

CHILDREN, EDUCATION AND SKILLS SCRUTINY COMMITTEE

OVERALL SCHOOL PERFORMANCE DATA FOR THE 2021/22 ACADEMIC YEAR

REPORT OF THE DIRECTOR OF CHILDREN'S SERVICES

1. Purpose of the report

- 1.1 To update members of the Children, Education and Skills Scrutiny Committee on the verified overall school performance data for the academic year 2021 – 2022.

2. Background

- 2.1 The Council has a statutory responsibility under the Education Act 1996 to promote high standards in schools and to raise attainment. There is a strong commitment to achieving the best outcomes for children and young people across a full range of measures which includes raising standards of achievement across all key stages.
- 2.2 This report presents an overview across the range of academic outcomes and the key priorities for the school improvement service.
- 2.3 The DfE has made it clear that, *'performance data for 2022 should not be directly compared with 2019 and earlier, nor should comparisons be made between schools'*. This is because schools may have been affected differently by COVID-19.'
- 2.4 Unlike previous Ofsted inspection frameworks, where a school's results were the major contributor to the overall effectiveness judgement; the current school inspection handbook states that Ofsted inspectors will "gather evidence of the impact of the quality of education from various sources. This includes nationally generated performance information about pupils' progress and attainment. This can only provide a starting point. However, Inspectors will want to see first-hand the quality of education as experienced by pupils and understand how well leaders know what it is like to be a pupil at the school".

3. Early Years Foundation Stage Profile

- 3.1 Overall, 63.7% of children achieved a "good level of development", compared to a national average 65.2.%. The regional figure was 64.1%.
- 3.2 Actions taken by the School Improvement Service to secure improvements at EYFS include:
- Review continuing professional development provided by the team.
 - Provide free provision for Level 3 SEND qualification for all EY providers and Childminder settings.
 - Provide strong support and guidance to early years settings through the provision of stronger practice hubs, and experts and mentors.

4. Phonics

- 4.1 All children in Year 1 of a primary school undertake a phonics screening check. The percentage of children achieving the expected standard in phonics in 2022 was 74.6% compared to a national figure of 75.5%. The regional figure was 75.0%.

5. Key Stage 1

5.1 KS1 Reading

The percentage of children achieving the expected standard for reading in Sunderland in 2022 was 66.7%. The 2022 national figure was 66.8%. The regional figure was 65.7%.

The percentage of children achieving greater depth for reading was 15.9% the national figure was 18.0%. The regional figure was 16.5%.

5.2 KS1 Writing

The percentage of children achieving the expected standard for writing was 58.5%. The national figure was 57.6%. The regional figure was 57.8%.

The percentage of children achieving the greater depth standard for writing was 7.9%. The national figure was 8.0%. The regional figure was 8.0%.

5.3 KS1 Mathematics

The percentage of children achieving the expected standard in mathematics was 68.8% The national figure for 2022 was 67.6%. The regional figure was 67.4%

The percentage of children achieving the higher standard in mathematics in 2022 was 13.1%. The national figure in 2022 was 15.1%. The regional figure was 13.8%.

6. Key Stage 2

6.1 KS2 Reading, Writing & Mathematics Combined

The percentage of Key Stage 2 pupils achieving the expected standard in reading, writing (Teacher Assessment) and mathematics in 2022 was 56.3%. The national figure was 58.7%. The regional figure was 58.5%.

The percentage of children achieving the higher standard was 6.3%. The national figure was 7.2%. The regional figure was 6.7%.

6.2 KS2 Reading

The percentage of children achieving the expected standard for reading in Sunderland in 2022 was 75.8%. The 2022 national figure was 74.5%. The regional figure was 74.8%.

The percentage of children achieving greater depth for reading was 26.4% the national figure was 27.8%. The regional figure was 27.0%.

6.3 KS2 Writing

The percentage of children achieving the expected standard for writing was 67.7%. The national figure was 69.5%. The regional figure was 68.8%.

The percentage of children achieving the greater depth standard for writing was 12.2%. The national figure was 12.9%. The regional figure was 12.7%.

6.4 KS2 Mathematics

The percentage of children achieving the expected standard in mathematics was 71.9% The national figure for 2022 was 71.4%. The regional figure was 71.8%.

The percentage of children achieving the higher standard in mathematics in 2022 was 19.4%. The national figure in 2022 was 22.5%. The regional figure was 20.2%.

6.5 Actions taken by the School Improvement Service to secure improvements at a Primary level include:

The following actions have been taken / facilitated by the School Improvement Service:

- Development of the NCETM (*National Centre for Excellent in the Teaching of Mathematics*), Great North Maths Hub and Together for Children Partnership.
- Enhance partnership practice development with Westgarth English Hub to improve progress in phonics and reading, develop pupils' understanding and use of spoken language and to develop pupils' love of reading.
- Partnership work with Education Endowment Foundation (EEF) to deliver two key programmes. *Making a Difference for Disadvantaged children. Making Effective Use of Teaching Assistants.*
- TfC chose to work with Autism Education Trust (AET) as they are supported by the Department for Education. The AET promotes and supports partnerships throughout the education system to improve educational access, experience, and outcomes for autistic children and young people.
- Revised TfC structure of English as an Additional Language (EAL) to support schools.

