

SCRUTINY REPORT



MEETING: Children and Young People Scrutiny Committee

DATE: November 2023

SUBJECT: Attainment Headline Outcomes 2023 (provisional)

REPORT FROM: Councillor Lucy Smith, Cabinet member for Children and Young People.

CONTACT OFFICER: Isobel Booter, Director of Education and Skills
Damian Kay, School Assurance Officer

1.0 INTRODUCTION

- 1.1 The following scrutiny report provides analysis of 2023 performance data that further outlines the improving school led system within Bury. Currently 91% of primary schools are judged by Ofsted to be good or better. Alongside this the percentage of good or better secondary schools has risen over 15% in the last 12 months to 61%.
- 1.2 Continued improvements are also evident throughout 2023 performance data, be that against our own local authority performance in 2022, rankings within Greater Manchester and the North West or against the national averages. Particularly pleasing to read are the Key Stage 1 Phonics Screening Check outcomes, the Key stage 4 Progress 8 data where outcomes were the best they have been since 2017 and the performance of our children who are eligible for Free School Meals perform better than their peers at Key Stages 2 and 4.
- 1.3 These improvements are also against a backdrop of a 2% improvement in attendance this autumn term compared to last year, which will again support further improved school performance.

2.0 BACKGROUND

- 2.1. Summer 2023 was the second year in which we saw the return to the use of Standard Attainment Tests (SATs) in primary schools, GCSEs and other qualifications in secondary schools and A Levels and other qualifications in post-16 education. Despite the significant disruption to learning for our Bury pupils in 2020 and 2021, there is no longer any allowance made for the impact of the COVID pandemic.
- 2.2. In 2023 primary schools were once again statutorily required to administer the Key Stage 2 SATs in Grammar, Punctuation and Spelling, Reading and Maths. At

Key Stage 1 pupils took SATs in Reading and Maths with an optional Grammar, Punctuation and Spelling test available. The Key Stage 1 tests were to be used alongside the teacher assessment judgements made. Writing at both Key Stage 1 and 2 is teacher assessed using national assessment frameworks.

- 2.3. Alongside the Key Stage 1 and 2 SATs our Year 4 pupils completed the Multiplication Tables Check which up until 2021 had been optional but is now statutory. 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.
- 2.4. 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 subsequent year has been different. Ofqual reported 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.
- 2.5. In 2023 none of the contextual factors referenced above in 1.3 were applicable meaning, therefore, a return to the 2019 testing format. This means that following the disruption to the education system from the COVID pandemic the most accurate comparison for 2023 results is against 2019 outcomes.
- 2.6. It is pleasing to note that when compared against 2019 there are improving outcomes, particularly at secondary. Within secondary school results with improvements seen at progress 8. There is also improvement at every key stage for those children eligible for free school meals.

All data in this report is provisional and therefore subject to change.

- 2.7. National, regional, and statistical neighbour comparative data for EYFS (Early Years Foundation Stage), Phonics, Key Stage 1 and Key Stage 2 and GCSEs are based on emerging figures as we await the release of validated outcomes from the DfE.

3.0 PRIMARY OUTCOMES 2023

3.1. Early Years Foundation Stage (EYFS)

3.1.1. 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.

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

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

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

3.1.3. Children are assessed against the Early Learning Goals 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.

3.2. **EYFS Provisional Outcomes Summary**

In 2023 improvements could once again be seen within the Local Authority Early Years Foundation Stage Good Level of Development outcomes which is pleasing to see.

In 2023, 66% of Bury children reached a Good Level of Development (GLD) which is broadly in line with national (1% below) and moreover is a 3% improvement on Local Authority performance in 2022. In comparison to Greater Manchester (10 local authorities) Bury is 3% above the GM average and is now ranked third. When compared to the North West (23 local authorities) Bury is 2% higher than the NW average and is now ranked sixth. Both these rankings are an improvement on 2022.

3.3. **Good Level of Development-Outcomes by Groups**

Improving outcomes for all Bury children remains the key educational priority so in identifying areas of improvement from the performance of particular groups we are able to formulate more bespoke strategies to further support our school system.

3.3.1. **By Gender**

Girls (72%) and Boys (59%) both underperformed by 2% in relation to their respective national peer group. The largest gap between boys and girls performance are in the prime areas of Physical Development and Personal, Social and Emotional Development.

3.3.2. **By Eligibility for Free School Meals**

3% less of Bury children eligible for free school meals (FSM) reached a good level of development compared with this group nationally. Bury children not in receipt of free school meals are also underperforming compared with this group nationally by 3%.

