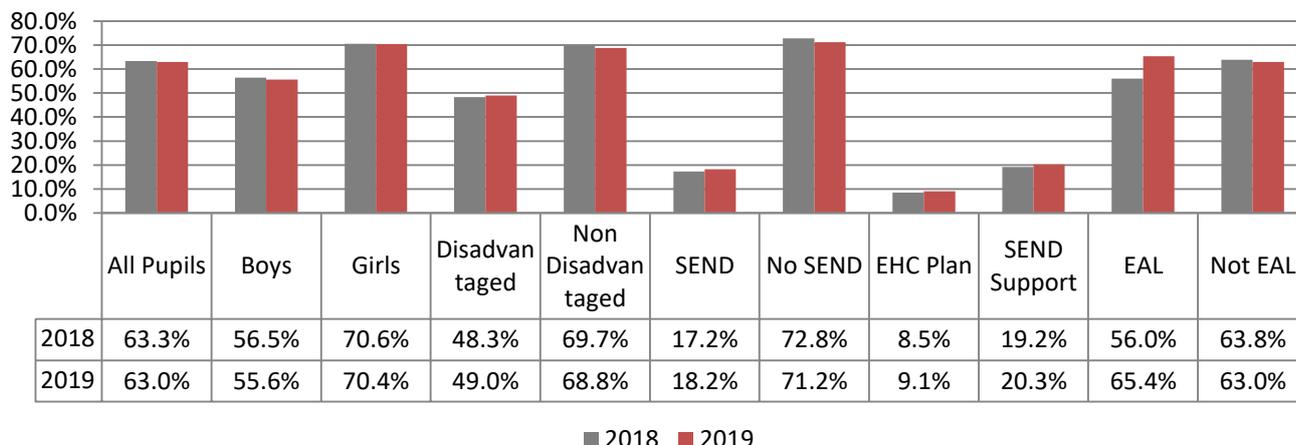
4.18 At Key Stage 1 the percentage of Barnsley pupils achieving the expected standard in Reading, Writing and Mathematics dropped to 63.0% in 2019 from 63.3% in 2018. Nationally there was a greater drop and therefore the gap between Barnsley and national closed from 2.0 percentage points below to 1.9 percentage points below.

4.19 Data is not published nationally for all local authorities for this indicator therefore it is not possible to provide information on rank or performance against South Yorkshire local authorities.

4.20 68% of Barnsley schools are in line with or above national in 2019. This is a further improvement on the 65% in 2018.

4.21 As illustrated in the graph below, most pupil groups saw a decrease between 2018 and 2019 although disadvantaged, SEND and EAL pupils improved. Boys continued to perform below girls.

## KS1 - % Achieving Expected Standard in Reading, Writing & Mathematics



- 4.22 The gap with national is still widest in Reading although results for Barnsley pupils increased from 71.6% to 72.3% with the gap with national closing from 3.8 percentage points below in 2018 to 2.6 percentage points below in 2019. Nationally there was a decrease in this subject. In terms of the percentage of pupils working at a greater depth in Reading the gap with national has widened to 4.4 percentage points below due to Barnsley outcomes reducing at a greater rate than the reduction seen nationally. 20.6% of Barnsley pupils were assessed as working at a greater depth in 2019 in comparison to 21.5% in 2018.
- 4.23 Barnsley is ranked 117<sup>th</sup> in comparison to all 151 local authorities in England in terms of the percentage of Key Stage 1 pupils achieving the expected standard in Reading in 2019. This is an improvement on 2018 when we ranked 124<sup>th</sup>.
- 4.24 In Writing the gap with national at the expected standard closed in 2019 and is now 2.2 percentage points below national. There was again no change to the 67.0% of pupils in Barnsley working at the expected standard although nationally there was a decrease from 69.9% to 69.2%. At greater depth the gap also closed in Writing to 1.9 percentage points below as Barnsley reduced at a slightly lower rate than the national average. 12.9% of pupils were assessed as working at a greater depth in comparison to 13.9% in 2019.
- 4.25 Barnsley is ranked 105<sup>th</sup> in comparison to all 151 local authorities in England in terms of the percentage of Key Stage 1 pupils achieving the expected standard in Writing in 2019. This is an improvement on 2018 when we ranked 116<sup>th</sup>.
- 4.26 In Mathematics the gap with national at the expected standard also closed in 2019 and is now 1.1 percentage points below. Although outcomes fell from 74.6% to 74.5% in 2019 there was a greater reduction nationally. At greater depth the gap has widened to 2.3 percentage points below as the reduction from 20.0% in 2018 to 19.4% in 2019 is greater than the reduction of 0.1 percentage point nationally.
- 4.27 Barnsley is ranked 79<sup>th</sup> in comparison to all 151 local authorities in England in terms of the percentage of Key Stage 1 pupils achieving the expected standard in Mathematics in 2019. This is an improvement on 2018 when we ranked 89<sup>th</sup>.

4.28 At the expected standard in Reading Barnsley performed equal to Rotherham and Sheffield (72%) but just below Doncaster (73%). In Writing Barnsley performed equal to Sheffield (67%) and just below Doncaster (68%) and Rotherham (68%). In Mathematics Barnsley outperformed Doncaster (74%), Rotherham (73%) and Sheffield (74%).

