

Schools Attainment Data

Ward(s): ALL

Portfolios: Education and Skills Councillor Statham

1. Aim

1.1. Schools' attainment data is statistical information showing how well pupils in Walsall have done in public examinations taken at key points in their educational journey. This report provides an overview of the key stage attainment results for 2023 compared to pre-pandemic levels.

2. Recommendations

2.1. For the committee to note the provisional results available this year and the progress made in reducing the gap to national.

3. Report detail – Know

3.1. Following are the assessments children undertake during their school career.

- Early Years Foundation Stage (EYFS)– reported as whether a child has achieved a 'Good Level of Development'. Undertaken at the end of reception. (Statutory)
- Phonics Screening – reported as achieved the standard. Undertaken at the end of Year 1 and repeated at the end year 2 if not achieved in year 1. (Statutory)
- Keystage 1 (KS1) Reading, Writing and Maths assessments. Reported as 'working at the expected standard'. Undertaken at the end of Year 2. (Statutory)
- Keystage 2 (KS2) Reading, Writing and Maths assessments. Reported as 'working at the expected standard'. Undertaken at the end of Year 6. (Statutory)
- Keystage 4 (KS4) GCSE Exams. Generally reported as the percentage of students achieving a grade 5 or above. Undertaken at the end of Year 11. (Non-Statutory)

- Keystage 5 (KS5) A-Level or Vocational Exams. Generally reported as an average point score. Undertaken at the end of Year 13. (Non-Statutory)

4. Early Years Foundation Stage (EYFS)

4.1. The EYFSP is an assessment of children's development and learning at the end of the reception year. There are 17 scales covering seven areas of learning. One point is awarded for a child whose profile shows he or she is 'emerging,' two points are awarded for 'expected' and 'A' for a child who is unable to assess or an exemption applies.

4.2. Good level of development (GLD) Children are defined as having reached a good level of development at the end of the EYFS in the reception year if they have achieved at least the expected level for the early learning goals (ELG's) in:

- the prime areas of learning - personal, social and emotional development (PSED); physical development; and communication and language.
- the specific areas of mathematics and literacy.

4.3. The framework changed on 1 September 2021, which included the removal of the 'exceeded' judgement and the LA's statutory duty to moderate assessments.

All 17 ELG's have been reviewed and changed from the existing framework.

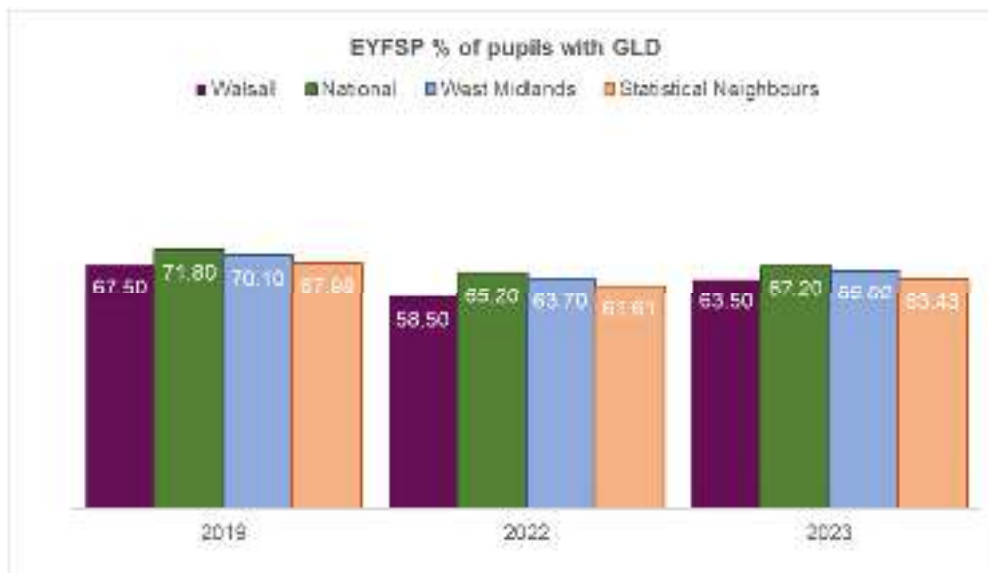
- A stronger emphasis on pre-reception learning
- Maths has more focus on shapes and measures
- PSED includes more on self-care and healthy eating

The headline measure of 'a good level of development' will still be reported and based on whether a child is assessed as 'expected' in the first 12 ELG's.

4.4. The latest Early Years Foundation Stage Profile results were released by the Department for Education (DfE) on 30th November 2023.

