

**Provisional Education Outcomes in Barnsley 2019-20**

**1.0 Introduction**

- 1.1 The purpose of this report is to inform the Overview and Scrutiny Committee of the provisional education outcomes for children and young people in the Borough for Key Stage (KS) 4 and Key Stage 5. Due to the impact of Covid, all GCSE and A level examinations were cancelled and outcomes for all students nationally were awarded based on centre assessed grades.
- 1.2 In addition, all statutory tests for Early Years Foundation Stage, Phonics, Key Stage 1 and Key Stage 2 were cancelled and no benchmark data will be made available by the Department for Education (DfE) for 2020.
- 1.3 With regards to KS4 and KS5, originally, the DfE advised they were not going to publish any data nationally, stating that outcomes for 2020 would not be used for accountability. As a result, many local authorities did not collect 2020 outcomes. Due to the good relationships we have with our schools, we however worked with them to gather and verify pupil level data which enabled us to provide a breakdown of outcomes by pupil group.
- 1.4 Since then, the DfE have changed their position and have now made national data and Local Authority Level data available on their statistics website. No performance tables will be published for 2020 outcomes. However, the methodology used by DfE differs from previous years and schools were not given the usual opportunity to check and amend their data. As a result of this, the data reported for Barnsley is based on 13 settings, as opposed to the usual 12.
- 1.5 The additional setting used in the DfE data is Barnsley College, with results relating to 123 pupils whose results would not usually be included in the Local Authority outcomes. Of these pupils, 49 attended Barnsley College in year 11 through the newly introduced Direct Entry scheme. 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. The remaining 74 were electively home educated pupils enrolled on GCSE courses at Barnsley College but would previously have been on roll at one of our secondary schools in year 10 or year 11.
- 1.6 The inclusion of these 123 pupils in our published results, which under normal circumstances would have been removed during the cancelled June checking exercise, has been raised with DfE, however at the moment there are no plans for them to revise the data that is currently available. Our local data used in this report was provided by schools and has been analysed using our software system which applied the usual methodology rules, excluding Barnsley College and therefore provides a more accurate picture than the DfE underlying data.
- 1.7 National KS4 data used 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 at 1<sup>st</sup> September 2020.

	Maintained Schools	Academy	Total
Primary	36	42	78
Secondary	1	9	10
Special		2	2
Pupil Referral Unit		1	1
Total	37	54	91*

2.2 \*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.

2.3 There are 15 Multi-Academy Trusts 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 Highlights of Outcomes for 2020

3.1 Performance of Note:

- Outcomes at Key Stage 4 have continued to improve in The Basics in both the standard and strong pass, as has the Attainment 8 score.
- The improvement seen in the Attainment 8 score is greater than the improvement seen nationally.
- The percentage of pupils achieving a Standard pass in The Basics remains above the national average.
- The percentage of pupils achieving a Strong pass in The Basics also remains above the national average.
- Improvements in the Average A Level Grade and percentage of students achieving AAB including 2 facilitating subjects.
- The Average A Level Grade is now equal to national.
- Outcomes for Looked After Children at Key Stage 4 are above 2019 outcomes.

