

CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY PANEL 22 MARCH 2023

EDUCATIONAL OUTCOMES 2022 INCLUDING OFSTED UPDATE

Summary

1. The Cabinet Member with Responsibility for Education and the Director of Education, Early Years, Inclusion and Place Planning have been invited to the meeting to update the Panel on:
 - the educational outcomes for children and young people educated in Worcestershire schools for the academic year 2021/2022.
 - the overview of Ofsted inspections of Worcestershire state funded schools for the academic year 2021/2022.

Educational outcomes

2. For the academic year 2021/22 Key Stage 2 outcomes are now fully validated, however, Key Stage 4 outcomes have yet to be validated by the Department for Education (DfE). These outcomes are for learners in all state funded schools in Worcestershire, i.e. maintained schools, academies, colleges and free schools.
3. These are the first key stage attainment statistics since 2019, after assessments were cancelled in 2020 and 2021 due to the Covid-19 pandemic. As such these statistics cover the attainment of pupils who took assessments in summer 2022. These pupils experienced disruption to their learning during the pandemic and this is shown when comparisons are made to 2019. Schools have been advised by the DfE that they do not have to publish the results from 2021/22 on their websites as this could lead to schools being unfairly compared with one other based on the test performance of pupils whose education has been disrupted by Covid.
4. Good Level of Development (GLD) is a performance measure used at the end of Reception (at age 5) and is the first publication of this since the 2021/22 Early Years Foundation Stage (EYFS) reforms were introduced in September 2021. As part of those reforms, the EYFS measures for assessing development were significantly revised, and therefore it is not possible to directly compare 2021/22 assessment outcomes with earlier years. It is also the first release since the publication of the 2018/19 statistics, as the 2019/20 and 2020/21 data collections were cancelled due to COVID-19 pandemic.

5. In 2019, the performance in the Early Years for children in Worcestershire was in line with national outcomes, although below that of Worcestershire's statistical neighbours. This has continued in 2022; 65% of children achieved a good level of development at the end of Reception year compared to a national figure of 65.2%, statistical neighbours, 67.4%. This consistency continues with both the percentage of children at expected level across all seventeen Early Learning Goals (Worcestershire at 63.6%, National at 63.4% and statistical neighbours at 66.1%) and the average number of Early Learning Goals at expected level per child (Worcestershire at 14.2, National at 14.1)

Key Stage 1 (Tests at the end of Year 2, when children are 7 years old)

6. Key Stage 1 (KS1) results show that 55% of children in Worcestershire reached the expected standard in reading, writing and maths. A marked decrease compared to 2019 outcomes of 65% but a positive widening of the gap when compared to the national percentage of 53% in 2022. In 2019, the percentage gap between Worcestershire and national was zero. In terms of each subject area this difference from national is maintained across all areas:
 - Nationally in reading, 67% of pupils met the expected standard in 2022, down from 75% in 2019. In Worcestershire, 68% met the expected standard in 2022. Statistical neighbours also achieved 68%
 - Nationally in writing, 58% of pupils met the expected standard in 2022, down from 69% in 2019. In Worcestershire 59% met the expected standard in 2022. Statistical neighbours also achieved 59%
 - Nationally in maths, 68% met the expected standard in 2022, down from 76% in 2019. In Worcestershire 69% met the expected standard in 2022. Statistical neighbours also achieved 69%
7. Writing still appears to be the weakest subject relative to Reading and Maths, as it is nationally. Historically this has been seen as a consistent trend, pupils need their development of reading to be strong to support strong writing. However, this has been exacerbated by the COVID-19 pandemic where children have not been in school and so lost time for writing development.

Key Stage 2 (Tests at the end of Year 6, when children are 11 years old)

8. Prior to the pandemic, in 2019 a narrowing of the gap was seen between Worcestershire Key Stage 2 (KS2) outcomes and national to three percentage points with Worcestershire achieving 62% (national 65%). In the 2022 results this gap has reduced with 57% of Worcestershire children achieving the expected standard in reading, writing and maths at the end of KS2 compared to 59% nationally.
9. Nationally, in individual subjects, attainment increased slightly in reading and fell in all other subjects compared to 2019:
 - Nationally, 75% of pupils met the expected standard in reading, up from 73% in 2019. In Worcestershire 73% of pupils met the expected standard in reading, widening the gap from national from 1 percentage point to 2, 2019 to 2022. Worcestershire's statistical neighbours achieved 75%.