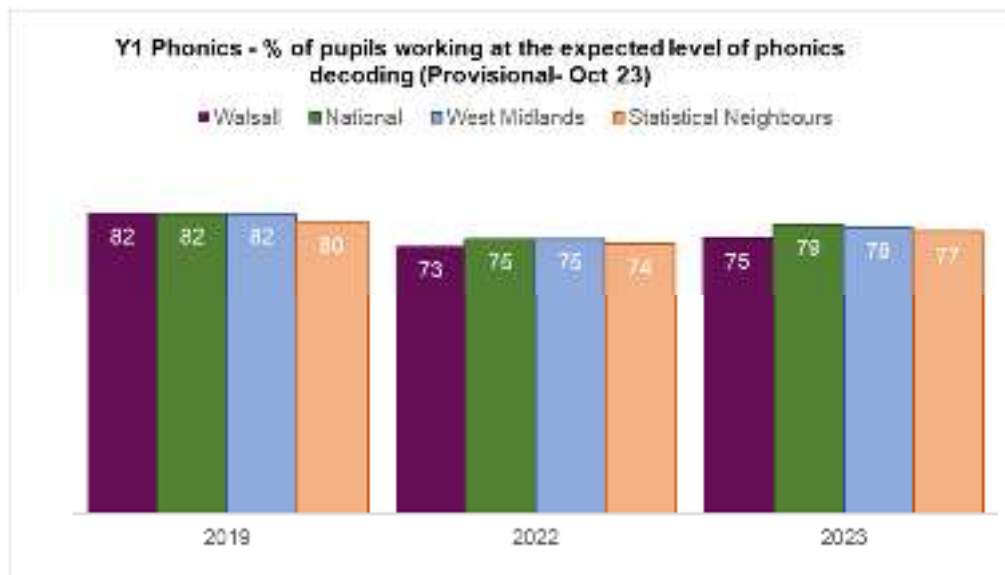
4.5. The percentage of Walsall pupils achieving a "good level of development" increased from 58.5% in 2022 to 63.5% in 2023. This remains below the pre-pandemic figure of 67.5%.

4.6. Latest comparable national data, shows a national increase of 2% between 2022 and 2023, whilst Walsall increased by 5% on 2022 outcomes. Walsall remains 3.7% below national figures, but the gap in performance has narrowed.



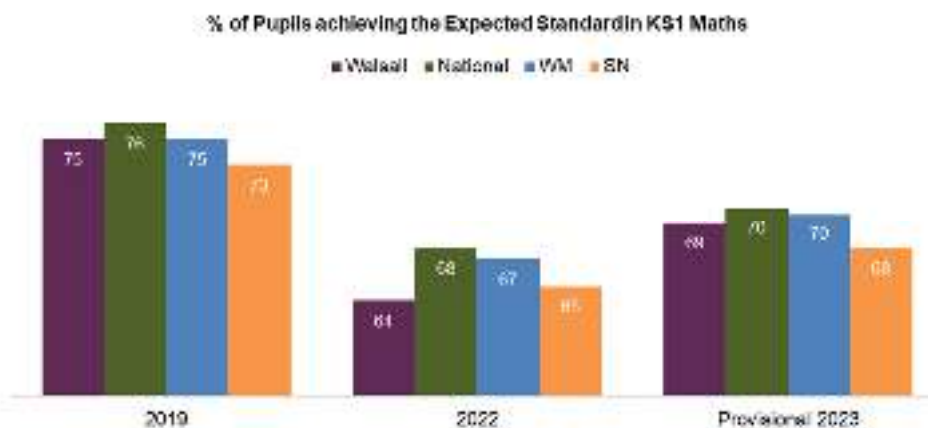
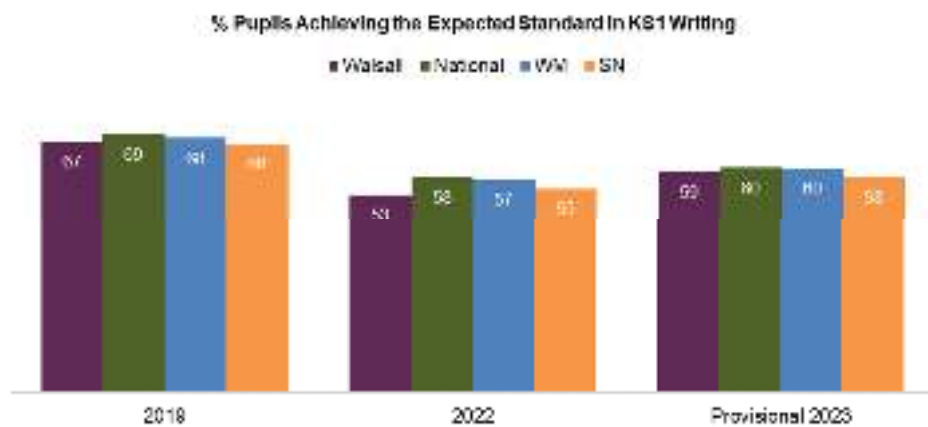
5. Phonics Screening Check

