

SCRUTINY REPORT



MEETING: Children and Young People Scrutiny Committee

DATE: 22 September 2022

SUBJECT: Attainment Headline Outcomes 2022 (provisional)

REPORT FROM: Councillor Lucy Smith, Cabinet member for Children and Education Services

CONTACT OFFICER: Isobel Booler, Director of Education and Skills
Paul Cooke, Strategic Lead (Education Services)

1.0 BACKGROUND

- 1.1 Summer Term 2022 saw the return to the use of Standard Attainment Tests (SATs), the Phonics Screening Check and statutory reporting for the Early Years Foundation Stage (EYFS) and Key Stage 1 in primary schools. We also saw the return to formal examinations, GCSEs and other qualifications, in secondary schools and A Levels, and other qualifications, in post-16 education.
- 1.2 In primary schools what constitutes the expected standard at age 5,6, 7 and 11 remained the same as when pupils were last statutorily assessed in 2019. There was no allowance made for the impact of the COVID-19 pandemic. Therefore the 2022 outcomes do give an indication of the impact of the pandemic on Bury's primary aged pupils.
- 1.3 2022 was the first year that primary schools were required to administer the Year 4 Multiplication Tables Check, in 2021 this had been optional. This check is an on-screen assessment which determines whether pupils are able to fluently recall their multiplication tables up to 12 through a set of timed questions, 25 questions each with 6 seconds to answer. There is no defined threshold for this check.
- 1.4 Secondary schools and colleges returned to the formal examination period following the use of Centre Assessed Grades in 2020 and Teacher Assessed Grades in 2021. The methodology in each year was different. In 2020 the Centre Assessed Grades were expected to inform the final grades awarded to students however Ofqual had to make changes to this following the release of the A level grades and, in the end, the Centre Assessed Grades were used. As in 2020, schools and colleges had clear and robust systems, in line with Ofqual guidance, to generate grades however, in this case, knowing from the outset that these grades would be the ones issued to students on results day.
- 1.5 Following the submission of Teacher Assessed Grades in May 2021, Bury LA quality assured the process for generating these grades in four maintained high schools. The schools took up the offer of quality assurance and the processes,

in terms of thoroughness, challenge and level of scrutiny, used by the schools should be commended.

- 1.6 It should be noted that the students completing their post-16 studies in 2022 did not sit GCSE examinations in 2020.
- 1.7 Ofqual announced in September 2021 that overall the 2022 A level and GCSE results would be lower than in 2021, when grades were based on teacher assessment, but higher than those awarded in 2019. The DfE stated that this was in recognition of the disruption caused by the pandemic. In addition, the approach taken to awarding grades for vocational and technical qualifications would be broadly the same.
- 1.8 Given the significant disruption to studies over the last 3 years, changes were made to GCSEs including changes to coursework, choice of content being offered in some subjects, and formulae and equation sheets being provided in maths and science. In addition, exam boards published advance information in February about the topics that would be examined. Ofqual stated that this was to help students to focus their revision and make the exams feel less daunting.
- 1.9 2022 GCSE and post-16 outcomes cannot be compared with the last two years. At this stage we have self-reported data only. The LA will receive the full data set for GCSEs, and other qualifications, for Year 11 in late October 2022. However, the headline data reported by our schools and from Bury College and Holy Cross Sixth Form College are largely between 2019 and 2021 outcomes as Ofqual had stated.
- 1.10 **All data in this report is provisional and therefore subject to change.** National, regional and statistical neighbour comparative data for EYFS, Phonics, Key Stage 1 and Key Stage 2 are based on emerging figures as we await the release of validated outcomes from the DfE. There is no valid comparative data at this time for GCSE outcomes.

2.0 PRIMARY OUTCOMES 2022

- 2.1 2019 data has been included as a comparator. As stated above apparent 'dips' in performance, given that thresholds remained unchanged, gives an indication of the impact of the COVID-19 pandemic. The impact was disproportionate across the country, within the borough of Bury, between classes & year groups in our schools and indeed from pupil to pupil. Analysis of the data identifies LA-wide priorities and will inform strategies through the self-improving school-led system.

