

Children's Services Overview & Scrutiny Committee



Report subject	Schools Data Progress Update Headlines 2018/19
Meeting date	10 March 2020
Status	Public Report
Executive summary	<p>This report sets out an initial analysis of the contextualised data, provided by Local Authorities and schools, that highlights the performance of specific organisations, subjects and vulnerable groups across all key stages and phases.</p> <p>The purpose is to advise the Committee of the headline progress outcomes of key stage assessments and examinations for the BCP 2018/19 cohort. Also, to outline the initial actions that have been identified to address the issues that have been identified through analysis of the data.</p>
Recommendations	<p>It is RECOMMENDED that:</p> <p>The Committee receive this report for noting and comment.</p>
Reason for recommendations	To enable the committee to review and comment on an overview of educational outcomes for BCP pupils for the academic year 2018/19.
Portfolio Holder(s):	Councillor Sandra Moore, Portfolio Holder for Children and Families
Corporate Director	Judith Ramsden, Corporate Director, Children's Services
Contributors	<p>Neil Goddard, Service Director Quality and Commissioning</p> <p>Julia Coleman (Service Manager for School and Provider Standards and Support)</p> <p>Debra Jones, Judith O'Hare, Georgie Pinder, John Spracklen, Dawn Simpson and Vikki Whild</p>
Wards	All BCP Council Wards
Classification	For Update and Information

Background

1. This is the first detailed report on school progress data in BCP as a new single area. This reflects progress made by pupils/students over key stages or phases of education in the academic year 2018/19.
2. The report has been produced in advance of more detailed school by school analysis which is underway following the delayed release of national data as a result of purdah and the general election. This will be available to the committee at their meeting should they wish to have information about specific schools or types of school/provider.
3. The Director of Children's Services (DCS), will write to the leaders, Chairs of Governors and relevant Multi Academy Trust CEOs, about individual school/provider progress in a BCP Spring letter.
4. This report reflects on the progress of large groups of pupils/students; the whole cohort, disadvantaged pupils/students, SEND and by gender.
5. The Spring letter from the DCS will also reflect on the progress of BCP pupils and young people in our care and with experience of care within each organisation.

Key Stage 1 to KS2

6. As previously reported, there is an overall positive story about attainment at KS1 to KS2 as can be seen in the summary chart attached to this report. When compared to National, both at the end of Year 1 and KS1, results are above national for all groups except boys.
7. End of KS1 Phonics is above national (BCP 93% and National 91%); there is however a significant gap between girls and boys reaching a Greater Level of Development (GLD) (BCP boys GLD 66.8%, BCP Girls GLD 81.3%).
8. Attainment figures identified areas that we are already working on, with Reading as a key marker for boys & SEND pupils, but also Mathematics for girls.
9. Progress data attached to this report shows a more detailed picture of the groups that BCP schools need to undertake targeted work with to improve outcomes. The attainment outcomes are reflected in the headline gender progress data.
10. The -0.39 Progress score for Reading is representative of a large gap between boys and girls (boys are -1.04 compared to +0.29 for girls)
11. Progress scores between KS1 – KS2 for all pupil groups are negative in reading, writing and mathematics (RWM combined).
12. For disadvantaged pupils, there is a clear gap across genders to their non-disadvantaged peers. As a cohort they make less progress in Reading (-0.96), Writing (-0.74) and Mathematics (-0.96).
13. Although disadvantaged girls have a positive score for Writing (+0.58) there is a considerable gap to their relatively advantaged peers (0.43).

14. For SEND pupils, there is the largest gap between any of the categories of pupils and the whole cohort. In Reading this is +0.9 to -2.81; Writing +0.58 to -3.19 and in Mathematics it's at its lowest with 0.41 to -2.40.
15. Our SEND cohort through 0-19 is more male than female at a higher level than National. This highlights how boys as a group are a concern that is as important as looking at Reading as a subject.