- 5.1. Pupils take the Phonics Screening Check at the end of year one, when most children have reached six years of age. The check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard.
- 5.2. The test comprises 20 real words, and 20 pseudo-words that each pupil must read aloud to the check administrator. Each pupil is, therefore, given an overall mark for the phonics screening check out of 40.
- 5.3. Each year, after the checks have been administered, the DfE announce the phonics screening threshold mark. If a pupil has scored at or above the threshold mark, they are said to be 'working at the expected standard of phonic decoding' (WA).
- 5.4. The latest Phonics dataset was released by the Department for Education (DfE) on 12th October 2023.
- 5.5. The percentage of Walsall pupils working at expected level improved compared to 2022, but remains below pre-pandemic level. This is also true at national level.
- 5.6. The gap between Walsall and National Performance has widened from 2 percentage points in 2022 to 4 percentage points in 2023.
- 5.7. This is an area of focus for us this year. We are currently commissioning phonics reviews in the lowest performing schools and working with schools on improvement programs.



6. Key Stage 1 (KS1)

- 6.1. Pupils participate in KS1 Teacher Assessments at the end of year 2 (when most pupils reach the age of 7) in reading, writing, maths, and science.
- 6.2. KS1 assessments will become non-statutory from the 2023/24 academic year onwards. The cohort that entered year 2 in Autumn 2023 have taken the new statutory Reception Baseline Assessment (RBA).
- 6.3. The latest provisional KS1 dataset was released by the Department for Education (DfE) on 12th October 2023. Currently, the statistical neighbour average has not been published. Therefore, the average has been calculated based on the individual local authority's data released in the provisional statistics.
- 6.4. Improvements are seen across Reading, Writing and Maths compared to 2023, biggest improvements in Writing (+6 percentage points). Performance remains below pre-pandemic levels, this is same as national levels.
- 6.5. The gap between Walsall and national performance is narrowing for all three subjects.



7. Key Stage 2 (KS2)

7.1. Pupils take national curriculum assessments in year 6 at the end of KS2, when most will reach age 11 by the end of the school year. Pupils take tests (commonly referred to as SATs) in reading, maths and grammar, punctuation and spelling (GPS) and receive a teacher assessment (TA) in reading, writing, maths and science.

7.2. The data released by DfE provides provisional statistics on attainment in the following KS2 assessments:

- Reading test

- Maths test
- Grammar, Punctuation and Spelling (GPS) test
- Writing TA

7.3. The main KS2 measure is the percentage of children who reach the expected standard in both the reading and maths test and writing teacher assessment (RWM).

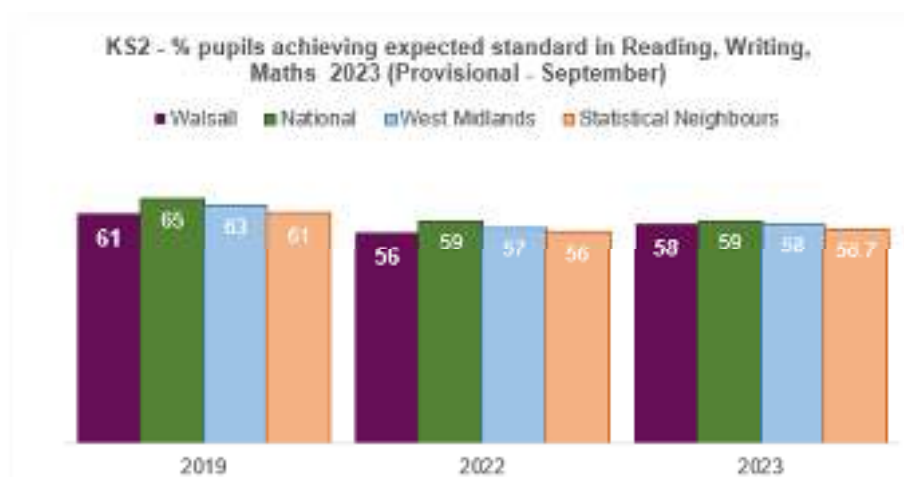
7.4. The latest provisional KS2 dataset was released by the Department for Education (DfE) on 12th September 2023.

7.5. The percentage of Walsall pupils achieving expected level in reading, writing and maths increased in 2023, but remains below pre-pandemic level. This is also true at national level.

7.6. The gap between Walsall and National Performance has closed to one percentage points in 2023, from 3 percentage points in 2022.

