

Policy Development and Scrutiny

Schools' Performance

March 2019

Key

Significantly above national

Above national

Below national

Significantly below national

(1)

Overview – All Pupils - Primary

All Pupils		2016			2017			2018		
EYFS Good Level of Development %	B&NES	69			72			73		
	Difference	0			1			1		
Year 1 Phonics %	B&NES	79			79			82		
	Difference	-2			-2			0		
KS1 Expected Standard %	B&NES	74	64	73	76	68	75	78	71	77
	Difference	0	-2	0	0	0	0	3	1	1
KS1 Greater Depth %	B&NES	21	9	15	26	15	19	27	14	20
	Difference	-3	-4	-3	1	-1	-2	1	-2	-2
KS2 Reading, Writing and Maths Expected %	B&NES	54			63			66		
	Difference	0			1			1		
KS2 RWM Greater Depth %	B&NES	5			8			9		
	Difference	0			-1			-1		
Progress KS1 to KS2	B&NES	0.1	-2.1	-1.3	0.6	-1.3	-1.1	0.2	-0.7	-1.2
	Difference	0.1	-2.1	-1.3	0.6	-1.3	-1.1	0.2	-0.7	-1.2

- There is no significant difference between the performance of schools in B&NES and national performance at any key stage except in progress from KS1 to KS2 in writing and mathematics.
- B&NES is second in the SW for attainment at KS2

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Overview – All Pupils - Secondary

All Pupils		2016	2017	2018
KS4 English and Maths Standard Pass 4+ %	B&NES	54	63	66
	Difference	0	1	1
KS4 Attainment 8 Average Grade	B&NES	5.2	4.8	4.9
	Difference	0.2	0.1	0.2
KS4 Progress 8	B&NES	-0.02	-0.07	-0.03
	Difference	0.01	-0.04	-0.01
KS4 A level Average Grade	B&NES	30.9	30.1	32.7
	Difference	0.5	-0.8	0.8
KS5 3 A*/A grades %	B&NES	11.3	10.3	13.1
	Difference	0.8	-0.4	2.7

- There is no significant difference between the performance of schools in B&NES and national performance at any key stage.
- B&NES is in the top 4 in the South West in the SW for attainment at KS4
- A level performance is improved and is now strong

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Overview – Disadvantaged Pupils

Outcomes for Disadvantaged pupils are significantly below both similar pupils nationally, and 'Other' pupils at all key stages.

Outcomes for these pupils at KS4 are on a worsening trend.

Disadvantaged Pupils		2016			2017			2018		
EYFS Good Level of Development %	B&NES	41			47			48		
	Gap	-31			-28			-28		
Year 1 Phonics %	B&NES	65			54			62		
	Gap	-15			-28			-22		
KS1 Expected Standard %		Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
	B&NES	43	33	45	57	44	51	52	46	54
	Gap	-34	-34	-31	-21	-26	-27	-29	-28	-26
KS2 RWM Expected Standard %	B&NES	30			40			42		
	Gap	-31			-29			-31		
Progress KS1 to KS2		Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
	B&NES	-2.4	-4.4	-3.4	-1.2	-2.6	-2.8	-1.6	-2.2	-2.9
	Gap	-3.2	-2.9	-2.6	-2.2	-1.7	-2.1	-2.3	-1.9	-2.2
KS4 English and Maths Standard Pass 4+ (%)	B&NES	43			44			38		
	Gap	-33			-24			-37		
KS4 Attainment 8 Average Grade	B&NES	4.0			3.6			3.4		
	Gap	-1.5			-1.3			-1.8		
KS4 Progress 8	B&NES	-0.63			-0.38			-0.66		
	Gap	-0.75			-0.37			-0.77		

Overview – SEN Support Pupils

Attainment of SEN Support pupils is in line with or above similar pupils nationally.

Progress of these pupils to KS2 and KS4 is significantly below all pupils nationally.

However progress is generally above similar pupils nationally.

SEN Support Pupils		2016			2017			2018		
EYFS Good Level of Development %	B&NES	22			29			27		
	Difference	-4			2			-1		
Year 1 Phonics %	B&NES	52			41			52		
	Difference	6			-6			6		
KS1 Expected Standard %	B&NES	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
	Difference	37	21	36	39	24	38	33	26	34
KS2 RWM Expected Standard %	B&NES	5	-1	3	5	1	3	0	1	-2
	Difference	14			22			27		
Progress KS1 to KS2	B&NES	-2			1			3		
	Difference	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
KS4 English and Maths Standard Pass 4+ (%)	B&NES	-0.8	-2.8	-2.0	0.7	-1.7	-0.6	0.2	0.1	-0.8
	Difference	x			29			37		
KS4 Attainment 8 Average Grade	B&NES	x			-2			6		
	Difference	3.9			3.5			3.5		
KS4 Progress 8	B&NES	0.24			0.33			0.25		
	Difference	0.17			0.12			0.07		

Overview – EHCP Pupils

Attainment of pupils with an Education, Health and Care Plan is not significantly different from similar pupils nationally but at KS4 Attainment 8 outcomes are falling faster than nationally.

EHCP Pupils		2016			2017			2018		
EYFS Good Level of Development %	B&NES	x			x			x		
	Difference	x			x			x		
Year 1 Phonics %	B&NES	14			17			16		
	Difference	-4			-1			-3		
		Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
KS1 Expected Standard %	B&NES	12	7	14	12	x	8	18	11	16
	Difference	-2	-2	0	-2	x	-6	5	2	3
KS2 RWM Expected Standard %	B&NES	4			8			5		
	Difference	-3			0			-4		
		Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Progress KS1 to KS2	Difference	-1.5	-3.8	-3.4	-1.2	-1.1	-1.0	0.3	-1.3	-0.9
KS4 English and Maths Standard Pass 4+ (%)	B&NES	x			10			6		
	Difference	x			-1			-5		
KS4 Attainment 8	B&NES	1.7			1.3			1.1		
	Difference	0.0			-1.4			-2.9		
KS4 Progress 8	Difference	-0.12			-0.19			-0.08		

Progress to KS2 and KS4 is significantly below all pupils nationally. However at both KS2 and KS4 progress is catching up with similar pupils nationally.

Outcomes for other groups

- Outcomes for Children in Care in 2018 are above national for similar pupils at all key stages
- Outcomes for most BME groups are in line with national at all key stages but there is a lot of variation from year to year
- Outcomes for 'Black' pupils in 2018 were strong at the end of reception and in phonics. However, outcomes at the end of KS2 have been low for the past three years.
- Analysis of these three cohorts shows that there is an above average incidence of SEND and disadvantage but outcomes remain a concern.

Summary

- Attainment for all pupils is improving at all key stages, and is amongst the best in the South West at KS2 and KS4.
- Attainment at A level is high.
- Attainment for pupils with SEND Support pupils is similar to or above these pupils nationally
- Attainment and progress of disadvantaged pupils is low at all key stages. This remains the key issue for the local authority.
- Attendance in primary schools is good, but in secondary schools it is below national.
- A lower proportion of pupils had a fixed term exclusion in primary schools in B&NES in 2016-2017, but a higher proportion of pupils in secondary school had a fixed term exclusion.
- A higher proportion of pupils in B&NES are in education, employment or training after they leave school.