

Report of the Executive Director, Children's Services
and the Executive Director, Core Services
to the Overview & Scrutiny Committee (OSC)
on 11th January 2022

Provisional Education Outcomes 2020-21

1.0 Introduction

- 1.1 The purpose of this report is to inform the Overview & Scrutiny Committee of the provisional education outcomes for children and young people in the borough for Key Stage (KS)4 and Key Stage (KS)5.
- 1.2 Due to the impact of Covid, all GCSE and A level examinations were cancelled, and outcomes for all students nationally were awarded based on teacher assessed grades. Results are therefore not directly comparable to results from 2020 and 2019. Teacher assessed grades considered a range of evidence, including practice exams and coursework, whereas in 2020 GCSE students were awarded centre assessed grades based on what their teachers expected them to achieve in exams. 2019 was the last year that students achieved results based upon the examinations they sat.
- 1.3 Once again, no student level results files were made available to local authorities and therefore results reported here are those reported by schools. We have worked with schools to gather and verify student level data using the result files from individual awarding bodies and this has enabled us to provide a breakdown of outcomes by student group.
- 1.4 In addition, all statutory tests for Early Years Foundation Stage (EYFS), Phonics, Key Stage 1 and Key Stage 2 were cancelled. Schools were only invited to submit data to the local authority under the traded service agreement offered by the Business Improvement and Intelligence Team. As a result, only a very limited number of schools returned data and therefore the data is not reliable to consider and reach conclusions at a cohort level.
- 1.5 As in 2020, no benchmark data is available from the Department for Education (DfE) for Early Years Foundation Stage, Phonics, Key Stage 1 and Key Stage 2.
- 1.6 For Key Stage 4 and Key Stage 5, only national, regional and local authority benchmark data has been made available. However, data relating to progress measures has not been published.
- 1.7 The published data also uses different methodology, which differs from previous years and includes results from Barnsley College.
- 1.8 Our local data, provided by schools, has been analysed using the Nexus software system which applies the usual methodology rules and excludes results from Barnsley College and therefore differs slightly to the DfE underlying data.
- 1.9 National KS4 data used for All Students in this report relates to All Schools. National KS5 data relates to All State Funded Schools and Colleges.

2.0 Profile of Schools in Barnsley

2.1 The table below indicates the number of local authority maintained schools and those which have converted to academies in the borough as of 1st September 2021.

	Maintained Schools	Academy	Free School	Total
Primary	34	44	0	78
Secondary	1	9	1	11
Special		2		2
Student Referral Unit		1		1
Total	35	56	1	92*

*There are 92 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. The new free school opened in September 2021.

2.2 There are 15 Multi-Academy Trusts (MATs) working in Barnsley. In addition to primary and secondary schools, there are two main providers of Post 16 / Key Stage 5 provision, Barnsley College and Penistone Grammar School.

3.0 Summary of Student Outcomes 2021

3.1 Performance of note:-

- Outcomes at Key Stage 4 have seen small decreases across all headline measures when compared to 2020
- Outcomes for the percentage of students achieving a Standard pass in The Basics remains above the national figure
- The percentage of students entered for the English Baccalaureate (EBacc) is now above national
- The percentage of students with an Education, Health & Care Plan (EHCP) continue to outperform the national figure when considering the Attainment 8 Score, Standard pass in The Basics, entry to EBacc and EBacc APS
- Continued improvements in the outcomes for Looked After Children at Key Stage 4
- The average A Level grade for Barnsley remained at grade B and is equal to national
- Sustained improvements to the percentage of students achieving AAB including 2 facilitating subjects

3.2 Whilst we have seen a dip in performance in 2021 when compared with 2020, educational outcomes in the Borough have improved when compared with 2019. Given the unprecedented change in the way GCSE results have been awarded in the summers of 2020 and 2021 and the resulting significant changes to the distribution of the grades received (in comparison to exam results), pupil level attainment in 2021 is not comparable to that in 2020 or to that of the previous exam years for the purposes of measuring changes in pupil performance. The figures seen in

the headline statistics likely reflect the changed method for awarding grades rather than demonstrating a step change in standards.

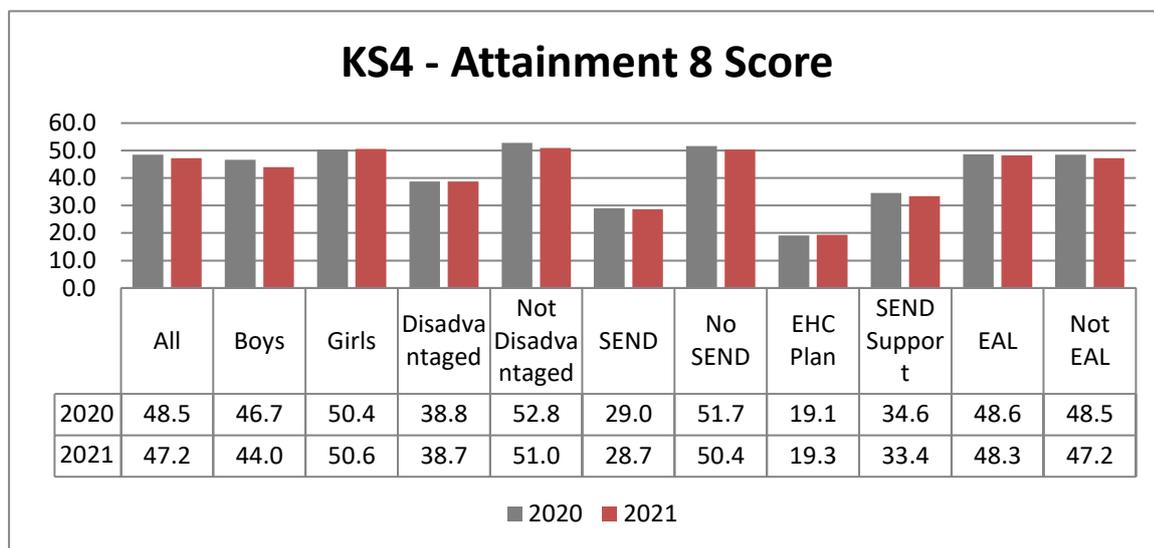
- 3.3 When examining the data put forward by our local neighbouring authorities: Rotherham, Doncaster and Sheffield it is worth noting that Barnsley is ranked second highest performing local authority within the South Yorkshire region. This is in respect of the outcomes achieved for Basic 4-9, Basic 5-9, Ebac entries and Ebac Average Point Score overall.