Key Stage 2 to KS4

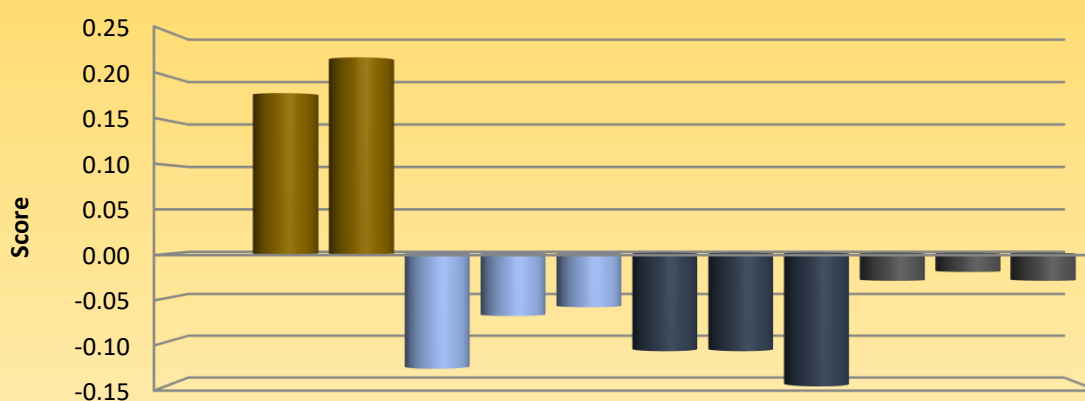
Attainment

16. As previously reported, the Key Stage 4 attainment outcomes remain above the National average, with a slight dip in the BCP Attainment 8ⁱ score dropping slightly to 49.6 (46.7 nationally).
17. EBaccⁱⁱ performance had dipped slightly but is still well above National at 44.8% (39.7% nationally).
18. BASICs (achievement of Grade 4 or Grade 5 in English and Maths) is above National, although again there was a slight dip compared to performance in 2018.

KS4 Progress Headlines

19. Progress 8 (see end note) for BCP schools has increased by 0.04 in 2019 to 0.22. This was a higher increase than our SW regional comparisonⁱⁱⁱ and BCP has also outperformed against our perceived statistical neighbours^{iv}
20. In 2019 BCP's Progress 8 score was significantly above the National, South West and statistical neighbour comparators and is ranked 24th out of 150 Local Authorities with a quartile banding of A for this measure.

2017-19 - Average progress 8 score per pupil



	BCP			South West			Statistical Neighbour Average			England		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Progress 8		0.18	0.22	-0.13	-0.07	-0.06	-0.11	-0.11	-0.15	-0.03	-0.02	-0.03

21. Most of the secondary schools in BCP achieved levels of progress that are regarded as positive and there are just 3 of the mainstream secondary schools whose scores were either below or well below average. These are schools that the LA and the Regional Schools' Commissioner are working closely with.
22. Further detail by BCP and statistical neighbours can be seen in Appendix 1.

KS4 Disadvantaged

23. In BCP there were 3,554 pupils at the end of Key Stage 4 in 2019. Of those 646 or 18.2% of these pupils were identified as being disadvantaged.
24. The table below shows the disadvantaged and others results for both BCP and National. The table also shows the gap between BCP disadvantaged pupils and National others, also the gap between National disadvantaged and National others. The National results are "Emerging" results taken from NCER Nova as no published National figures were available at the time this report was written.

Measure	BCP Disadvantaged Pupils	BCP Others	BCP Disadvantaged / National Others Gap	Emerging National Disadvantaged	Emerging National Others	National Disadvantaged / Others Gap
Attainment 8	36.1	53.1	-14.3	36.7	50.4	-13.7
Progress 8 ^v	-0.37	+0.36	-0.50	-0.44	+0.13	-0.57
Basics 9-5 in English & mathematics	24.8%	56.9%	-25.3pp	24.7%	50.1%	-25.4pp
English Baccalaureate Entries	24.6%	49.2%	-20.0pp	23.7%	44.6%%	-20.9pp
English Baccalaureate APS of cohort	2.98	4.72	-1.42	3.10	4.40	-1.30

25. This table shows that the gap between BCP disadvantaged and National other pupils is less than the gap between National disadvantaged and National other pupils for Progress 8, Basics 9-5 in English & mathematics and English Baccalaureate entries, but is wider for Attainment 8 and the English Baccalaureate APS.
26. Although in some cases BCP disadvantaged pupils are attaining better results than their disadvantaged peers nationally, the success of selective education and possibly the impact of so much single sex provision, makes the gap between disadvantaged pupils & their BCP peer group starker.
27. Whilst our cohort is smaller than nationally, it is contextualised within one of the widest economic profiles in England.