2.2 Early Years Foundation Stage (EYFS)

Since 2012 schools have been following the Early Years Foundation Stage (EYFS). The 17 Early Learning Goals within the EYFS are organised across 7 areas of learning with 3 **prime** areas of learning:

- personal, social and emotional development;
- physical development and;
- communication and language

and 4 **specific** areas of learning, namely literacy, mathematics, understanding the world and expressive arts and design.

Each area of learning is made up of two or three Early Learning Goals (ELGs). These are set out in the table below:

7 areas of learning (prime in bold)	Early Learning Goals
communication and language	Listening, attention and understanding; Speaking
physical development	Gross motor skills; Fine motor skills
personal, social and emotional development	Self-regulation; Managing self; Building relationships
Literacy	Comprehension; Word reading; Writing
Mathematics	Number; Numerical patterns
understanding the world	Past and present; People culture and communities; Natural world
expressive arts and design	Creating with materials; Being imaginative and expressive

Children are assessed against the ELGs and judged to be at one of two levels; either **emerging** or **expected** level of development. To achieve the national **Good Level of Development** (GLD) measure, children must achieve at least the **expected** level in each early learning goal within the prime areas of learning, literacy and mathematics.

EYFS Outcomes

In 2022, 63% of Bury's children, attending schools and private, voluntary and independent settings, reached a good level of development. This is 2% below national and is 8% below that of 2019. However, it should be noted that in that period changes had been made to the Early Years and direct comparison should not be made. Bury's 'dip' is in line with Greater Manchester (GM) but 1% greater than national, which 'dipped' by 7%.

Whilst below national in 2022, Bury is 2% above the GM average and 1% above the North West (NW) average. Our ranking against GM has fallen from 2nd in 2019 to 4th in 2022 whilst against the NW (23 local authorities) Bury has fallen from 5th in 2019 to 7th in 2022.

In relation to the 7 areas of learning, Bury children attained slightly below national in all areas except communication and language, physical development and expression arts and design which are in line with national.

Vulnerable Groups – Good Level of Development

Girls underperformed relative to national (4% below) whilst boys, although achieving a lower GLD than girls, were in line with boys nationally.

1% more of Bury's children eligible for free schools meals reached a good level of development compared with this group nationally. However, Bury's children not in receipt of free school meals are underperforming compared with this group nationally by 4%.

Children with special educational needs and/ or disabilities (SEND) are 1% below the national for this group with those on SEN Support being 2% below whilst those with Education Health Care Plans (EHCPs) attaining in line with their peers.

Children with English as an Additional Language (EAL) attained below their peer group nationally by 3% whilst English First Language (E1L) were 2% below their peer group nationally.

In relation to ethnicity, White British children and White Other were 1% and 2% below their peer groups nationally. However, for the other groupings the gaps were much greater. Further analysis included a greater breakdown of ethnic codes and the size of these cohorts in Bury is to be undertaken.

2.3 Year 1 Phonics Outcomes

In June 2022, Year 1 pupils underwent the Phonics Screening Check. This check is conducted by suitably qualified staff in the schools on a one-to-one basis. Working at or above is the expected standard nationally and it requires a score of 32 or more, out of 40. Pupils are given both pseudo words e.g. vair and real words e.g. coin.

During the pandemic, Year 1 pupils did not take the Phonics Screening Check in June 2020 nor in June 2021. The DfE made it a statutory requirement for schools to test their Year 1 2019/2020 and 2020/21 cohorts in the second half of the autumn terms when they were in Year 2 using a past version of the check. These results were submitted to the LA. Any pupils who did not reach the threshold in Autumn 2021 were re-tested at the end of Year 2 in June 2022.

