



Committee and Date

People Overview

Wednesday 28 September
2022

Item

Public

2022 EDUCATIONAL ACHIEVEMENTS AND OUTCOMES

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1. Synopsis

1.0 The report provides an overview of school outcomes for 2022 and the process of statutory monitoring of schools completed by Shropshire Council.

2. Executive Summary

2.0 Schools undertook a full range of pupil assessments in 2022 following disruption in 2020 and 2021 due to Covid.

2.1 The assessments undertaken include Good Levels of Development in Early Years, Phonics, KS1 SATs, KS2 SATs and KS4 examinations.

3. Recommendations

- 3.1. That the People Overview Committee notes the report.
- 3.2. That a future update is requested, including KS5, once nationally validated assessment information is published.

REPORT

4. Risk Assessment and Opportunities Appraisal

Not applicable

5. Financial Implications

None

6. Climate Change Appraisal

Not applicable

7. Background

7.1 2019 was the last year of outcome measures for early years, key stage 1, key stage 2 and key stage 4.

7.2 In 2020 and 2021 there were no primary school outcome measures.

7.3 GCSE results in 2020 and 2021 were awarded by Teacher Assessed Grades (TAGs). This means that 2020 and 2021 GCSE outcomes were not comparable with 2019 outcomes.

7.4 Ofqual stated the following for GCSE outcomes: 'In transition year 2022 the aim will be to move grading to a point close to midway between 2021 and 2019 (Results higher than in 2019, but not as high as in 2020)'.

7.5 Covid has affected local authorities unequally and care must be taken when making comparisons.

7.6 Initial data is released in the summer. Further data sets/validated outcomes become available at different points in the year:

- EYSFP (Early Years Foundation Stage Profile) – DfE are scheduled to publish data in November 2022 date to be confirmed (National/Regional/ LA level only).
- Key Stage 1 and Phonics – DfE are scheduled to publish data on the 6th October 2022 (National/Regional/ LA level only).
- Key Stage 2 - Validated data is expected in December. (National/Regional/ LA level only).
- Key Stage 4 - Validated data for KS4 is not usually published until February and will be potentially released alongside the Secondary Performance Tables release.
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7.7 Any school level data must be treated with caution due to the impact of Covid.

8. Outcome data

EYFSP

	GLD (2022)	APS (2022)	GLD (2019)	APS (2019)
Shropshire	65.0%	31.6	72.6%	35.9
National NCER	65.2%	31.1	71.8%	34.6

(NCER: National Consortium for examination results)

GLD – Good level of development

APS – average points score across all learning goals.

8.1 Children are defined as having reached a good level of development if they have achieved at least the expected level in 3 prime areas of learning: - personal, social and emotional development, physical development, communication and language and specific areas in mathematics and literacy.

8.2 The data shows as we would expect a drop in outcomes compared to the pre-pandemic data. Shropshire’s data for the percentage of children achieving GLD has fallen more than the national data. We can break the data down further into the different goals as shown below.

	GLD (%)	APS	COM (%)	PSE (%)	PHY (%)	Prime Goals (%)	LIT (%)	MAT (%)	UTW (%)	EXP (%)	Specific Goals	All Goals
LA	65.0	31.6	83.2	85.6	88.0	76.9	68.3	77.6	85.3	89.4	66.2	64.3
National (NCER)	65.2	31.1	79.5	83.0	84.8	74.2	68.0	75.9	79.6	84.5	64.9	63.4

8.3 Shropshire’s data is higher than average in all areas but lower outcomes in literacy in some schools has resulted in the GLD measure being marginally lower than the national average. It is important to note that the % achieving Prime Goals is above the national average – The Prime Goals are the basis for all learning.