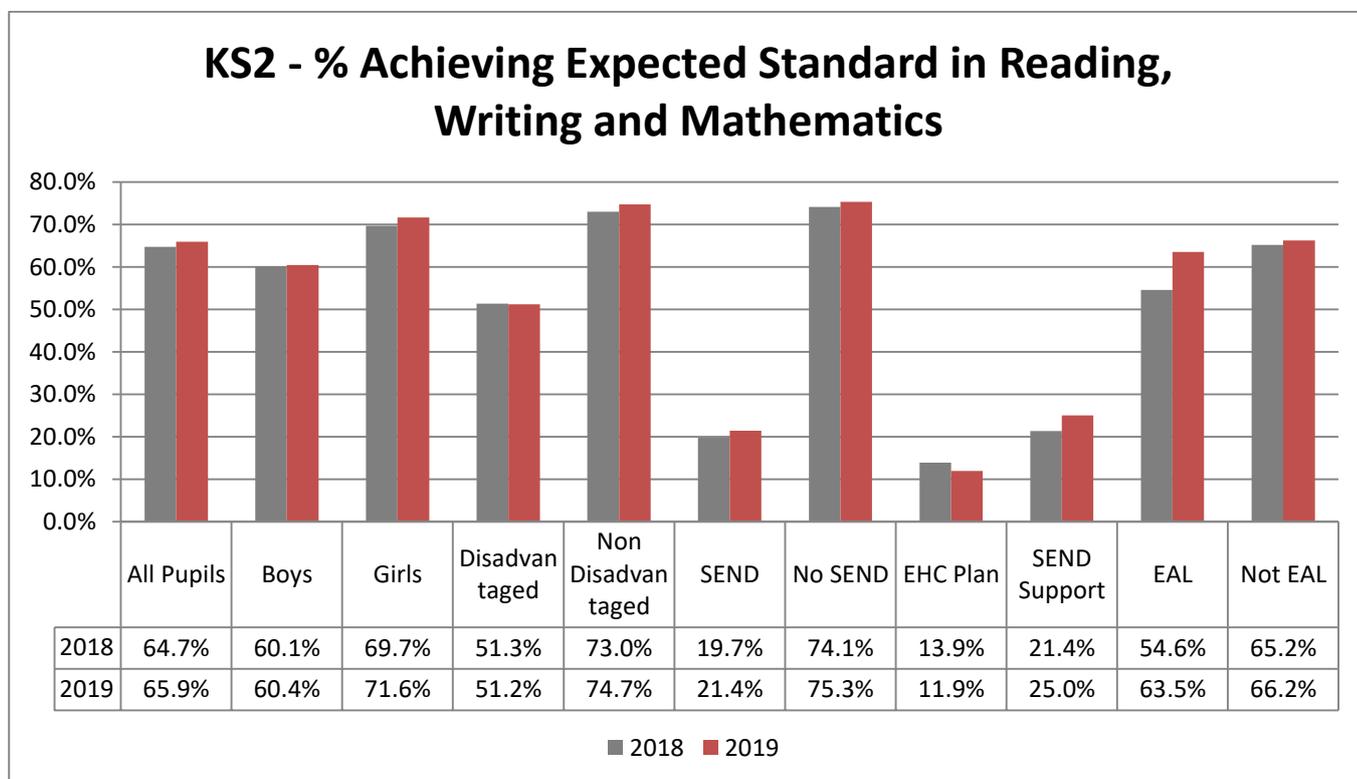
4.29 Key Stage 2 (KS2) Outcomes (11 Years Old) (Measured against State Funded Schools Nationally)

4.30 The percentage of children achieving the expected standard in Reading, Writing and Mathematics increased from 64.7% in 2018 to 65.9% in 2019 and is now above the national average. Nationally there was a 0.2 percentage point decrease. However the percentage working at the higher standard dropped from 9.0% in 2018 to 8.1% in 2019 resulting in the gap with national increasing to 2.4 percentage points below.

4.31 Barnsley is ranked 51<sup>st</sup> in comparison to all 151 local authorities in England in terms of the percentage of Key Stage 2 pupils achieving the expected standard in Reading, Writing and Mathematics combined in 2019 which is an improvement on the rank of 72<sup>nd</sup> in 2018.

4.32 69% of Barnsley schools are in line with or above national in 2019. This is an improvement on the 60% in 2018.

4.33 As illustrated in the graph below, most pupil groups saw an improvement between 2018 and 2019 although boys continued to perform below girls.



4.34 Attainment in Reading, Writing and Mathematics in Barnsley remains higher than Doncaster (60%), Rotherham (59%) and Sheffield (63%) at the expected standard.

- 4.35 The gap with national at the expected standard is now widest in Writing. In 2018 Barnsley performed 0.1 percentage points above national but in 2019, at 77.1%, we are 1.4 percentage points below. However the gap in Reading has improved from 1.9 percentage points below in 2018 to just 0.6 percentage points below in 2019 with 72.6% of pupils working at the expected standard. In Mathematics our positive gap with national has improved from 0.8 percentage points above to 2.1 percentage points above with 80.8% now working at the expected standard.
- 4.36 The gap with national at the higher standard is widest in Reading. In 2018 Barnsley performed 3.5 percentage points below national but in 2019, at 22.2%, we are 4.7 percentage points below. The gap in Writing has also widened from 2.0 percentage points below in 2018 to 4.0 percentage points below in 2019 with 16.1% of pupils working at greater depth. However in Mathematics our gap with national has closed from 0.8 percentage points below to 0.7 percentage points below with 25.9% now working at the higher standard.
- 4.37 Rates of progress from Key Stage 1 to Key Stage 2 decreased slightly in Reading from -0.04 to -0.08 but is no longer significantly below the national average of 0.0. Progress also decreased in Writing from a positive 0.50 above national to -0.06 although this is not significantly different. Outcomes remained significantly above national in Mathematics, improving further from 0.65 above the national average to 0.82.
- 4.38 Progress data based on provisional data is not published for all local authorities so it is not possible to provide information on our rank or comparisons to South Yorkshire local authorities.
- 4.39 Key Stage 4 (GCSE) Outcomes (measured against All Schools Nationally)
- 4.40 Previously the key performance measure at Key Stage 4 was the percentage of students achieving 5 A\*-C grades, including English and Mathematics. This measure is no longer reported on. The significant performance measures now are Attainment 8, measuring students' attainment across a range of 8 qualifications and Progress 8, which measures the average progress of each school's students against their average attainment level at the end of primary school. A progress score of 0.0 means that the progress students have made is, on average, in line with what is expected, given their starting point. A positive score means students on average, have made better than expected progress and a minus (-) score, less than expected progress.
- 4.41 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 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 students achieving a grade 4 or above is broadly equivalent to the old measure of grade C and above.
- 4.42 We also report on the percentage of students achieving a grade 4 or above in both English Language or Literature and Mathematics – referred to as “The Basics”.