4.0 Key Stage 4 (GCSE) Outcomes

- 4.1 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 are now Attainment 8, which measures students' attainment across a range of 8 qualifications and Progress 8 (not included for 2021 outcomes), 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.
- 4.2 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 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.
- 4.3 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”.
- 4.4 The English Baccalaureate (EBacc) is a set of subjects that keeps young people's options open for further study and future careers. It includes both English Language and English Literature, Mathematics, Sciences, Geography or History and a Language. The EBacc APS calculates a student's average point score across the subjects they take that fall within the EBacc qualification, allocating points to a student's best grades.

Attainment 8

- 4.5 The average Attainment 8 score for Barnsley decreased from 48.5 to 47.2. This is below the national average of 48.9 which saw an increase from 48 in 2020. The decrease seen locally between 2020 and 2021 widens the attainment 8 gap. Whilst Barnsley's Attainment 8 measure is below the national average, this is in line with the majority of Barnsley's statistical neighbours, which may reflect the disproportionate impact that Covid has had on disadvantaged communities.
- 4.6 As the graph below illustrates, all cohorts saw similar outcomes to 2020, although all groups other than Girls and EHCP students saw slight decreases. Boys saw the largest decrease.



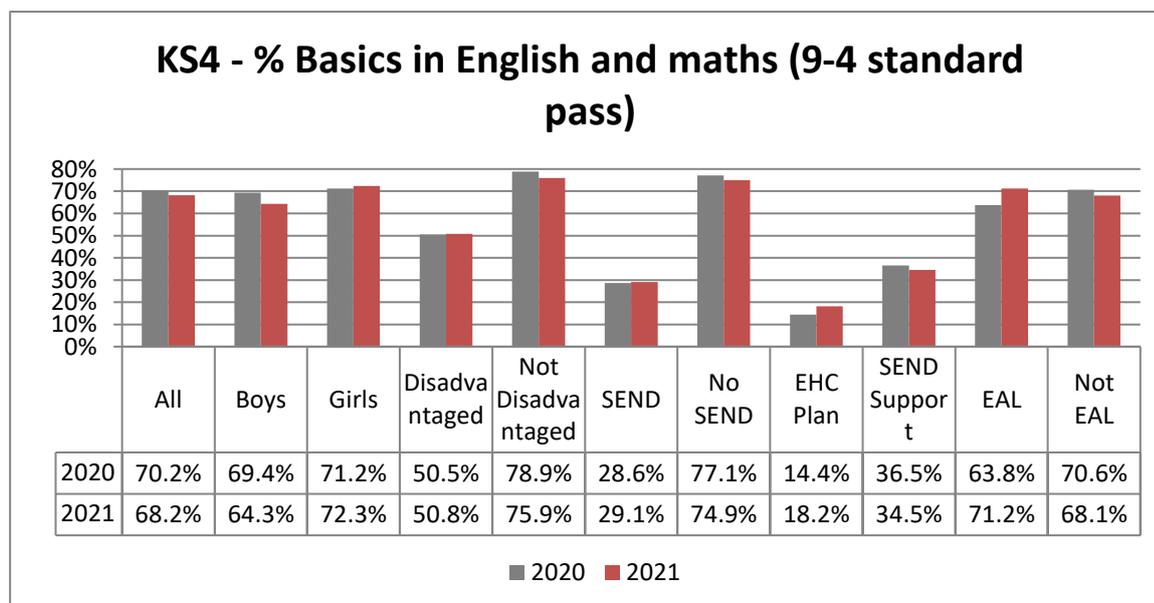
Progress 8