Phonics

	Expected Standard Y1 (2022)	Expected Standard Y2 (2022)	Expected Standard Y1 (2019)	Expected Standard Y2 (2019)
LA	75.2%	45.4%	80.9%	55.7%
National (NCER)	75.5%	44.1%	81.9%	55.9%

8.4 The results are lower than 2019 but the gap between Shropshire and National data has reduced from 1.0% to 0.3% on the key measure of pupils achieving the expected standard in Y1.

8.5 Shropshire outperformed the national average in terms of pupils achieving the measure in Y2.

KS1 data

	Reading (Expected level) 2022	Reading (Greater depth) 2022	Reading (Expected level) 2019	Reading (Greater depth) 2019
LA	66.1%	17.4%	74.0%	26.4%
National (NCER)	66.9%	18.0%	74.9%	25.0%

	Writing (Expected level) 2022	Writing (Greater depth) 2022	Writing (Expected level) 2019	Writing (Greater depth) 2019
LA	54.9%	8.0%	67.0%	15.1%
National (NCER)	57.6%	6.8%	69.2%	14.8%

	Maths (Expected level) 2022	Maths (Greater depth) 2022	Maths (Expected level) 2019	Maths (Greater depth) 2019
LA	64.2%	8.1%	73.4%	21.4%
National (NCER)	67.7%	6.6%	75.6%	21.7%

8.6 Writing is the subject in which standards fell most at LA and national level. This will be related to the challenges of practising writing while remote learning was in place.

8.7 KS1 data shows that standards in reading, writing and maths remain below the national average at expected level but there is a degree of success at greater depth where Shropshire exceeds the national average in writing and maths. The data for % of pupils achieving greater depth in reading, writing and maths (RWM) in Shropshire is 5.9% compared to a national average of 5.3%.

KS2 data

	Reading (Expected level) 2022	Reading (High Score) 2022	Reading (Expected level) 2019	Reading (High Score) 2019
LA	74%	25%	75%	28%
National (NCER)	74%	28%	74%	27%

	Writing (Expected level) 2022	Writing (Greater depth) 2022	Writing (Expected level) 2019	Writing (Greater depth) 2019
LA	65%	10%	79%	21%
National (NCER)	69%	13%	79%	20%

	Maths (Expected level) 2022	Maths (High score) 2022	Maths (Expected level) 2019	Maths (High score) 2019
LA	68%	17%	79%	26%
National (NCER)	71%	22%	79%	27%

8.8 A full understanding of KS2 will not be possible until we have the publication of LA and national progress scores. The attainment data suggests that although outcomes fell nationally, Shropshire has seen a bigger fall than the national average. One possible reason for this may have been that Shropshire schools were affected significantly by the Omicron variant. This can be seen in attendance data for 2022; Shropshire's attendance usually exceeds the national average but, for much of 2022, Shropshire was below the national average due to Omicron cases.

2.5 KS4 data

	A8 Score 2022	EBacc APS 2022	% achieving grade 4 or above in English 2022	% achieving grade 5 or above in English 2022	% achieving grade 4 or above in Maths 2022	% achieving grade 5 or above in Maths 2022
All Shropshire Secondary Schools (excluding PRU and Special)	48.3	4.19	81.0	65.8	72.8	50.9
National (NCER)*	47.8	4.4	78.4	64.7	72.2	53.9

8.9 The national data is an emerging data set as the above national data is based on submissions from only 59 LAs. This data should be used with caution.

8.10 We are still waiting for the full national comparison data and the key Progress 8 data. Therefore it is difficult to draw too many conclusions at this stage. We cannot draw meaningful comparisons with any other years due to the Covid pandemic. The data does confirm that performance at 4+ in English and maths is strong and likely to exceed the final national average. The same is true for 5+ in English whilst performance at 5+ in maths is likely to be below the final national average. 2019 data is shown below but it must be remembered that direct comparisons cannot be drawn on the data only on trends. It should be noted that the percentage of pupils achieving a grade 5+ in English has moved from below the national average in 2019 to above the national average in 2022.

