

Report to Scrutiny Board

Name of Scrutiny Panel	Children & Young People's Scrutiny Board	
Meeting Date	4 th March 2020	
Subject	Calderdale Children and Young People's Results from Early Years to Key Stage 5 in 2018/19	
Wards Affected	All	
Report of	Director, Children and Young People's Services	
Type of Item (please tick✓)	Review existing policy	
	Development of new policy	
	Performance management (inc. financial)	
	Briefing (inc. potential areas for scrutiny)	
	Statutory consultation	
	Council request	
	Cabinet request	
	Member request for scrutiny (CCFA)	✓

Why is it coming here?
<p>This report:</p> <ul style="list-style-type: none"> • Finalises the 2019 assessment positions following two earlier reports which addressed the primary and secondary phase unvalidated results • Informs the Board about the attainment and progress of Calderdale pupils in academic year 2018/19 • Identifies the challenges faced in the authority with comparisons to national results (where possible) • Summarises the priorities for improvement agreed for the 2019/20 academic year and outlines how these are being addressed • Provides disadvantaged, ethnicity, SEND and gender group information in summary formats • Provides links (section 8) to public documents which contains Calderdale generated ward level results as well as national/other local authority publications by the Department for Education to allow interested readers to access further information

What are the key points?
<p>This report is based on validated results, confirmed by the Department for Education. Earlier reports to the Board for 2019 results were based on unvalidated data which may have changed in this release.</p> <p><u>School level summary</u></p> <p>Requested headline results for secondary schools are included in the appendix (section 7) of this document. The primary equivalents are too lengthy to include here due to the number of schools, but can be looked up at that the DfE Performance Tables website linked in both sections 8 and 9 of the document.</p>

Possible courses of action
The Board is asked to: <ul style="list-style-type: none">• Recognise the improvements made across the Primary Phase Key Stages (including Early Years) and assessment in the last three years and to acknowledge the challenges that remain, particularly for some pupil groups identified as priorities• Recognise the on-going strengths at Key Stage 4 (GCSE) in Calderdale• Recognise the new challenges to be faced at Key Stage 5• Continue to support and challenge where priorities for improvement have been identified
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Should this report be exempt?
No

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1. Background

- 1.1. This document provides final, validated Calderdale results for all six Key Stages and assessments for academic year 2018/19 and follows two previous papers (one primary and one secondary) that provided early, unvalidated results to the Board and in greater detail. Overall results in the validation process have not substantially changed at the Local Authority or national levels. It also includes an outcomes update in section 2.5 for Children Looked After (CLA) in Calderdale across all Key Stages as extracts from the CLA Annual report for 2018/19.
- 1.2. Results for each Key Stage have been analysed with as uniform an approach as possible from the published government data, comparing attainment and progress in Calderdale with national averages and the region. In order to make this document more concise, links are available in section 8 of this document to allow members who wish to do so to see Calderdale results alongside those of other local authorities.
- 1.3. It is important to remain aware that 2016 saw significant changes to assessment at Key Stages 1, 2 and 4. In terms of presentation of results – on the advice of the Department of Education – primary phase results (Key Stage 1 and 2) are now, in 2019, again comparable across the three years. However Key Stage 4 and 5 results are not comparable over the years presented as changes were made incrementally year by year and nothing should be inferred from the trend except by comparing it to the equivalent national data changes year on year. In this case, for example, a falling trend would be indicative first of the implementation of the reforms rather than purely the performance of the pupils.
- 1.4. Further we should remain cognisant of the fact that pupils do not neatly divide into the groups mentioned; there is substantial overlap between many groups. For example, a pupil might be a member of all of the following groups: White British, male, disadvantaged, a low prior attainer and in receipt of school support for his SEND needs.

2. Main issues for Scrutiny

2.1. Ofsted

- 2.1.1. Though not directly related to assessment, results of OFSTED judgements for primary schools in Calderdale at the end of the 2018/19 academic year saw 84% of primary schools – 69 of 82 - rated as good or better (compared to a national average of 87%). In the secondary phase, 77% of schools – 10 of 13 - were rated as good or better compared to 76% nationally.
- 2.1.2. 100% of special schools in Calderdale were rated as good or better together with the Pupil Referral Unit which also is judged as good.
- 2.1.3. Overall that meant that, at the end of the 2018/19 academic year, 84% of schools were rated as good or better.

