

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	Education Improvement Report
Meeting date	11 June 2024
Status	Public Report
Executive summary	<p>This is a summary by group of the 2022/23 Cohort across EYFS - KS5 for all statutory assessment points and external examinations in BCP state schools. It is about the outcomes on specific groups across educational phases.</p> <p>The team will not be at the June 2024 meeting, but questions may be forwarded to Julia.coleman@bcpcouncil.gov.uk when members reflect on the report.</p> <p>There are many detailed reports across all of the results which members can discuss with georgie.pinder@bcpcouncil.gov.uk (secondary and post-16) and Claire.harvey3@bcpcouncil.gov.uk (EY and Primary Phase).</p>
Recommendations	<p>It is RECOMMENDED that the Committee:</p> <p>Note the contents of this requested report on the results for academic year 2022/23. This report breaks down results and outlines points of interest based on groups of pupils and students.</p> <p>The education improvement team (EIT) have submitted this report to complete their review of results from the Spring Term to discuss gender, educationally disadvantaged pupils and those with SEND.</p> <p>A previous report had links to more detailed data sets. This is principally analysis of the learning by group from the result set.</p>
Reason for recommendations	Requested by the Chair.

Portfolio Holder(s):	Richard Burton and Requester Councillor Dove.
Corporate Director	Cathi Hadley and Sharon Muldoon
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Wards	Council-wide
Classification	For update on academic year (AY) 2022/23 Results based by group.

Background

1. **Context of Cohort 2022/23.** The class of this AY saw challenges that few pupils have seen for decades. As well as the impact of the pandemic on their learning during their Early Years (EY) or previous Key Stage (KS); schools continued with additional challenges to attendance and attainment caused by;

- Pupils in Y1 had nurseries closed in lockdown 1
- Educational and transport strikes impacting on attendance
- Additional bank holidays x2

The Education Improvement Team (EIT) reported on the cohort as a whole previously. This report reflects how some specific groups fared in their outcomes compared to national and local peers in this academic year.

Given the Committee has already received key reports and tables from the EIT on results in 2022/23, this paper addresses how 3 key groups fared and what we learn from this as a system 0-25;

- Free School Meal Pupils
- SEND and SEND support Pupils
- Boys and Girls (Gender)

Please see glossary and context in appendices by educational phase

2. Structure of the BCP educational system

BCP is a small, successful and relatively complex one. As well as 98 schools there are 3 universities, Bournemouth and Poole College and 14 local schools have post-16 provision.

Currently we have 95.4% of primary schools Good or Outstanding and 87.5% of secondary phase and we have one SEND setting (Cambian Wing) which is RI. All other Specialist schools are also Good or Outstanding.

Most of the school's estate is either a standalone trust or in a small/medium size academy. Just 16 schools are currently maintained including the major SEND specialist schools and one of our AP settings.

Unusually we have 5 fully or partially selective schools and in secondary phase the 4 grammars and 4 of the large secondary schools are single sex. This creates a large cohort who are educated separately for up to 7 years into post-16. There is no state funded single sex education in primary or middle schools in BCP.

All										
Total	Primary	Secondary	All through	Mainstream	Special	PRU	Maintained	Selective	Independent	Colleges
114 (98 state schools)	67	23	3	100	12	2	16	4	12	1

3. Groups that we are reporting on here;

3a) **FSM (Free School Meals) pupils**¹. These are the largest group of Children and Young People (CYP) in BCP who make up educationally disadvantaged pupils in the results. When educators talk about narrowing the gap between groups in education these are the group that are most discussed and on which we have the most data.

3b) **Girls and Boys as separate genders**. In an area with a high proportion of single sex post 11 education, differences in and between phases are interesting aspects of education in BCP. We also look at gender within the FSM group as well.

3c) **SEND**. CYP with an Education and Health Care Plan (EHCP) or with SEND support in schools. Most SEND CYP get their education in state funded mainstream schools & most results are from these schools.

4a) Free School Meals CYP and their outcomes.

FSM pupils are a focus for national and local educators because they are the largest educationally disadvantaged group. They are predominantly children in working families who receive in work benefits.

For the past 30 years politicians and educators have tried to “narrow the gap” between FSM pupils and their non FSM peers. In BCP there are some ways in which we have a good starting point with much of EY and schools having Good and Outstanding provision.

However the FSM gaps that narrowed in the first decade of the century are widening in most phases of education nationally since the pandemic. There is pressure in BCP too but the gaps in KS4 and KS5 are narrowing.