Percentage passing phonics screening check (Year 1)	June 2019	Autumn 2020	Autumn 2021	June 2022
LA	82	80	80	77
National	82	78	79	76
Difference	0	2	1	1

Bury's percentage of pupils working at or above is 1% above national in 2022, an improvement on our position in 2019. This places Bury 4th in GM compared with 2nd in 2019 and 10th in the North West, compared with 5th in 2019.

Year 1 Phonics Screening Check – Vulnerable Groups

The percentage of both boys and girls reaching the expected standard in 2022 were 1% above their peer groups nationally with the Bury gender gap narrowing by 1% from 2019 with girls outperforming boys by 7%.

3% more of Bury's children eligible for free schools meals reached the expected standard compared with this group nationally. However, Bury's children not in receipt of free school meals performed in line with their peer group nationally.

Children with special educational needs and/ or disabilities (SEND) are 3% above the national for this group with 41% reaching the expected standard, the same as in 2019. The gap between SEND and non-SEND pupils has narrowed by 5% between 2019 and 2022.

Children with English as an Additional Language (EAL) attained in line with their peer group whilst English First Language (E1L) were 2% above their peer group nationally.

2.4 Year 2 Phonics Outcomes including Vulnerable Groups

The pupils undertaking the Phonics Screening Check at the end of Year 2 in June 2022 were those who had not reached the expected standard in Autumn 2021. The number taking the check was 492 representing 21% of the 2021/22 Year 2 cohort.

44% of pupils taking the Phonics Screening Check in Year 2 reached the Year 1 expected standard which was in line with national; 5% of pupils were disapplied and did not take the check.

45% of boys and 43% of girls reached the expected standard for Year 1, 4% above and 5% below that of their peer groups nationally respectively.

4% more of Bury's children eligible for free schools meals reached the Year 1 expected standard compared with this group nationally. However, Bury's children not in receipt of free school meals performed 2% below their peer group nationally.

Children with special educational needs and/ or disabilities (SEND) were in line with the national for this group.

Children with English as an Additional Language (EAL) were 3% above their peer group whilst English First Language (E1L) in line with their peer group nationally.

2.5 Key Stage 1 Outcomes

Key Stage 1 outcomes in reading, writing and mathematics are teacher assessed. Schools have 'pupil can' statements, alongside national tests in reading, grammar, punctuation and spelling and mathematics, to support this process. The grammar, punctuation and spelling test is optional. The tests used are marked and assigned a scaled score of between 85 and 115. A scaled score of 100 or more indicates that the pupil has met the expected standard in the test. In addition, teachers submit a teacher assessment for writing (working towards, at expected standard or greater depth) and in science (has not met the expected standard or working at the expected standard). In reading, writing and mathematics schools can also use codes indicating that a pupil is working pre-key stage. For pupils operating below pre-key stage a newly introduced engagement model, published by the Standards and Testing Agency is used. This model uses 5 areas of engagement (exploration, realisation, anticipation, persistence and initiation) and is also available for Year 6.

In 2022, 51% of Bury's pupils reached the expected standard in each of reading, writing and maths (RWM), 2% below the national average. In individual subjects the gaps to national were 2%, 3% and 2% below respectively. This placed Bury 5th in GM and 11th in the North West which is an improvement from 7th & 14th in 2019.

3% of Bury's pupils achieved greater depth in all three subjects compared with 6% nationally representing a dip of 5% for both Bury and national from 2019. This placed Bury 7th in GM and 19th in the North West which is the same position in GM as in 2019 but a dip of 4 places against the North West.

Key Stage 1 Outcomes – Vulnerable Groups

The percentage of boys reaching the expected standard in RWM is 6% below that of girls however when compared with peer groups nationally Bury's boys are 1% below whilst Bury's girls are 4% below. Girls are also 4% below in the three individual subjects compared with the peer group nationally whilst boys are in line in reading, 1% below in writing and 1% above in mathematics. At greater depth, Bury's boys and girls are both 3% below national for their group in the combined measure with the greatest gaps at individual subject level being girls in reading and boys in maths.

