

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	School Attainment and Progress 2022
Meeting date	22 November 2022
Status	Public Report
Executive summary	Report providing provisional attainment data from 2022 public examinations and assessment series in BCP.
Recommendations	It is RECOMMENDED that: The Committee note and comment on this report
Reason for recommendations	To provide the committee with an early oversight of outcomes for children and young people in BCP.
Portfolio Holder(s):	Councillor Nicola Greene, Portfolio Holder for Council Priorities and Delivery
Corporate Director	Cathi Hadley, Corporate Director Children's Services
Report Authors	Sarah Rempel, Director of Education and Skills Julia Coleman, Head of Service Georgie Pinder, Secondary Adviser John Spracklen, Education Data & Performance Analyst
Wards	Council-wide
Classification	For Information

Early Years (EY), Key Stage 1 (KS1) and Key Stage 2 (KS2)

1. Since 2019 there have been no nationally moderated or marked assessments in primary phase and Early Years. Whereas in secondary phase and post-16 schools did have grades awarded, in primary phase formal assessment was suspended.

2. In all phases of education no league tables have been created to date, because of the risk of disadvantaging pupils and schools as a result of Covid, which has not evenly impacted by school or setting.
3. In EY as well as the baseline assessment in November 2021, schools and settings completed the Foundation Stage profiles for transition between EY and Year 1.
4. In KS1 the Phonics screening test have taken place for the first time since 2018/19 with KS2 SATs testing resuming alongside multiplication table tests in 2022.
5. For detailed results as a system please see the attached appendix 1 which was shared with local schools in September.

Early Years

6. EY has faced many challenges during the past two and a half years, however BCP has seen another year of high 'Good Level of Development (GLD) performance at 2.4% per pupil above national. In 15 of our schools this has been higher ranging from a +8.8% to +16.8% positive gap when compared to national results.

Y1 Phonics Check

7. This was down nationally compared to 2019. BCP school outcomes at the end of Year 1 remains in-line with national results in 2022. This is consistent with differences since 2019 where both BCP schools and national results declined by - 6.6%.
8. Outcomes at the end of KS1 in BCP remain in line with national results and continue to improve at a faster rate when compared to all other Local Authorities nationally.
9. End of KS1 results in phonics (which include retakes for Year 2 pupils) are +2% higher than the southwest (SW) average results.

KS1 Assessments

10. BCP results at the end of KS1 are above national outcomes in all subjects, both at the expected standard and at greater depth in 2022.
11. The positive gap between BCP and national results has increased at both the expected standard and at greater depth in reading and mathematics, and at the expected standard in writing.
12. Both boys' and girls' outcomes in 2022 are above national and SW region results in all subjects and at both the expected standard and greater depth.

KS2 Assessments

13. Overall pupil attainment in 2022 remains above national in all indicators.

14. The gap between BCP schools and national results is reducing in all subjects except in Grammar, Punctuation and Spelling.
15. Combined Reading, Writing and Maths results at the expected standard continues to improve against all other LAs nationally. BCP was in the 83rd percentile in 2018, 40th in 2019 and now 34th in 2022.
16. In 2022 the gap with national is equivalent to 70 more pupils in BCP achieving the expected standard compared to the national average. This is very positive and shows the value of collaborative working during Covid, which culminated in the first BCP first primary phase conference in June 2022.
17. Provisional data suggests that an area of focus for BCP should be progress between KS1 & KS2 in reading.

KS4 and KS5

18. During the summer term of 2022 pupils sat public examinations for the first time since 2019.
19. The Department for Education (DfE) and Ofqual set out a range of measures to support pupils. These measures included:
 - a. Grading. Awarding bodies set generous grade boundaries compared to pre-pandemic. This is to reflect the disruption the 2022 cohort experienced and recognises that most A level students had not taken public examinations previously. Grade boundaries were set based on a national average of 2019 and 2021 results for each subject (also known as the 'mid-point').
 - b. Advance information: Awarding bodies published advance information about some content and changes to exams, to help students to focus their revision. However, this was not intended to reduce the coverage of content taught.
 - c. Support materials: In subjects such as maths and physics students were given formula sheets, so they did not have to memorise as much as usual.
20. Although there were no public exams in 2020 and 2021, BCP Council collected and collated Centre Assessed Grades in 2020 and Teacher Assessed Grades in 2021. This data collected was fully supported across the BCP school system with schools sharing their exam files with our Education Analysts. The BCP school system has high levels of trust in our data collection and analysis. By schools sharing data with us we can compare 2022 results with 2019 (last undisrupted year), 2020 (flawed algorithm year), & 2021 (teacher assessment year). Due to the disruption of 2020 (centre assessed grades), although data was collected and analysed, its validity is inconsistent. Therefore, data points from 2019, 2021 and 2022 for comparison.