The national figures in the table below are from 2019 which was the last year of normal examinations before the pandemic. It was estimated then that it would take 500 years to narrow the gap in England at the then rate of progress.²

¹ Pupils in receipt of [FSM](#) are generally in families in receipt of in-work benefits and also includes children from Service and some refugees families.

² Education Policy Unit 2020

4b) Finding 1.

*CYP who stay in local schools for their compulsory education outperform their peers nationally whichever group they are in.*³

This does not mean that there are not in-BCP gaps and that they do not need to be challenged further, however it does indicate that our focus on improving attendance and decreasing exclusions is important.

Schools which admit, teach full time and enter pupils for external examinations or assessments succeed with these groups.

4c) Finding 2

*Destinations from secondary phase and post-16 show that many more FSM children have been able to access universities and higher level apprenticeships compared to their regional peers.*⁴

4d) The gap between FSM CYP and their peers nationally is measured in months and lengthens in England as children progress through education;

Finding 3

Investment in narrowing the gap between FSM and non-FSM peers has continued to have a measurable impact in BCP in post 11 education despite the pandemic.

Phase/stage	National Gap Months	BCP Gap Months	Difference
EY	4.6	5	0.4
Primary Phase	10.3	11.60	1.3
KS4	18.8	15.3	3.5
Post 16	Unavailable	4.1	NA

4e) Early Years and Primary Phase FSM experience and outcomes.

Earlier education had a more difficult journey through the pandemic, with more of the system closed down by law (EY) or by government instruction (there was no end of KS assessment for 2 years).

Fewer EY pupils were able to start nursery on time and many FSM pupils' parents had to work in person throughout the pandemic. Although 2022/23 was the first AY substantially Covid free, there were also outbreaks of many childhood diseases in EY including scarlet fever.

Finding 4. EY education was one of our greatest successes before the pandemic and most harmed phase by it. However, despite the challenges there are some signs of recovery as the system restarts and team work hard on school transition with families and providers.

4f) FSM EY in BCP 2022/23 FSM pupils, both boys and girls, outperformed their FSM peers nationally.

³ This year's Virtual School results were partly so good because 89% of them were in BCP schools.

⁴ See appendix 1 for language and context

	2019	2020	2021	2022	LA 2023	Difference to 2022	National
FSM	58.7%			47.9%	53.9%	6.0pp	51.6%
FSM Boys	49.0%			39.3%	47.6%	8.3pp	43.7%
FSM Girls	71.4%			57%	59.9%	2.9pp	59.7%

The BCP FSM gap overall in EY narrowed somewhat, down to 19.9pp from 24pp in 2022. The issues & next steps for EY are summarised with all other phases in the final section of this report.

4g) Primary Phase and FSM

Both KS1 and KS2 have seen some issues for FSM pupils (see gender section for more analysis). Clearly as with EY there are some national ones related to the pandemic.

- i) RWM⁵ combined at KS1 has seen a decline since pre-pandemic levels when it would have been above current National
- ii) RWM FSM boys is a large decrease and there is an increase in the gap with Non-FSM boys in BCP

KS1 RWM combined	2019	2020	2021	2022	LA 2023	Difference to 2022	Emerging National 2023
FSM	46.4%			36.7%	35.6%	-1.1	40.3%
FSM boys	41.8%			36.1%	33.1%	-3.0	35.6%
FSM girls	52.2%			37.4%	38.1%	+0.7	45.1%
Non-FSM	69.1%			61.5%	61.4%	-0.1	61.6%
Non-FSM boys	64.1%			56.6%	57.8%	+1.2	57.4%
Non-FSM girls	74.4%			66.7%	65.1%	-1.6	66.1%

In KS2 there are many instances of looking at the issues for FSM pupils and we have chosen to look at RWM⁶ but this time we are looking at it from Higher Standard/Greater Depth.

As can be seen next there are many positives as a system at KS2. At school level there was wide variation often dependent on whether they were able to access tutoring and how well

⁵ Reading, Writing & Maths - Working to at least the expected standard

⁶ Reading, Writing and Maths – Higher Standard / Greater depth.

attendance stood through Y5. Some schools had their best ever results but others struggled with increasing FSM cohorts with greater need as a result of the pandemic.