4.7 A reliable progress score is not available as the methodology for this indicator requires 2021 national data.

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

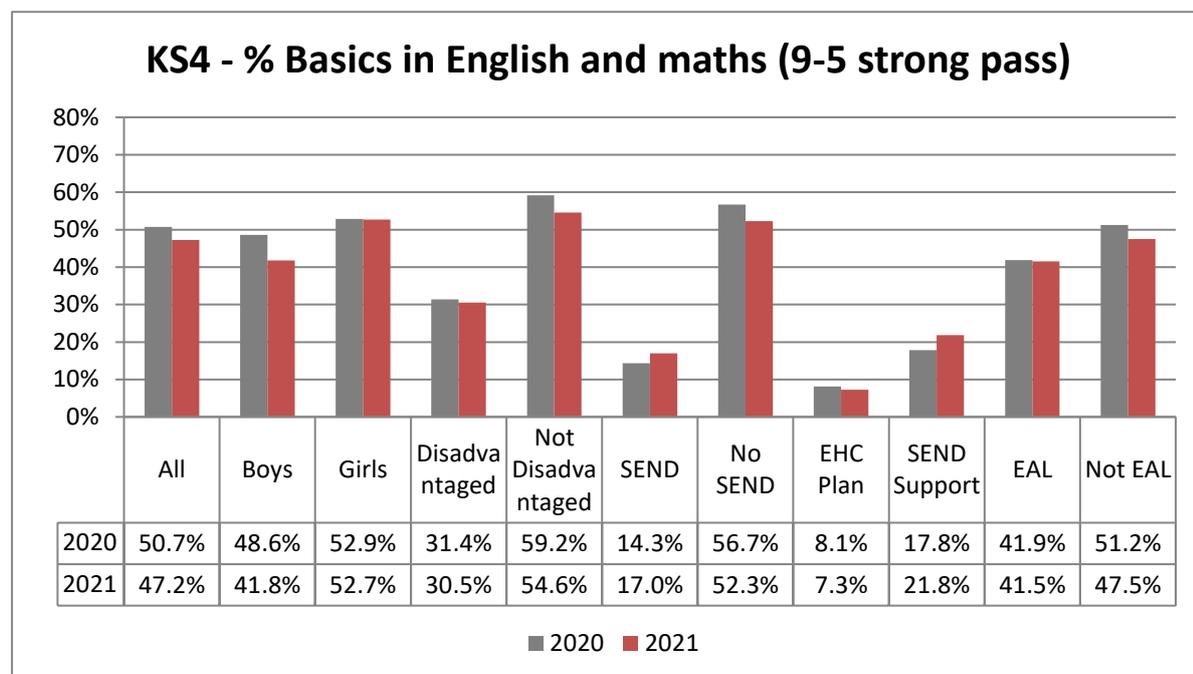
4.8 In 2021, Barnsley saw a small decline in performance from the 70.2% reported in 2020. 68.2% of students achieved a standard pass at grade 9-4 in The Basics. Although there has been a decrease from 2020, Barnsley remains above the national figure of 67.1%.

4.9 As the graph below illustrates the biggest increase seen, with an improvement of 7.4%, was in our EAL (English as an Additional Language) students. The majority of cohorts, other than Girls, SEND (Special Educational Needs & Disability) and EHCP students saw small decreases when compared to last year.



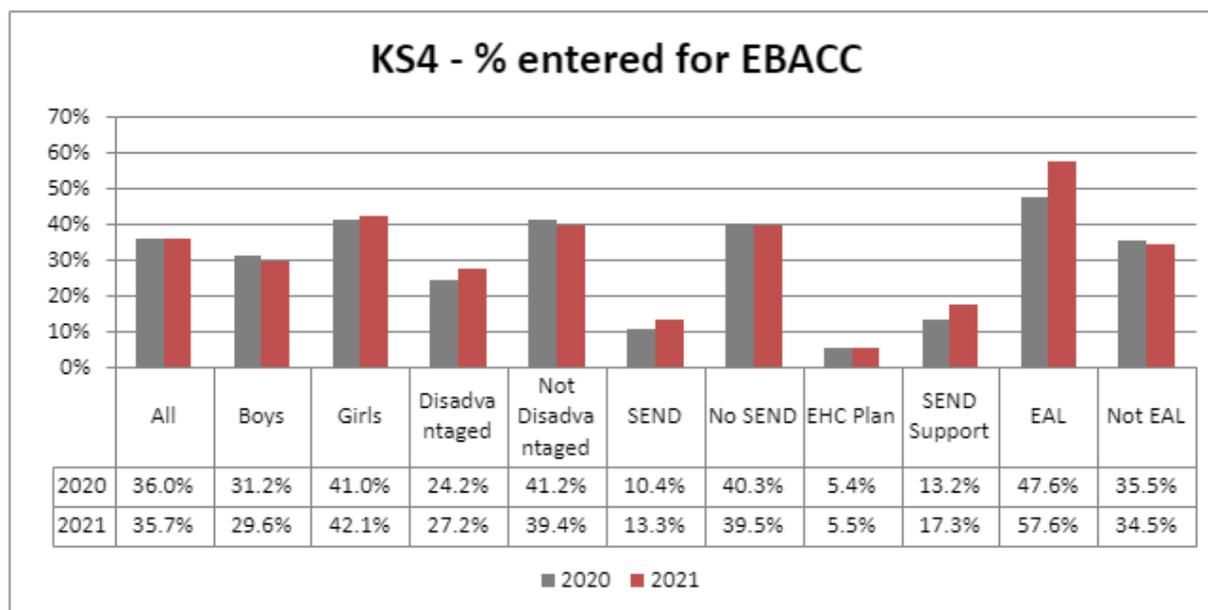
Strong Pass in English Language/Literature and Mathematics (The Basics)

- 4.10 In 2021, Barnsley saw a decrease with 47.2% of students achieving a strong pass at grade 9-5 in The Basics in comparison to 50.7% in 2020. Barnsley is performing lower than the national figure of 48.4% which increased from 46.3% in 2020. This has resulted in the gap widening at this benchmark. Although the percentage of students achieving a strong pass in 2021 is sitting below the national figure, this is a similar trend seen in more than half of the areas with a similar cohort of students when considering out statistical neighbouring comparators.
- 4.11 As the graph below illustrates, all groups, other than SEND and SEND support students saw a deterioration between 2020 and 2021. The biggest decrease seen was with our Boys cohort.