### 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 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.

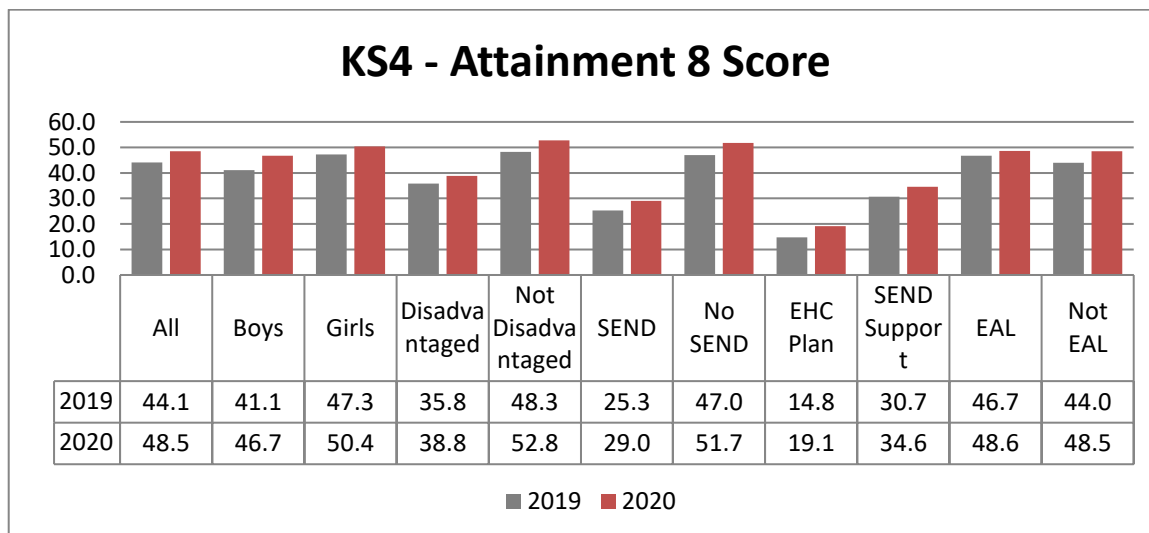
4.2 Another change to measures at GCSE is a switch from reporting grades as letters (e.g. A-C) to reporting as numbers, with grades ranging from 1 to 9, with a 9 indicating the highest grade possible. Within the number grading system, a grade 4 is equivalent to a standard C and a grade 5 considered a 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 Due to the impact of Covid, all GCSE exams were cancelled, and students were awarded a centre assessed grade. As a result, DfE will not be publishing any national data for 2020 and therefore no benchmarking data is available. All schools shared their headline outcomes with us, on the understanding that the data was not made publicly available.

## Attainment 8

- 4.5 The average attainment 8 score for Barnsley increased from 44.1 to 48.5. This is above the national average of 48.0. The increase seen locally between 2019 and 2020 of 4.4 is also above the increase seen nationally of 3.3.
- 4.6 As the graph below illustrates, all pupil groups saw an improvement between 2019 and 2020 with boys having the largest increase.

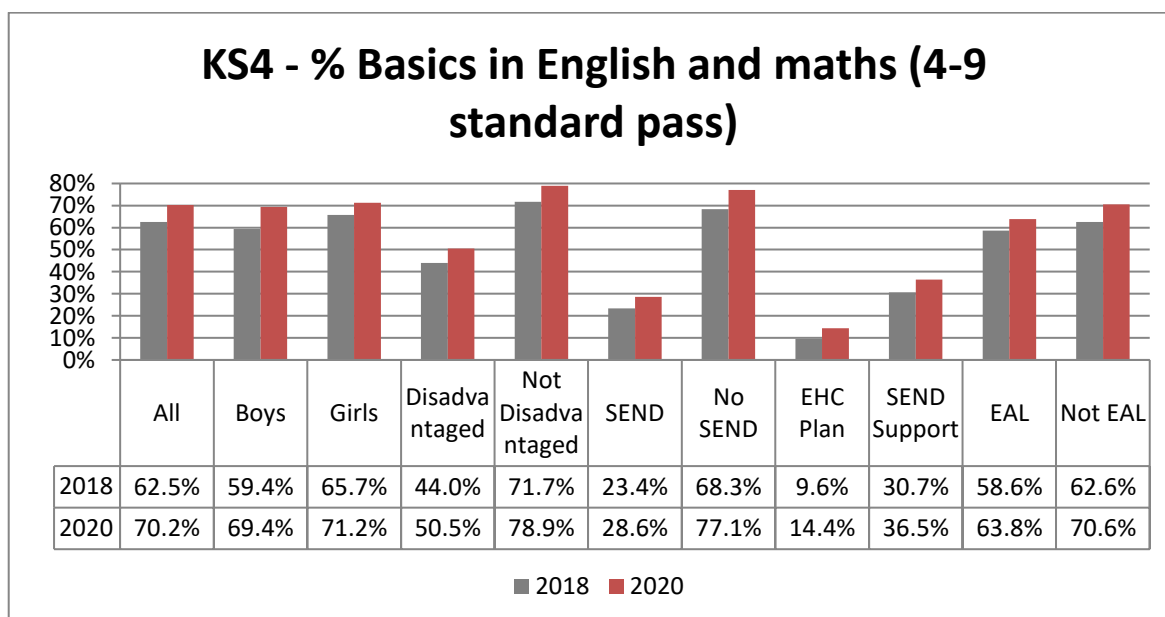


## Progress 8

- 4.7 A reliable progress score is not available as the methodology for this indicator requires 2020 national data which has not been published by the DfE.