2.2. Attainment and Progress Standards in Calderdale:

- 2.2.1. **Early Years Foundation Stage (EYFSP)** – results have improved for pupils in Calderdale for 5 consecutive years although scores continue to be at lower levels than are seen nationally. 2019 improvement in the results for girls in Calderdale has helped contribute to above national increase this year, though this was partly countered by a drop in results for boys compared to 2018. Non-Free School Meal (FSM) results remain at the same level as non-FSM pupils nationally; however FSM eligible pupils significantly underperform their counterparts.
- 2.2.2. **Key Stage 1** – The 3 year improvement in Calderdale results at the expected standard has stalled in writing and maths, though it did rise slightly in reading. At the greater depth standard, there were slight improvements and reductions of the gaps to national in both reading and maths. Calderdale rankings in reading and maths at the expected standard have improved over the last three years, but remain firmly in the bottom third of all LA in England. Rankings in writing at the expected standard and all greater depth results remain in the bottom 20 LA's in England.
- 2.2.3. **Phonics** – pupils in Calderdale once again outperform pupils nationally. In part this is due to the improved performance of boys in Calderdale who have moved ahead of national boys in 2019.
- 2.2.4. **Key Stage 2** – Calderdale results continue to improve and have now closed the gap to national in the key Reading, Writing and Maths combined measure with the 2016 gap of 7 percentage point (pp) closing to 0 pp in 2019. Writing is no longer the limiting factor on the combined result (as it was from 2016 to 2017). The significant improvement in that subject (following three years of being an improvement priority) has left 2019 writing scores on a par with reading in Calderdale (with both subjects below maths).
- 2.2.5. The performance of disadvantaged pupils in this measure is still slightly weaker than national counterparts, though non-disadvantaged pupils in Calderdale are ahead of non-disadvantaged pupils nationally. Asian Pakistani pupils in Calderdale are now stronger than their national counterparts and on a par with White British pupils in both Calderdale and national figures. Improvements for boys and SEND Support pupils also contributed to the overall score.
- 2.2.6. Progress from Key Stage 1 to Key Stage 2 is above the national average in reading and maths (particularly the former). Progress in writing has again improved and while the ranking remains in the bottom 15 Local Authorities nationally, this represents an improvement over being in the bottom five for the previous three years.
- 2.2.7. **Key Stage 4** – GCSE results in Calderdale remain very strong in terms of the two key accountability measures (Progress 8 and Attainment 8). It remains the case that Calderdale pupils have better attainment and make more progress than pupils nationally and despite the positive

gaps in Calderdale's favour narrowing slightly in 2019 this is still a strong position. Pupil groups in Calderdale also perform better than those groups nationally in the key indicators.

- 2.2.8. **Key Stage 5 (A-Level and Post 16) –** Level 3 results in Calderdale improved compared to 2018. Overall Calderdale results are still below national, however results did improve in academic subjects (which remain below national) and surpassed national in both Applied General and Tech Level subjects with strong rankings amongst LA nationally. Examination entries in the vocational categories have recovered to once again substantially exceed national patterns following a sharp drop in 2018; helping with the Calderdale overall improvement as these have been categories of strength for Calderdale over a number of years.

2.3. **Disadvantaged gaps**

- 2.3.1. There has been some improvement across the primary phase in terms of relative performance of Free School Meal eligible/disadvantaged pupils in 2019, though in every assessment apart from phonics that performance remains in the bottom half of LA's nationally. The gaps between pupils who are disadvantaged and non-disadvantaged remain too wide in the primary phase.
- 2.3.2. Key Stage 4 (GCSE) results for attainment and progress for Calderdale disadvantaged pupils are stronger than disadvantaged pupils nationally.

