

**MEETING:** Children and Young People Scrutiny Committee

**DATE:** November 2024

**SUBJECT:** Attainment Headline Outcomes 2024 (provisional)

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

**CONTACT OFFICER:** Stephen Holden, Interim Director of Education and Skills

---

## **INTRODUCTION**

The following report provides analysis of 2024 performance data. Currently 93% of primary schools and 56% of high schools are judged by Ofsted to be good or better. This results in an overall average of 78% of schools in Bury being good or better. Improvements are once again evident in our 2024 performance data, be that against our own local authority performance in 2023, rankings within Greater Manchester and the North West or against the national averages.

**\*Please note that all the data in this report is provisional and therefore subject to change.**

National, regional and statistical neighbour comparative data for EYFS, Phonics, 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.*

## **PRIMARY OUTCOMES 2024**

### **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.

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 Provisional Outcomes Summary**

In 2024 the number of children in Bury attaining GLD (65%) was down by 1% when compared to 2023 which is 2% below the provisional 2024 national average (67%)

### **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.

#### **By Gender**

Girls (74%) and Boys (58%) underperformed by 3% and 2% respectively in relation to their national averages.

#### **By Eligibility for Free School Meals**

3% less of Bury children eligible for free schools 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 4%.

#### **By Special Educational Needs**

Children with special educational needs and/ or disabilities (SEND) are 1% below the national average for this group, so too those on SEN Support. Those with Education Health Care Plans (EHCPs) are in line with their national average.

#### **By Language**

Children with English as an Additional Language (EAL) attained below their peer group nationally by 10% whilst English First Language (E1L) were 2% below their peer group nationally.

### **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 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 (79%) is 1% below the national average in 2024.

## **Year 1 Phonics Screening Check – Outcomes by Groups**

### **By Gender**

The percentage of boys (77%) and girls (82%) reaching the expected standard in 2024 were in line (boys) with and 2% below (girls) their peer groups nationally

### **By Eligibility for Free School Meals**

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

### **By Special Educational Needs**

Children with special educational needs and/ or disabilities (SEND) are 1% below the national for this group with 43% reaching the expected standard. Children with EHCPs are 4% above their national average in 2024.

### **By Language**

Children with English as an Additional Language (EAL) were 4% below their peer group at 76% whilst English as a first Language (E1L) were in line with their peer group nationally scoring 80%

### **Looked-After Children (LAC)**

62% of our LAC children passed the Phonics Screening Check. For reference, in the absence a national average at this point in time, the 2023 national was 61%.

## **Year 2 Provisional Phonics Outcomes including Outcomes By Groups\***

*To follow once all data is available and has been subject to analysis through the School Assurance team*

## **Key Stage 2 Provisional Outcomes**

In 2024, 63% of Bury's pupils reached the expected standard in reading, writing and maths combined (RWM) which is 3% above the national average and an increase of 5% in Bury when compared to 2023. In individual subjects reading and writing were both 1% above the national average with maths and GPS 2% above national. Reading evidenced a notable increase of 4% when compared to 2023.

7% of Bury's pupils achieved greater depth (GDS) in reading/writing/maths combined compared with 8% nationally. In reading, writing and Grammar Punctuation and Spelling (GPS) Bury performed 2% below the national average. In maths Bury pupils were in line with the national average which makes for positive reading.

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 and Grammar Punctuation and Spelling remain improvement priorities in 2024-25

## **Key Stage 2-Outcomes By Groups**

### **By Gender**

The percentage of Bury boys reaching the expected standard in RWM is 5% below that of Bury girls however when compared with their peer groups nationally Bury's boys are 3% above with Bury's girls 1% above. Girls are in line with their peer group nationally in reading and writing and 1% above in GPS and maths. Boys are 1% above their peers nationally in reading and GPS, 2% above in maths and 3% above in writing which is a 3% increase when compared to 2023.

At greater depth standard, boys were 1% above their national average for combined reading, writing and maths (RWM) which is an increase of 2% when compared to 2023. Girls remained 2% below their national for combined RWM. Whilst an improved performance by boys in GDS Maths and GPS is evident the performance of girls in these two areas shows no improvement resulting in a significant gap between Bury boys/girls in Maths and also for Bury girls/national girls in Maths too

### **By Eligibility for Free School Meals**

2% more of Bury's children eligible for free school meals reached the expected standard in Reading, Writing, Maths (RWM) combined compared with this group nationally with Bury's children not in receipt of free school meals also performing 2% above their peer group nationally which is a significant improvement on 2023.