7.7. Reading performance: dropped by 2 percentage points, as did national performance.

7.8. Writing and Maths performance improved by 3 percentage points.



8. Key Stage 4 (KS4)

8.1. Pupils take GCSE exams at the end of Key Stage 4.

8.2. In 2023, most GCSE exams returned to normal following the pandemic.

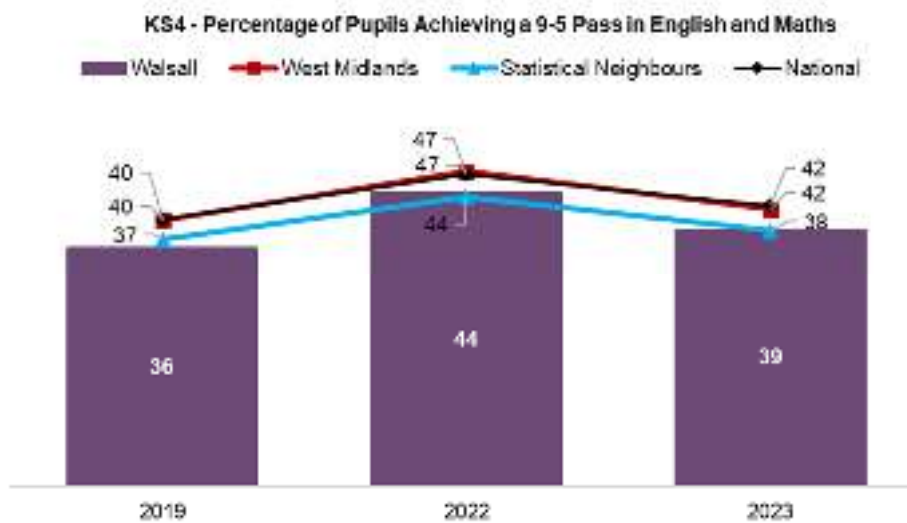
8.3. 2023 KS4 students may still have experienced some disruption to their education during the pandemic. Therefore, during their exams, pupils were supported in GCSE maths, physics and combined science with formulae and equation sheets, grades have been protected, and exams have been spaced out to increase revision time.

8.4. Last September, Ofqual confirmed a return to pre-pandemic grading in 2023. Grading included an allowance for disruption so that pupil's overall results will be like

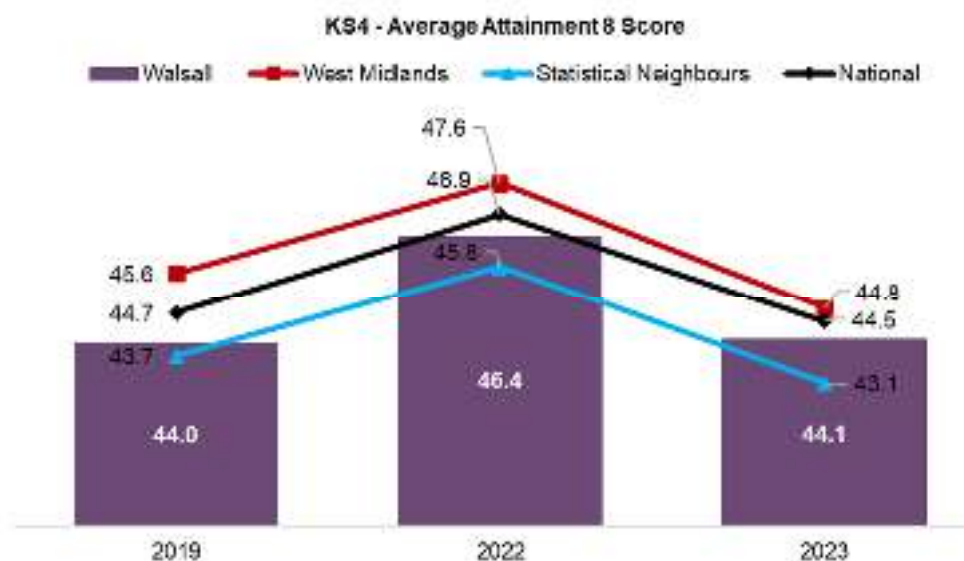
those received in 2019. Where the national performance was found to be lower than it was prior to the pandemic, senior examiners promised to make allowances when setting grade boundaries. This means that a student should be just as likely to achieve a particular grade this year as they would have been before the pandemic.

8.5. The latest provisional KS4 dataset was released by the Department for Education (DfE) on 19th October 2023. Validated data is expected to be released in February 2024 and changes to results are highly likely.

8.6. Percentage of pupils achieving a grade 5 or higher in English and Maths reduced from 44% in 2022 to 39% in 2023. However this is above pre-pandemic levels (36%). This is also true at national level.