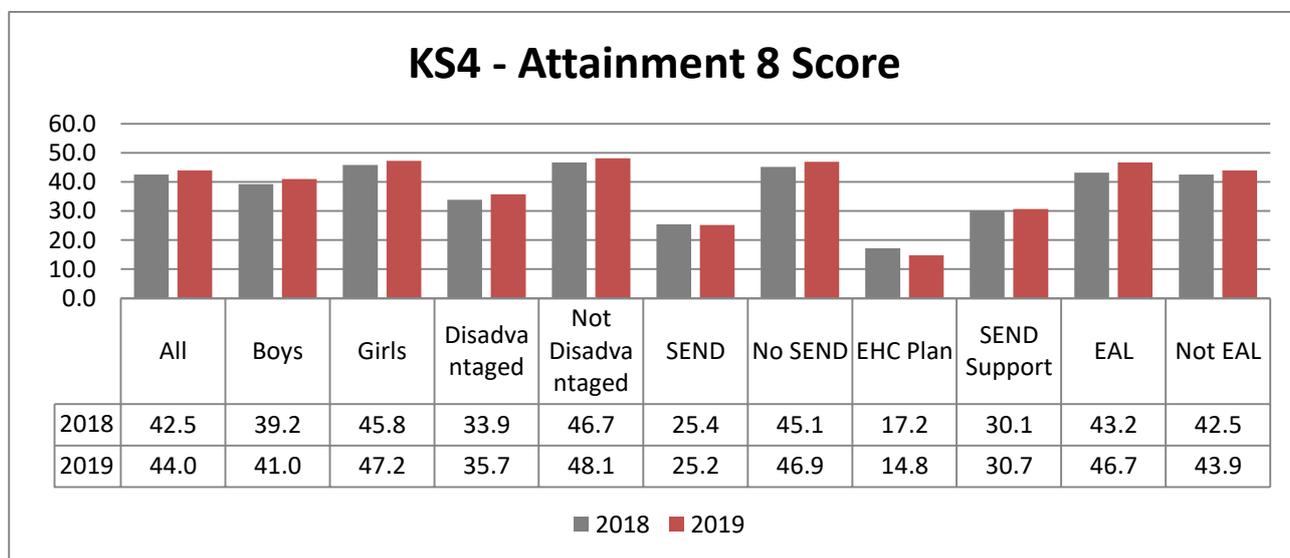
#### 4.43 Attainment 8

4.44 The average Attainment 8 score for Barnsley pupils increased from 42.5 in 2018 to 44.0 in 2019 and is now just below the national average, which remained at 44.5.

4.45 Barnsley is ranked 112<sup>th</sup> in comparison to all 150 local authorities in England in terms of our Attainment 8 score (City of London not included in the published data). This is an improvement on the 2018 rank of 140<sup>th</sup>.

4.46 As the graph below illustrates, almost all pupils groups saw an improvement between 2018 and 2019. Only SEND as a group overall and pupils with an EHCP saw a decrease.

4.47 Barnsley now outperforms Doncaster (43.8) but remains below Rotherham (44.3) and Sheffield (44.8).

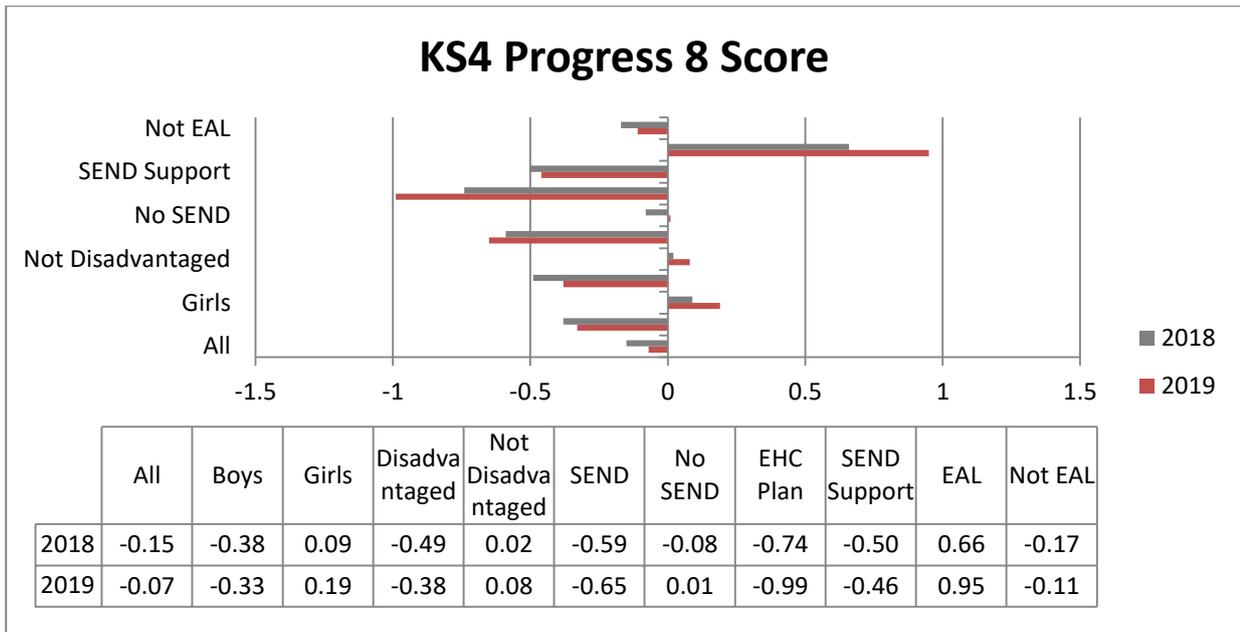


#### 4.48 Progress 8

4.49 In 2019 the average Progress 8 score for Barnsley students improved from -0.15 to -0.07 but remains significantly below the national average.