### **By Special Educational Needs**

Children with special educational needs and/ or disabilities (SEND) are 4% above the national for this group with 25% reaching the expected standard in RWM which is an improvement of 7% when compared to 2023.

### **By Language**

Children with English as an Additional Language (EAL) are 1% below their peer group nationally whilst English as a first Language (E1L) were 4% above the expected standard in RWM. It is positive to note the improved performance of EAL pupils in Reading and Writing which has further narrowed the gap to their peer national average

### **By Ethnicity\***

*To follow once all group data is available and has been subject to analysis through the School Assurance team*

### **Looked-After Children (LAC)**

36% of our LAC children attained Reading, Writing and Maths combined at the expected standard. The 2023 national was 37%

## **Key Stage 4 School Reported Outcomes**

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 broadly in line with 2023 performance but remains 1.9 below the 2023 national.

In 2024 the percentage of pupils gaining a good pass (Grade 5+) in both English and mathematics (42%) evidences an improvement but remains 3% below the 2023 national average. In terms of a standard pass (Grade 4+) the figure is 63% which is 2% below the 2023 national.

In 2024 English grade 9-4 is in line with 2023 national average whilst English grade 9-5 is 2% below the 2023 national.

In 2024 Maths grade 9-4 was once again 1% below the 2023 national. Maths 9-5 grade has increased by 3% but still remains 2% below 2023 national

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.

***Progress 8 data to follow once released (expected November 2024)\****

#### **Key Stage 4-Outcomes By Groups\***

*To follow once all data is available and has been subject to analysis through the School Assurance team*

#### **Looked-After Children**

In 2024 19% of our LAC pupils attained the Standard Pass (Grade 4+) in English & Maths-The 2023 national was 18%

14% of LAC pupils attained a Good Pass (Grade 5+) in English & Maths. 2023 national was 9%

#### **Key Stage 5**

Work is currently taking place to track the destinations of our 2024 school leavers which is submitted to the Department of Education in January 2025. The majority of our 2023 school leavers progressed into full time education, 90.6% compared to 90.4% in 2022. Bury has an excellent reputation for tracking it's post 16 young people, with all of the 2388 people being contacted, with zero 'Not Knowns'.

The proportion of young people entering full time training, full-time employment with training and apprenticeships increased from 4.6% in 2022 to 4.9% in 2023.

The 2022/23 local authority scorecard (an average of the local authorities NEET and Not Known from Dec 23 to Feb 24), reported that Bury's NEET and Not

Known was at 4.0% for our year 12 and 13 young people, well below the National and Regional average of 5.4% and 5.6% respectively, with Bury in the second quintile nationally. There have been increases in this group across local, regional, and national data.

The most recent, validated A level results data is from 2023 (2024 validated results are expected at the start of 2025), 2023 continues to be a bridging year, with A level results being lower than those issued in 2021, which were teacher assessed, and last year's bridging year.

Bury's A-level APS per entry fell to 30.7 from 35.15 in 2022, below the NW, statistical, and National averages of 34.17, 33.71, and 35.94 respectively. Bury's score dropped by 4.45% points, compared to a 3.99% drop in the NW and a 2.93% national decline.

In 2023 outcomes showed a decrease in the percentage of students achieving the highest A Level grades compared to 2022 figures (7.17% decrease in grade A\* and A to 9.5%) and aligns with a decrease both regionally (from 20.65% to 13.36%) and nationally (24.71% to 17.52%).

Bury performance in relation to Technical Level APS has dipped, achieving 26.01 in 2023 compared to 31.09 in 2022, which places us beneath the NW average of 28.60 and the national average of 33.19, placing us 5<sup>th</sup> within Greater Manchester. Bury students studying Applied General Qualifications gained an APS of 30.81, compared with 30.98 nationally. Bury in quintile B nationally when comparing Applied General results.

\*Further information to follow once summer 2024 data has been released

### **OVERALL SUMMARY OF PERFORMANCE AND NEXT STEPS\***

*To follow once all data is available and has been subject to analysis through the School Assurance team*