7. GCSE Results

7.1 In 2017 a revised method of grading both GCSE English and mathematics was introduced, replacing conventional A*-G with grades 9-1. In 2022, nationally 49.6% of children, achieved grades 9-5, (with grades 9-5 seen as an equivalent grade A*-C). Within Sunderland, 42.5% achieved this measure and regionally this figure was 45.9%.

7.2. GCSE English

The percentage of children achieving grades 5 – 9 in English at GCSE level in Sunderland was 59.9%. The national figure was 65.2% and the regional figure was 63.1%.

7.3 GCSE Mathematics

The percentage of children achieving grades 5 – 9 in English at GCSE level in Sunderland was 46.5%. The national figure was 54.6% and the regional figure was 50.3%.

7.4 English Baccalaureate

The EBacc entry measure reports the percentage of pupils entered for the EBacc. To enter the EBacc, pupils must take up to eight GCSEs across five subject pillars. EBacc APS measures pupils' point scores across the five pillars of the EBacc. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities and support them to achieve their full potential. For English results to be included in the EBacc APS calculation, pupils must have entries for both English language and English literature. The better grade counts towards EBacc APS

The percentage of children who were entered for the EBacc in Sunderland was 41.3%. The national figure was 38.7% and the regional figure was 34%.

The APS for children who were entered for the EBacc in Sunderland was 3.97%. The national figure was 4.27% and the regional figure was 4.02%.

7.5 Progress 8

Progress 8 was introduced as a performance measure during the 2015-16 academic year. This measure tells us how well pupils at this school have progressed between the end of primary school (Key Stage 2) and the end of secondary school (Key Stage 4), compared to pupils in other schools who got similar results at the end of primary school. This measure is based on results in up to 8 qualifications, which include English, maths, 3 qualifications including sciences, computer science, history, geography and languages, and 3 other additional approved qualifications.

The Progress 8 figure for Sunderland in 2022 was -0.44, nationally this figure was -0.03, regional was -0.27

7.6 Attainment 8

Attainment 8 was introduced as a performance measure during the 2015-16 academic year. Attainment 8 measures a student's average grade across eight subjects – the same subjects that count for Progress 8. This measure is designed to encourage schools to offer a broad, well-balanced curriculum.

The Attainment 8 figure in 2022 for Sunderland was 45.9 and nationally this figure was 48.7. The regional figure 46.8.

7.7. Actions taken by the School Improvement Service to secure improvements at a Secondary level include:

The following actions were taken / facilitated by the School Improvement Service

- Termly meetings with representatives of DfE / Regional Schools Commissioner responsible for the performance of academies. All secondary schools within in the city are now part of Multi academy trusts. The development of larger trusts has created more opportunity to develop practice through internal partnerships than was the case when many academies were still stand-alone schools.
- Work with headteachers to review alternative provision to secure better outcomes for pupils.
- Continue to utilise the monthly Secondary Headteacher meeting with an agenda focus of sharing of good practice, with reference to attainment in Year 11.
- Development of the NCETM (*National Centre for Excellent in the Teaching of Mathematics*), Great North Maths Hub and Together for Children Partnership.

8. Post 16

The 2021/22 academic year saw the return of the summer exam series, after they had been cancelled in 2020 and 2021 due to the impact of the COVID-19 pandemic, where alternative processes were set up to award grades. As part of the transition back to the summer exam series adaptations were made to the exams (including advance information) and the approach to grading for 2022 exams broadly reflected a midpoint between results in 2019 and 2021.

8.1 Average A level results

This measure is for all students at the end of 16-18 study who entered an A level or AS level.

The Average A level result for Sunderland in 2022 was C+, nationally this figure was B, regional was B-.

8.2 Average Applied General Result

This measure is for all students at the end of 16-18 study who entered an applied general qualification. These broad vocational qualifications are generally studied alongside A-levels in support of 16–18 Study Programmes and are supported by universities. The qualification structure also enables effective curriculum planning and delivery – a combination of mandatory and optional units underpinned by compensatory internally assessment.

The Average Applied General result for Sunderland in 2022 was Distinction -, nationally this figure Distinction -, regional was Distinction-

8.3 Average Technical Level Result

This is for all students at the of their 16 – 18 study who entered a technical level qualification.

The Average technical result for Sunderland in 2022 was Merit+, nationally this figure was Distinction-, regionally the figure was Distinction-.

8.4 Actions taken by the School Improvement Service to secure improvements at a Post 16 level include:

The following actions were taken / facilitated by the School Improvement Service:

- Termly meetings with representatives of DfE / Regional Schools Commissioner responsible for the performance of academies. All secondary schools within the city are now part of Multi academy trusts. The development of larger trusts has created more opportunity to develop practice through internal partnerships than was the case when many academies were still stand-alone schools. Sunderland College is now part of Education Partnership Northeast.
- Development of the NCETM (*National Centre for Excellent in the Teaching of Mathematics*), Great North Maths Hub and Together for Children Partnership.

9. Recommendation

The Children, Education and Skills Scrutiny Committee are recommended to consider and comment on the information provided regarding school performance data.