3.3.3. **By Special Educational Needs**

Children with identified special educational needs and/ or disabilities (SEND) performed in line with their national cohorts, in SEN Support. Those Children with Education Health Care Plans (EHCPs) score 6% more than nationally. This could be, in part, to the high number of EHCPs within Bury compared to national.

3.3.4. By Language

Children with English as an Additional Language (EAL) attained below their peer group nationally by 7% whilst English as a First Language were 1% below their peer group nationally.

3.3.5. Looked-After Children

41% of the looked-after children reached a good level of development in 2023. 64% of the children in this cohort without SEND achieved a good level of development. These compare very well with expected national performance based on previous years.

3.3.6 A key priority for Bury Council school assurance team is to further improve the performance of Boys English as an additional language and free school meals.

3.4. Year 1 Provisional Phonics Outcomes

The Year 1 Phonics Screening Check (PSC) is used to test children's reading and phonics skills and what they have learned in their first two years at school. The Phonics Screening Check is designed to show how well a child can use the phonics skills they have learned and to identify students who need extra phonics help. The national expectation is that pupils should achieve the expected threshold which has once again remained at 32/40.

Bury's percentage of pupils working at, or above threshold (80%) is 1% above the national average in 2023 which is further improvement on our position in 2022. These places Bury 2nd in Greater Manchester (out of 10) and 4th in the North west (out of 23). This provides strong building blocks for future educational attainment and reading progression.

3.5. Year 1 Phonics Screening Check – Outcomes by Groups

3.5.1. By Gender

The percentage of boys (77%) and girls (84%) reaching the expected standard in 2023 were 1% and 2% respectively above their peer groups nationally.

3.5.2. By Eligibility for Free School Meals

2% more of Bury's children eligible for free school meals reached the expected standard compared with this group nationally. Bury's children not in receipt of free school meals also performed above their peer group nationally by 1%.

3.5.3. By Special Educational Needs

Children with special educational needs and/ or disabilities (SEND) have performed 3% above the national for this group with 45% reaching the expected standard. Children with Education Health and Care Plans are 8% above their national in 2023.

3.5.4. By Language

Children with English as an Additional Language (EAL) were 1% below their peer group at 77% whilst English as a first Language (E1L) were 2% above their peer group nationally.

3.5.5. Looked-After Children

64% of Bury's looked-after children reached the expected standard in Phonics. 80% of looked-after children without SEND reached the expected standard. 50%

of looked-after children with SEND reached the expected standard. These again compare favourably with the expected national average.

3.5.6. As with Good Level of Development an improvement in the performance of children with English as an additional Language will be a priority for 2023-24.

3.6. **Year 2 Provisional Phonics Outcomes including Outcomes by Groups**

The pupils undertaking the Phonics Screening Check at the end of Year 2 in June 2023 were those who had not reached the expected standard whilst in Year 1 (2022).

By the end of year 2 89% of Bury pupils were working at the expected standard which is in line with national performance.

3.6.1. **By Gender**

Boys performed in line and girls performed 1% above their peer groups nationally.

3.6.2. **By Eligibility for Free School Meals**

Bury's children eligible for free schools meals performed in line with this group nationally. However, Bury's children not in receipt of free school meals performed 1% below their peer group nationally.

3.6.3. **By Special Educational Needs**

Children with special educational needs and/ or disabilities (SEND) performed 1% below their peers nationally.

3.6.4. **By Language**

Children with English as an Additional Language (EAL) were 1% below their peer group whilst English as a first Language (E1L) were in line with their peer group nationally.

3.6.5

In 2023 performance in Phonics at both Year 1 and 2 is a strength within Bury Schools including the group outcomes for boys/girls, those eligible for Free School Meals and Special Educational Needs at Year 1.

3.7. **Key Stage 1 Provisional Outcomes**

Key Stage 1 outcomes in reading, writing and mathematics are teacher assessed. Schools have 'pupil can' statements, alongside national tests in reading and mathematics to support this process. There is a grammar, punctuation, and spelling test too which is optional. 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 2023, 55% of Bury's pupils reached the expected standard in each of reading, writing and maths (RWM), which is broadly in line with the national average. In individual subjects reading and maths were in line with national and writing was 1% below national. This placed Bury 5th in Greater Manchester and 11th in the North West

3% of Bury's pupils achieved greater depth in all three subjects compared with 6% nationally. In individual subjects reading was 4% below national with writing

and maths both 3% below. This placed Bury 7th in Greater Manchester and 21st in the North West.