	2019	2020	2021	2022	LA 2023	Difference to 2022	National 2023
All	12.0%			8%	10%	+2pp	8%
Boys	10.0%			7%	9%	+2pp	7%
Girls	14.2%			10%	10%	0pp	9%
Gender gap	+4.2pp			3pp	1pp	-2pp	2pp
Disadvantaged	5.4%			2%	4%	+2pp	3%
FSM	5.1%			2%	3%	+1pp	3%
FSM boys	3.1%			2%	4%	+2pp	3%
FSM girls	7.2%			2%	3%	+1pp	4%
Non-FSM	13.2%			10%	12%	+2pp	10%
Non-FSM boys	11.2%			8%	11%	+3pp	9%
Non-FSM girls	15.4%			12%	12%	0pp	11%
Non-FSM to FSM	+8.1pp			8pp	8pp	0pp	7pp

4h) Key Stages 4 and 5 FSM in BCP.

At GCSE there is a table in Appendix 2 which outlines the key measures against the league tables and FSM and Non FSM pupils. KS4 has seen some resilience in results despite the pandemic.

We believe that this as a result of 4 things;

- KS4 pupils were vaccinated and missed fewer sessions as a result of the pandemic; in their educational life cycle the pandemic had a relatively smaller impact compared to EY pupils
- During strike action in 2022/23 most secondary schools stayed open for Y11 and 13 which meant they had additional time in revision sessions
- There are long form interventions to support KS4 FSM and SEND YP in the curriculum and with Careers incentivising resilience in course completion
- Schools have put on additional support and catch up sessions for KS4 and KS5

There is a familiar pattern in KS4 that echoes in Finding 1 above; our FSM children do better than their national peers at several key measures. If they stay in their local school, complete courses and are not excluded, they achieve and in KS4 and 5 there is evidence of a narrowing gap.

A good example of this is in GCSE English and Maths combined which are gateway courses for accessing L3+ education; the % of BCP pupils achieving Level 4+ in English and Maths was 49.8%.

	2019	2020	2021	2022	LA 2023	Difference to 2022	National 2023
All	12.0%			8%	10%	+2pp	8%
Boys	10.0%			7%	9%	+2pp	7%
Girls	14.2%			10%	10%	0pp	9%
Gender gap	+4.2pp			3pp	1pp	-2pp	2pp
Disadvantaged	5.4%			2%	4%	+2pp	3%
FSM	5.1%			2%	3%	+1pp	3%
FSM boys	3.1%			2%	4%	+2pp	3%
FSM girls	7.2%			2%	3%	+1pp	4%
Non-FSM	13.2%			10%	12%	+2pp	10%
Non-FSM boys	11.2%			8%	11%	+3pp	9%
Non-FSM girls	15.4%			12%	12%	0pp	11%
Non-FSM to FSM	+8.1pp			8pp	8pp	0pp	7pp

This applied at the higher level in where the % of pupils achieving grades 5 and above in English and maths, narrowed by 2.6 percentage from 25.3 percentage points in 2018/19 to 22.7 percentage points in 2022/2023.

The equivalent national gap increased from 25.3 percentage points to 27.2 percentage points over the same time.

See Finding 3 above. *FSM pupils in KS4 are narrowing the gap or their non-FSM BCP and national peers.*

- entry to EBacc and attainment across each headline measure was lower for BCP disadvantaged pupils compared to 'all other' BCP pupils in 2022/23. This is reflected nationally.
- in 2022/23 entry to EBacc for BCP disadvantaged pupils is below that of national disadvantaged pupils. However, attainment across each headline measure was higher for BCP 'Disadvantaged' and 'all other' pupils compared to their peers nationally.
- the EBacc APS BCP Disadvantaged / national all others gap has narrowed from 1.47 to 1.36 points between 2018/19 and 2021/23. The gap nationally widened from 1.36 points to 1.46 over the same period.

4i) In KS5 FSM pupils often have an opportunity to progress into post-16 in their "home" school. Most of the courses available are A Levels and as with KS4, using average point score (APS) (see appendices for further details) we find that KS5 FSM pupils in BCP who do A Levels, outperform their peers at national-figures in brackets.

All pupils BCP APS **34.95** (34.05)

FSM pupils all **30.10** (29.82)

FSM A Level		BCP		England	
Measure	Year	Dis-advantaged	Non Dis-advantaged	Dis-advantaged	Non Dis-advantaged
A level APS and grade per entry	2018/19	29.98 (C)	34.91 (C+)	28.47 (C)	33.35 (C+)
	2021/22	35.76 (B-)	39.41(B)	33.38(C+)	38.46(B)
	2022/23	30.10 (C)	35.34 (B-)	29.82 (C)	34.70 (C+)

This table shows signs of recovery, 2018/19 being the last year that was fully pre-pandemic. FSM pupils have made progress back towards where they were previously.