2.4. **SEND Support (K)**

- 2.4.1. Pupils with Education Health & Care Plans (EHCP) are small in number and their needs too diverse to look at the trends of their results from year to year. As such this report focuses on the next tier of more numerous SEND Support (SEND K) pupils.
- 2.4.2. Fewer pupils have been identified as SEND K by the point of their Early Years Foundation Stage Profile assessment in Calderdale than is the case nationally. Those pupils achieve at a lower level than their national counterparts – only 23% achieved a Good Level of Development compared to 29% nationally.
- 2.4.3. Calderdale SEND Support pupils assessed at Key Stage 1 in 2019 also achieved at a lower level and were at least 5 percentage points (pp) below members of the same pupil group nationally in each subject with the widest gap being 11 pp in writing.
- 2.4.4. Key Stage 2 results for SEND Support pupils in Calderdale remain below national for the same group, but the 2017 gap of 11pp has closed by 2019 to just 2pp, a much improved position.
- 2.4.5. In secondary schools, pupils with SEND Support achieved at a higher level than the national comparison figures in both the attainment and progress measures.

2.5. **Children Looked After - primary and secondary outcomes** *(compiled from extracts from the Virtual School Annual Report – December 2019 presented to Corporate Parenting Panel in January 2020)*

- 2.5.1. Measuring improvement by comparison between cohorts, given the likely variation in the abilities and vulnerabilities of each year group and the differing length that young people have been in care, is not a precise process. Additionally the size of the cohorts has a significant impact on outcomes and thus must be taken into consideration as must avoiding identifying pupils in a public document.
- 2.5.2. EYFSP - At the point of EYFSP assessment 6 children had been in care for more than 12 months. 50% of these achieved a good level of development. This is compared to 49% of Children Looked After nationally.
- 2.5.3. Key Stage 1 - The small size of this year's cohort (4 children) means that individual results have a significant impact on outcome data. Attainment data compares favourably with the Children Looked After national data, although the small cohort size makes this unreliable.
- 2.5.4. Key Stage 2 - The progress of Children Looked After across Key Stage 2 (11 children) was better when compared to the progress made by Children Looked After nationally and to all children in Calderdale. The attainment of Children Looked After in Calderdale was better than the national average in reading and maths, although slightly lower in writing. Combined attainment for Children Looked After was better than the national average for the same group.
- 2.5.5. Key Stage 4 (GCSE) - In 2018/19 the Year 11 cohort consisted of 29 young people who had been in care for at least a year and one young person who had been in care for less than 12 months.
- 2.5.6. The percentage of children achieving 5 grades 9-4 both with English and Maths has improved when compared to last year and is higher than the national average.
- 2.5.7. The progress of Children Looked After across Key Stages 3 and 4 remains lower than the national average for Children Looked After however shows an improvement when compared to 2018.

3. Consultation

- 3.1. The data noted within this report have been shared with schools and discussed with School Effectiveness Officers as appropriate.

4. Further action and timescales

- 4.1. This report, being based on final Department for Education data, completes the assessment reporting cycle for 2019.
- 4.2. Challenges and priorities identified and reported in previous scrutiny board documents are being worked on with schools and services and the effectiveness of these actions will be assessed based on the 2020 assessment results.

5. Options appraisal

- 5.1. None - This report is for information only.

6. Conclusions

- 6.1. Whilst there are many strengths in the outcomes at the end of Key Stage 4 and the improving trends in Early Years, KS1 and KS2, there are also clear areas where rapid further improvement is required. Schools are aware of these areas both at an individual school level and at the wider cluster and authority level. Identified priorities have already been presented in the earlier Primary and Secondary scrutiny papers.
- 6.2. The priorities are addressed with individual schools, clusters and through the primary and secondary development plans. The Mind the Gap work started as a result of detailed analysis of the 2018 Early Years outcomes remains a priority to close the gap for key groups at the earliest opportunities and to ensure that children are school ready.

7. Appendices

- 7.1. **Primary school level headline results – Key Stage 2** – Due to considerations of space given the number of schools, these results are not included in this document, but can be found on the DfE Find & Compare Schools in England webpage linked below:

<https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools®ion=381&la-name=calderdale&geographic=la&for=primary>