English Baccalaureate (EBacc) Entries

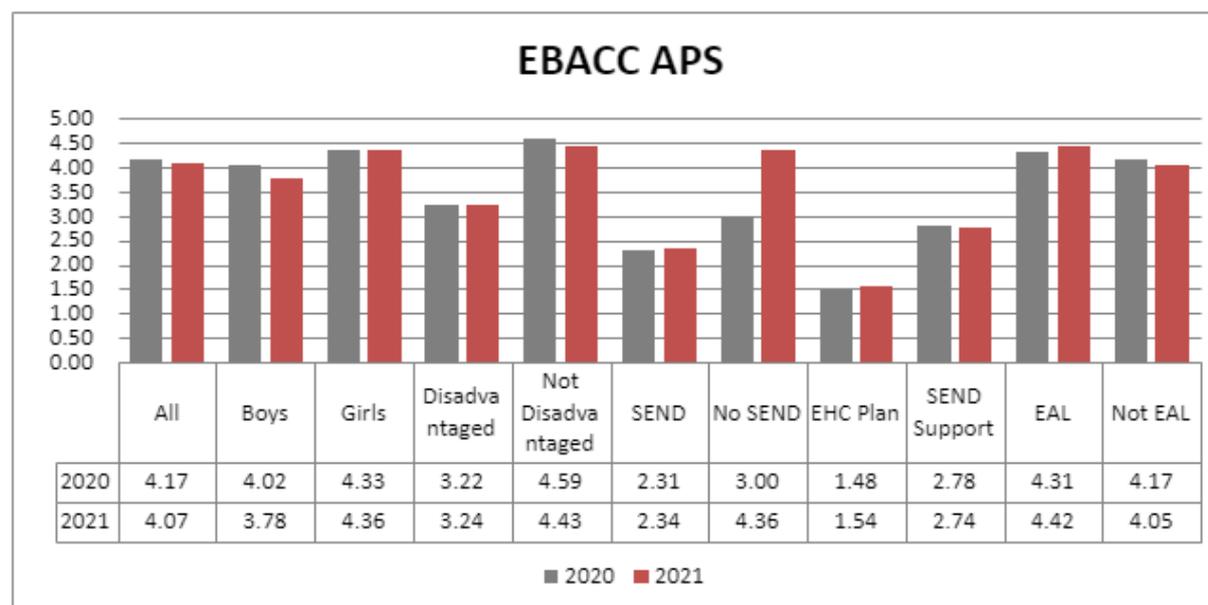
- 4.12 In 2021 Barnsley saw a slight decrease with 35.7% of students entered for EBacc in comparison to 36.0% in 2020. This is however marginally higher than the 35.6% of students entered on a national level.
- 4.13 As the graph below illustrates, there were more Girls, disadvantaged students, students with SEND and SEN Support, students with an EHCP and EAL students entered for the EBacc when compared to 2020.



English Baccalaureate (EBacc) Average Point Score (APS)

4.14 The average EBacc Average Point Score for Barnsley decreased from 4.17 in 2020 to 4.07 in 2021. This is below the national average of 4.24 which saw an increase from 4.17 in 2020. The decrease seen locally between 2020 and 2021 has further increased the gap to national when considering this benchmark.

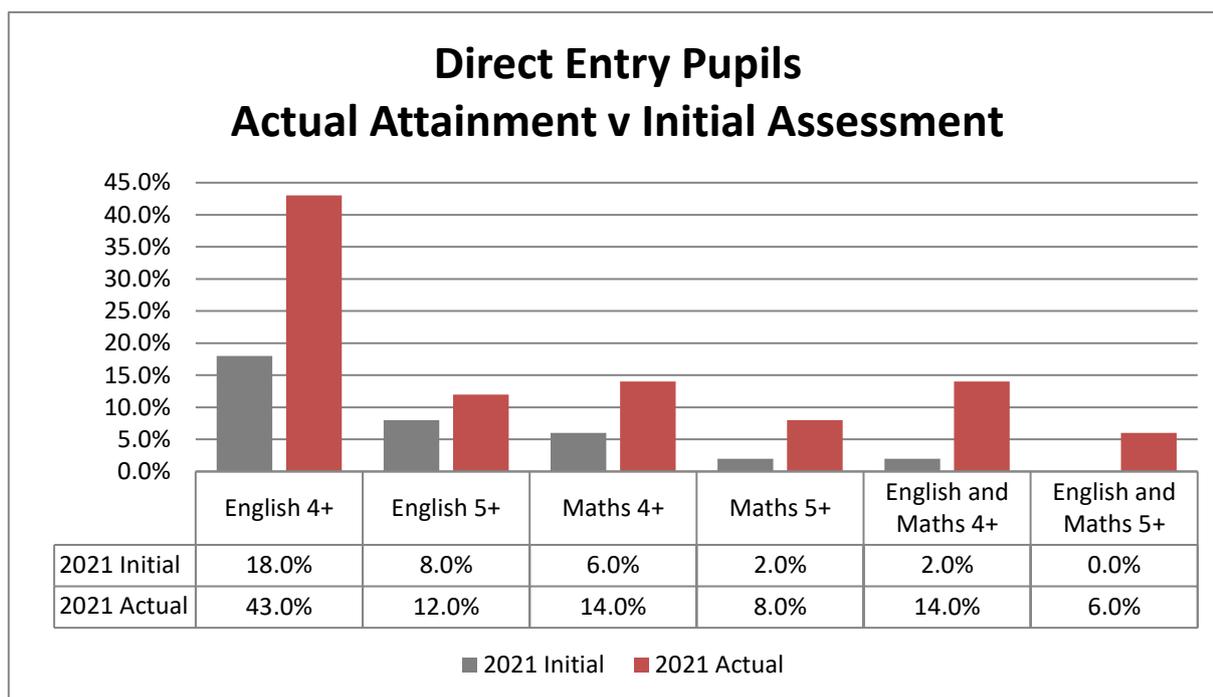
4.15 As the graph below illustrates, the biggest increase between 2020 and 2021, when considering the EBacc APS was in students with No SEND, who saw an increase of 1.36 points. The biggest decrease was in the Boys cohort.