8.7. Attainment 8 scores also fell in 2023, remaining on par with pre-pandemic levels for Walsall, same as national levels.



9. Key Stage 5 (KS5)

9.1. Headline attainment measures for KS5 are the average point score (APS) per entry which report level 3 qualifications by four performance cohorts (A level, academic, applied general, and tech level). The average point score per entry is calculated by dividing the total number of points achieved by students in a particular cohort by the total size of entries for those students.

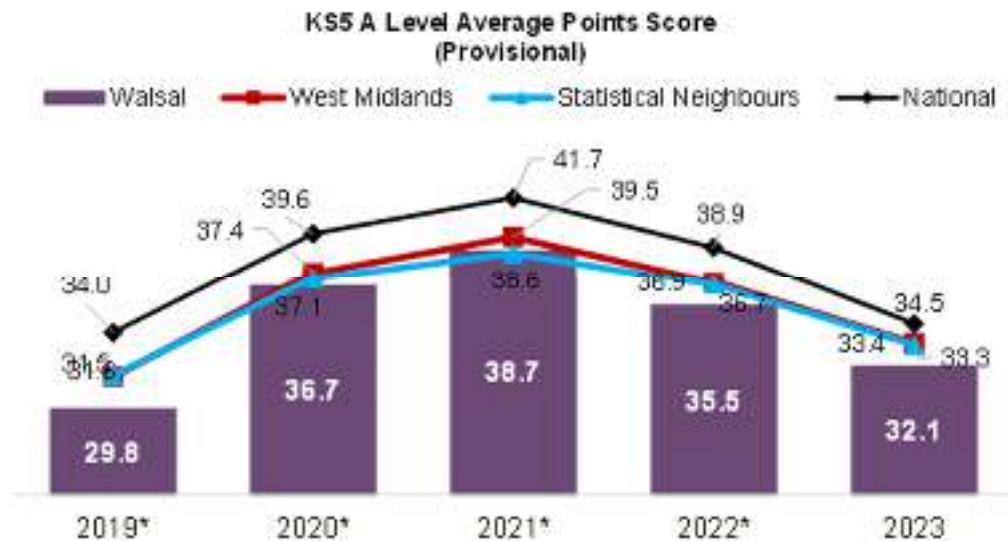
9.2. To be included in a particular performance cohort for a provider, the student must have entered for at least one of the following qualifications:

- **A Level** qualifications cover applied single award AS or A levels or applied double award AS or A levels. This covers students at the end of advanced level study who were entered for at least one A/AS level, applied single A/AS level, applied double A/AS level or combined A/AS level during 16-18 study. It does not include those pupils taking Tech levels.
- **Academic** qualifications cover A levels and a range of other academic qualifications taken at level 3, including AS levels, the International Baccalaureate, Applied A levels, Pre-U, Free-standing mathematics qualifications and the extended project.
- **Applied general** qualifications are defined by the DfE as 'rigorous level 3 qualifications for post-16 students who wish to continue their education through applied learning and that equip students with transferable knowledge and skills. These qualifications are reported in terms of a Distinction*/Distinction/Merit/Pass rather than a grade at A Level/Academic.
- **Tech levels** are defined by the DfE as 'rigorous level 3 qualifications for post-16 students wishing to specialise in a specific industry or occupation and that develop specialist knowledge and skills to enable entry to employment or progression to a related higher education course. These qualifications are reported in terms of a Distinction*/Distinction/Merit/Pass rather than a grade at A Level/Academic.

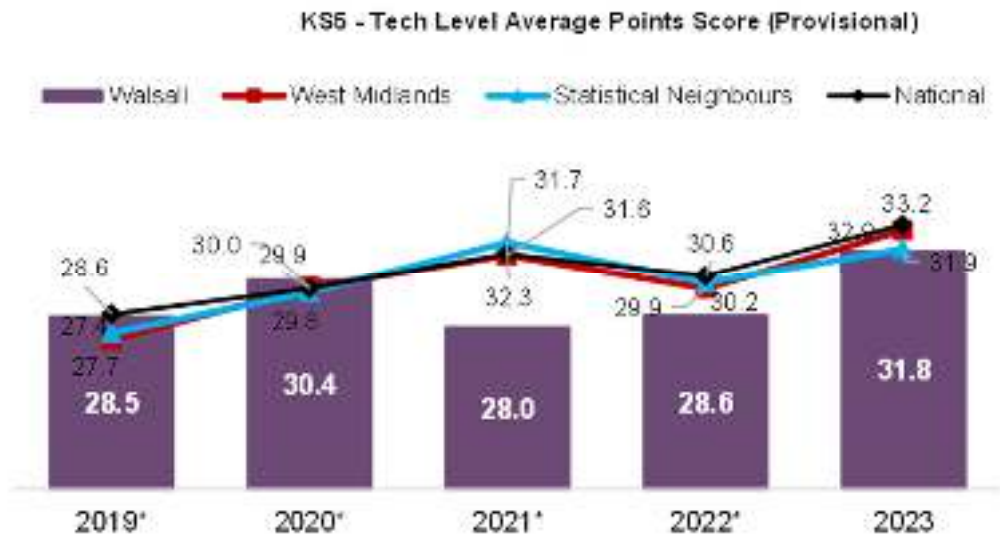
9.3. The latest provisional KS5 dataset was released by the Department for Education (DfE) on 16th November 2023. Validated data is expected to be released in January 2024 and changes to results are highly likely.

