

Bath & North East Somerset Council

MEETING/ DECISION MAKER:	Children, Adults, Health & Wellbeing Policy Development & Scrutiny Panel	
MEETING/ DECISION DATE:	11th of March 2024	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	Early Years & Education Performance 2022/23 – Final SEB Publication	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report: EIA Report		

1 THE ISSUE

- 1.1** This report provides the Panel with an overview of early-years & school education performance in the academic year 2022-23, including information on school attendance and exclusions.
- 1.2** This report's summary of education performance is drawn from the council's Strategic Evidence Base (SEB) produced by the council's Business Intelligence team. The SEB can be reviewed by following the link below and reading the education section on pages 108 -134. Highlights from the education section of the SEB will be presented at the meeting on the 11th of March 2024.

<https://beta.bathnes.gov.uk/strategic-evidence/document-library/strategic-evidence-base-summary-and-full-report>

2 RECOMMENDATION

The Panel / Committee is asked to;

- 2.1** Note our pupils' overall positive education performance in B&NES schools for the academic year 2022/23.

2.2 Be assured that Local Authority Officers continue to collaborate strategically with schools and partners and the Regional Director's office to improve educational outcomes for all pupils in B&NES.

3 THE REPORT – SUMMARY

3.1 In summary, pupils in B&NES attained higher grades compared to regional and national figures in all stages of education except Key Stage 2 (KS2), which dropped below national figures for the first time since 2015/16. Girls consistently performed better than boys at all key stages. Our education outcomes in Key Stage 4 (KS4) and Key Stage 5 (KS5) are to be commended.

3.2 In the Early Years Foundation Stage (EYFS), 71% of children had a good level of development in B&NES. This is higher than the South West's (68%) and England's (67%) values. 69% of children in B&NES were at the expected level for all 17 Early Learning Goals, higher than the South West (67%) and England (66%) values. **(SEB Slide 112)**

3.3 KS2 results for the expected standard in Reading Writing & Maths (RWM), whilst above regional averages, have dipped below national averages for the first time since 2015/2016. The average for those reaching the higher standard in RWM rose slightly from 21/22 (8% from 7%). This is slightly higher than regional and in line with national averages. **(SEB Slide 116)**

3.4 KS4 attainment remains strong in 2022/23; pupils in B&NES achieved a higher proportion of grades (9-5) in English and Maths (51%), compared to the South West (45%) and England (45%). This is higher than the 2018/19 (pre-pandemic) figure (46%), a pattern also seen regionally and nationally. The same pattern of strong performance against regional and national averages is repeated in Attainment 8 outcomes **(SEB Slide 119)**

3.5 Pupils also make good progress between KS2 and KS4, with pupils in B&NES achieving, on average a quarter of a grade higher in each qualification compared to similar pupils across the country.

3.6 KS5 outcomes in B&NES also remain strong, with outcomes for average A Level point scores and proportion achieving at least 2 A Levels higher than national and regional averages **(Slide 126)**

3.7 However, the attainment gap between Free School Meal (FSM) and non-FSM pupils is consistently larger across all key stages in B&NES than the gap seen nationally. Nationally, the attainment gap widens as pupils move through the education system, whereas in B&NES, the attainment gap at EYFS is the largest, having increased sharply in 2022/23 **(Slide 128)**

3.8 Disappointingly, the KS2 attainment in the FSM cohort is the worst in the country and Early Years Foundation Stage Profile (EYFS) attainment in the FSM cohort is the third worst in the country.

3.9 However, when our FSM pupils are in secondary school, their KS4 attainment in 22/23 is broadly in line with national outcomes.

3.10 EYFS and KS2 attainment in B&NES is lowest in the Black and other ethnic groups and is below national levels. KS4 attainment & progress is lowest in the Black ethnic group and again is below national levels. Whilst numbers in these cohorts are relatively low, this is a trend seen for a number of years, particularly at KS2 and KS4.

- 3.11** Attainment in Special Educational Needs (SEN) and non-SEN pupils is broadly in line with national levels at EYFS and KS2. At KS2, attainment in the EHCP cohort was higher than national in 2018/19 and 2021/22 but has now dropped from 21% to 8%, similar to the national average (6%). At KS4, the SEN attainment gap for % achieving grades 9-5 is higher in B&NES than national, driven by the higher attainment in the non-SEN pupils in B&NES than nationally. For attainment 8, the SEN attainment gap is similar to national levels.
- 3.12** Persistent school absence increased sharply in 2021/22, both in B&NES and nationally. However, rates remained lower in B&NES compared to national. Nationally, this was driven by increases in illness absences, including Covid-19. Suspensions are higher in B&NES than national, especially when looked at by ethnicity, where Black and Mixed race have higher suspension rates.
- 3.13** OFSTED inspections continue throughout schools in B&NES and our schools continue to perform well. As of Feb 2024, all Secondary Schools in B&NES are rated Outstanding. 60 of our 65 Primary schools are rated Good or Outstanding. The three special schools in B&NES are rated good.
- 3.14** While it is encouraging that our FSM children are making better progress than nationally at KS4, it remains disappointing to see our FSM KS2 results dip in the year 22/23. The LA continues to support initiatives with St John's Foundation across EYFS and KS2 through implementing our Language for Life Project, the Primary Empowerment Project, and our Improving Disadvantaged Educational Outcomes Project. The LA continues to work with the Department for Education South West Regions group to ensure that improving outcomes for this cohort of children remains a priority amongst our schools, academies, and Trusts.
- 3.15.** Evidence shows that in the early years, a focus on upskilling the workforce to support communication and language development in a structured way, strengthening transitions and partnerships with parents, and multiagency working make a difference. Amongst other initiatives, B&NES EY Service has partnered with HCRG Speech and Language Therapy service and St Johns Foundation Fund to develop the Language for Life; making a Difference Together approach based on these principles. The outcomes have been particularly strong for children receiving early years pupil premium funding who may go on to receive pupil premium in school (FSM). The evaluation of this 2-year pilot has led to a commitment to further funding from St John's Foundation to expand the approach into other areas of the LA.
- 3.16** We continue to deliver work to improve education outcomes for our Black and Ethnic Minority children and young people in B&NES by delivering the B&NES Race Equality Charter Mark. More information about Charter work can be found at the following link.

<https://beta.bathnes.gov.uk/race-equality-charter-schools>

Practical examples of how the charter works in our schools can be seen via the short video in the link below.

<https://thehub.bathnes.gov.uk/Page/24872>

4 CLIMATE CHANGE

4.1 This report contains information on academic outcomes in our early years, primary & secondary schools. No climate issues have been identified in the production of this report.

5 OTHER OPTIONS CONSIDERED

5.1 No other options have been considered for writing this report.

6 CONSULTATION

6.1 This report has been developed with the input and consultation of the Council's Business Intelligence team.

7 EQUALITIES

7.1 An equalities impact assessment has been completed and submitted to support this paper. This report reveals several areas where academic outcomes highlight inequalities between different groups of children in Bath & North East Somerset. The evidence in this SEB will continue to be used to strategically inform several work streams to improve inequalities in outcomes and disproportionality in negative outcomes.

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Background papers	<i>B&NES Strategic Evidence Base https://beta.bathnes.gov.uk/strategic-evidence/document-library/strategic-evidence-base-summary-and-full-report</i>
Please contact the report author if you need to access this report in an alternative format	