KS4 Results

21. The following is a summary of 2022 KS4 results based on provisional data provided by the DfE on the 10 October 22. The results are unvalidated, are likely to change and should be treated with caution.
22. An update report will be provided in the new year with validated and progress data.

Attainment 8

Number of pupils on roll at the end of Key Stage 4 where attainment 8 has been provided	3673
Attainment 8 score	52.6

23. Average Attainment 8 has decreased compared with last year, but has increased compared to 2019, which is broadly expected given the grading approach used in 2022 nationally.
24. The average Attainment 8 score decreased by 1.6 points between 2021 and 2022 from 54.2 to 52.6 and increased by 2.6 points from 50.0 in 2019.
25. For Attainment 8, provisional national data indicates that pupils in BCP schools were in the top quartile nationally ranked number 25 out of 156 local authorities nationally.

English Baccalaureate

Number of pupils on roll at the end of Key Stage 4	3673
Percentage of pupils entering the English Baccalaureate	40.8%
English Baccalaureate Average Point Score (APS)	4.67

26. 40.8% of pupils were entered into the full EBacc. This is a decrease of 1.2 percentage points from 2020/21 and a decrease of 4.0 percentage points in comparison with the last full exam year of 2019 when 44.8% of pupils were entered into the full EBacc.
27. EBacc APS also decreased compared with last year and increased compared with 2019, decreasing by 0.13 points from 4.80 to 4.67 between 2021 and 2022, and up by 0.27 points from 4.40 in 2019.

28. Pupils in BCP schools were ranked on the 28th nationally (quartile banding A) for the EBacc APS measure in 2022.

English and Mathematics

Number of pupils on roll at the end of Key Stage 4	3673
Percentage of pupils on roll achieving a strong pass (grade 5 or above) in English	72.0%
Percentage of pupils on roll achieving a strong pass (grade 5 or above) in mathematics	63.5%
Percentage of pupils on roll achieving a strong pass (grade 5 or above) in BOTH English and mathematics	58.6%

29. 58.6% of pupils achieved a grade 5 or higher in both English and maths. This is a decrease of 2.4 percentage points (from 61.0%) compared to 2021, and an increase of 7.7 percentage points (from 51.0%) in comparison with 2019. This is generally what we would expect given Ofqual's approach to grading for 2022 exams which broadly reflected a midpoint between results in 2019 and 2021.
30. Provisional data indicates that BCP pupils are ranked 29th on this strong pass in both English and Mathematics.

Disadvantaged Pupils

31. Analysis or provisional data indicates that BCP had a smaller proportion of Disadvantaged pupils at the end of KS4 in 2022 than seen nationally.
32. The attainment of both the Disadvantaged and the 'All Other' pupils groups in BCP outperformed their peers nationally.
33. Subsequently in 2022 the attainment gaps are narrower than the gaps seen nationally.

School Specific

34. A few schools' results appear to have declined since 2019. This is a concern as 2022 grade boundaries were set at the 'midpoint' between 2019 and 2021 and falling below 2019 levels in 2022 could indicate a significant decline in performance as grade boundaries return to 'normal' in 2023 and 2024. Work is underway with those schools to understand what may lie at the heart of this possible decline.

35. Several other schools have seen notable improvement in most indicators since 2019 with some schools posting improved results compared with 2021. Improved results compared to 2021 supports wider evidence, that BCP schools implemented robust and fair Teacher Assessment Processes in 2021.