9.4. There was a reduction in the average points per entry for the A Level cohort, reflecting national trend. However, both national and Walsall rates are higher than pre-pandemic levels.

9.5. The gap between Walsall and national performance narrowed again in 2023, to 2.4 points gap for A Level average points score.

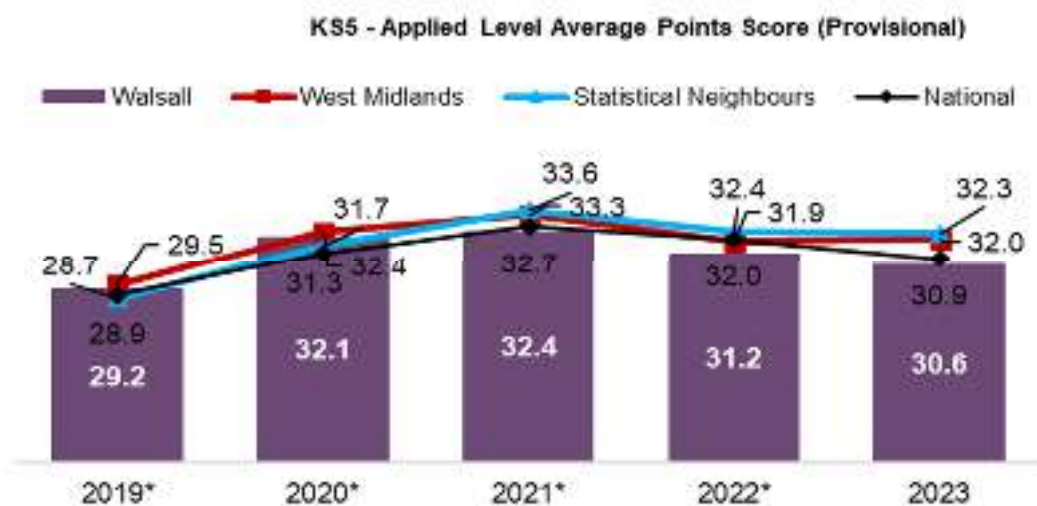


9.6. The average point score for Tech has improved from 28.5 points in 2019 to 31.8 points in 2023. However, the gap to national has increased when compared to pre-pandemic.



9.7. The average point score for Applied General in Walsall has improved on pre-pandemic levels. This is also true at national level.

9.8. The gap between Walsall and national performance has closed to 0.3 points in 2023, from 0.8 percentage points in 2022.



9.9. How are we planning to improve attainment?- Priority Education Investment Area (PEIA)

In March 2022, the Secretary of State (SoS) for Education announced the selection of 24 Priority Education Investment Areas (Priority Areas), in Opportunity for all: strong schools with great teachers for your child. Walsall was identified as a Priority area.

The Priority Areas Programme will address entrenched underperformance, including in literacy and numeracy, in areas with some of the highest rates of disadvantage in the country.

Priority Education Investment Areas are areas that have been selected based on low KS2 and 4 attainment and high rates of disadvantage.

The core PEIA offer includes Intervention in 2RI+ schools, Trust Capacity Funding, Levelling up Premium, Connect the Classroom funding for Ofsted graded Requires Improvement and inadequate schools.

The additional PEIA offer for targeted schools includes Local needs fund, CEO Development Programme, Connect the Classroom program (at schools).

The Local Needs Funding for Walsall PEIA is £2.7 million. The programme will run until March 2025.

Our priorities for Walsall are:

Raising attainment in English (KS2 and KS4)

Raising attainment in Maths (KS2 and KS4)

Oracy (including SEND)

Our focus for the programme is to work with school leaders to understand challenge and improve outcomes for Walsall pupils through individual p[rograms targeted at:

- Oracy and SEND
- KS2 English
- KS4 English
- KS2 Maths
- KS4 Maths

- Metacognition and self-regulation

What has happened since September 2023:

- Launch event held for all schools
- Invites to Tender (ITTs) were issued
- Bids were reviewed and moderated in accordance with DfE procurement procedures
- Successful bids approved by Regional Director
- Grant offer letters completed

What happens next:

- Each program lead to contact target schools, based on pupil outcomes 2022 and 2023
- PEIA program work to commence by January 2024 at latest

9.10 Attached as Appendix A is an overview of the program content for each strand of work, and the delivery partner that has been commissioned.

10. Conclusion

10.1. Outcomes for children in Walsall have broadly improved this year upon last years outcomes. Results at this stage are still provisional and validated outcomes will not be available until the new year. With the exception of Year 1 Phonics, the gaps are closing to national across the board. The councils school improvement team is now working with those targeted schools to improve their Phonics teaching and pupil outcomes.

11. Reducing Inequalities

11.1. Pupil outcomes in our nursery and primary schools have improved this year on last year’s outcomes. The gap to national is closing in all measures, with the exception of Y1 Phonics.

Phase	Measure	2023 vs 2022	Vs National - gap
EYFS	% Achieving good level of development	Better	Improving
Y1 Phonics	% at expected level	Better	Widening
KS1	% Achieving expected standard - Reading	Better	Improving
	% Achieving expected standard - Writing	Better	Improving
	% Achieving expected standard - Maths	Better	Improving
KS2	% Achieving expected standard - Reading, Writing and Maths	Better	Improving

11.2. Secondary schools outcomes at KS4 for the percentage of students achieving 5+ in English and Maths and achieving the Ebacc have improved this year on 2019 outcomes prior to the pandemic.

Phase	Measure	2023 vs 2019	Vs National - gap
KS4	% Achieving 5+ in English and Maths	Better	Improving
	% Achieving Ebacc	Better	Improving

11.3. Where provisional results are available for measures this year these have been included.

Year 1 Phonics % Working at the Expected Level						
Group	2019		2022		2023	
	Walsall	National	Walsall	National	Walsall	National
All Pupils	82	82	73	75	75	79
Disadvantaged*	75	71	62	62	67	67
FSM	74	70	62	62	66	66
EAL	83	82	75	75	79	78
SEN Support	46	48	37	44	41	48
SEN with EHCP	16	19	14	19	13	20

Please Note: Disadvantaged* - National figures are unavailable in the SFR, therefore the figures been taken from NCER (25.10.2023).

11.4. 67% of disadvantaged Y1 pupils in Walsall achieved the expected standard in phonics in 2023, 5% higher than in 2022. Walsall remains in line with National average.

11.5. The percentage of children eligible for free school meals (FSM) and working at the expected level has increased 4% from 62% in 2022. Walsall equals the national average for this group, as the national average has also increased from 62% in 2022 to 66% in 2023.

11.6. 79% of EAL Y1 pupils in Walsall achieved the expected standard in Phonics in 2023, 4% higher than in 2022. Walsall has moved above the national average by 1% compared to 2022 when Walsall was in line with national average of 75%.

11.7. 13% of Y1 pupils in Walsall with an EHC Plan achieved the expected standard in Phonics in 2023, 1% decrease from 2022, compared to national which has increased by 1%. Pupils with SEN support shows a 4% increase from 37% in 2022 to 41% in 2023. The gap to national remains unchanged at 7%.

11.8. The table below displays the percentage of KS1 pupils reaching the expected standard, in reading, by vulnerable group.

	KS1 Reading					
	2019		2022		2023	
	Walsall	National	Walsall	National	Walsall	National
All Pupils	73	75	64	67	67	68
Disadvantaged	65	62	52	51	56	54

FSM	64	60	51	51	56	54
EHCP	18	13	11	12	10	12
SEN Support	27	33	22	30	23	32

11.9. 56% of disadvantaged KS1 pupils in Walsall achieved the expected standard in reading in 2023, 4% higher than in 2022. Walsall remains above the National average widening the gap slightly from 1% to 2% above.

11.10. 56% of free school meals eligible KS1 pupils in Walsall achieved the expected standard in reading, 5% higher than in 2022. The gap to national has widened from matching the national average in 2022 to 2% above in 2023.

11.11. 10% of KS1 pupils in Walsall with an EHC Plan achieved the expected standard in reading in 2023, 1% lower than in 2022. Walsall remains below the national average from 1% below in 2022 to 2% below in 2023.

11.12. 23% of KS1 pupils in Walsall with SEN support achieved the expected standard in KS1 reading in 2023, 1% higher than in 2022. The gap to national widened slightly from 8% below in 2022 to 9% below in 2023.

