

Bath & North East Somerset Council

MEETING/ DECISION MAKER:	Children, Adults, Health & Wellbeing Policy Development & Scrutiny Panel	
MEETING/ DECISION DATE:	14th of March 2023	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	Early Years & Education Performance 2021/22 – Final SEB Publication	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report: None		

1 THE ISSUE

- 1.1** This report provides the Panel with an overview of early-years & school education performance in the academic year 2021-22, including information on school attendance and exclusions. This is an updated paper with validated data that follows the report presented to the Panel in November 2023.
- 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 70 - 87. This section of the SEB will be presented at the meeting on the 14th of March, 2023.

<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 2021/22.
- 2.2** Be assured that Local Authority Officers continue to work strategically with schools and partners to improve educational outcomes for groups of pupils in B&NES who do not perform as well or/and are disproportionately suspended from school more than their peers

3 THE REPORT - SUMMARY

- 3.1** In 2021-22, locally, regionally, and nationally, education performance across a number of key stages was down on the comparable last academic year of 2019. However, across the EYFS, Phonics, KS1, KS2, KS4 and KS5, B&NES academic performance in 2021/22 has generally been better than regional and national averages. Across all these stages, girls continue academically to outperform boys.
- 3.2** School attendance rates in 21/22 were generally down on pre-pandemic years. However, persistence absence, defined as the number of children missing more than ten sessions in an academic year, is better than regional and national averages.
- 3.3** OFSTED inspection of early years and school settings in B&NES has remained positive. However, very few schools have been graded outstanding under the new inspection framework, and none in B&NES since the new inspection framework was introduced in 2020.
- 3.4** In 2021-22 the gap between FSM pupils and non-FSM pupils is consistently larger across all key stages in B&NES than the gap is seen nationally. In 21/22, the FSM gap widens as pupils move through the education system (nationally and in B&NES); however, our KS2 gap is one of the largest in the county. For balance, it is worth highlighting that our KS4 FSM cohort in 2021/22 achieved education performance broadly aligns with the national average.
- 3.5** In 21/22, the attainment gap between SEN and non-SEN pupils has broadly remained the same in KS2 & KS4. SEN performance has been better than national in some outcome areas (attainment 8).
- 3.6** Permanent exclusions in B&NES in 20/21 were lower than they had been for pre-pandemic years. However, they were just slightly higher than the regional and national average. Fixed-term exclusions, now called suspensions, remain worryingly high in B&NES. This is starker if you look at suspensions by ethnicity, where black and mixed-race children in 20/21 were disproportionately suspended more frequently than any other ethnic group.
- 3.7** B&NES remains a high-performing education area, with most children attending well and achieving academically above the national average. Our schools continue to receive positive OFSTED inspections and B&NES enjoys a good academic reputation. However, the attainment gap for our disadvantaged pupils is not improving (like it isn't nationally) and for some groups of children, it is clear that there is more to do to tackle disproportionality, particularly in suspensions and permanent exclusions.
- 3.8** As previously highlighted to this panel, the LA is delivering several initiatives with the St. Johns Foundation to improve our disadvantage attainment gap (Language for Life, Primary Empowerment Project and the Improving Disadvantaged Educational Outcomes Project). We are seeking to improve the educational experience of our ethnic groups in our schools through the work of the Race Equality Task Force and the roll-out of the Race Equality Charter Mark. The impact of these initiatives will take time to become visible in the system. However, we will continue to update the panel with progress as it becomes available.

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 This report reveals several areas where our academic outcomes/education data highlight inequalities between different groups of children in Bath & North East Somerset. The evidence in this SEB will be used to strategically inform several work streams to improve inequalities in outcomes and disproportionality.

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