Finding 5. A Level pupils who are in BCP schools outperform national across the board (FSM, Gender and SEND).⁷

5a) SEND.

We now have a picture of the outcomes for BCP pupils that is reflected for SEND CYP too, If they are in a state specialist or mainstream school in BCP they will outperform their peers nationally.

Our issue as a system is that not all of our SEND CYP are in a local “home” school and some of them do not have appropriate pathways post 16 to engage them in employment, education and training.

Where this exists, they are breaking new ground about what SEND young people can achieve and Education and Skills teams are committed to supporting them and their families to have sufficient local admissions and provision.

5b) SEND CYP and the pandemic. SEND attendance during the pandemic was better in BCP than in most LAs in the country. All state funded schools stayed open on site through all lockdowns because they wanted to be open for their vulnerable group (VG) pupils and key workers.

In schools this included staying open through the holiday periods in lockdown 1. In specialist and mainstream provision in BCP fewer pupils were sent home to isolate and SEND provision only ever partially closed unless too many staff were unwell.

5b) Challenges for SEND CYP in 2022/23. There were issues with SEND CYP with medical needs in the pandemic and for those with SEND support it slowed the EHCP process and meant some pathways were closed.⁸

⁷ BCP has a large number of sixth forms attached to schools indicating that continuity of provision and potentially fewer transitions benefits some BCP learners

⁸ B&P College was the first post 16 to reopen in the pandemic for SEND and other VG YP in June 2020. All others w

5c) SEND in EY & Primary Phase was as for FSM pupils difficult (see above). There were some schools that had their best attendance in the pandemic, but some EY provision was closed for months and pupils who were able to attend sometimes had to work from home as their medical support was unwell.

In EY there were 13.5% of children identified as having SEND and those with an EHCP in terms of GLD (see appendix) were **2.9%** (National 3.8%) however all children with an EHCP and SEND support achieved a GLD of 31.6%, an increase of 5.4pp on 2022 and remain above national at **19.8%**

In KS1 Children with EHCPs are above National for combined RWM, and in line with National peers for individual subjects. The concern in this KS which is largely teacher assessed, is that children on school support are all below their National peers, the greatest difference being for writing.

KS1	All SEND		No SEND		EHCP		School support	
	BCP	National	BCP	National	BCP	National	BCP	National
RWM Exs+	12.9%	16.4%	64.6%	64.5%	7.4%	6.5%	14.0%	19.1%
Reading Exs+	27.5%	27.8%	78.5%	77.0%	12.0%	12.5%	30.6%	32.0%
Writing Exs+	14.6%	18.7%	68.9%	68.9%	7.4%	7.5%	16.1%	21.7%
Maths Exc+	32.3%	32.0%	80.45	78.7%	16.7%	16.7%	35.5%	36.7%

In KS2 however this is changing despite this being an externally marked assessment. By KS2 children with identified SEND are above National by 1 or 2pp, with the only exception of school support and Maths which is 1pp below National.

Children with EHCPs were above national for RWM and in line with national peers for individual subjects.

Children on school support were below national; again the greatest difference being for writing.

Writing issues were also reported for boys of a similar age with FSM. Many were online a great deal during the pandemic and/or had fewer conversations with smaller numbers of people hampering vocabulary development.

KS2	All SEND		No SEND		EHCP		School support	
	BCP	National	BCP	National	BCP	National	BCP	National
RWM Exs+	21%	20%	72%	70%	11%	8%	24%	24%
Reading Exs+	40%	39%	84%	82%	22%	18%	45%	45%
Writing Exs+	30%	29%	84%	83%	12%	12%	36%	34%
Maths Exc+	35%	36%	84%	83%	17%	16%	41%	42%

Finding 6 Although BCP SEN pupils are significantly outperformed by non-SEN BCP pupils, they continue to outperform their SEN peers nationally. SEN gaps in BCP were narrower than the national SEN gaps for most indicators in 2022/23.

5d) SEND in KS4 and KS5

At GCSE there is a table in Appendix 3 which outlines the key measures against the league tables and SEND and Non SEND pupils. KS4 has seen some resilience in results despite the pandemic.