	A8 Score 2019	EBacc APS 2019	% achieving grade 4 or above in English 2019	% achieving grade 5 or above in English 2019	% achieving grade 4 or above in Maths 2019	% achieving grade 5 or above in Maths 2019
Shropshire	46.1	4.05	77.0	59.7	72.0	46.5
National	46.5	4.06	75.9	60.7	70.2	49.2

9. Monitoring of schools

The Statutory role of Local Authorities

9.1 The role of local authorities is outlined on page 36 of '[Schools causing concern](#)'. P36 states:

*A local authority must exercise its education functions with a view to promoting high standards. Beyond the above statutory duty, local authorities have considerable freedom as to how they deliver their statutory responsibilities. Local authorities should act as champions of **high standards of education across maintained schools** in their area, and in doing so should:*

- *Understand the performance of maintained schools in their area, using data as a starting point to identify any school that is underperforming, while working with them to explore ways to support progress;*
- *Work closely with the relevant RD (Regional Director), diocese and other local partners to ensure maintained schools receive the support they need to improve;*
- *Where underperformance has been recognised in a maintained school, proactively work with the relevant RD, combining local and regional expertise to ensure the right approach, including sending warning notices, and using intervention powers where this will improve leadership and standards; and*
- *Encourage good and outstanding maintained schools to take responsibility for their own improvement; support other maintained schools; and enable other maintained schools to access the support they need to improve.*

9.2 The guidance also states '*should a local authority have any concerns about an academy's standards, leadership or governance, they should raise these directly with the relevant RD. RDs will apply the same rigour to the academies and free schools in their regions, as local authorities should apply to maintained schools in their area, and will similarly champion education excellence*'

Education landscape

9.3 At the end of 2021/22 academic year. 89.9% of Shropshire Schools were good or better and 91.8% of maintained schools were good or better. Ofsted's last data release (31/12/21) stated that the national average of good and better schools was 87%.

9.4 Shropshire Council currently has 85 maintained schools (1 secondary, 1 PRU, 83 primary). There are 64 academies (18 secondary, 43 primary, 1 all-through and 2 special).

Monitoring of maintained schools

9.5 Shropshire Council operates a School Performance Monitoring protocol (SPM) for all maintained schools. Part of the SPM process is bi-annual meetings to identify which schools are in need of low, medium or high support and challenge. Low support schools receive an annual visit.

Low+ schools receive a termly visit, Medium schools receive 2 visits per term. High support schools receive at least 3 visits per term including attendance at governor meetings. SPM meetings are attended by a range of education staff including school improvement advisers, safeguarding officers, HR, finance, SEND, education access and Virtual School.

9.6 Currently there are 2 high support maintained schools, 12 medium support maintained schools and 70 low support maintained schools.

Academies

9.7 Information on Academies is shared as part of the LA academy protocol. Until July 2022, all academies were offered an annual visit to discuss performance.

9.8 Changes to funding due to the removal of the school improvement monitoring and brokering grant meant that annual visits to academies ceased from September 2022.

9.9 Similar to the SPM process, there is a bi-annual meeting of officers to share intelligence on academy schools. There is no categorisation process and in Summer 2022 a DfE representative from the Regional Director's (formerly RSC) office was invited to the meeting to participate in the process on behalf on the RD.

10. Next steps

10.1 A School Performance Monitoring meeting for maintained schools will take place in the second part of this term.

10.2 Learning and Skills will report outcomes into the People DMT and Directors Quarterly Performance Monitoring meetings

10.3 Actions to manage the reduction and removal of the School Improvement monitoring and Brokering Grant. This is a loss of £317k per year and has implications for the work undertaken by the Education Improvement Service. The team has already changed its way of working and removed significant amounts of its academy monitoring processes. The team will need to make additional changes by 2024.

List of Background Papers (This MUST be completed for all reports, but does not include items containing exempt or confidential information)
None
Cabinet Member (Portfolio Holder)
Cllr Kirstie Hurst-Knight
Local Member
N/A
Appendices
None