Improving the performance of children at Greater Depth Standard (GDS) in Key Stage 1 is once again a 2023-24 School Assurance Team priority and this is replicated at national level.

3.8. Key Stage 1-Outcomes by Groups

3.8.1. By Gender

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% below whilst Bury's girls are 3% below. Girls performance is in line with their peers for reading, 2% below in writing and 1% below in maths. Boys compared to their peer group nationally are 1% below in reading and in line with writing and mathematics.

At greater depth standard (GDS), Bury's boys and girls remain 3% below national for their group in the combined measure of Reading/Writing/Maths with the greatest gaps at individual subject level being girls in reading and boys in maths.

Improving the performance of Girls GDS Reading and Boys GDS Maths are improvement priorities for 2023-24.

3.8.2. By Eligibility for Free School Meals

1% less of Bury's children eligible for free schools meals reached the expected standard in Reading/Writing/Maths (RWM) compared with this group nationally. However, Bury's children not in receipt of free school meals performed 3% below their peer group nationally.

3.8.3. By Special Educational Needs

Children with special educational needs and/ or disabilities (SEND) perform in line with the national when compared to their cohort nationally. Pupils receiving SEN Support were 2% above national and those with an EHCP (Education Health and Care Plan) performed in line with their peers. At individual subject level for SEN support only reading is below the respective national. Pupils with an EHCP performed above their national peer group in reading by 4%, in maths they were above by 1% and they performed in line with their cohort for writing.

3.8.4. By Language

Children with English as an Additional Language (EAL) were 7% below their peer group nationally whilst English as a first Language (E1L) were 1% below for the expected standard in RWM. The largest gap for EAL pupils was in writing (7% below), then reading (6% below) then mathematics (5% below).

3.8.5. Looked-After Children

60% of Bury's looked-after children reached the expected standard in RWM in 2023. This is considerably above the 2022 national figure for looked-after children.

3.8.6 In 2023 Key Stage 1, data reflects that the number of children attaining the expected standards are broadly in line with national. In looking at next steps there once again needs to be a real focus on improving the performance of children attaining the greater depth standard (above expected) and narrowing the gap for children with English as an Additional Language (EAL).

3.9. **Key Stage 2 Provisional Outcomes**

The **Multiplication Tables Check (MTC)** was once again statutory for all Year 4 pupils via an on-line assessment. No published data is available at either local or national level.

In May 2023, Bury's Year 6 pupils took the **Key Stage 2 Statutory Assessment Tests (SATs)** in reading, grammar, punctuation, and spelling and in mathematics.

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 2023, 58% of Bury's pupils reached the expected standard in each of reading, writing and maths (RWM) which is 1% below the national average. In individual subjects the gaps to national were 3% below in reading, 1% below in maths and in line with national in writing and grammar, punctuation, and spelling.

6% of Bury's pupils achieved greater depth (GDS) in reading/writing/maths combined compared with 8% nationally. In each of the four individual subjects Bury pupils were 2% below national.

Narrowing the gap for the number of Bury children attaining combined Reading/Writing/Maths at Greater Depth Standard (GDS) and as individual subjects for GDS Reading, Writing, Maths and Grammar Punctuation and Spelling are improvement priorities in 2023-24.

3.10. **Key Stage 2-Outcomes by Groups**

3.10.1. **By Gender**

The percentage of boys reaching the expected standard in RWM is 4% below that of girls. However, when compared with peer groups nationally Bury's boys are in line whilst Bury's girls are 2% below national. Girls are below their peer group in reading (3%) grammar, punctuation, and spelling (2%) and maths (1%). Boys are 1% above their peers in grammar, punctuation and spelling and maths, 2% below in reading and 1% below in writing.

At greater depth standard, boys were 2% below their national group for writing, maths and Grammar Punctuation and Spelling and 1% below in reading. Girls were below their peer group in all subjects; writing (3%), maths (2%), grammar, punctuation, and spelling (3%) and reading (2%).

Narrowing the gap for girls at GDS against their peer national is an improvement priority alongside improving the performance of boys compared to girls

3.10.2. **By Eligibility for Free School Meals**

4% more of Bury's children eligible for free school meals reached the expected standard in Reading, Writing, Maths (RWM) combined compared with their peers nationally whilst Bury's children not in receipt of free school meals performing 3% below their peer group nationally. In individual subjects the only area where children eligible for free school meals were outperformed when comparing to national was reading by 1%.