Examples of this at GCSE include average Attainment 8 scores for SEND **36.2** (28 national) and 5 or more GCSE (including English and maths) **30.9%** (16.8 National)

Not all SEND YP do a full set of GCSEs but this hopeful impact of success in schools is mirrored with the smaller cohort who do A Levels with their average points scores for EHCP at **39.17** (32.28) and at SEND Support **35.13** (31.96).

Whilst cohorts of YP with SEND in BCP A Level courses are relatively small; they too outperform their peers nationally. In 2022/23 BCP EHCP students with an A level APS of 39.17 points and an average grade per student of B. This is an improvement on 2020/2021 where students with an EHCP attained a C+. BCP EHCP students attained 1 grade higher than their peers nationally who attained an APS of 32.28 and an average grade per student of C+. This was also true of SEND support YP.⁹

6a) **Gender** related outcomes are in some respects similar to national patterns. Girls have continued to outperform their male peers in education for many reasons. In secondary phase English schools the top 10 were before the pandemic were usually both female and selective.

⁹ With an A level APS of 35.13 and an average grade per student of (B-) in 2022/23, students in BCP with SEN support outperformed SEN Support students nationally who achieved an APS of 31.96 also an average grade of C+.

Other factors that have been suggested have included the feminisation of the education workforce, although there is some suggestion that boys believe they behave better for male staff (a majority do believe that)¹⁰ however this doesn't translate into better outcomes.

6b) **EY and Primary Phase.** Girls are above boys in all areas. In achieving all Prime ELGs, girls are 12.6pp higher. However, both boys **and** girls are above their national peers in all areas of learning.

Boys dropped by 0.1pp in both Listening, Attention & Understanding, and Speaking ELG and by 0.2pp in Being Imaginative and Expressive. The largest increase for boys was in Writing an increase of 3.1pp. Both genders had issues with Communication, reflective of lockdowns. Despite the girls GLD increasing, the percentage achieving all Prime areas dropped by 0.3pp, from 85.8% to 85.5%, The largest drop was 2pp for Speaking.

EY	2019	2020	2021	2022	LA 2023	Difference to 2022	National
All	73.8%			67.6%	70.4%	2.8pp	67.2%
Boys	66.8%			60.9%	64.8%	3.9pp	60.6%
Girls	81.3%			74.7%	76.5%	1.8pp	74.2%
Gender gap	14.5pp			13.8pp	11.7pp	- 2.1pp	13.6 pp

Finding 7. *Our gender gap is reducing in EY & KS1 and despite our earliest learners having some dips in performance, they still outperform their national peers.*

Our girls outperform boys by a gender gap that had reduced to 11.7pp and which is better than national. However the boy's attainment in EY is ranked 21st out of 154 other LAs in England.

At KS1 the gender gap in RWM is declining too. In 2019 the girls led by 10.5pp and this is now down to 8.99 pp.

In KS2 RWM at expected and greater depth; 63% of the cohort met expected or greater depth standard, an increase of 3pp on 2022. & above national at 60% FSM children increased by 6pp and are **now above** national by 1pp. FSM boys are the only group below national, by 1pp with girls above by 3pp, boys by 2pp. FSM girls are below national at greater depth by 1pp.¹¹

6c) KS4 and KS5. **At KS4** girls continue to outperform boys, but the gap has been reducing. In 2022/23 both genders in BCP outperformed their peers nationally. For example as can be seen from Appendix 6, Girls were **0.27+** (Nat' +0.12) for Average Progress 8 and boys in BCP were +0.10 (Nat' 0.17).

¹⁰ [You Gov Survey](#)

¹¹ See appendix 5 for table

In 5 Grades including English and Maths girls were 54.6% to BCP boys at 53% (with national at 47.4% and 43.2% respectively).

Finding 8. Girls continue to do better than boys across all headline attainment measures. Both boys and girls in BCP outperform their peers nationally in all attainment measures. In BCP and Nationally, the gender gap has narrowed when comparing 2022/23 data with both

At KS5 A Level APS shows that BCP Girls outperform BCP boys locally and nationally and that BCP boys outperform their national peers too (national figures in brackets)

A Levels APS BCP boys **34.38** (33.28) and A Levels APS BCP girls **35.46** (34.68)

7a). Learning Themes across educational phases of education for FSM, SEND and Girls/Boys as a cohort.