1% more of Bury's children eligible for free schools meals reached the expected standard in RWM compared with this group nationally. However, Bury's children not in receipt of free school meals performed 4% below their peer group nationally. In individual subjects the largest gap is for non-free school meals pupils in writing (4% below) with free school meals pupils being 2% above their national peer group in the same subject.

Children with special educational needs and/ or disabilities (SEND) are 2% below the national for this group with 59% reaching the expected standard, a drop of 12% since 2019 in Bury, similar to the national drop of 13%. Pupils receiving SEN Support were 3% below national yet those with an EHCP were in line with their peers. At individual subject level, the largest gap is for SEN Support in reading (6% below) then in mathematics (5% below). Pupils with an EHCP performed above their national peer group in writing and mathematics (both 1% above) and were in line in reading.

Children with English as an Additional Language (EAL) were 7% below their peer group nationally whilst English First Language (E1L) were 2% below for the expected standard in RWM. The largest gap for EAL pupils was in writing (8% below), then reading (6% below) then mathematics (5% below). This needs to be explored in more depth against ethnic groups.

2.6 Key Stage 2 Outcomes

The **Multiplication Tables Check (MTC)** was statutory for all Year 4 pupils for the first time this year via an on-line assessment.

In May 2022, Bury's Year 6 pupils took the **Key Stage 2 Statutory Assessment Tests (SATs)** in reading, grammar, punctuation and spelling and in mathematics. Each pupil is then assigned a scaled score for reading and mathematics which is aggregated up to school, LA, regional and national level. Scaled scores range from 80 to 120 with the national expected standard being a scaled score of 100 and greater depth 110 or higher.

Year 6 writing outcomes are teacher assessed using the 'pupil can' statements as the guide. Pupils need to meet all of the statements within a particular standard.

In 2022, 59% of Bury's pupils reached the expected standard in each of reading, writing and maths (RWM) which is in line with the national average. This is down from 65% in 2019 mirroring the national picture. In individual subjects the gaps to national were 2% above in reading, 2% below in writing, 1% above in grammar, punctuation and spelling and 3% above national in maths. The average scaled scores are all in line with national for the tested

subjects. We await the ranking information against GM, North West and Statistical Neighbours.

4% of Bury's pupils achieved greater depth in all three subjects compared with 7% nationally representing a dip of 4% for both Bury and national from 2019.

Key Stage 2 Outcomes – Vulnerable Groups

The percentage of boys reaching the expected standard in RWM is 7% below that of girls however when compared with peer groups nationally Bury's boys are 1% above whilst Bury's girls are in line with national. Girls are below their peer group in writing (2%) and grammar, punctuation and spelling (1%) whilst boys are 4% above their peers in reading and maths and 2% above in grammar, punctuation and spelling. At greater depth, boys were 1% above their national group in all but writing which was 4% below. Girls were below their peer group in all subjects; writing (7%), maths (5%), grammar, punctuation and spelling (4%) and reading (1%).

2% more of Bury's children eligible for free school meals reached the expected standard in RWM compared with this group nationally with Bury's children not in receipt of free school meals performing in line with their peer group nationally. In individual subjects, the largest gap is for non-free school meals pupils in writing (4% below) with free school meals pupils being 4% above their peer group in grammar, punctuation and spelling.

Children with special educational needs and/ or disabilities (SEND) are 1% below the national for this group with 17% reaching the expected standard, a drop of 4% since 2019 in Bury, in line with the national drop. Pupils receiving SEN Support were 1% below national whilst those with an EHCP were 2% above their peers. At individual subject level, the largest gap is for EHCP at 7% above their peers for reading.

Children with English as an Additional Language (EAL) were 2% below their peer group nationally whilst English First Language (E1L) were 2% above for the expected standard in RWM. The largest gap for EAL pupils was in writing at 4% below.