5.0 Barnsley College

5.1 The published data for the local authority includes results for students at Barnsley College. 49 of these students were attending under the Direct Entry Scheme and data provided by the college shows that these students made better progress than expected based on their initial assessments in English, Mathematics and Science. The focus of this provision is to support young people with an alternative curriculum offer to reduce the risk of non-engagement with education. Barnsley College is one of the few colleges in the country to offer this scheme, and

therefore our published results do not compare directly to other local authorities within the region. 61% of students secured a grade higher than their initial assessment in English, 43% secured a grade higher in Mathematics and 55% secured a grade higher in Science. The graph below illustrates the outcomes for English and Maths at 4+ and 5+.



5.2 A smaller group of students in the published data include those who were elective home educated. These students did not complete any GCSE as part of their programme but studied a Personal and Social Development pathway instead.

6.0 Key Stage 5 Outcomes

6.1 Results are based on the DfE published data for Barnsley in comparison to all state funded schools and colleges in England.

6.2 DfE have not published setting level data for 2021 but both Penistone Grammar School and Barnsley College shared their headline outcomes with us.

6.3 Penistone Grammar only offer A level courses as part of their post 16 curriculum whilst Barnsley College offer A level courses alongside a variety of other level 3 vocational qualifications.

A Level Average Grade

6.4 The average A Level grade for Barnsley remained at grade B in 2021. This is equal to the average A Level grade in 2021 for all state funded schools and colleges nationally.

Percentage Achieving AAB including 2 Facilitating Subjects

6.5 The percentage of Barnsley students achieving an AAB combination of grades (including two facilitating subjects such as History, Geography and Physics) increased from 13.5% in 2020 to 18.2% in 2021. This is below the national average of 28.6% which is an increase from 24.2%, although the increase of 4.7 percentage points for Barnsley was greater than the national increase of 4.4 percentage points.

Percentage achieving 3 A*/A passes

- 6.6 The percentage of Barnsley students achieving 3 A*/A passes increased to 20.9% in 2021 from 16.8%. Nationally there was an increase to 28.9% from 22.5%.

Level 3 Outcomes

- 6.7 Results are based on the DfE published data for Barnsley in comparison to all state funded schools and colleges in England.

Average Grade – Applied General Qualifications

- 6.8 Applied General Qualifications are vocational qualifications which allow entry to a range of higher education courses either by meeting the entry requirements in their own rights or being accepted alongside other level 3 qualifications such as A levels. Many Applied General Qualifications are endorsed by employers and professional or trade bodies. In 2021, the average grade for Applied General qualifications remained a Distinction - for both Barnsley Local Authority and all state funded schools and colleges nationally.

Percentage achieving at least 2 substantial level 3 qualifications

- 6.9 Substantial level 3 qualifications are defined as qualifications that are at least the size of an A level, such as a BTEC diploma level 3. If a qualification is equal in size to 2 A levels it is counted as 2 substantial level 3 qualifications. In 2021, 93.6% of students in Barnsley achieved at least 2 substantial level 3 qualifications. This was an increase on the 79.7% in 2020. This was a greater increase than that seen for all state funded schools and colleges nationally which increased to 93.7% from 87.9%.

7.0 Outcomes for Children Looked After

- 7.1 Due to the impact of Covid, there is no publication of national data for looked after children (LAC). Our local data is limited to the KS4 LAC cohort for 2021 outcomes. 19 children had been in the care of the Local Authority for more than 12 months at the 31st March 2021 and it is these children that we report on. Results have been gathered from schools and/or carers and may be subject to adjustments following any appeals.
- 7.2 This cohort has again seen significant disruption due to the impact of Covid 19. More than half (63%) had special educational needs, with 47% having an Education and Health Care Plan (EHCP). Preliminary analysis confirms results are positive with 13 out of 19 achieving their personal targets. Multiple vulnerabilities or placement breakdown impacted on the outcomes for four students. There were two children within the cohort with highly complex needs who did not sit any qualification as they were functioning well below the requirement for entry. Both children attended schools for children with profound learning difficulties.
- 7.3 There are some notable achievements including one young person who despite experiencing the death of their carer during 2021 achieved 8 GCSEs. Two young people who experienced managed schools moves as a result of being at risk of permanent exclusion were supported to re-engage in their new schools and secure their target grades. In addition three young people overcame significant mental health barriers to achieve their qualifications. All but one child had a confirmed Post-16 destination which included studying for A Levels as well as relevant vocational courses at Level 2 and 3.

Attainment 8

- 7.4 The average Attainment 8 score for the 2021 KS4 LAC cohort was 30.8 which is an increase from 27.3 in 2020.

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

- 7.5 In 2021, 47.4% of the KS4 LAC cohort achieved a grade 9-4 in The Basics which is an improvement of 16.2 percentage points in comparison to 2020. 47.4% achieved a grade 9-4 in English Language/Literature, an improvement of 2.6 percentage points in comparison 2020. 57.9% also achieved a grade 9-4 in Mathematics, an improvement of 7.6 percentage points in comparison to 2020.

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

- 7.6 In 2021, 26.3% of the KS4 LAC cohort achieved a grade 9-5 in The Basics which is an improvement of 13.8 percentage points in comparison to 2020. 31.6% achieved a grade 9-5 in English Language/Literature, an improvement of 6.6 percentage points from 2020. 31.6% also achieved a grade 9-5 in Mathematics, an improvement of 19.1 percentage points from 2020.
- 7.7 The Post 16 plans in place for each young person in the cohort are considered to be robust and appropriate.

Post 16 Outcomes

- 7.8 Six young people successfully completed level 3 qualifications in 2021 with all of them going on to positive destinations of either university or employment. In addition, a further five young people have completed the first year of their level 3 courses.
- 7.9 Three care leavers have successfully completed degree studies in 2021 with an additional six young people being part way through their degree courses.