3.10.3. **By Special Educational Needs**

Children with special educational needs and/ or disabilities (SEND) performed 2% below the national when compared to their peers with 18% reaching the expected standard in Reading, Writing, Maths. Pupils receiving SEN Support performed also 2% below national whilst those with an EHCP were in line nationally their peers.

3.10.4. **By Language**

Children with English as an Additional Language (EAL) were 6% below their peer group nationally whilst English as a first Language (E1L) were in line for the expected standard in RWM. The largest gap in an individual subject for EAL pupils was in reading at 6% below followed by 5% below in writing. Improving the performance of EAL pupils particularly in Reading and Writing is a priority for 2023-24.

3.10.5. **By Ethnicity**

In looking at attainment at the expected standard in RWM, the largest gaps for Bury children below their peer groups nationally are for Bangladeshi heritage children (25% below), Indian heritage children (23% below), Black African heritage children (13% below) and Mixed White and Asian heritage children (19% below).

Performance at the expected standard when compared to their peer group nationally was strongest for Black Caribbean heritage children (21% above) and Mixed White and Black Caribbean heritage children (18% above).

In looking at progress from year 2 to year 6 in reading, writing and maths the performance of Pakistani and 'Any other Asian Background' score consistently positively.

Therefore further work is to be undertaken through our Quality Assurance mechanisms and through engagement with school leaders to better understand the disparity in pupil performance of different groups. This will be an area raised through the school clusters and a priority for school improvement work.

3.10.6. **Looked-After Children**

20% of Bury's looked-after children reached the expected standard in RWM in 2023. However, this was a small cohort and 70% of the children had SEND overall and 60% EHCPs. 30% of the cohort attend special schools. 67% of our children without SEND reached the expected standard which compares well to expected national comparators.

3.11. **Moderation of Primary Outcomes in 2023**

There is no longer a requirement on the Council to moderate the Early Years Foundation Stage due to the introduction of the Reception Baseline Assessment. Schools were encouraged, as is the norm, to moderate internally, across MATs and clusters.

At both Key Stage 1 and 2 there is a statutory requirement to moderate 25% of maintained schools and 25% of academies. Schools are notified 24 hours in advance of the pupils selected based on data shared by the schools with the Council. 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

Local Authority moderation team is led by a former Bury headteacher, other moderators are current practitioners. Moderators visit school in pairs to undertake the process and in 2023 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 is then shared with schools for their assurance records.

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.

3.12. Monitoring of the Year 1 Phonics Screening Check

The Local Authority is required to monitor 10% of maintained schools and 10% of academies. Visits were conducted by the Local Authority's Phonics Moderation Manager and included observation and checking of completed scripts. The Local Authority includes this check, and the SATs monitoring in the annual training offered to all schools on the moderation process.

3.13. Monitoring of Key Stage 2 tests in 2022

It is a statutory requirement for the Council 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 Council 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 Local Authority's Key Stage 1 Moderation Manager. The Quality Standards and Performance Officer for the Whitefield locality led the process including training colleagues prior to the visits. Schools visited received both an official monitoring form and verbal feedback on best practice.

4.0 SECONDARY OUTCOMES 2023

4.1 Key Stage 4 School Reported Outcomes

2023 Key Stage 4 outcomes show real improvement and are reflective of an improving secondary school system shown through the improving proportion of good or better schools.

Of particular note is the improvement around progress 8. The Progress 8 benchmark is an accountability measure used by the government of the United Kingdom to measure the effectiveness of secondary schools in England. It bands pupils into groups based on their scores in English and mathematics during the Key Stage 2 SATs. A school's Progress 8 score is usually between -1 and +1. A score of +1 means that pupils in that school achieve one grade higher in each qualification than other similar pupils nationally. A score of -1 means they achieve one grade lower. The average Progress 8 score of all secondary schools nationally is 0.

Provisional Progress 8 data at -0.14 indicates improved performance against both 2022 (-0.28) and 2019 (-0.29) but remains 0.11 below national.

In 2022 only two of our high schools had positive progress 8 scores meaning only two cohorts did better than national. In 2023 seven of our high schools had positive progress 8 scores. The Derby High School continues to evidence very good progress with a 2022 score of 0.44 and a 2023 score of 0.41. Similarly, it is important to note that Hazel Wood has improved progress 8 from -0.90 in 2019 to +0.24 in 2023.

The Attainment 8 score is the average measure of an individual student's progress across their 8 best performing subjects taken at GCSE level. A student's Attainment 8 score is then used to help calculate a school's overall Progress 8 score.