- i) BCP is a successful educational system compared to national for many groups in education; FSM pupils (both boys and girls do better than national at achieving a Good Level of Development in EY for example¹².
- ii) Communication/oracy and some (hand) writing skills have been an issue for the class of 2022/23.
- iii) Girls outperform boys in many areas of the curriculum throughout education in BCP, but there are some issues for them emerging as a result of the pandemic with for example FSM girls significantly underachieving by 20pp when compared to non-FSM girls.¹³
- iv) Writing (handwriting) and imaginative thinking for writing is an issue for boys, particularly FSM boys. Writing more generally is an issue for EY and Primary phase across the groups.
- v) Ensuring schools identify all FSM children so that they get the support they need

7b) Curious questions we are following up

- i) Knowing more about who is successful at narrowing the gap so more can be done to address this from EY onwards.
- ii) Following up on recent arrivals with EAL¹⁴ so that we ensure their attainment of not their progress is monitored.

8 Summary of financial implications

Not applicable.

9 Summary of legal implications

Not applicable.

10. Summary of human resources implications

Not applicable.

¹² See Appendix 2 for context and key terms for EY

¹³ There is some speculation that in BCP where all schools stayed open for Key Worker and Vulnerable Group children that FSM children were more likely not to have 1:1 with parents who were working not furloughed.

¹⁴ English as an additional language

11. Summary of sustainability impact

Not applicable

12. Summary of public health implications

The Education and Skills Directorate, Public Health and Dorset NHS are looking at how we better support CYP with health issues and SEND through educational transitions and will report on successful destinations and any gaps in September.

13. Summary of equality implications

13a) **Girls.** There are examples of where Girls' educational outcomes has dipped as a result of the pandemic. BCP is largely a system where Girls do very well across educational phases however the gap between FSM girls and their non-FSM peers in BCP is widening in some areas of the curriculum. The EIT has commissioned a Maths Deep Dive to look at this and to see what interventions might encourage FSM girls that are good at Maths to study it or Computing post Level 2.

13 b) **Boys.** FSM boys have had some good performance in this year's results. However they are the largest cohort in all groups where there are gaps with their peers including FSM girls. They are usually amongst the most excluded pupils as well. The Education and Skills Directorate and schools are looking at how we can address this through more inclusive practice and a better curriculum 14+.

13c) **SEND.** CYP with SEND or at SEND support do better than their national peers across phases and stages in BCP. However they too struggle with inclusion in admissions, a lack of variation in curriculum pathways and courses skewed to A Levels in most post-16 provision. The Education and Skills teams are working hard to create;

- More places in mainstream schools where we know that SEND pupils are doing well and can do better
- Creating and brokering new pathways for SEND CYP including growing supported internships so that destinations for SEND includes

Background papers

Not applicable this paper was preceded by a full analysis of universal results and questions at a previous meeting.

Appendices Appendix 1 Regional Educational Gaps

THE EDUCATIONAL DISADVANTAGE GAP

	Early Years (reception) Gap (in months)	Primary (KS2) Gap (in months)	Secondary (KS4) Gap (in months)	16- 19 education Gap (in grades)
Portsmouth	4.4	12.1	24.1	5
Isle of Wight	5	15.5	21.4	5.8
Hampshire	4.3	12.5	24.1	3.7
Southampton	4.9	11.8	21.3	3.9
Dorset	5.8	12.3	21.3	5.3
Bournemouth, Christchurch & Poole	5	11.6	15.3	4.1

Education Policy Institute 2020, Education in England: Annual Report 2020 - Education Policy Institute (epi.org.uk)

Appendix 2 Key Terminology Early Years Early Years Foundation [Stage](#)

This phase of education covers from the very earliest days in nursery or childcare to 5 years of age. The **Early Years Foundation Stage Profile (EYFSP)** assesses Reception year pupils in the June before they start Year 1 where most children turn 5. The EYFSP is based on observation & assessment in the three **Prime**¹⁵ and four **Specific**¹⁶ Areas of Learning along with 3 Characteristics of Effective Learning and each have subsections called Early Learning Goals (ELGs) which are assessed by teachers. A Good Level of Development GLD is when a child achieves “expected” in all of the first 12 ELGs (all Primes, Literacy and Mathematics)

¹⁵ **The Prime Areas of Learning:**

Communication and language (2 ELGs), Personal, social and emotional development (3 ELGs) & Physical development (2 ELGs)

¹⁶ **The Specific Areas of Learning** Literacy (3ELGs), Mathematics (2 ELGs), Understanding the world (3 ELGs), & Expressive arts and design 2 ELGs)

Appendix 3. Attainment n KS4 against the league table measures for 3 academic years.