Table 7A - Secondary school level headline results – Key Stage 4

School	Attainment 8			Progress 8			Progress 8 2019 descriptor
	2017	2018	2019	2017	2018	2019	
Brighouse High School	47.5	46.3	45.7	-0.06	-0.14	-0.13	Average
Brooksbank School Sports College	46.0	46.7	46.7	-0.18	-0.27	-0.42	Below average
Calder Learning Trust	49.7	51.8	49.9	0.19	0.23	0.28	Above average
Crossley Heath School	69.5	73.5	72.9	0.2	0.41	0.44	Above average
Halifax Academy	46.0	43.6	46.9	0.41	0.31	0.49	Above average
Lightcliffe Academy	42.5	43.1	41.0	-0.23	-0.42	-0.43	Below average
North Halifax Grammar School	64.4	66.7	68.3	-0.09	-0.06	0.02	Average
Park Lane Learning Trust	26.3	26.4	31.0	-1.25	-1.25	-1.07	Well below average
Rastrick High School	50.0	49.8	48.9	0.29	0.37	-0.13	Average
Ryburn Valley High School	46.6	49.0	48.3	-0.09	0.17	0.22	Above average
Trinity Academy Sowerby Bridge	35.7	41.6	45.4	-0.47	0.44	0.60	Well above average
Todmorden High School	44.2	43.3	41.8	-0.15	-0.28	-0.09	Average
Trinity Academy Halifax	50.6	51.4	52.7	0.67	0.59	0.61	Well above average

Table 7B - Secondary school level headline results – Key Stage 5

School	APS per Entry - Academic			APS per Entry - Vocational/Applied General			APS per Entry - Tech Level		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Brighouse High School	30.22	29.56	33.0	41.7	29.28	28.71	48.48		
Brooksbank School Sports College	28.57	28.21	31.77	43.65	10.00	31.52			
Calder High School, Calder Learning Trust	28.13	25.87	25.09	42.01	28.33	27.84			
Crossley Heath School	35.44	34.86	33.89	34.29	35.00		50		
Lightcliffe Academy	22.06	21.33	21.44	38.18	27.04	26.78			
North Halifax Grammar School	36.24	35.74	36.74						
Rastrick High School	25.02	27.76	*	49.63	22.8	*		25.77	*
Ryburn Valley High School	27.67	26.17	29.24	44.13		31.06	39.57		
Trinity Academy Sowerby Bridge (6 th form closed after 2018)	24.67	20		37.26	14.16		SUPP		
Todmorden High School (6 th form closed after 2018)	22.71	20.31		38.95					
Trinity Sixth Form Academy (prev The Maltings)				30.36	36.25	23.9	36.25		31.93
Trinity Academy Halifax	30.72	31.82	35.79	48.91	36.52	40.25			

Results for Trinity Academy Sowerby Bridge are for the predecessor school of the current academy

* Due to the closure of its 6th form from September 2019, DfE have not published Rastrick's results.

8. Background documents

- 8.1. Earlier reports to scrutiny panel (based on unvalidated results)
 - 20190925 – Report to Scrutiny Board – 2019 Primary Phase Assessments Final
 - 20191117 – Report to Scrutiny Board – 2019 Secondary Phase Assessment
- 8.2. Calderdale Data Works Links (including ward level primary phase results)
 - **EYFSP** - <https://dataworks.calderdale.gov.uk/dataset/early-years-foundation-stage-profile--eyfsp->
 - **Key Stage 1** - <https://dataworks.calderdale.gov.uk/dataset/key-stage-1>
 - **Phonics** - <https://dataworks.calderdale.gov.uk/dataset/phonics>
 - **Key Stage 2** - <https://dataworks.calderdale.gov.uk/dataset/key-stage-2>
- 8.3. Department of Education Statistical First Releases – Local Authority level
 - **EYFSP** – <https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2018-to-2019>
 - **Key Stage 1 & Phonics** – <https://www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2019>
 - **Key Stage 2** – <https://www.gov.uk/government/collections/statistics-key-stage-2>
 - **Key Stage 4 (GCSE)** – <https://www.gov.uk/government/statistics/key-stage-4-performance-2019-revised>
 - **Key Stage 5 (Post-16/A –Level)** – <https://www.gov.uk/government/collections/statistics-attainment-at-19-years>
- 8.4. Department of Education School Find & Compare School Performance (Performance Tables)
<https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools®ion=381&la-name=calderdale&geographic=la&for=primary>
- 8.5. Virtual School Annual Report (December 2019) – Available from the Virtual Head – Rezina.Kelly@calderdale.gov.uk

Documents available for inspection at –

School Effectiveness Service, 2nd Floor, Westgate House
Contact Paul Caladine – Paul.Caladine@calderdale.gov.uk