Special Educational Needs and Disabilities (SEND)

28. Pupils and students are defined as SEND in National data as those in need of SEND support, with statements of SEND or an Education, Health and Care (EHC) Plan.
29. In 2019 614 BCP or 17.3% of pupils at the end of key stage 4 had a special educational need, this compares with 14.2% of pupils Nationally in 2019.
30. The DfE recognises that the attainment gap between pupils with SEND compared to pupils/students without being identified as SEND, remains the largest gap of all characteristic groups.
31. In 2019 as shown in the following table, pupils with SEND did not attain or progress as well as pupils with no identified SEND. This is reflected nationally, however pupils in BCP, both SEND as well as those with no identified need, attain and progress better than their peers in England.

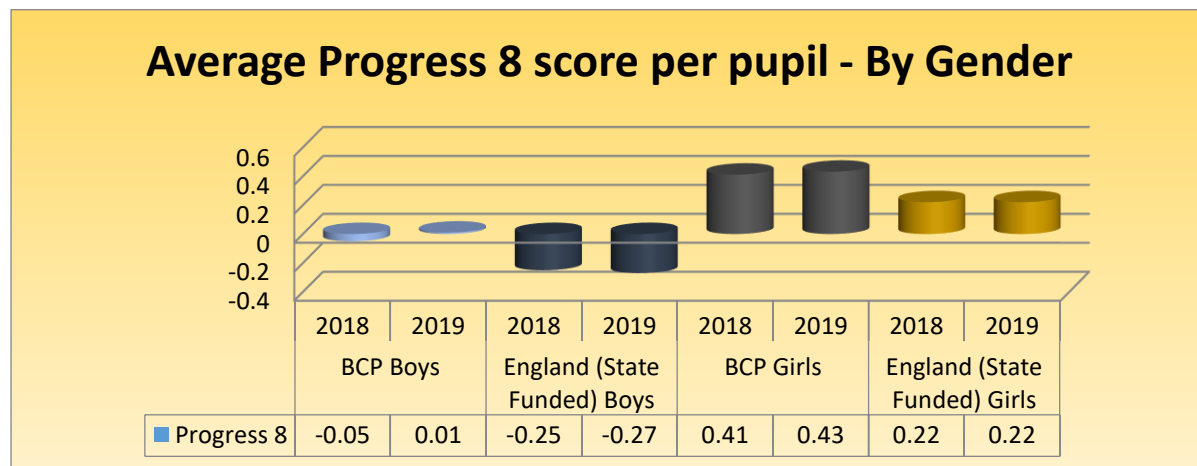
	Number of pupils at end of key stage 4	Average Attainment 8 score	Average Progress 8 score	9-5 English & Maths	Entering the Ebacc	Ebacc APS
	BCP					
No Identified SEND	2940	53.5	+0.34	56.8%	50.1%	4.75
All SEND Pupils	614	33.4	-0.30	23.6%	19.1%	2.72
	National (State Funded Schools)					
No Identified SEND	453,180	50.1	+0.08	48.4%	44.5%	4.40
All SEND Pupils	75,110	27.5	-0.62	13.8%	13.4%	2.20
All Pupils	528,290	46.8	-0.02	43.5%	40.0	4.10

32. Closing the attainment gap for all identified groups remains a key focus for the council. Whilst out performing national benchmarks shows progress is being made, the aspiration must be to level up performance to ensure all children are achieving to the very best of their potential.
33. Both Quality & Commissioning and Inclusion and Families Services teams are looking at how we can support more SEND young people and pupils within mainstream and increase capacity and skills in the education workforce to address needs confidently within all teaching groups.
34. There is also an awareness that this group may be one of those disadvantaged by a narrow curriculum and fewer opportunities to work with employers in preparing for adulthood. There are plans underway to address this gap by mapping the curriculum, assessing it against outcomes for young people and commissioning new ways of working post-14.