Measure	Year	BCP		England	
		Disadvant- aged	All Others	Disadvant- aged	All Others
Number and percentage of pupils at the end of KS4	2022/23	767 (20.0%)	3,069 (80.0%)	157,984 (26.2%)	445,664 (73.8%)
	2021/22	778 (21.2%)	2,895 (78.8%)	154,167 (26.3%)	431,034 (73.7%)
	2018/19	646 (18.2%)	2908 (81.8%)	143,317 (26.5%)	396,729 (73.5%)
Average Attainment 8 score of all pupils	2022/23	36.4	53.4	35.1	50.3
	2021/22	39.0	56.3	37.7	52.9
	2018/19	36.1	53.1	36.8	50.4
Average Progress 8 score of all pupils	2022/23	-0.46	+0.35	-0.57	+0.17
	2021/22	-0.35	+0.35	-0.55	+0.15
	2018/19	-0.37	+0.36	-0.45	+0.13
Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs	2022/23	29.7%	59.8%	25.2%	52.4%
	2021/22	35.5%	65.2%	29.7%	57.2%
	2018/19	24.8%	56.9%	24.8%	50.1%
Percentage of pupils entering the English Baccalaureate	2022/23	20.6%	46.1%	27.8%	43.5%
	2021/22	25.6%	44.9%	27.0%	43.1%
	2018/19	24.6%	49.2%	27.5%	44.7%
Average EBacc APS score per pupil	2022/23	3.08	4.76	2.98	4.44
	2021/22	3.36	5.02	3.20	4.67
	2018/19	2.98	4.72	3.09	4.45

4. Appendix 4 KS4 SEND

Measure	Year	BCP		England	
		Any SEN	No Identified SEN	Any SEN	No identified SEN
Number and percentage of pupils at the end of KS4	2022/23	725 (18.9%)	3,110 (81.1%)	100,066 (16.6%)	502,350 (83.4%)
	2021/22	673 (18.3%)	3,000 (81.7%)	92,334 (15.8%)	491,512 (84.2%)
	2018/19	614 (17.3%)	2,940 (82.7%)	76,961 (14.2%)	464,515 (85.8%)
Average Attainment 8 score of all pupils	2022/23	36.2	53.4	28.0	50.1
	2021/22	35.8	56.4	29.4	52.6
	2018/19	33.4	53.5	27.6	49.9
Average Progress 8 score of all pupils	2022/23	-0.40	+0.32	-0.62	+0.10
	2021/22	-0.35	+0.32	-0.69	+0.10
	2018/19	-0.30	+0.34	-0.62	+0.08
Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs	2022/23	30.9%	59.4%	16.8%	51.0%
	2021/22	30.6%	65.3%	18.3%	56.0%
	2018/19	23.6%	56.8%	13.8%	48.2%
Percentage of pupils entering the English Baccalaureate	2022/23	16.0%	46.9%	15.2%	44.3%
	2021/22	15.2%	46.6%	14.1%	43.6%
	2018/19	19.4%	50.1%	13.5%	44.5%
Average EBacc APS score per pupil	2022/23	2.93	4.78	2.31	4.41
	2021/22	2.98	5.05	2.42	4.64
	2018/19	2.72	4.75	2.24	4.39

Appendix 5 KS2

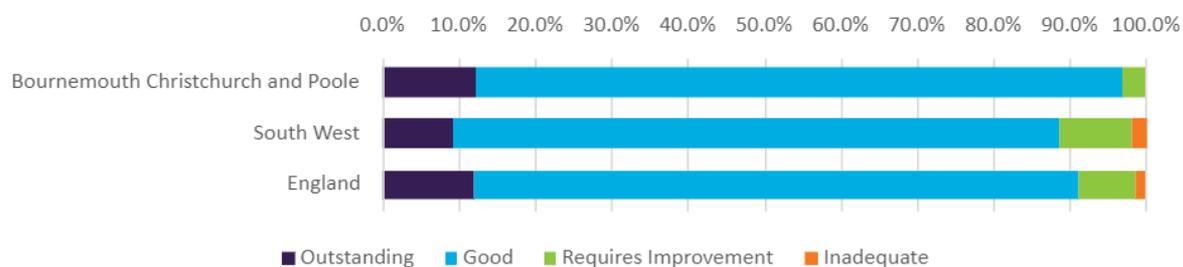
KS2 RWM	2019	2020	2021	2022	LA 2023	Difference to 2022	National 2023
All	66.3%			60%	63%	+3pp	60%
Boys	61.1%			57%	59%	+2pp	57%
Girls	71.8%			64%	66%	+2pp	63%
Gender gap	+10.7pp			7pp	7pp	0pp	6pp
Disadvantaged	50.2%			39%	45%	+6pp	44%
FSM	46.3%			38%	44%	+6pp	44%
FSM boys	38.0%			37%	39%	+2pp	40%
FSM girls	55.3%			40%	49%	+9pp	47%
Non FSM	69.8%			66%	68%	+2pp	66%
Non FSM boys	65.2%			62%	66%	+4pp	63%
Non FSM girls	74.8%			71%	71%	0pp	69%
Non FSM to FSM	+23.5pp			28pp	23pp	-4pp	22pp