- Nationally, 71% of pupils met the expected standard in maths, down from 79% in 2019. In Worcestershire 69% of pupils met the expected standard in maths. The gap from national remains the same at 2 percentage points, 2019 to 2022. Worcestershire's statistical neighbours achieved 71%.
 - Nationally, 69% of pupils met the expected standard in writing, down from 78% in 2019. In Worcestershire 70% of pupils met the expected standard in writing. The gap from national has been reduced by 2 percentage points, 2019 to 2022. Worcestershire's statistical neighbours also achieved 70%
10. In 2022, 72% of pupils nationally met the expected standard in grammar, punctuation and spelling, down from 78% in 2019. In Worcestershire 69% of pupils met the expected standard in grammar, punctuation and spelling, and so the 3-percentage point difference from national remains the same. Worcestershire's statistical neighbours achieved 72%. 79% of pupils nationally met the expected standard in science, down from 83% in 2019. Worcestershire continues to be higher than national with 82% of pupils having met the expected standard in Science, the gap having widened from 2 to 3 percentage points. Worcestershire's statistical neighbours achieved 80%
11. Progress scores between KS1-2 for reading, writing and mathematics, although still improving relative to previous years, remain a concern and are Quartile D of local authorities benchmarking nationally. Targeted work described in **Raising standards in schools causing concern** (below) is designed to secure continued improvement.

Key Stage 4

12. At Key Stage 4 (KS4), DfE validated results are still awaited and so the commentary is based on provisional data. Each grade a pupil gets is assigned a point score from 9 (the highest) to 1 (the lowest).
13. The percentage of pupils who achieved a standard pass in both English and mathematics (grades 9-4) GCSE was 68%, which is slightly above the national percentage of 66%. Worcestershire's statistical neighbours achieved 69%. 47% secured strong passes (grades 9-5) in these subjects at GCSE, which is the same as national. Worcestershire's statistical neighbours achieved slightly higher than national, at 48%.
14. The percentage of pupils entering English Baccalaureate (EBacc) (ie the set of subjects at GCSE that keeps young people's options open for further study and future careers which are English language and literature, maths, the sciences, geography or history and a language) is 39% which compares well against the national percentage of 36%. This is also reflected in the EBacc average point score of 4.17 compared to the 4.11 nationally.
15. Each pupil's Attainment 8 score is calculated by adding up the points for their 8 subjects, with English and maths counted twice. A school's Attainment 8 score is the average of all the scores of its eligible pupils. Worcestershire's Attainment 8 was 47.6, which is in line with national. Worcestershire's statistical neighbours achieved slightly higher than national, at 48.3.

16. Progress 8 refers to the progress that pupils in a school make from the end of primary school to the end of year 11. It is a type of value-added measure, which means that pupils' results are compared to other pupils nationally with similar starting points. The Progress 8 score, at -0.03, and equal to national, puts Worcestershire as 73/150 in county rankings. Worcestershire's statistical neighbours achieved -0.08 and so were not as successful as Worcestershire.

Key Stage 5

17. At Key Stage 5 (KS5) the percentage of students achieving grades AAB+ at A Level declined both in Worcestershire and nationally. (Worcestershire, 26.9% and national, 32.1%) with the gap having marginally decreased from 2019. A level students averaged 37.95 points (a grade B-) across their best 3 A levels compared to 31.81 points (a grade C+) in 2019, placing Worcestershire in Quartile C, 91/150.

18. Applied General Qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside other qualifications at Level 3 such as A levels. Many Applied General Qualifications are endorsed by employers and professional or trade bodies. Students taking Applied General Qualifications in Worcestershire averaged Distinction- (and an average point score of 33.16) which is an improvement since 2019 when the average point score was 28.47, Merit+.

19. Tech Levels (or T Levels) are two-year technical programmes, designed with employers, to give young people the skills that industries need. The 'T' stands for technical and from 2020, T Levels give 16 to 19-year-olds a technical alternative to A levels. One T Level is equivalent to 3 A levels. The average point score for students undertaking the T Level remains above national at 32.08 compared to 30.61 and 30.76 for Worcestershire's statistical neighbours, thus placing Worcestershire in Quartile B, 49/150.

Outcomes for vulnerable pupils - Disadvantaged pupils

20. Of particular focus has been attainment for disadvantaged pupils in the county. The DfE defines disadvantaged pupils as those who receive Free School Meals or a child looked after (CLA). Schools receive extra funding from the government for every disadvantaged pupil to raise attainment.

21. At KS1 combined outcomes (reading, writing and maths) are below national at 34% compared to 37% nationally. This difference from national remains consistent across reading, writing and maths.

22. Combined KS2 outcomes (reading, writing and maths) for disadvantaged pupils is also below national at 37% compared to 43% nationally. Again, this difference from national remains consistent across reading, writing and maths.