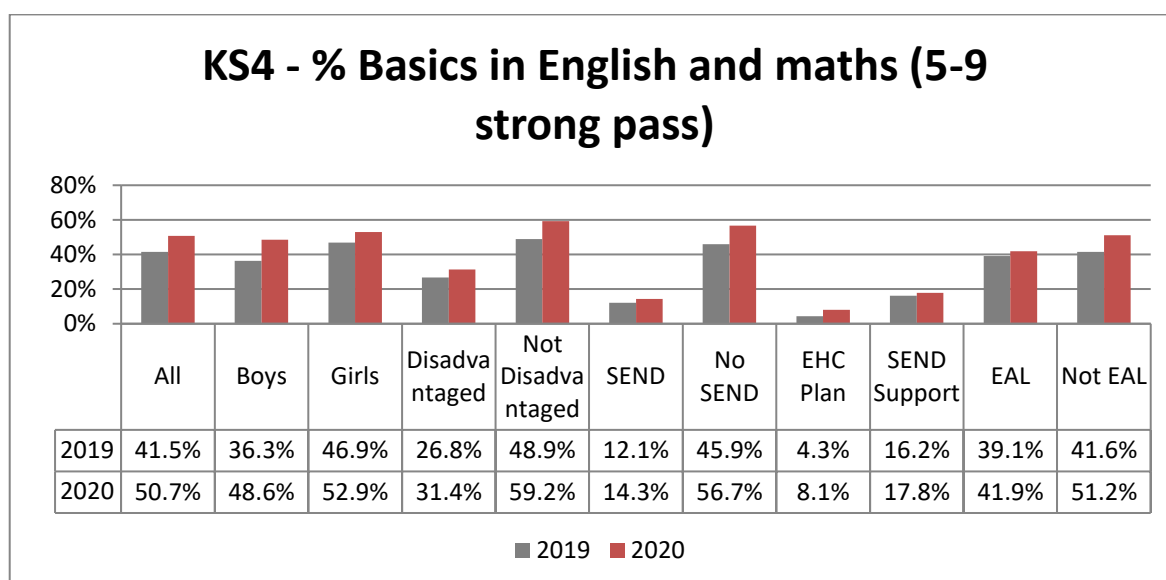
## Standard Pass in English Language/Literature and Mathematics (The Basics)

- 4.8 In 2020, Barnsley improved its position further with 70.2% of students achieving a standard pass at grade 4-9 in The Basics in comparison to 62.5% in 2019. This is above the national average of 65.9% which also increased from 59.8% in 2019. Furthermore, Barnsley's increase of 7.7 percentage points between 2019 and 2020 is greater than the national increase of 6.1 percentage points.
- 4.9 As the graph below illustrates, all pupil groups saw an improvement between 2019 and 2020 with boys again having the largest increase.



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

- 4.10 In 2020, Barnsley saw a further improvement with 50.7% of students achieving a strong pass at grade 5-9 in The Basics in comparison to 41.5% in 2019. This is above the national average of 46.3%. Furthermore, Barnsley's increase of 9.2 percentage points between 2019 and 2020 is greater than the national increase of 6.3 percentage points.
- 4.11 As the graph below illustrates, all pupil groups saw an improvement between 2019 and 2020 with boys again having the largest increase.



## **5.0 Key Stage 5 (A-Level) Outcomes**

- 5.1 Due to the impact of Covid, all A Level exams were cancelled and students were awarded a centre assessed grade. As a result, DfE have only published national data for 2020 and therefore no regional benchmarking data is available. Both Penistone Grammar School and Barnsley College shared their headline outcomes with us, on the understanding that the data was not made publicly available.

### A Level Average Grade

- 5.2 The average A Level grade improved from a C in 2019 to a B in 2020. This is equal to the average A Level grade in 2020 for all state funded schools and colleges.