Provisional results indicate that Attainment 8 is 1.2 higher than in 2019 but a 2023 score of 44.7 remains 1.6 below national and although this is a positive trend it remains a key priority and is referenced in the LET's agenda as an expected outcome.

In 2023 the percentage of pupils gaining a good pass (Grade 5+) in both English and mathematics at 40% is 5% below national but an improvement of 3% in comparison to the 2019 examination results. In terms of a standard pass (Grade 4+) the figure is 64% which is 1% below national but an improvement of 2% compared to 2019.

In 2023 English GCSE grades 9-4 and grades 9-5 mirrored 2019 following an improvement in 2022. In 2023 English 9-4 was 1% above national whilst 9-5 was 2% below

Maths GCSE grades 9-4 and 9-5 grades have both improved since 2019. In 2023 Maths 9-4 was 1% below national whilst 9-5 was 5% below

English performance continues to be higher than mathematics and therefore school improvement priorities focus particularly on increasing the number of pupils attaining a good pass (Grade 5+) in mathematics.

4.2 Key Stage 4-Outcomes by Groups

4.2.1 By Gender

Boys progress 8 (-0.25) was 0.08 below their respective national but continued to evidence improvement on both 2019 and 2022. Girls progress 8 (-0.02) was 0.14 below their respective national of 0.12 but rectified the drop from 2019 (-0.04) to 2022 (-0.08)

Boys attainment 8 (43.3) was up on 2019 (40.8) The gap to their national average continued to narrow in 2023 to 0.8. Girls attainment 8 (46.2) was down on 2019 (46.4) with the gap to their national in 2023 at 2.4 which is an increase.

The performance of boys compared to their national at grade 5+ English and Maths (40) was 3% below but an improvement of 6% on 2019. Girls performance was in line with 2019 but 6% below national for 2023.

4.2.2 By Eligibility for Free School Meals (FSM)

As with the performance of those pupils eligible for free school meals across all key stages in 2023, Progress 8 data makes for very pleasing reading with

continued improvement from 2019 (-0.69) and 2022 (-0.61) to -0.51 in 2023 which is 0.07 above the FSM national.

Pupils eligible for FSM attainment 8 performance in 2023 (35.0) was 0.2 above national and an improvement on 2019 (34.6).

The performance of FSM pupils compared to their peer national at grade 5+ English and Maths (22%) was 3% below but had improved by 1% on 2019. Those pupils not eligible for FSM (45) were 6% below their national although the gap had narrowed slightly since 2019.

4.2.3 **By Special Educational Needs**

Progress 8 performance of pupils with SEN support shows an improving trend since 2019 and is now only 0.01 below their peer national. This trend is repeated for those pupils with Education Health Care Plans (EHCPs) and even more positively, they achieved 0.41 above their national.

For those pupils identified as SEN support, their attainment 8 data in 2023 evidenced an improving trend against 2019 and 2022 and was 0.9 above national. Again, this trend is repeated for those pupils with an Education Health Care Plan, and they scored 6.3 above their national peer group.

The performance of SEN support pupils compared to their national average at grade 5-9 in English and Maths is in line and narrows to a gap of 6 from 2022. Those pupils with an Education Health Care plan score 5% above their national with 12% which sees a significant improvement from 6% in 2019.

4.2.4 **By Language**

Progress 8 performance of pupils with English as an Additional Language continued the improvements evident in 2019/2022 and at 0.64 was 0.13 above the EAL national. English as a first Language (E1L) pupil performance in Bury (-0.26) also evidenced an improving trend and continued to narrow the gap to their national to 0.14.

EAL pupils attainment 8 performance in 2023 (46.8) improved on 2019 and saw the gap to their national further narrow. English as a first Language pupils were 1.4 below their national which continued the improving trend in narrowing the gap since 2019 and 2022.

The performance of EAL pupils compared to their national at grade 5+ English and Maths (42) matched 2019 and remained below national by 8%. English as a first language pupils were 4% below their national average but had marginally narrowed the gap since 2019.

4.2.5 **By Ethnicity**

In looking at 2023 Progress 8 data the performance of pupils from Indian, Pakistani, Black Caribbean, Mixed White and Black African, Mixed White and Black Caribbean and Mixed Other heritage all score above their respective national. The largest gap below their national is evident for Chinese and Bangladeshi heritage pupils.

Attainment 8 data shows pupils from Black Caribbean, Mixed White and Black Caribbean, Mixed White and Black African and Mixed Other heritage all to be above their national average. The largest gap below their national at attainment 8 is for Bangladeshi, Chinese, Black Other and Mixed White and Asian pupils.