8.0 Outcomes for Children with Special Educational Needs and Disabilities (SEND)

- 8.1 Numbers of SEND students across the authority are generally quite low and therefore outcomes can vary year on year due to the different primary needs of students in these cohorts.

Key Stage 4 - SEND

- 8.2 The KS4 2020 SEND results are based on teacher assessed grades and are therefore not directly comparable to results from 2020 and 2019. Results in 2021 are based on 330 SEND students, 110 with an EHC Plan and 220 with SEND Support needs. National data is for State Funded Schools.
- 8.3 The Attainment 8 score of SEND students decreased slightly in 2021 in comparison to an increase for the national average for the group. However, the increase of 3.4 points in comparison to 2019 was similar to the national increase of 3.5 points.

KS4 Attainment 8 Score	2019	2020	2021
Barnsley - SEND	25.3	29.0	28.7
National - SEND	27.6	30.7	31.1

- 8.4 The Attainment 8 score of SEND students with an EHCP improved in 2021 and remained above the national average for the group. The increase of 0.2 points was below the increase of 0.5 points seen nationally.

KS4 Attainment 8 Score	2019	2020	2021
Barnsley – EHC Plan	14.8	19.1	19.3
National – EHC Plan	13.7	15.2	15.7

- 8.5 The Attainment 8 score of SEND students with SEND Support dropped slightly in 2021 and remained below the national average for the group. In contrast there was an increase in the national average, resulting in the gap widening from 1.8 points below to 3.3 points below.

KS4 Attainment 8 Score	2019	2020	2021
Barnsley – SEND Support	30.7	34.6	33.4
National – SEND Support	32.6	36.4	36.7

- 8.6 The percentage of SEND students achieving a Standard pass in the Basics improved in 2021 but remained below the national average for the group. The increase of 0.5 percentage points from 2020 was also below the increase seen nationally of 2.0 percentage points, resulting in the gap widening from 4.5 percentage points below to 6.0 percentage points below.

KS4 Basics 4-9 Standard Pass	2019	2020	2021
Barnsley – SEND	23.4%	28.6%	29.1%
National – SEND	26.7%	33.1%	35.1%

- 8.7 The percentage of SEND students with an EHC Plan achieving a Standard pass in the Basics improved in 2021 and remained above the national average for the group. The increase of 3.8 percentage points is also above the national increase of 1.7 percentage points.

KS4 Basics 4-9 Standard Pass	2019	2020	2021
Barnsley – EHC Plan	9.6%	14.4%	18.2%
National – EHC Plan	11.1%	14.1%	15.8%

- 8.8 The percentage of SEND students with SEND Support needs achieving a Standard pass in the Basics decreased in 2021 and remained below the national average for the group. The decrease of 2.0 percentage points resulted in the gap to national widening from 3.4 percentage points below to 7.6 percentage points below.

KS4 Basics 4-9 Standard Pass	2019	2020	2021
Barnsley – SEND Support	30.7%	36.5%	34.5%
National – SEND Support	32.3%	39.9%	42.1%

- 8.9 The percentage of SEND students achieving a Strong pass in the Basics improved in 2021 but remained below the national average for the group. The increase of 2.7 percentage points was greater than the national increase of 1.8 percentage points. As a result, the gap to national closed from 2.2 percentage points below to 1.3 percentage points below.

KS4 Basics 5-9 Strong Pass	2019	2020	2021
Barnsley – SEND	12.1%	14.3%	17.0%
National – SEND	13.8%	16.5%	18.3%

- 9.0 The percentage of SEND students with an EHC Plan achieving a Strong pass in the Basics decreased in 2021 and is now below the national average for the group. The decrease of 0.8 percentage points was in contrast to the 1.3 percentage point increase seen nationally.

KS4 Basics 5-9 Strong Pass	2019	2020	2021
Barnsley – EHC Plan	4.3%	8.1%	7.3%
National – EHC Plan	5.5%	6.5%	7.8%

- 9.1 The percentage of SEND students with SEND Support needs achieving a Strong pass in the Basics improved in 2021 and remained above the national average for the group. The increase of 4.0 percentage points was in contrast to the 0.1 percentage point decrease seen nationally.

KS4 Basics 5-9 Strong Pass	2019	2020	2021
Barnsley – SEND Support	16.2%	17.8%	21.8%
National – SEND Support	16.9%	17.3%	17.2%

- 9.2 The percentage of SEND students entered for EBACC improved in 2021 but remained below the national average for the group. The increase of 2.9 percentage points was in contrast to the national decrease of 0.1 percentage points resulting in the gap to national closing from 3.4 percentage points below to just 0.4 percentage points below.

KS4 Entry to EBACC	2019	2020	2021
Barnsley – SEND	11.4%	10.4%	13.3%
National – SEND	13.5%	13.8%	13.7%

- 9.3 The percentage of SEND students with an EHC Plan entered for EBACC increased again in 2021 and remained above the national average for the group. The increase of 0.6 percentage points was in contrast to the decrease of 0.1 percentage points seen nationally.

KS4 Entry to EBACC	2019	2020	2021
Barnsley – EHC Plan	1.1%	4.9%	5.5%
National – EHC Plan	4.0%	4.0%	3.9%

- 9.4 The percentage of SEND students with SEND Support entered for EBACC increased again in 2021 and remained the national average for the group. The increase of 4.0 percentage points was in contrast to the decrease of the 0.1 percentage points seen nationally.

KS4 Entry to EBACC	2019	2020	2021
Barnsley – SEND Support	16.8%	13.3%	17.3%
National – SEND Support	16.9%	17.3%	17.2%

- 9.5 The EBACC Average Point Score for students with SEND remained at 2.3 in 2021. Nationally there was also no change for this group. As a result, the gap to national remained at 0.2 points below.

