

CHILDREN AND YOUNG PEOPLES SCRUTINY BRIEFING PAPER

REPORT FROM: Education

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1. SUBJECT: Education Data 2022-2023

2. BACKGROUND:

In 2023, tests and exams returned to being administered in accordance with pre-pandemic standards. We also saw a return to the publication of data for the first time since 2019. The aim of releasing data is to provide transparent and consistent information about what results are achieved at a school or college and to allow parents to see on a school-by-school or college-by-college basis how schools or colleges have performed. That said we know that COVID-19 has had a significant impact on the education system and this disruption has affected schools and pupils differently and because of this, it makes it more difficult to interpret why the results are as they are, especially if just using the data alone. So, the DFE strongly discourage people from drawing conclusions based on comparisons with performance data from earlier years and based on direct comparisons with other schools' or colleges' performance data. They also advise caution when comparing a school or college's performance with national or local authority averages.

3. KEY ISSUES AND RISKS:

Early Years Foundation Stage Data

GLD (Good Level of Development) in BwD is up 0.6% on last year, but nationally it is up 2.1% and regionally is up 2.6%. COM AOL (Comparisons on Areas of Learning) in BwD and national are both up 0.2% on last year.

Overall, the data for the 'Communication Area of Learning' in the Early Years Foundation Stage profile is longer the lowest for us, which indicates the impact of the Speech, Language and Communication (Wellcomm) work.

This cohort of children were born Sept 2017 – August 2018 and were therefore around 2.5 -3.5 years old when lockdowns started in March 2020. Given the differential impact on the BwD area children of this age it may be that these children have missed more early education that others nationally.

Phonics Data

Children achieving the expected standard on the phonics screening check has risen this year by 2% from 77.7% last year to 79. % which is again above national averages of 78.8% for the second consecutive year.

KS1 Data

Although we are slightly below national averages in all subjects there has been an improvements in writing, maths.

	National 23	BWD 23	National 22	BWD 22
Reading	69%	66.3%	67%	66.9%
Writing	61%	56.7%	58%	55.9%
Maths	72%	69.6%	69%	66.5%
RWM	56%	53.3%	54%	51.8%

KS2 Data

Nationally, overall children's attainment in individual subjects increased in maths, writing and science compared to 2022. Attainment remained the same in Grammar, Punctuation and Spelling and fell in reading. In reading, 73% of pupils met the expected standard, down from 75% in 2022.

In maths, 73% of pupils met the expected standard, up from 71% in 2022.

In writing, 71% of pupils met the expected standard, up from 69% in 2022.

In grammar, punctuation, and spelling, 72% of pupils met the expected standard, unchanged from 2022.

In science, 80% of pupils met the expected standard, up from 79% in 2022.

Attainment in all of reading, writing and maths (combined) remained the same as in 2022.

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Key Stage 4

Grades for GCSEs this year were much closer to 2019 levels with attainment slightly above 2019 levels. 22.7% of GCSEs were graded 9-7, compared to 21.9% in 2019.

70.5% were graded 9-4, compared to 69.9% in 2019.

Grades were higher during the pandemic, as in both 2020 and 2021 all public exams were cancelled and grades were awarded using different systems, known as Centre Assessment Grades (CAGs) and Teacher Assessed Grades (TAGs). CAGs and TAGs grades were higher, on average, than those awarded in more typical years. Last year, to avoid a sudden sharp fall in grades, they were adjusted to a level between their peak in 2021 and the level in 2019, the year before the pandemic affected exams.

5. Financial Implications

The Monitoring and Brokering Grant is utilised in accordance with the grant stipulations to provide each School Improvement Group (SIG) with a small financial resource to work towards the identified priorities. This resource supports priority 2 , 'Improving the Academic Attainment for all Pupils'.

6 Next Steps

- Continue to support schools and hold to account through the School Effectiveness Strategy
- Continue to closely monitor the performance, achievement of schools across the borough.