The performance of pupils at grade 5+ English and Maths is strongest amongst pupils from Black Caribbean, Black Other and Mixed Other heritage. The largest gap below their national is Bangladeshi, Chinese, Any Other Asian Background and Mixed White and Asian Heritage.

This ethnicity performance data will be shared with our Secondary Headteacher group and we will focus on best practice to ensure positive practice is shared across the borough to ensure all pupils have their needs met and any differences in attainment are properly understood.

4.2.6 Looked-After Children

We do not yet have full Progress 8 data available for this cohort as some out-of-borough Local Authorities have not released their data, so our Progress 8 information is partial at this stage. Currently, our Progress 8 score for our looked-after children in 2023 is provisionally -0.63, which is considerably higher than last year's national and regional data.

Not all our children were entered for GCSEs, as some followed alternative pathways. 100% of our looked-after children achieved at least one recognised qualification in 2023.

4.3 GCSE outcomes

Please note we do not yet have regional or national looked-after children's data to compare these outcomes to.

23% of our cohort achieved 4+ in English and Maths in 2023 (26% of all those entered for GCSE). This is above the 2019 national figure for looked after children of 18%.

10% achieved 5+ in English and Maths (11% of all those entered for GCSE). This is above the 2019 national figure of 7%.

33% of our looked-after children achieved grade 4+ in English (41% of all those entered for GCSE).

30% achieved grade 5+ in English (33% of all those entered for GCSE).

27% achieved grade 4+ in Maths (30% of all those entered for GCSE).

10% achieved grade 5+ in Maths (11% of all those entered for GCSE)

5.0 Key Stage 5

5.1 Work is currently taking place to track the destinations of our 2023 school leavers which is submitted to the Department of Education in January 2024.

The majority of our 2022 school leavers progressed into full time education, 90.4% compared to the pre-pandemic levels of 90.2% in 2019. The pandemic years saw a temporary increase in numbers entering full time education due to decreasing employment and apprenticeship opportunities. Bury has an excellent reputation for tracking its post 16 young people, with all of the 2316 people being contacted, with zero 'Not Known's'.

The proportion of young people entering full time training, fulltime employment with training and apprenticeships increased from 4.3% in 2021 to 4.6% in 2022.

The 2022/23 local authority scorecard (an average of the local authorities NEET and Not Known from Dec 22 to Feb 23), reported that Bury's NEET and Not Known was at 3.9% for our year 12 and 13 young people, well below the National and Regional average of 5.2% and 5.3% respectively, with Bury in the second quintile nationally. (NEET: Not in full time Education, Employment or Training; EET: in Education, Employment or Training)

- 5.2 The most recent, validated A level results data is from 2022 (2023 validated data is released on the 16th of Nov 2023), with Ofqual announcing that this would be a bridging year, with A level results being lower than those issued in 2021, which were teacher assessed, but higher than A level results issued in 2019 (pre-pandemic).

The A-level Average Point Score (APS) per entry for Bury establishments show that Bury scored 35.15, an increase from 32.05 in 2019 however below both the NW and National averages of 38.16 and 38.87, respectively.

In 2022 outcomes show a slight decrease in the percentage of students achieving the highest A Level grades compared to 2021 figures (0.3% decrease in grade A* and A to 16.70%) and this aligns with a decrease both regionally (from 23.40% to 20.60%) and nationally (23.63% to 19.76%).

- 5.3 Bury performs better in regard to Technical Level APS, achieving 31.09 in 2022 compared to 23.33 in 2019, which places us just beneath the NW average of 31.40 and above the national average of 30.56, placing us 4th within Greater Manchester. Bury students studying Applied General Qualifications gained an APS of 34.63, compared with 31.98 nationally. Bury ranked joint 2nd in GM when comparing Applied General results.

6.0 OVERALL SUMMARY OF PERFORMANCE

- 6.1 Bury can be proud that those children eligible for free school meals do better than their peer group nationally at Key Stage 2 and key Stage 4. This links to 'LETS' and narrowing the disadvantaged gap helping to further impact on life outcomes.
- 6.2 We can also celebrate the performance of our looked-after children, who have done significantly better than expected national data and the 2019 data for regional and national peers at every stage with the exception of KS2, where there are contextual factors involved.
- 6.3 The performance of our pupils at Early Years Foundation Stage continues to evidence an improving picture in terms of improvement on Local Authority 2022 performance data, closing the gap on national to 1% and moving up one place in the Greater Manchester and North West rankings.
- 6.4 Year 1 Phonics data can also be celebrated as a strength with Local Authority performance above national as too are the group outcomes for

those children in receipt of Bury Free School Meals and pupils with identified Special Educational Needs and Disabilities.