### Percentage achieving AAB including 2 Facilitating Subjects

- 5.3 The percentage of Barnsley students achieving an AAB combination of grades (including two facilitating subjects such as history, geography and physics) increased from 9.6% in 2019 to 12.0% in 2020. This is below the national average of 21.2%

## **6.0 Outcomes for Looked After Children (LAC)**

- 6.1 Due to the impact of Covid, there will be no publication of national data for looked after children (LAC). Our local data is limited to the KS4 LAC cohort for 2020 outcomes.
- 6.2 This cohort had lower prior attainment than last year's cohort. Almost half (47%) had special educational needs. Preliminary analysis confirms results are positive with 13/16 achieving their personal targets. Multiple vulnerabilities and placement breakdown impacted on the three students that did not secure qualifications indicative of their ability, however the lower scores for these three do accurately reflect their current poor educational engagement.
- 6.3 There are some notable achievements including a young mum who achieved her results despite significant time away from school as a result of pregnancy and early motherhood. One young person attended a special residential school and achieved a pass in all her subjects as a result of accelerated

progress over the last two years. Six young people weathered significant periods of instability in KS4 but secured their target grades despite this. All pupils have a post 16 destination.

#### Attainment 8

- 6.4 The average Attainment 8 score for the 2020 KS4 LAC cohort was 27.3. This is an increase from 26.1 in 2019.

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

- 6.5 In 2020, 31.2% of the KS4 LAC cohort achieved a grade 4-9 in The Basics, an improvement of 8.2 percentage points in comparison to 2019. 50% achieved a grade 4-9 in English Language/Literature, an improvement of 11.6 percentage points in comparison to 2019. 50% also achieved a grade 4-9 in Mathematics, an improvement of 19.3 percentage points in comparison to 2019.

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

- 6.6 In 2020, 12.5% of the KS4 LAC cohort achieved a grade 5-9 in The Basics, an improvement of 1.4 percentage points in comparison to 2019. 25.0% achieved a grade 5-9 in English Language/Literature, an improvement of 1.3 percentage points on 2019. 12.5% also achieved a grade 5-9 in Mathematics, an improvement of 2.8 percentage points on 2019.
- 6.7 The Post 16 plans in place for each young person in the cohort are considered to be robust and appropriate.

### **7.0 Outcomes for Children with Special Educational Needs and Disabilities**

- 7.1 Numbers of SEND 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.

#### Key Stage 4

- 7.2 The KS4 2020 SEND results are based on Centre Assessed Grades and are therefore not directly comparable to results from 2019 and 2018. Results in 2020 are based on 308 SEND pupils, 111 with an EHC Plan and 197 with SEND Support needs. National data is for State Funded Schools.
- 7.3 The Attainment 8 score of SEND pupils improved in 2020 but remained below the national average for the group. However, the increase of 3.7 points in comparison to 2019 was above the national increase of 3.1 points.

<b>KS4 Attainment 8 Score</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Barnsley - SEND	25.4	25.3	29.0
National - SEND	27.2	27.6	30.7

- 7.4 The Attainment 8 score of SEND pupils with an EHCP improved in 2020 and remained above the national average for the group. The increase of 4.3 points was above the increase of 1.5 points seen nationally.

<b>KS4 Attainment 8 Score</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Barnsley – EHC Plan	17.2	14.8	19.1
National – EHC Plan	13.5	13.7	15.2

- 7.5 The Attainment 8 score of SEND pupils with SEND Support improved in 2020 but remained below the national average for the group. However, the increase of 3.9 points was just above the increase of 3.8 points seen nationally.

<b>KS4 Attainment 8 Score</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Barnsley – SEND Support	30.1	30.7	34.6
National – SEND Support	32.2	32.6	36.4

- 7.6 The percentage of SEND pupils achieving a Standard pass in the Basics improved in 2020 but remained below the national average for the group. The increase of 5.2 percentage points from 2019 was also below the increase seen nationally of 6.4 percentage points.

<b>KS4 Basics 4-9 Standard Pass</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Barnsley - SEND	22.2%	23.4%	28.6%
National - SEND	25.8%	26.7%	33.1%

- 7.7 The percentage of SEND pupils with an EHC Plan achieving a Standard pass in the Basics improved in 2020 and is now above the national average for the group. The increase of 4.8 percentage points is also above the national increase of 3 percentage points.