In relation to ethnicity, at the expected standard in RWM, the largest gaps below the peer groups nationally are for Asian heritage (8%) and White British heritage (6%). White Other outperformed their peer group by 1%. Across the six reported groups the Mixed ethnic group performed well against their peers nationally. Reading was the most positive subject across the groups with only Asian heritage being below their peers. As with Key Stage 1 there is further work to be done in analysing the performance of specific ethnic groups against cohort numbers.

2.7 Moderation of Primary Outcomes in 2022

Whilst statutory moderation did not take place in 2020 and 2021, as an LA, we offered local informal moderation across Early Years, Key Stage 1 and Key Stage 2.

In 2022, there was no requirement on the LA to moderate the Early Years Foundation Stage due to changing methodology and the introduction of the Reception Baseline Assessment. Schools were encouraged, as is the norm, to moderate internally, across MATs and clusters.

At Key Stage 1 there is a statutory requirement to moderate 25% of maintained schools and 25% of academies with 10% of pupils within each of those schools being sampled. Schools are notified 24 hours in advance of the pupils selected based on data shared by the schools with the LA.

Schools are selected based on when they were last moderated and if there were any areas for improvement linked to best practice identified in the previous moderation year. Moderation includes reading, writing and maths. The LA moderation team is led by a former Bury headteacher, other moderators are current practitioners. Moderators visit school in pairs to undertake the process and there were no issues requiring further action. Judgements were found to be accurate. An audit panel takes place at the end of the process taking direct feedback from the moderators; a report will be shared with schools.

A similar moderation process for writing takes place at Key Stage 2. However, in each school 15% of pupils are sampled. For one school there was an agreed follow up visit, linked to the limited evidence base initially presented. The follow up visit included the moderation manager, a former LA specialist English consultant, and agreement was reached. As above, the audit panel met at the end of the process and the findings, strengths and areas for development, will be shared with schools.

Moderators reported, at both key stages, that schools indicated their satisfaction with the process in that they found it to be both fair and supportive in affirming teacher assessment judgements.

2.8 Monitoring of the Year 1 Phonics Screening Check

The LA is required to monitor 10% of maintained schools and 10% of academies. Visits were conducted by the LA's Phonics Moderation Manager with some visits being shadowed by the Quality Standards and Performance Officer (Primary). The visits included observation and checking of completed scripts. The LA includes this check, and the SATs monitoring (See 2.9) in the training offered to all schools on the moderation process (See 2.7).

2.9 Monitoring of Key Stage 2 tests in 2022

It is a statutory requirement for the LA to monitor the administration of the Key Stage 2 tests including a pre-test check (security of papers), the administration itself and a post-test check (storage of papers). The monitoring includes checking on the use and storage of Key Stage 1 test materials which are used by schools to support teacher assessment.

The LA is required to monitor at least 10% of maintained schools and 10% of academies. The team included the three Quality Standards and Performance Officers and the LA's Key Stage 1 Moderation Manager. The Quality Standards and Performance Officer (primary) led the process including training colleagues prior to the visits. Schools visited received both an official monitoring form and verbal feedback on best practice.

2.10 Key Stage 4 School Reported Outcomes

At this stage in the academic year, GCSE information is limited to the self-reported outcomes from the schools against key headlines. We are grateful to the schools for sharing the data on GCSE results day, Thursday 25th August

2022, enabling us to calculate provisional LA level averages for the headline measures.

Provisional results indicate that Attainment 8 is 4 points higher than in 2019 and 2.8 points lower than in 2021. At 47.5 this indicates that on average each Bury pupils achieved a grade of 4.75 for their 'best' eight subjects including English, maths, 3 subjects from the English Baccalaureate (Sciences, Humanities, Modern Foreign Languages) and 3 other subjects.