Key Stage 1 performance at the expected standard is broadly in line with national for combined reading/writing/maths and as individual subjects.

- 6.5 Key Stage 2 performance at the expected standard is broadly in line and the performance of Bury FSM children was 4% above the respective national.

The number of key stage 2 children attaining greater depth standard in reading/writing/maths combined remains an area for further improvement.

- 6.6 At Key Stage 4 Attainment 8 evidences a notable improvement since 2019, the last year when the same testing format and conditions were applicable, with the gap to national narrowed. In addition, this trend is replicated for Progress 8 which makes for very pleasing reading.

The percentage of pupils gaining a good pass (Grade 5+) in both English and Maths has improved since 2019 but still remains below national at 40%. At a standard pass (Grade 4+) performance had improved since 2019 and was broadly in line with national.

7.0 NEXT STEPS

- 7.1 In Autumn 2023, as was the case in 2021 and 2022, we are offering schools, a universal visit from one of our Quality Education Professionals (QEPs). We have already met with our QEPs and funded a recently retired Ofsted inspector to lead the training linked to curriculum provision and progression in September. Despite now having a greater number of academies uptake is once again high for 2023. The agenda will include discussion of the schools context alongside attendance, exclusions/suspensions, safeguarding, 2023 outcomes (strengths and areas for development), SEND, curriculum and headteacher well-being. These visits help further populate intelligence on schools beyond summative performance data.

The School Assurance Team and Education Transformation Lead have reviewed and revised the LA categories of support criteria-Universal, Early and Brokered Support. Work with identified maintained schools is continuing with 2023-24 support plans in place.

- 7.2 The School Assurance Team will continue to work in partnership with the Local Authority Early Years Advisors in order to further increase the proportion of children achieving GLD in the Early Years Foundation Stage with a particular focus on the barriers to boys achieving a Good Level of Development (GLD)
- 7.3 The Education Transformation Lead will continue to facilitate brokerage through the Self-Improving School Led System targeting an improvement in the following areas:
- the number of children attaining the greater depth standard (GDS) at key stage 1 in Reading, Writing and Maths combined.
 - the number of EAL and SEND children attaining the expected standards particularly in reading

-the number of children making expected levels of progress from lower, middle and higher ability starting points particularly in maths by the end of key stage 2.

- to develop a greater understanding of the differences in attainment and progress of different ethnic heritage pupils.

- 7.4 The School Assurance Team will continue to support our maintained secondary schools in further building on the positive Key Stage 4 performance in 2023. Brokered support will focus on raising the attainment of girls in both English and Maths grade 5+ and all pupils in Maths particularly at grade 5+.
- 7.5 The Virtual School will continue to offer support and challenge to all schools our looked-after children attend, both in and out of the borough. The Pupil Premium Grant which supports their education will continue to be used for targeted education support such as 1:1 tuition to ensure the best outcomes possible for our children, with those who did not reach age-related expectations monitored closely and offered bespoke support.
- 7.6 Committee members are asked to consider and comment on the information in this report and the planned next steps.

List of Background Papers: -

Contact Details: -

Isobel Booter, Director of Education and Skills
i.booter@bury.gov.uk

Executive Director sign off Date:

JET Meeting Date:

Appendix 1: Table of contents

FOUNDATION STAGE PROFILE RESULTS

LA RESULTS (COMPARED TO NATIONAL RESULTS)

ALL PUPILS (including PVI's except where otherwise specified) New Assessments from 2022*

REACHING A GOOD LEVEL OF DEVELOPMENT

Pupils achieving at least expected in the prime areas of learning and in specific areas of literacy and mathematics.