<b>KS4 Basics 4-9 Standard Pass</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Barnsley – EHC Plan	13.3%	9.6%	14.4%
National – EHC Plan	10.5%	11.1%	14.1%

- 7.8 The percentage of SEND pupils with SEND Support needs achieving a Standard pass in the Basics improved in 2020 but remains below the national average for the group. The increase of 5.8 percentage points is below the national increase of 7.6 percentage points.

<b>KS4 Basics 4-9 Standard Pass</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Barnsley – SEND Support	27.3%	30.7%	36.5%
National – SEND Support	31.3%	32.3%	39.9%

- 7.9 The percentage of SEND pupils achieving a Strong pass in the Basics improved in 2020 but remained below the national average for the group. The increase of 2.2 percentage points was also below the national increase of 2.7 percentage points.

<b>KS4 Basics 5-9 Strong Pass</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Barnsley - SEND	11.9%	12.1%	14.3%
National - SEND	13.5%	13.8%	16.5%

- 7.10 The percentage of SEND pupils with an EHC Plan achieving a Strong pass in the Basics improved in 2020 and is now above the national average for the group. The increase of 3.8 percentage points was also greater than the 1.0 percentage point increase seen nationally.

<b>KS4 Basics 5-9 Strong Pass</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Barnsley – EHC Plan	2.0%	4.3%	8.1%
National – EHC Plan	5.3%	5.5%	6.5%

- 7.11 The percentage of SEND pupils with SEND Support needs achieving a Strong pass in the Basics improved in 2020 and is now above the national average for the group. The increase of 1.6 percentage points was also greater than the 0.4 percentage point increase seen nationally.

<b>KS4 Basics 5-9 Strong Pass</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Barnsley – SEND Support	17.4%	16.2%	17.8%
National – SEND Support	16.5%	16.9%	17.3%

## 8.0 Action to Improve Education Outcomes

- 8.1 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. The key priorities of the Education Improvement Strategy are set out below. 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. 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 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.
- To improve attendance and develop better access to alternative provision for pupils 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.
- 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.

## **9.0 Invited Witnesses**

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

- Nick Bowen, Head Teacher at Horizon Community College and Joint Chair of Barnsley Alliance
- Paul Crook, Principal at Penistone Grammar School and Chair of the Barnsley Alliance Secondary Heads Group
- Yiannis Koursis, Principal, Barnsley College
- Mel John-Ross, Executive Director Children's Services, BMBC
- Nina Sleight, Service Director, Education, Early Start & Prevention, BMBC
- Darren Dickinson Interim Head of Barnsley Alliance, BMBC
- Liz Gibson, Virtual Headteacher, Looked After Children & Vulnerable Groups, BMBC
- Angela Stephens, Business Improvement & Intelligence Advisor, BMBC
- Cllr Margaret Bruff, Cabinet Spokesperson for Children's Services, BMBC

## **10.0 Possible Areas for Investigation**

10.1 Members may wish to ask questions around the following areas:

- Which areas of performance are you most pleased and disappointed with and why?
- How many young people appealed against their grades and what was the outcome of this?
- How has Covid-19 impacted upon data collection relating to pupils?
- What have been the biggest challenges with ensuring fairness and equity amongst pupils with regards to centre-assessed grades being reflective of their ability?
- What strategies have been implemented to support pupils with SEND to improve their education outcomes and how do you know these are effective?
- How many of the Y11 exam cohort have gone on to be NEET (not in education, employment or training)?
- What impact did the disruption to A-level exams have on young people in Barnsley gaining university places?

- To what extent has the cohort taking GCSEs at Barnsley College increased this year as a result of attainment in 2020?
- What are your biggest concerns for pupils who have had their exams disrupted as a result of Covid-19?
- How can Elected Members support the work to improve educational outcomes for children in Barnsley?

## **11.0 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>

## **12.0 Glossary**

BMBC	Barnsley Metropolitan Borough Council
EYFS	Early Years Foundation Stage
GCSE	General Certificate in Education
KS	Key Stage
LAC	Looked After Children

## **13.0 Officer Contact**

Anna Marshall, Overview & Scrutiny Officer, [Scrutiny@barnsley.gov.uk](mailto:Scrutiny@barnsley.gov.uk)

21<sup>st</sup> December 2020