Gender

Progress 8

35. 2019 saw improved progress for both genders in BCP. Progress of both genders in BCP is positive, with higher increases in progress than their peers nationally.



36. As BCP has a partially selective system, and both this and several large schools are single sex, we have a very different system to many of our peers and comparators.

Across BCP Actions for School Standards with the support of the Learning Partnership Board

37. A BCP cross-phase Reading Conference will be held for school, college & provider leaders & literacy/language specialists in October 2020.
38. Proposals are being explored to have a specialist Mathematics network to improve CPD for teachers and other educators in BCP with the NCETM^{vi} and Poole Grammar School.
39. Completion of an area wide self-evaluation for 0-19 (25) in BCP & Pan-Dorset. This demonstrates clear understanding of the needs within different communities and schools; will challenge a postcode lottery of achievement & progress in reading and develop “system asks” so that we are better ready to explain the funding needed to national and regional organisations to narrow gaps between our vulnerable learners and all pupils and students in BCP.
40. Data sharing agreements will be amended between all schools and providers 0-19 to enable sharing of data in transition so that reading skills and other areas that need better, quicker progress, such as girls’ Mathematics are quickly identified and addressed.
41. Better data sharing will also enable BCP and the Learning Partnership Board to be able to help the system understand itself and judge sufficiency, value for money and strategies for success against individual and collective destination

data. This will create a report by subject, Destination (post-16), SEND provision and Progress on all BCP students from 16-19/25.

42. The Learning Partnership Board's Post-16 Group is conducting an "Area Based Review" of Sixth Form provision to inform suggested changes to the post-16 provider and curriculum provision.

Summary of financial implications

43. No direct financial implications.

Summary of legal implications

44. No direct legal implications.

Summary of human resources implications

45. No direct human resources implications. The report has been produced in partnership across existing teams in BCP Children's Services.

Summary of environmental impact

46. The supporting documents and content have been produced and shared digitally and the content will be re-used and shaped as appropriate for public information and sharing within BCP on electronic platforms to reduce our carbon footprint.

Summary of public health implications

47. The more learners who are able to read, access links to employers and have an engaging and relevant curriculum, the more improved their health outcomes and potential earnings will be to support them in living healthy, productive lives, engaged with their communities.

Summary of equality implications

48. If access, enthusiasm and resources for reading are championed across all phases and stages of education, it has the potential to reduce the gap between the outcomes of disadvantaged pupils/students and their peers.

Summary of risk assessment

49. Not applicable

Background papers

50. Some additional school/provider specific data will be available at the meeting should members wish to ask questions about specific organisations or types of organisations.

Appendices

Appendix 1: KS4 Statistical Neighbours and BCP

ⁱ Attainment across 8 subjects but unweighted for disadvantaged. Raw scores without appeals (September unvalidated data).

ⁱⁱ English, Maths, Science (Double) plus History or Geography and a language GCSE

ⁱⁱⁱ Our LA SW region consists of Bath and North East Somerset, BCP Council, City of Bristol, Cornwall, Devon, Dorset, Gloucestershire, Isles of Scilly, North Somerset, Plymouth, Somerset, South Gloucestershire, Swindon, Torbay and Wiltshire

^{iv} Statistical neighbours are; East Sussex, Isle of Wight, Kent, Plymouth, Portsmouth, Sheffield, Southend on Sea, Swindon, Suffolk and Torbay

^v Progress across 8 subjects, including English (double-weighted), Maths (double-weighted), 3 English Baccalaureate qualifications and 3 other qualifications which can include English Baccalaureate subjects and other high value academic, arts and vocational qualifications from the DfE approved list. It measures the progress pupils make between KS2 and KS4

^{vi} National Centre for Excellence in the Teaching of Mathematics (NCETM)