4.50 In comparison to all 150 local authorities in England Barnsley is ranked 82<sup>nd</sup> in terms of our Progress 8 score which is an improvement on the 2018 ranked position of 112<sup>th</sup>.

4.51 As the graph below illustrates, almost all pupils groups saw an improvement between 2018 and 2019. Only SEND as a group overall and pupils with an EHCP saw a decrease.



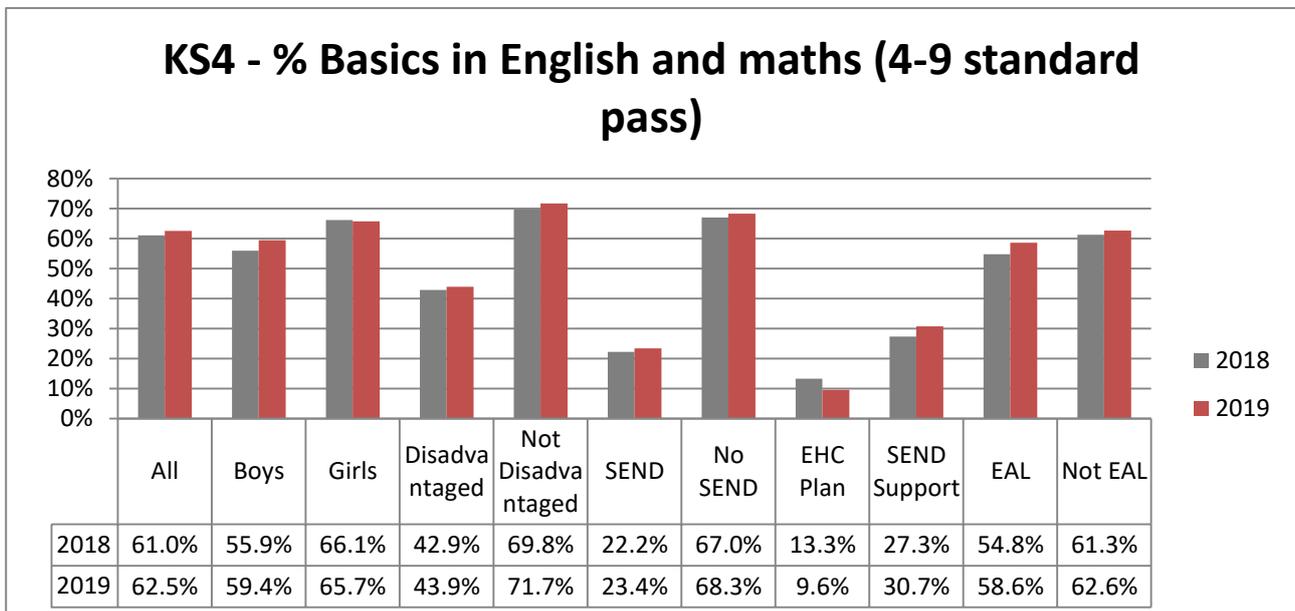
4.52 Barnsley now outperforms Doncaster (-0.10) and Rotherham (-0.14) but remains below Sheffield (-0.03).

4.53 Standard Pass in English Language/Literature and Mathematics (The Basics)

4.54 In 2019 Barnsley improved its position further with 62.5% of students achieving a grade 4-9 standard pass in The Basics in comparison to 61.0% in 2018. The increase nationally was smaller, from 59.4% in 2018 to 59.5% in 2019.

4.55 Barnsley is ranked 92nd in comparison to all 150 Local Authorities in England in terms of the percentage of pupils achieving a standard pass in The Basics (grades 4-9 in English Language or Literature and Mathematics). This is an improvement from the rank of 107th in 2018.

4.56 As the graph below illustrates, almost all pupils groups saw an improvement between 2018 and 2019. Only Girls and pupils with an EHCP saw a decrease.



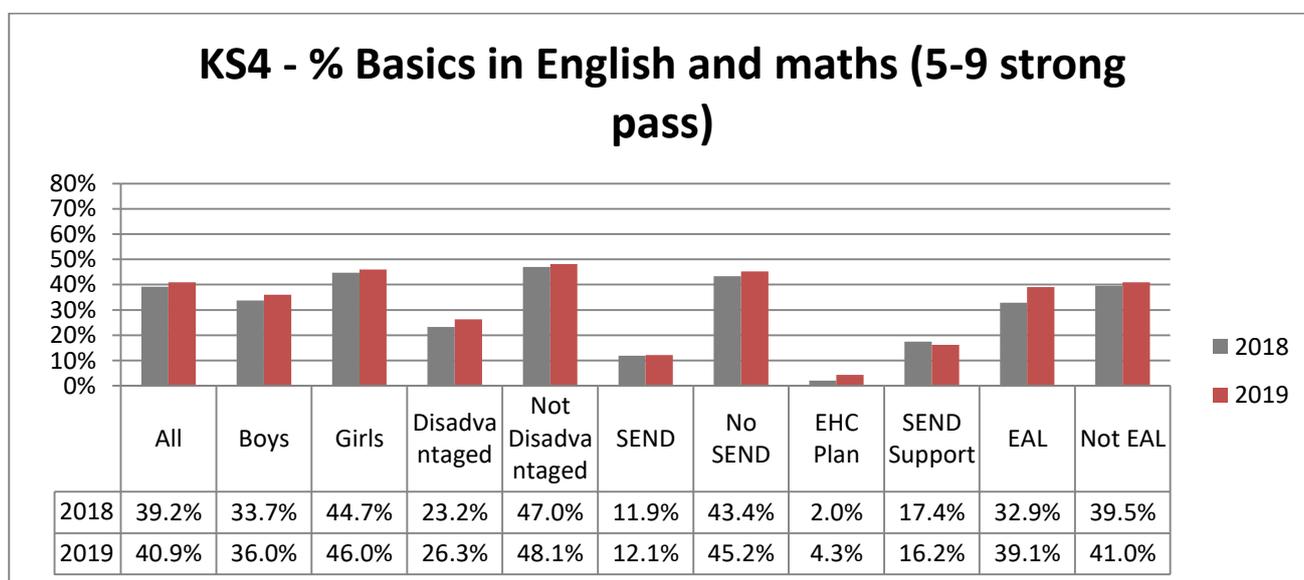
4.57 Barnsley once again outperformed Doncaster (61.9%), Rotherham (58.8%) and Sheffield (59.2%).

4.58 Strong Pass in English Language/Literature and Mathematics (The Basics)

4.59 In 2019, Barnsley outperformed national for the first time in a strong pass in English and Mathematics. Barnsley continued to improve its position with 40.9% of students achieving a grade 5-9 strong pass in The Basics in comparison to 39.2% in 2018. Nationally there was a reduction from 40.2% in 2018 to 39.8% in 2019.

4.60 Barnsley is ranked 87<sup>th</sup> in comparison to all 150 local authorities in England in terms of the percentage of pupils achieving a strong pass in The Basics (grades 5-9 in English Language or Literature and Mathematics). This is an improvement on the rank of 113<sup>th</sup> in 2018.

4.61 As the graph below illustrates, almost all pupils groups saw an improvement between 2018 and 2019. Only SEND Support pupils saw a decrease.



4.62 Barnsley now outperforms Doncaster (37.9%), Rotherham (37.7%) and Sheffield (38.5%).

4.63 Key Stage 5 (A-Level) Outcomes

4.64 The Average Point Score per Entry for all Level 3 Qualifications (A level and equivalent) decreased further in Barnsley from 31.04 in 2018 to 29.20 in 2019. Barnsley is now 4.01 points below the national figure of 33.21.

4.65 Barnsley is ranked 127<sup>th</sup> in comparison to all 151 local authorities in England in terms of APS/Entry for All Level 3 qualifications. This is a decrease from 2018 when we were ranked 85<sup>th</sup>.

4.66 Barnsley now performs below Doncaster (31.30), Rotherham (30.18) and Sheffield (31.62).

- 4.67 For the percentage of students achieving 3 or more A\*/A grades Barnsley decreased further from 9.6% in 2018 to 6.8% in 2019 and is now 5.5 percentage points below the national average of 12.3%.
- 4.68 Barnsley is ranked 107<sup>th</sup> in comparison to all 151 local authorities in England in terms of the percentage of pupils entered for and achieving 3 or more A\*/A grades. This is a decrease from 2018 when we ranked 69<sup>th</sup>.
- 4.69 Barnsley continues to outperform Doncaster (6.0%) and Rotherham (4.8%) but remains below Sheffield (12.5%).
- 4.70 The percentage of Barnsley students achieving an AAB combination of grades (including two facilitating subjects such as history, geography and physics) reduced from 12.0% in 2018 to 9.0% in 2019. Outcomes are now 6.8 percentage points below the national average of 15.8%.
- 4.71 Barnsley is ranked 107<sup>th</sup> in comparison to all 151 Local Authorities in England in terms of the percentage of pupils achieving AAB including 2 facilitating subjects. This is a decrease from 2018 when we ranked 80<sup>th</sup>.
- 4.72 Barnsley remains above Rotherham (6.9%) and Doncaster (7.6%), but below Sheffield (16.0%).

## **5. ACTION TO IMPROVE EDUCATION OUTCOMES**

- 5.1 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. This means that school improvement activity is led by those who understand the sector best. Building on these provisional outcomes, the Barnsley Alliance Education Improvement Strategy has therefore identified seven areas of priority in order to realise our ambitions for children and young people across Barnsley.
- 5.2 To continue to improve attainment and progress.
- 5.3 To further improve the quality of teaching and learning so that it is consistently good or better.
- 5.4 To close the achievement gap between vulnerable groups and their peers with a particular focus on those pupils who have a special education need or disability and / or are eligible for pupil premium funding, including children in care and those eligible for free school meals.
- 5.5 To improve attendance and develop better access to alternative provision for pupils at risk of exclusion.
- 5.6 To build leadership capacity which empowers leaders at all levels to develop a sustainable model of continuous improvement across all Barnsley schools.
- 5.7 To promote access to greater opportunity for children and young people through supporting the aims of the More and Better Jobs Strategy
- 5.8 In addition to the priorities set out above, the Alliance has recognised the need to

improve inclusion in Barnsley schools and academies by focussing on developing practice to support children and young people with SEND.

## 5.9 Outcomes for Children with Special Educational Needs and Disabilities

5.10 National data for SEND pupils has not yet been published so this report therefore provides a commentary for SEND pupils on roll in Barnsley schools only. Numbers of SEN pupils across the authority are generally quite low and therefore outcomes can vary year on year due to the different primary needs of pupils in the cohorts.

### 5.11 Early Years Foundation Stage

5.12 The percentage of SEND pupils achieving a good level of development is improving year on year.

<b>EYFS - Good Level of Development</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
SEND	18.0%	20.6%	22.3%

5.13 SEND pupils with an Education Health Care Plan (EHCP) saw an improvement in 2019 in comparison to 2017, although results were not as high as the 2018 outcomes. However the results relate to a small group of pupils across the local authority – 38 in 2017, 33 in 2018 and 30 in 2019.

<b>EYFS - Good Level of Development</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
EHC Plan	2.6%	12.5%	3.3%

5.14 Outcomes for SEND pupils with of SEND Support needs have been improving year on year with the cohort reducing from 228 in 2017, to 225 in 2018 and 199 in 2019.

<b>EYFS - Good Level of Development</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
SEND Support	20.6%	21.8%	25.1%

### 5.15 Year 1 Phonics

5.16 The percentage of SEND pupils achieving the expected standard in Phonics at the end of Year 1 is improving year on year.

<b>Y1 Phonics Expected Standard</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
SEND	36.7%	38.1%	39.1%

5.17 Outcomes for SEND pupils with an EHCP have remained fairly static since 2017 with an increase seen in 2018. Again results relate to small groups of pupils across the local authority – 66 in 2017, 64 in 2018 and 56 in 2019.

<b>Y1 Phonics Expected Standard</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
EHC Plan	19.7%	21.9%	19.6%

5.18 Outcomes for SEND pupils with SEND Support needs have been improving year on year with the cohort reducing from 346 in 2017, to 314 in 2018 and 307 in 2019.

<b>Y1 Phonics Expected Standard</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
SEND Support	39.9%	41.4%	42.7%

5.19 Key Stage 1

5.20 The percentage of SEND pupils achieving the expected standard in Reading, Writing and Mathematics at the end of Key Stage 1 has been improving since 2017.

<b>Key Stage 1 Expected Standard in Reading, Writing and Mathematics combined</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
SEND	13.6%	17.2%	18.2%

5.21 Outcomes for SEND pupils with an EHCP have been improving year on year with a varying cohort of 73 in 2017, 94 in 2018 and 88 in 2019.

<b>Key Stage 1 Expected Standard in Reading, Writing and Mathematics combined</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
EHC Plan	2.7%	8.5%	9.1%

5.22 Outcomes for SEND pupils with SEND Support needs have been improving year on year with a varying cohort of 354 in 2017, 422 in 2018 and 374 in 2019.

<b>Key Stage 1 Expected Standard in Reading, Writing and Mathematics combined</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
SEND Support	15.8%	19.2%	20.3%

5.23 Key Stage 2

5.24 The percentage of SEND pupils achieving the expected standard in Reading, Writing and Mathematics at the end of Key Stage 2 has been improving since 2017.

<b>Key Stage 2 Expected Standard in Reading, Writing and Mathematics combined</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
SEND	15.8%	19.7%	21.4%

5.25 SEND pupils with an EHCP saw an improvement in 2019 in comparison to 2017, although results were not as high as the 2018 outcomes. However the number of pupils with an EHCP at the end of Key Stage 2 has been increasing year on year – 89 in 2017, 101 in 2018 and 135 in 2019.

<b>Key Stage 2 Expected Standard in Reading, Writing and Mathematics combined</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
EHC Plan	9.0%	13.9%	11.9%

5.26 Outcomes for SEND pupils with SEND Support needs have been improving year on year with a reducing cohort of 398 in 2017, 370 in 2018 and 360 in 2019.

Key Stage 2 Expected Standard in Reading, Writing and Mathematics combined	2017	2018	2019
SEND Support	17.3%	21.4%	25.0%

#### 5.27 Key Stage 4

5.28 The Attainment 8 score of SEND pupils improved in 2019 in comparison to 2017 but was not quite as high as the 2018 score.

KS4 Attainment 8 Score	2017	2018	2019
SEND	21.4	25.4	25.2

5.29 The Attainment 8 score of SEND pupils with an EHCP have fluctuated since 2017 with results being based on 96 pupils in 2017, 98 pupils in 2018 and 94 pupils in 2019.

KS4 Attainment 8 Score	2017	2018	2019
EHC Plan	15.2	17.2	14.8

5.30 The Attainment 8 score of SEND pupils with SEND Support needs has been improving year on year. The cohort size has increased from 151 in 2017 to 172 in 2018 and 179 in 2019.

KS4 Attainment 8 Score	2017	2018	2019
SEND Support	25.3	30.1	30.7

5.31 The Progress 8 score of SEND pupils improved in 2019 in comparison to 2017 but progress for this group was highest in 2018.

KS4 Progress 8 Score	2017	2018	2019
SEND	-0.79	-0.59	-0.65

5.32 The Progress 8 score of SEND pupils with an EHCP improved in 2018 in comparison to 2017 but dropped in 2019.

KS4 Progress 8 Score	2017	2018	2019
EHC Plan	-0.87	-0.74	-0.99

5.33 The Progress 8 score of SEND pupils with SEND Support needs has been improving year on year.

KS4 Progress 8 Score	2017	2018	2019
SEND Support	-0.75	-0.50	-0.46

5.34 The percentage of SEND pupils achieving a Standard pass in The Basics has been improving year on year.

KS4 Basics 4-9 Standard pass	2017	2018	2019
SEND	15.4%	22.2%	23.4%

5.35 The percentage of SEND pupils with an EHCP achieving a Standard pass in The Basics has improved since 2017 although outcomes were highest in 2018.

KS4 Basics 4-9 Standard pass	2017	2018	2019
EHC Plan	9.4%	13.3%	9.6%

5.36 The percentage of SEND pupils with SEND Support needs achieving a Standard pass in The Basics has been improving year on year.

KS4 Basics 4-9 Standard pass	2017	2018	2019
SEND Support	19.2%	27.3%	30.7%

5.37 The percentage of SEND pupils achieving a Strong pass in The Basics has been improving year on year.

KS4 Basics 5-9 Strong pass	2017	2018	2019
SEND	4.9%	11.9%	12.1%

5.38 The percentage of SEND pupils with an EHCP achieving a Strong pass in The Basics has improved since 2017 but saw a slight drop in 2018.

KS4 Basics 5-9 Strong pass	2017	2018	2019
EHC Plan	3.1%	2.0%	4.3%

5.39 The percentage of SEND pupils with SEND Support needs achieving a Strong pass in The Basics has improved since 2017 although outcomes were highest in 2018.

KS4 Basics 5-9 Strong pass	2017	2018	2019
SEND Support	6.0%	17.4%	16.2%

#### 5.40 Outcomes for Children Looked After

5.41 The Statistical First Release (SFR) for looked after children is not due to be released until January 2020. This report therefore provides a brief commentary on the outcomes for BMBC looked after children compared with the outcomes for all Barnsley children. The national outcomes for looked after children for the previous year (2018) have been provided to give an indication of where the results are likely to fall in comparison with national outcomes once released. A further detailed report (Virtual School Head's Annual Report) will be provided following the publication of the SFR which will compare Barnsley CLA results with CLA national and include granular analysis of sub-groups once the data is available.

#### 5.42 Key Definitions Concerning Outcomes for Children Looked After

5.43 SFR cohort: refers to the cohort of all pupils looked after by Barnsley on 31<sup>st</sup> March 2018, having been in care continuously for the previous 12 months in each group. This cohort is used in the national statistics published in documents entitled Statistical First Releases (SFR). This is the cohort to be used when comparing

Barnsley with the performance of looked after children nationally. ARE refers to age related expectations.

#### 5.44 Statutory Outcomes for Children Looked After

#### 5.45 Early Years Foundation Stage Data

<b>EYFS 2 Children</b>	2017 outcome	2018 outcome	2019 outcome	3 year trend	Outcome compared with all Barnsley Children
Children achieving GLD	20%	36%	50%	upward	Gap narrowing

There is no 2018 national CLA data published for EYFS outcomes.

#### 5.46 Year 1 Phonics Check Data for Children Looked After

<b>Y1 phonic 11 Children</b>	2017 outcome	2018 outcome	2019 outcome	3 year trend	Outcome compared with all Barnsley Children
Passing the Y1 Phonic check	14.3%	62%	50%	Upward	Gap widened in 2019

There is no 2018 national CLA data published for phonic outcomes

#### 5.47 End of Key Stage 1 Statutory Outcomes for Children Looked After

<b>KS1 Outcomes 9 Children</b>	2017 Outcomes	2018 Outcomes	2019 Outcomes	3 Year Trend	Outcome compared with All Barnsley Pupils
Securing ARE in Reading	28.6%	40%	50%	Upward	Gap narrowing
Securing ARE in Writing	28.6%	40%	50%	Upward	Gap narrowing
Securing ARE in Mathematics	42.9%	60%	62.5%	Upward	Gap narrowing
Securing ARE in Reading, writing and mathematics combined	28.6%	40%	50%	Upward	Gap narrowing

2018 KS1 national CLA Data for comparison: Reading 51%; Writing 42%; Mathematics 49%; Reading, writing and mathematics combined 37%

#### 5.48 End of Key Stage 2 Statutory Outcomes for Children Looked After

<b>KS2 Outcomes 10 Children</b>	2017 Outcomes	2018 Outcomes	2019 Outcomes	3 year Trend	Outcome compared with All Barnsley Pupils
Securing ARE in Reading	45%	12.5%	55.5%	Upward	Gap narrowing
Securing ARE in Writing	45%	25%	66.6%	Upward	Gap narrowing
Securing ARE in Mathematics	40%	31.3%	77.7%	Upward	Gap narrowing

Securing ARE in GPS	50%	25%	66.6%	Upward	Gap narrowing
Securing ARE in Reading, writing and mathematics	25%	6.3%	55.5%	Upward	Gap narrowing

2018 KS2 national CLA Data for comparison: Reading 51%; Writing 49%; Mathematics 47%; Reading, writing and mathematics combined 35%

#### 5.49 End of Key Stage 4 Statutory Outcomes for Children Looked After

KS4 Outcomes 13 Children	2017 Outcomes	2018 Outcomes	2019 Outcomes	3 year Trend	Outcome compared with All Barnsley Pupils
Average attainment 8	18.5	28	25.5%	Upward	Gap widen in 2019
Grade 4 and above in English	21	43.8	38.4%	Upward	Gap widen in 2019
Grade 4 and above in maths	15.7	43.8	30.7%	Upward	Gap widen in 2019
Grade 4 and above in both English and maths	14.3	43.8	23%	Upward	Gap widen in 2019
5 GCSE at grade 4 and above plus English and maths	14.3	37.5	23%	Upward	Gap widen in 2019
5 or more GCSEs grade 4 and above	-	37.5	38.4%	Upward	Gap widened 2019
Secured other qualifications	-	93	93%	maintained	Maintained

2018 KS4 national CLA Data for comparison: Attainment 8 18.9; Grade 4 in English and mathematics 17.6%; 5 GCSE plus English and Mathematics 15%

5.50 The KS4 2019 cohort was a lower ability cohort than 2018 with 46% having identified SEND and 31% having an EHCP compared with 25% identified SEND and 7% with a statement/EHCP the previous year. For this reason we were not expecting the same level of attainment as in 2018.

Overall the results suggest that while they are not as high as the previous year they are likely to be above national CLA results. The results remain well above the results of 2017. There were some real stand-out individual results this year with one child achieving 9 GCSEs at grade 7-9 and another with strong foster carer support securing 4s across the board - a grade above their predicated target grades in all subjects.

The results for achieving grade 4 in English and Maths combined (23%) are however not as high as we had hoped with 3 children missing their targets of grade 4 in English and Maths. As there are only 13 children in the cohort this makes a big difference to the percentages. It is notable that all three had placement breakdowns in KS4 indicating that stability is, as ever, a key factor in securing good educational outcomes.

- 5.51 All except one child in the cohort has an identified post 16 destination. The young person without a post 16 destination has a planned location move as part of the care plan and will receive targeted intervention advice and guidance support over the coming weeks to identify appropriate provision in the new locality.

## **6. PROPOSAL AND JUSTIFICATION**

- 6.1 The provisional education outcomes for 2019 provide Cabinet with insight into areas of the National Curriculum where pupil progress is being made and maintained, together with the areas where further improvement is sought and the action to be taken in order to continue to close the gap with the National Average.

## **7. CONSIDERATION OF ALTERNATIVE APPROACHES**

- 7.1 This report is to enable Cabinet to maintain oversight of a key policy priority for the Council and the Borough, namely to ensure pupils obtain qualifications which will help fulfil their potential.

## **8. IMPLICATIONS FOR LOCAL PEOPLE/SERVICE USERS**

- 8.1 The report will be of interest to parents and carers' of children attending schools and academies in the Borough and how they are performing, together with the Local Authority's proposals for further improving learning and teaching standards as part of its partnership-based approach through the Barnsley Alliance.

## **9. FINANCIAL IMPLICATIONS**

- 9.1 There are no direct financial implications arising from this report.

## **10. EMPLOYEE IMPLICATIONS**

- 10.1 There are no employee implications arising directly through this particular report.

## **11. LEGAL IMPLICATIONS**

- 11.1 There are no legal implications emerging through consideration of this specific report.

## **12. CUSTOMER AND DIGITAL IMPLICATIONS**

- 12.1 There is no impact upon the ability of the consumer to access the Council's services, including school admissions and other school-related services or upon the onus towards encouraging digital transactions.

## **13. COMMUNICATIONS IMPLICATIONS**

- 13.1 The provisional education outcomes achieved by pupils during 2019 will form the basis of a media release.

## **14. CONSULTATIONS**

14.1 No consultation has arisen in the compilation of this report.

## **15. THE CORPORATE PLAN AND THE COUNCIL'S PERFORMANCE MANAGEMENT FRAMEWORK**

15.1 Attainment outcomes forming part of the Council's Corporate Performance Reporting Framework (Quarter 2: 2019/20) were recently considered by Cabinet, at its meeting held on 27<sup>th</sup> November.

## **16. PROMOTING EQUALITY, DIVERSITY AND SOCIAL INCLUSION**

16.1 Continuing to improve the attainment of disadvantaged pupils and closing the gap in outcomes between such pupils and their peers, is a priority of the Barnsley Alliance for School Improvement. This is pursued, rigorously, by the Alliance's 'Developing Leadership Capacity' Sub Group and Special Educational Needs (including Disabilities) (SEND) Oversight Board. SEND improvements are identified as a specific priority within the Barnsley Alliance Education Improvement Strategy.

## **17. TACKLING THE IMPACT OF POVERTY**

17.1 Enabling all pupils to achieve their potential through attendance at a good school, will better equip them to continue to be engaged in training, education and employment; access the local labour market and become more resilient against the effects of deprivation.

## **18. TACKLING HEALTH INEQUALITIES**

18.1 Please see Paragraph 17.1.

## **19. REDUCTION OF CRIME AND DISORDER**

19.1 There are no implications for tackling crime, disorder or anti-social behaviour arising directly through consideration of this particular report.

## **20. RISK MANAGEMENT ISSUES**

20.1 Through the Barnsley Alliance, all schools and academies are risk-assessed at regular intervals in order to ensure teaching and learning standards are of good quality. Schools are supported to maintain and improve standards through a sector led approach (*Please see Paragraphs 5.1 and 5.8*).

## **21. HEALTH, SAFETY AND EMERGENCY RESILIENCE ISSUES**

21.1 There are no implications emerging through this report.

## **22. COMPATIBILITY WITH THE EUROPEAN CONVENTION ON HUMAN RIGHTS**

22.1 There are no implications for the Convention through considering this report.

**23. CONSERVATION OF BIODIVERSITY**

23.1 No implications are likely to arise through consideration of this report.

**24. GLOSSARY**

- 24.1 EAL - English as an Additional Language
- EHCP – Educational and Health Care plan
- EYFS – Early Years Foundation Stage
- GCSE – General Certificate in Education
- GLD - Good Level of Development
- KS - Key Stage
- SEN - Special Educational Needs
- SEND - Special Educational Needs and Disability
- CLA – Children Looked After
- Y1 – Year 1
- ARE – Age Related Expectations

**25. LIST OF APPENDICES**

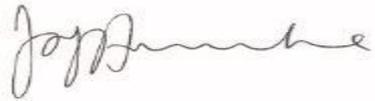
25.1 There are no appendices to this report.

**26. BACKGROUND PAPERS**

26.1 If you would like to inspect background papers for this report, please email [governance@barnsley.gov.uk](mailto:governance@barnsley.gov.uk) so that appropriate arrangements can be made

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Financial Implications/Consultation



...Joshua Amahwe (19/11/2019.....  
*(To be signed by senior Financial Services officer  
where no financial implications)*