Appendix 6 KS4 Gender

Measure	Year	BCP		England	
		Boys	Girls	Boys	Girls
Number and percentage of pupils at the end of KS4	2022/23	1,964 (51.2%)	1,872 (48.8%)	308,653 (51.1%)	294,995 (48.9%)
	2021/22	1,882 (51.2%)	1,791 (48.8%)	299,047 (51.1%)	286,154 (48.9%)
	2018/19	1760 (49.5%)	1794 (50.5%)	275,209 (51.0%)	264,837 (49.0%)
Average Attainment 8 score of all pupils	2022/23	48.3	51.8	44.1	48.6
	2021/22	50.1	55.3	46.4	51.5
	2018/19	48.0	52.0	44.2	49.6
Average Progress 8 score of all pupils	2022/23	+0.10	+0.27	-0.17	+0.12
	2021/22	+0.05	+0.35	-0.21	+0.15
	2018/19	+0.01	+0.43	-0.27	+0.22
Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs	2022/23	53.0%	54.6%	43.2%	47.4%
	2021/22	56.3%	61.7%	47.2%	52.8%
	2018/19	48.2%	53.8%	40.2%	46.8%
Percentage of pupils entering the English Baccalaureate	2022/23	40.6%	41.5%	35.0%	43.9%
	2021/22	39.3%	42.5%	34.0%	43.9%
	2018/19	41.6%	47.8%	34.4%	46.0%
Average EBacc APS score per pupil	2022/23	4.33	4.53	3.88	4.25
	2021/22	4.49	4.87	4.07	4.50
	2018/19	4.24	4.56	3.85	4.33

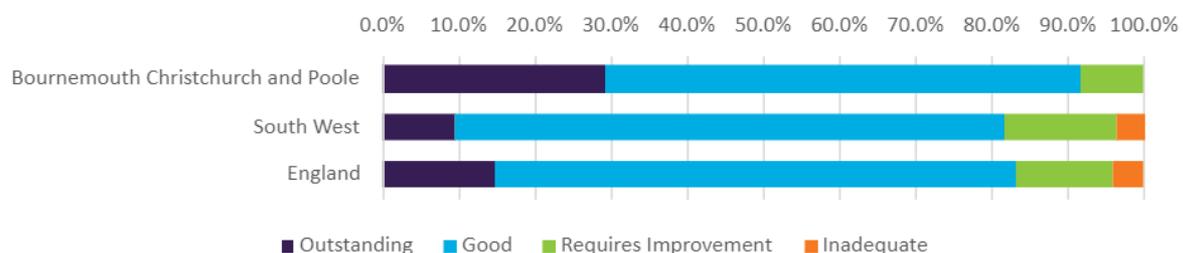
Appendix 7 Ofsted and BCP schools.

Latest Ofsted Inspection Outcomes- Overall Effectiveness Primary Schools - As at 25 April 2024



Primary	Outstanding	Good	Requires Improvement	Inadequate
Bournemouth Christchurch and Poole	12.3%	84.6%	3.1%	0.0%
South West	9.4%	79.2%	9.6%	1.9%
England	12.0%	79.3%	7.4%	1.3%

Latest Ofsted Inspection Outcomes- Overall Effectiveness Secondary Schools - As at 25 April 2024



Secondary	Outstanding	Good	Requires Improvement	Inadequate
Bournemouth Christchurch and Poole	29.2%	62.5%	8.3%	0.0%
South West	9.6%	72.2%	14.7%	3.6%
England	14.8%	68.5%	12.7%	3.9%