		2019	2020	2021	2022	2023	
GLD including PVI's	LA	71			63	66	↑
	National	72			65	67	↑
	Difference	-1			-2	-1	↑

YEAR 1 PHONICS RESULTS

LA RESULTS (COMPARED TO NATIONAL RESULTS)

Figures include Millwood

ALL PUPILS YEAR 1 (YEAR 2 for the Aut 20 and Aut 21 check)

Percentage of pupils Working At

		2019	Aut 20	Aut 21	2022	2023	
Working At	LA	82	80	79	76	80	↑
	National	82	78	79	75	79	↑
	Difference	0	2	0	1	1	→

PHONICS SCREENING CHECK ATTAINMENT BY THE END OF YEAR 2

LA RESULTS (COMPARED TO NATIONAL RESULTS)

Figures include Millwood

ALL PUPILS (Percentage of pupils meeting the expected standard in the phonics screening check by the end of year 2)

Percentage of pupils Working At

		2019	2020	2021	2022	2023	
Working at	LA	91			88	89	↑
	National	91			87	89	↑
	Difference	0			1	0	↓

KEY STAGE 1 RESULTS

LA RESULTS (COMPARED TO NATIONAL RESULTS)

Figures include Millwood

ALL PUPILS

Percentage of pupils achieving Expected Standard and above

		2019	2020	2021	2022	2023	
READING, WRITING & MATHS	LA	61			51	55	↑
	National	65			53	56	↑
	Difference	-4			-2	-1	↑
READING	LA	72			65	68	↑
	National	75			67	68	↑
	Difference	-3			-2	0	↑
WRITING	LA	66			55	59	↑
	National	69			58	60	↑
	Difference	-3			-3	-1	↑
MATHS	LA	74			66	70	↑
	National	76			68	70	↑
	Difference	-2			-2	0	↑

Percentage of pupils achieving Greater Depth

		2019	2020	2021	2022	2023	
READING, WRITING & MATHS	LA	8			3	3	↑
	National	11			6	6	↑
	Difference	-3			-3	-3	↑
READING	LA	20			14	15	↑
	National	25			18	19	↑
	Difference	-5			-4	-4	→
WRITING	LA	11			4	5	↑
	National	15			8	8	→
	Difference	-4			-4	-3	↑
MATHS	LA	18			12	13	↑
	National	22			15	16	↑
	Difference	-4			-3	-3	→

KEY STAGE 2 RESULTS

LA RESULTS (COMPARED TO NATIONAL RESULTS)

NB 2022 and 2023 progress results are not comparable to previous years due to the new DfE methodology from KS1 - KS2.

ALL PUPILS

Percentage of pupils achieving AS+/EXS+

		2019	2020	2021	2022	2023
READING, WRITING & MATHS	LA	65			59	58
	National	65			59	59
	Difference	0			0	-1



READING	LA	73			77	70
	National	73			75	73
	Difference	0			2	-3



WRITING TA	LA	78			69	71
	National	78			70	71
	Difference	0			-1	0



MATHS	LA	80			74	72
	National	79			72	73
	Difference	1			2	-1



GPS	LA	79			73	72
	National	78			73	72
	Difference	1			0	0



Percentage of pupils achieving HS/GDS

		2019	2020	2021	2022	2023
READING, WRITING & MATHS	LA	8			4	6
	National	11			7	8
	Difference	-3			-3	-2



READING	LA	26			28	28
	National	27			28	30
	Difference	-1			0	-2



WRITING TA	LA	15			8	11
	National	20			13	13
	Difference	-5			-5	-2



MATHS	LA	24			21	22
	National	27			23	24
	Difference	-3			-2	-2



GPS	LA	34			27	28
	National	36			28	30
	Difference	-2			-1	-2



KEY STAGE 4 RESULTS

LA RESULTS (COMPARED TO NATIONAL RESULTS)

ALL PUPILS

Key Indicators

		2017	2018	2019	2020	2021	2022	2023
Progress 8	LA	-0.15	-0.23	-0.29			-0.28	-0.14
	National	-0.03	-0.02	-0.03			-0.03	-0.03
	Difference	-0.12	-0.21	-0.26			-0.25	-0.11



		2017	2018	2019	2020	2021	2022	2023
Attainment 8	LA	46.0	45.2	43.5	48.1	49.4	46.3	44.7
	National	46.3	46.5	46.8	50.2	50.9	48.9	46.3
	Difference	-0.3	-1.3	-3.3	-2.1	-1.5	-2.6	-1.6



Improvement when compared to 2019

		2017	2018	2019	2020	2021	2022	2023
Grade 5+ English and Maths	LA	38	39	37	45	50	45	40
	National	43	43	43	50	52	50	45
	Difference	-5	-4	-6	-5	-2	-5	-5



Improvement when compared to 2019

		2017	2018	2019	2020	2021	2022	2023
Grade 4+ English and Maths	LA	63	62	62	71	72	66	64
	National	64	64	65	71	72	69	65
	Difference	-1	-2	-3	0	0	-3	-1



Improvement when compared to 2019