KS4 EBACC APS	2019	2020	2021
Barnsley – SEND	2.0	2.3	2.3
National – SEND	2.2	2.5	2.5

- 9.6 The EBACC Average Point Score for students with an EHCP remained at 1.5 in 2021. Nationally there was also no change for this group. As a result, the gap to national remained at 0.3 points above.

KS4 EBACC APS	2019	2020	2021
Barnsley – EHC Plan	1.1	1.5	1.5
National – EHC Plan	1.1	1.2	1.2

- 9.7 The EBACC Average Point Score for students with SEND Support reduced slightly to 2.7 in 2021. Nationally there was no change for this group. As a result, the gap to national increased from 0.2 points below to 0.3 points below.

KS4 EBACC APS	2019	2020	2021
Barnsley – SEND Support	2.5	2.8	2.7
National – SEND Support	2.7	3.0	3.0

10.0 Elective Home Education (EHE)

- 10.1 All parents have a duty to ensure that their children receive an efficient, full time education suitable to their age, ability and aptitude, either by regular attendance at school or otherwise (under section 7 of the Education Act 1996). However, the law also allows parents to educate their children at home instead of sending them to school.
- 10.2 Parents may decide to exercise their right to home educate their child from a very early age, so some children may never have been enrolled in school. Others are withdrawn from mainstream school at various stages up to the end of compulsory school age.
- 10.3 We want the home educated child to have a positive experience by developing productive and supportive working relationships with parents and by working together to ensure the best educational interests of the child.
- 10.4 It is estimated that a total of 81,196 children and young people were being electively home educated as of October 2021. This is an increase of 7% when compared to the same period in 2020.
- 10.5 During the 2020/21 academic year it is estimated that the total cumulative number of children and young people being home education was 115,542 which represents an increase of 34% since 2019/20. Furthermore, it is estimated that almost half (49.8%) of this cohort became EHE during the 2020/21 academic year, suggesting that the pandemic has had a significant impact on the number of children and young people that are currently electively home educated.
- 10.6 EHE figures in Barnsley have been high in relation to national figures and there has been a significant increase in EHE nationally and locally since the outbreak of the pandemic. Locally parents have reported that they felt anxious about returning their children to school following the national lockdown. Some parents also reported that the home learning experience during the period of school closures had worked for them as a family and that they wanted to continue with this journey through the route of EHE. The pandemic also resulted in an increase in sibling groups becoming EHE which is evidenced through an increase in the number of primary aged children on the register.
- 10.7 Barnsley EHE is tracked and managed by the Education Welfare Service, who register all young people at the point of notification. In order to support this registration and ensure that EHE is chosen for the right reasons, an Education Welfare Officer visits the family home to explain the process of EHE and capture the views of the child. The registration of students supports the service in ensuring students are safeguarded and that the education provided by parents is of a suitable standard.
- 10.8 EHE is high on the Local Authority agenda and is a standing agenda item on the Barnsley Alliance Board. Barnsley Safeguarding Partnership takes a keen interest in the number of children on EHE and approves the policies and procedures in relation to managing EHE. Schools are key players in exploring the choice made by parents and the views of the child and must support children to remain in school if parental choice is driven by dissatisfaction with school. Fair Access Protocol supports children back into education to prevent any delays in the system. Training has been delivered across the sector in relation to EHE and the responsibilities of professionals in relation to keeping children this community safe.
- 10.9 The breakdown of children and young people who are educated at home as of the 26th November 2021 is shown in the table below.

Year Group	Number of Students
1	13
2	22
3	19
4	28
5	27
6	34
7	45
8	47
9	72
10	86
11	111
Total	504

10.10 This equates to 143 students of primary school age and 361 students of secondary school age. In terms of the number of students per Key Stage this equates to:

KS1 – 35 students; KS2 – 108 students; KS3 – 164 and KS4 – 197 students.

10.11 The number of students who are home educated as of 26th November 2021 has increased by 35% on the 374 students who were home education for the same period last year.

11.0 Action to Improve Education Outcomes

11.1 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.

11.2 The key priorities of the Education Improvement Strategy are set out below:-

11.3 The Local Authority and Alliance leaders are working with schools and academies to understand their specific support needs as a result of the current pandemic and school recovery plans form the basis of risk assessment activity for the 2020/21 academic year.

11.4 Barnsley Schools' Alliance key priorities and recovery strategy focus remains very much on:-

- Improving outcomes for disadvantaged pupils and other vulnerable groups through the use of Launchpad for Literacy project for Primary and PVI (private, voluntary or independent) settings in partnership with the Education Exchange 51/78 schools signed up to date.
- Improving pupils' writing through a commissioned writing project with Learners First.
- Developing evidence-informed practice through the Education Endowment Foundation funded leadership development programme in partnership with Doncaster research school.
- Enhancing the quality and effectiveness of leadership at all levels through fully funded leadership programmes with facilitated network opportunities for new heads, deputies/assistant heads and subject leaders and the development of a structured peer review model
- Improving the quality of education Curriculum development training with follow up modelled practice for system leaders, headteachers and subject leaders. Fully funded CPD programme co-constructed with schools for schools to meet need.

- 11.5 In addition to this, and despite the disruption to children's learning caused by COVID-19, the Alliance continues to focus support and challenge activities on the key priorities within the strategy:
- To continue to improve attainment and progress
 - To further improve the quality of teaching and learning so that it is consistently good or better
 - To close the achievement gap between vulnerable groups and their peers with a particular focus on those students who have a special education need or disability and / or are eligible for student premium funding, including children in care and those eligible for free school meals
 - To improve attendance and develop better access to alternative provision for students at risk of exclusion
 - To build leadership capacity which empowers leaders at all levels to develop a sustainable model of continuous improvement across all Barnsley schools
 - To promote access to greater opportunity for children and young people through supporting the aims of the More and Better Jobs Strategy.
- 11.6 It is important to note that Barnsley School's Alliance are currently working collaboratively to revise the Education Improvement Strategy for 2022 - 2024. In doing so, colleagues will ensure that the priorities identified will further embed and strengthen the work of the Alliance ensuring that the right priorities for our children and young people are identified. More importantly it will demonstrate how we intend to measure and evidence the impact, steps and actions taken to critically challenge and hold leaders to account as a sector.
- 11.7 Barnsley benefits from the expertise of 4 National Leaders of Education (NLEs), 12 Local Leaders of Education (LLEs) and 2 Consultant Headteachers (CHTs). The practice of peer review is developing leaders' expertise in school evaluation methodology.
- 11.8 In addition to the priorities set out above, the Alliance continues to address the need to improve inclusion in Barnsley schools and academies by focusing on developing practice to support children and young people with SEND.
- 11.9 The Office for National Statistics in its analysis of remote learning during the pandemic in England (April 2020 – June 2021) reported that the largest gaps in learning covered between in-school pupils and those learning online were in neighbourhoods' with the largest proportion of children eligible for free school meals (an indicator used as a proxy for deprivation in the study) and the lowest levels of parental instruction.
- 11.10 Therefore, enabling all students to achieve their potential through attendance at a good school and ensuring consistent provision for all 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.

12.0 Invited Witnesses:-

The following witnesses have been invited to today's meeting to answer questions from the committee:-

- Mel John-Ross, Executive Director Children's Services, BMBC
- Jane Allen, Service Manager for Education Welfare, Children's Services Directorate, BMBC
- Helen Collins, Business Improvement and Intelligence Advisor, Core Services Directorate, BMBC

- Liz Gibson, Virtual Headteacher, Looked After Children and Vulnerable Groups, Children's Services Directorate, BMBC
- Nina Sleight, Service Director, Education, Early Start & Prevention, Children's Services Directorate, BMBC
- Tom Smith, Head of Employment and Skills, Place Directorate, BMBC
- Neil Wilkinson, Projects and Contracts Manager, Place Directorate, BMBC
- Anna Turner, Interim Head of Education and Partnerships, Children's Services Directorate, BMBC
- Paul Crook, Principal of Penistone Grammar School and Chair of Barnsley Alliance
- Lee McClure, Headteacher at Springvale Primary School and Joint Chair of Barnsley Alliance
- Ken Merry, Vice Principal for Quality, Barnsley College
- Councillor Trevor Cave, Cabinet Spokesperson for Children's Services, BMBC

13.0 Possible Areas for Investigation:-

Members may want to ask questions around the following areas:-

- Which areas of performance are you most pleased with, what could have gone better, and what plans are in place to address this to support future cohorts?
- What are the safeguarding concerns relating to the increase in elective home education?
- How are you working towards closing the attainment gap for disadvantaged students?
- How many students in this cohort are now not in education, employment or training?
- How is the new T-Level Qualification being rolled out in Barnsley? What benefits will it have for students?
- How do you prepare students to enter the local labour market?
- Has the disruption to A-Level exams affected students gaining university places?
- What value has the new free school added?
- How confident are you that assessment data is robust and a consistent approach has been used across schools? What quality checks are in place?
- When will the Education Improvement Strategy be published, how will it be monitored and what lessons have been learned from the previous strategy?
- What evaluation has been done to determine the success of the measures put in place to strengthen and maximise support for the 2020-21 exam cohort, as outlined in the report presented to last year's committee?
- As the threat of Covid continues, how confident are you about the quality of remote learning provision within schools?
- What work is being done locally to determine the scale of the problem as highlighted by the recent Ofsted report on sexual abuse in schools, and how to resolve it?
- What can members do to support the work of Barnsley Alliance and to help improve education outcomes for the young people of Barnsley?

14.0 Background Papers and Useful Links:-

- Barnsley Alliance Education Improvement Strategy 2019-21:-
<https://barnsleymbc.moderngov.co.uk/documents/s59901/Appendix%201.pdf>
- BMBC Employment & Skills Strategy: More & Better Jobs 2016-2020:-
<https://www.barnsley.gov.uk/media/3063/employment-and-skills-strategy.pdf>
- Barnsley College Direct Entry Scheme:-
<https://www.barnsley.ac.uk/courses/14-16-provision/>
- Trinity St Edwards Free School website:-
<https://stedwards.trinitymat.org/>
- HM Government Information on T-Levels:-
<https://www.tlevels.gov.uk/employers>
- Report of the Executive Director Children’s Services, to the Overview & Scrutiny Committee on 12th January 2021 – Measures to Strengthen & Maximise Support for Barnsley’s Exam Cohort 2020-21:-
<https://barnsleymbc.moderngov.co.uk/documents/s74368/Item%205%20-%20Support%20for%20Barnsleys%202020-21%20Exam%20Cohort%20Report.pdf>
- Ofsted Report on Sexual Abuse in Schools & Colleges:-
<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>

15.0 Glossary

APS	Average Point Score
CLA	Children Looked After
DfE	Department for Education
EAL	English as an Additional Language
EBACC	English Baccalaureate
EHCP	Education, Health and Care Plan
EHE	Elective Home Education
EYFS	Early Years Foundation Stage
GCSE	General Certificate in Education
KS	Key Stage
SEND	Special Educational Needs and Disabilities
NLE	National Leaders of Education
LLE	Local Leader of Education
CHT	Consultant Headteacher
MAT	Multi Academy Trust
LAC	Looked After Children
PVI	Private, Voluntary or Independent

16.0 Officer Contact

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14th December 2021