KS5 Results

36. The following is a summary of 2022 Key Stage 5 results based on information provided by BCP state funded non-special schools on the 18 August 2022 (Results Day). The results have not been validated are likely to change and should therefore be treated with caution.

A Levels

Number of students who started the course	1760
Percentage of students who completed the course	92.2%
Average grade that students achieved per A level entry	C+
Average points that students achieved per A level entry	38.89
The percentage of students who achieved grades AAB or higher inc. 2 or more facilitating subjects	27.9%

37. Overall A Level results are better than 2019 but down compared with 2021, this is in line with what we see reflected nationally.
38. BCP sixth form retention rates are down from 94.5% in 2019 to 92.2% in 2022.
39. Last year the retention rate was 96.7%. In nine out of 15 schools, it was down in 2022 compared with 2019. The lowest retention rate was 63.6% of students completing their courses and the highest with 100% retention rates.
40. Three schools continue to have small numbers of A Level students, with 17, 11 and 17 students starting courses and 15, 7 and 13 students completing their courses.
41. The percentage of students achieving higher grades (AAB or higher including 2 or more facilitating subjects) rose from 17.7% in 2019 to 27.9% in 2022. In 2021 the percentage of student achieving AAB or higher, including at least 2 facilitating subjects was 41.1%

Applied General and Tech Levels

42. Applied Generals and Tech Levels cover a wide range of subject areas, from applied science, business, and health and social care to accountancy and horticulture. They are an important route into higher education for many students, with around a fifth of 18-year-old students applying to university holding at least one such qualification.

Applied Generals

Number of students who started the course	380
Percentage of students who completed the course	91.1%
Average grade that students achieved in their Applied General qualifications	Dist
Average points that students achieved in their Applied General qualifications	34.98

43. Overall performance of students taking Applied General courses was slightly lower than 2021 but higher than 2019. Averages grades and APS for all but one establishment were higher than in 2019.
44. Overall, the retention rates improved when compared with 2019 and 2021.
45. More students started Applied General courses, 380 in 2022 compared with 162 in 2019. This shows our school based sixth forms are offering a broader curriculum for post 16 students and students that follow a mixed applied / A Level offer achieve well.

Tech Levels

Number of students who started the course	21
Percentage of students who completed the course	86.0%
Average grade that students achieved in their Tech levels	Dist
Average points that students achieved in their Tech levels	32.42

46. Only 21 students in 2 establishments were entered into Tech Level courses with just 18 completing this programme of study.

47. With an average grade achieved in their Tech Levels of Distinction to Distinction+ and an APS of 32.42 these students had a higher performance than the equivalent 2019 cohort but lower than the 2021 one.

Emerging Priorities

48. Validated data and analysis of how groups performed will be reported to Overview and Scrutiny in the Spring of 2023.
49. Education Improvement key priorities to support raising attainment and educational outcomes and curriculum pathways are:
- a. Disadvantaged children - identifying and continuing to close the gap
 - b. Continue to champion and support breadth of curriculum for all but particularly for SEND young people and those at risk of exclusion
 - c. Speaking and listening/language fluency
 - d. Reading across all phases (with particular focus on boys, KS2 and transitions)
 - e. Transitions in, through and out of BCP education system
 - f. EY with a particular focus on boys in Reading, Writing and Maths
 - g. There is a need for greater consistency in the teaching of phonics across BCP schools.
 - h. Writing at greater depth KS1
 - i. Maths across all phases (with particular focus on participation rates of girls at KS5 in STEM subjects)

Options Appraisal

50. Not applicable

Summary of financial implications

51. There are no direct financial implications in the production of this for information report.

Summary of legal implications

52. There are no direct legal implications in the production of this for information report.

Summary of human resources implications

53. There are no direct human resources implications in the production of this for information report. The report has been produced across existing teams in BCP Children's Services in partnership.

Summary of sustainability impact

54. 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

55. Not applicable.

Summary of equality implications

56. The report already emphasises areas of inequality and some strategies to address those. When the progress data is available in March, a report will be presented that looks much more specifically and in detail at those groups, postcodes and cohorts that are at risk of educational inequality.

Summary of risk assessment

57. Not applicable

Background papers

None

Appendices

Appendix 1 – September 2022 Primary Results