The percentage of pupils gaining a good pass (Grade 5+) in both English and mathematics at 46% is closer to the 2021 Teacher Assessed Grades than the 2019 examination results. In terms of a standard pass (Grade 4+) the figure is half-way between the 2021 and 2019 figures at 67%. English performance continues to be higher than mathematics.

2.11 Key Stage 5 College Reported Outcomes

Bury College and Holy Cross Sixth Form College provided headline outcomes on A level results data, Thursday 18th August 2022. The overall picture reported was similar to predictions and above the 2019 outcomes. Holy Cross Sixth Form College highlighted that more students had completed A level courses this year i.e. retention was higher than in previous years.

3.0 PROVISIONAL HEADLINES (Primary Only)

We are proud of the work of our children and young people, and the staff in Bury schools, in gaining these outcomes particularly given the challenges of the last three years and the disruption to learning. Nevertheless, whilst we can celebrate the relative performance of some of our most vulnerable young people e.g. those eligible for free school meals there is work to be done in raising standards including addressing the gaps resulting from disrupted education.

The performance of our pupils at Key Stage 1 remains too low and uncharacteristic given the performance at other points within the primary phase. Our need to increase the percentage of pupils gaining the highest levels is also a priority although it may be that closing gaps in knowledge so that pupils met expected standards has been the focus for our schools since pupils returned fully.

The performance of pupils with English as an Additional Language needs further exploration including through more in-depth analysis of ethnic groups.

Our pupils on SEN Support do not perform as well as their peers nationally whilst our children with Education Health and Care Plans perform in line with their peers.

As a borough we aspire through our Let's Do It for children plan to be better than average and to be 'one of the best.'

Note 1: The 2022 primary school outcomes for individual schools will not be published as tests returned for the first time since 2019, without any adaptations. It is the DfE's intention to publish primary assessment data on the performance measures website in 2023.

Note 2: In December 2022, DfE intends to produce, but not publish, the normal suite of Key Stage 2 measures for multi-academy trusts.

Note 3: No primary progress data is included as yet. In 2016, new assessments were introduced and 2020 would have been the first year for the new progress measures to be applied. As there was no testing in 2020 nor 2021, 2022 is the first year for the new progress measures to be calculated. The technical guidance for these calculations was released on 6th September and we await the methodology being applied by the National Consortium for Examination Results (NCER), so that the data is available to us prior to the DfE release.

Note 4: The 2021/22 academic year saw a rise in pupil absence. Improving attendance is a key strategic priority which is inextricably linked to raising attainment.

4.0 NEXT STEPS

- 4.1 We have shared the data headlines with Chairs of Governors through the Chairs' Briefing held on 7th September 2022. These headlines will also be shared through the self-improving school-led system via the Education Improvement Partnership. This will enable system leaders and partners providing professional development to be aware of the LA wide priorities.
- 4.2 The Education Data Team will produce the one-page **School Education Profile** for all primary schools. The profiles include contextual information, attendance and attainment outcomes.
- 4.3 The primary assessment booklets, circulated to the buyback schools prior to the start of the autumn term, will be updated to include Key Stage 1 to Key Stage 2 progress data, which will also be included on the School Education Profiles, when this data is available.
- 4.4 This Autumn Term, as was the case in Autumn 2021, we are offering all schools, maintained and academies, a universal visit from one of our highly qualified Quality Education Professionals. Uptake in Autumn 2021 was high, and this is replicated in 2022. The agenda will include discussion of the schools' outcomes (strengths and areas for development) and a focus on attendance, including the school's readiness against the *Working together to improve attendance guidance* which applies from September 2022.
- 4.5 Categories of support criteria have been reviewed and consultation will take place on the suggested changes prior to implementation. Work with identified Category 3 (targeted support) and Category 4 (intensive support) maintained schools is continuing with support plans being refreshed.
- 4.6 Committee members are asked to consider and comment on the information in this report and the planned next steps.

List of Background Papers:-

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Executive Director sign off Date:

JET Meeting Date: