

Bath & North East Somerset Council		
MEETING/ DECISION MAKER:	Children, Adults, Health & Wellbeing Policy Development & Scrutiny Panel	
MEETING/ DECISION DATE:	8th November 2022	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	Early Years & Primary Education Performance 2021/22 – Initial Summary	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this Report:		

1 THE ISSUE

- 1.1** This report provides the panel with an overview of early-years & primary school education performance in the academic year 2021-22. This is the first year that schools have delivered formal examinations since 2019.
- 1.2** The panel is advised that this is an early indication of B&NES performance and that national/regional data sets are not yet available to provide a comparison in all areas.
- 1.3** Secondary school performance data is released from the 20th November 2022. A full paper on education performance in B&NES will be produced in the Spring of 2023.

2 RECOMMENDATION

The Panel / Committee is asked to;

- 2.1** Note that education performance in our primary schools is down on the last comparable year of 2019. However, in most areas, the performance of our schools is better than the national position. There are areas of concern, particularly in key stage 2 and the results of our free school meal (FSM) & pupil premium (PP) children, that requires further analysis.
- 2.2** While most schools in B&NES are academies, the LA continues to be actively involved in working alongside the Regional Directors (RD) office (formally

Regional Schools Commissioners office) in identifying education priorities for the region. This year's results will be looked at jointly with the RD office and common priorities will be identified. A representative from RD has again agreed to come to scrutiny to talk about their work

- 2.3** The LA continues to have positive relationships with Academies and Multi-Academy trusts, and significant common gaps in academic performance are discussed and tackled at our Schools Standards Board. Scrutiny has previously been advised of the multiple initiatives that the LA/Schools is working on to tackle our attainment gap with the support of the St. Johns Foundation.

3 THE REPORT

INTRODUCTION & SUMMARY

- 3.1** This report provides an overall summary to date of early years and primary academic performance for B&NES schools and settings for the academic year 21/22
- 3.2** The B&NES Business Intelligence team collate and analyse data we receive directly from schools and information published nationally. The current data is presently unvalidated; our comparative data is drawn from the LGA Inform Website.
- 3.3** In the early years, the 2022 data set is the first to be collected nationally since 2019. Reforms to the EYFS Statutory Framework were universally introduced in September 2022. These include amendments to many early learning goal statements (ELGs) and more detailed educational programmes. Therefore although some of the detail of the two data sets is not directly comparable, a broader comparative analysis is possible.
- 3.4** It is also important to note that this early years assessment point is no longer considered to be 'high stakes' by the DfE. Data gathering expectations have been reduced and a school's EYFSP data is no longer externally moderated. The primary purposes remain to inform Year 1 teachers of how best to plan on-going learning and to parents of their child's progress.
- 3.5** With no primary academic data for 2020 & 2021 (due to the suspension of national assessments), we can only use 2019 as a comparator for this year's results. As such, any comment on patterns or trends is difficult to make. However, it could be concluded that a national drop in primary performance could have been expected due to national school closures.
- 3.6** Compared to 2019 data, there has been a drop in the performance of primary schools in B&NES. However, there has also been a drop nationally. Though worse than in 2019, in the early years and KS1, B&NES's 2022 overall performance is better than the national picture. However, in KS2, the reverse is true with B&NES data, indicating a worsening position of the combined data overall.
- 3.7** Our data also shows that for this year, in comparison to 2019, the attainment gap for children eligible for free school meals (FSM) has widened compared to non-FSM peers at most assessment stages.

3.8 However, anecdotally, we believe this is also true of the national picture and in some cases, for it to be worse. Therefore, we should not draw any firm conclusions about the attainment gap in B&NES until further data and analysis is completed. The analysis's key data sets and highlights so far are presented in the report below.

Early Years

EYFS Profile (EYFSP) outcomes

In this section, we compare national and local results. There will likely be some inconsistencies between these datasets. i.e. between the data we hold and the data that is published.

Good Level of Development (GLD) measure - All children

- Pre-pandemic - the Good Level of Development (GLD) outcomes for 'all children' in B&NES showed a steady improvement trend, above England comparisons. 74% of children achieved the GLD in 2019 (England 72%)
- In 2022 this outcome lowered to 71.4%, but early unvalidated data suggests this decrease may be comparatively smaller than that in England (65.2%)

Gender

- GLD outcomes for girls continue to be higher than those of boys and remain constant at 79% (England 78%)
- GLD outcomes for boys have fallen to 63% from 70% in 2019 (England 65.5%)

SEND

- GLD outcomes for children with SEND in 2022 appear to have fallen, however, further validation of this data is needed before we can state by how much.

Free School Meals (FSM)

- GLD outcomes for B&NES children in receipt of FSM have risen to 48% (+2%pts), whilst the outcomes for children not in receipt of FSM have fallen to 75% from 78% in 2019
- As a result of the combined FSM increase and non-FSM decrease, the FSM/ non-FSM gap has narrowed to 27%pts (32%pts in 2019)

Primary Performance

Phonics

The percentage figure of pupils meeting the expected standard in the phonics screening check in year 1:

Phonics	2019 B&NES	2022 B&NES	2019 National	2022 National
%	82	78	82	75

- Whilst performance is down on 2019, B&NES's overall phonics results have fared better than the national position.
- However, within this, some groups are concerning. For example, our FSM/PP population of children appeared to have done less well in 2022 than their peers.
- Though performance for children with SEND has dipped in this period compared to 2019, it is not significant or a greater percentage than children without SEND.

- We currently do not have the national data to benchmark the B&NES position for these groups, this data is being collected and will inform the continued analysis of our region's outcomes.

KS1 – Reading, Writing & Maths

The percentage figure of children achieving a good level of development:

KS1	2019 B&NES	2022 B&NES	2019 National	2022 National
Reading %	78	72.6	75	67%
Writing %	71	60.1	69	58
Maths %	77	71.3	76	68

- Again, overall performance is down from 2019, but B&NES has fared slightly better across the three areas than the national position.
- However, again, there are concerns to be looked at. At this stage, our FSM cohort has performed worse than the national rate for the FSM cohort in Reading, Writing and Maths.
- There are some re-occurring trends, particularly in writing, where girls continue to outperform boys significantly.
- However, local data appears to indicate that performance for children with SEND in reading, writing and maths (though results are slightly down on 2019) has held up better in 2022 than non-SEND pupils. Again further validation of this data is needed before we can confidently say this is the case.

KS2 – SATS Combined Reading, Writing & Maths

The percentage figure of children achieving a good level of development in combined reading, writing & maths at expected & higher standard

KS2	B&NES 2019	B&NES 2022	National 2019	National 2022
Expected %	67	58	65	58
Higher %	12.9	7	11	7

- In KS2 the combined RWM data is a worsening set of results compared to our data in 2019.
- The percentage of girls achieving the expected standard has significantly dropped from 2019, still outperforming boys, but not as significant as in 2019.
- The combined expected performance for children with SEND appears to have dropped comparably with their non-SEND peers in 2022. Again further validation will be needed before we can confidently confirm this to be the case.

4 STATUTORY CONSIDERATIONS

- 4.1** The Local Authority has a broad set of statutory responsibilities to ensure that it is able to deliver education support in a number of areas for all schools around vulnerable young people (SEND, Children Missing Education etc.), supporting maintained schools (School Improvement services etc.) and business functions that support all schools (Admissions and Transport etc.)

5 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

- 5.1** There are no associated resourcing implications for this report.

6 RISK MANAGEMENT

- 6.1** A risk assessment related to the issue and recommendations has been undertaken in compliance with the Council's decision-making risk management guidance.

7 EQUALITIES

- 7.1** A full education performance report will be presented to scrutiny once our education data has been collected and validated. We can confidently establish that our data is correct about the educational performance of the children and young people in B&NES. This report will need to consider the equality impacts of its contents and the full EIA will be completed.

8 CLIMATE CHANGE

- 8.1** This report contains information on academic outcomes in our early years and primary schools. No climate issues have been identified in the production of this report.

9 OTHER OPTIONS CONSIDERED

- 9.1** No other options have been considered for writing this report. It is an interim report until a complete analysis of all academic performance is available in early 2023.

10 CONSULTATION

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

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Background papers	
Please contact the report author if you need to access this Report in an alternative format	