11.13. Percentage of pupils achieving a 9-5 pass in English and maths by vulnerable group.

	% Achieving 9-5 Pass in English & Maths					
	2019		2022		2023	
	Walsall	National	Walsall	National	Walsall	National
All Pupils	36	40	44	47	39	42
Disadvantaged	22	25	27	30	21	25
FSM	18	23	26	29	21	25
EHCP	2	6	5	7	4	7
SEN Support	11	17	15	23	14	21

11.14. 21% of disadvantaged KS4 pupils in Walsall achieved a 9-5 pass in English and maths in 2023, 6% lower than in 2022. Walsall remains below the National average widening the gap slightly from 3% in 2022 to 4% below in 2023.

11.15. 21% of free school meals eligible KS4 pupils in Walsall achieved a 9-5 pass in English and maths, 5% lower than in 2022. The gap to national has widened slightly from 3% below in 2022 to 4% below in 2023.

11.16. 4% of KS4 pupils in Walsall with an EHC Plan achieved a 9-5 pass in English and maths in 2023, 1% lower than in 2022. Walsall remains below the national average widening the gap from 2% below in 2022 to 3% below in 2023.

11.17. 14% of KS4 pupils in Walsall with SEN support achieved a 9-5 pass in English and maths in 2023, 1% lower than in 2022. The gap to national has narrowed from 8% below in 2022 to 7% below in 2023.

11.18. EBacc APS by vulnerable group.

	EBacc APS					
	2019		2022		2023	
	Walsall	National	Walsall	National	Walsall	National
All Pupils	3.69	3.87	3.93	4.08	3.79	3.87
Disadvantaged	2.88	3.09	3.04	3.20	2.88	2.98
FSM	2.66	2.92	3.03	3.14	2.83	2.96
EHCP	0.71	1.07	0.96	1.14	1.06	1.11
SEN Support	2.18	2.66	2.52	2.89	2.58	2.76

11.19. The EBacc APS for disadvantage KS4 pupils in Walsall has decreased compared to 2022 by 0.16. Walsall remains below the national average, but the gap has closed compared to 2022 from 0.16 to 0.10.

11.20. The EBacc APS for FSM eligible KS4 pupils in Walsall has decreased compared to 2022 by 0.20. Walsall remains below the national average, and the gap has narrowed slightly by 0.02 from 0.11 to 0.13.

11.21. The EBacc APS for KS4 pupils with an EHC Plan in Walsall has increased compared to 2022 by 0.10. Walsall remains below the national average, but the gap has closed compared to 2022 from 0.18 to 0.05 below.

11.22. The EBacc APS for KS4 pupils with SEN Support in Walsall has increased compared to 2022 by 0.06. Walsall remains below the national average, but the gap has closed compared to 2022 from 0.37 to 0.18 below.

11.23. A Level Average Point Score by vulnerable group.

11.24. Caveat - This data is based on the state funded schools only (this does not include the colleges).

	A 'Level Average Points Score Per Entry					
	2019		2022		2023	
	Walsall	National	Walsall	National	Walsall	National
All Pupils	29.6	32.9	35.6	38.2	32.1	34.5
Disadvantaged	27.1	28.8	29.9	33.9	28.6	30.4
FSM	26.1	28.8	29.6	33.7	28.1	30.3
EHCP	c	30.9	45.7	36.1	16.0	32.5
SEN Support	c	30.7	33.6	36.0	27.1	32.5

11.25. The average points score per entry for disadvantaged A 'Level pupils in Walsall was 28.6 points, 1.3 points lower than in 2022. Walsall remains below the National average closing the gap from 4 points below in 2022 to 1.8 points below in 2023.

11.26. The average points score per entry for free school meals eligible A 'Level pupils in Walsall was 28.1 points, 1.5 points lower than in 2022. Walsall remains below the National average narrowing the gap from 4.1 points below in 2022 to 2.2 points below in 2023.

11.27. The average points score per entry for A 'Level pupils with an EHC Plan in Walsall was 16 points, a decrease of 29.7 points compared to 2022. Walsall moves below the National average widening the gap from 9.6 points above in 2022 to 16.5 points below in 2023.

11.28. The average points score per entry for A 'Level pupils with SEN support in Walsall was 27.1 points, a decrease of 6.5 points compared to 2022. Walsall remains below the National average widening the gap from 2.4 below in 2022 to 5.4 below in 2023.

8.0 Decide

8.1 The committee may decide to request further information on the education outcomes of children within Walsall.

9.0 Respond

9.1 Any recommendations made by the committee will be responded to by the appropriate service area.

10.0 Review

10.1 The actions and outcomes within this report are monitored by Access & Inclusion SMT and by individual schools.

Background Papers

Appendix A is an overview of the program content for each strand of PEIA work, and the delivery partner that has been commissioned.

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