23. At KS4, a narrowing of the gap can be seen regarding both Attainment 8, and Progress 8 scores. Disadvantaged pupils achieve on average an Attainment 8 score of 35, compared to national of 37.7. Progress 8 is on average -0.58, marginally below the national figure of -0.5.

24. When the progress of CLA, is examined, it can be seen that they made excellent academic progress last year. Worcestershire CLA are narrowing the gap with 'all pupils national' in Early Years Good Level of Development, Phonics, Key Stage 1 combined and Key Stage 2 combined in national external attainment measures. Where national percentages at age related expectations have decreased, Worcestershire CLA have improved in all aspects. For example, the gap at KS2 in 2019 between Worcestershire CLA and National all pupils was 34.6%; in 2022 the gap has significantly reduced to 18.7%. Worcestershire CLA Year 1 phonics outcomes are better than all pupils national. Results in Key Stage 4 were excellent, with Worcestershire CLA exceeding West Midlands and National CLA on almost all measures.
25. This indicates that targeted and universal interventions have produced positive outcomes for Worcestershire CLA. Early identification and intervention for CLA needing additional support has been successful. Through Worcestershire Virtual School (WVS) leading Personal Education Plan (PEP) meetings and holding school staff to account, the visibility of CLA in schools has increased and settings have been challenged to provide a wider and more targeted range of strategies to support their most vulnerable learners. WVS's mission to create trauma informed and attachment aware settings (TIAAS) across the county has improved settings' ability to support CLA and increased their readiness to learn and their individual sense of value.
26. Permanent exclusions and suspensions for CLA remain low, despite the broader national picture of increasing exclusions and suspensions in the challenging times following the Covid pandemic. Strong partnerships with the Virtual School (particularly with schools in finding solutions to issues and averting exclusions) and the broader strategic work, such as the Trauma Informed Schools (TIS) programme is making a difference for children (now in place in half of the schools).
27. The Government's Children in Need review (2019) evidenced that children with a social worker (CSW) do significantly worse than others at all stages of education and that poor educational outcomes persist even after social work involvement ends. The review recognised the crucial role of Virtual School Heads, and, from September 2021, the role was extended to include the strategic leadership of promoting the educational attendance, attainment and progress of CSW. In October 2021 Worcestershire Virtual School appointed an Education Advisor for CSW to support WVS in the fulfilment of these new requirements. A dashboard of every CYP who holds a current Child in Need (CIN) or Child Protection (CP) plan was established to identify the needs of the cohort and target interventions alongside partners. As a result:
- Annual attendance improved:
 - CIN 2% increase (to 78%) – achieved (78%)
 - CP 4% increase (to 80%) – partially achieved (78%)
 - Robust part-time timetable monitoring is now in place for CIN/CP in partnership with the Vulnerable Learners team
 - There is evidence of exclusions that have been averted/rescinded.
 - Work takes place to ensure all pre-school CP cohort have access to a funded pre-school place increased take up from 40% to 92%.

- A joint project between WVS and WCF Supporting Families First Team refined collaborative working practice, providing case studies of good collaborative practice between schools and social care shared with schools through Designated Safeguarding Lead (DSL) network meetings, CIN/CP meetings, and regular network meetings.
28. For 2022 onwards, a key focus for the extended role is to implement the RADY Project (Raising Attainment for Disadvantaged Youngsters) across Worcestershire:
- Phase 1 - Fund access to Thinking Differently for Disadvantaged Learners (TDFDL) for all schools - a high quality online training resource targeted specifically at improving the academic attainment of the most vulnerable learners.
 - Phase 2 – Bespoke RADY Support - funding for selected schools to fully embed RADY principles as a 'golden thread'.

SEN Pupil Outcomes (SEN with an Education, Health and Care (EHC) Plan' or 'SEN support')

29. At KS1 attainment for SEN pupils in reading, writing and maths is above national, being on average 3 percentage points above the national percentage in each subject area. This is also reflected in the combined (reading writing and maths) Worcestershire percentage of 17% compared to the national figure of 15%.
30. However, when looking at KS2 combined outcomes (Reading, writing and maths) Worcestershire remains below national at 15% compared to 18% nationally. This difference from national remains consistent across reading, writing and maths, and is mirrored when looking at subject area progress measures.
31. At KS4 the gap between Worcestershire and national narrows, with an average Attainment 8 score of 28.2 compared to 29.3 nationally for all SEN children. However, for those with an EHCP Worcestershire is further from the national score of 14.3 with an average Attainment 8 score of 11.9. This pattern is also reflected in the Progress 8 scores where all SEN children in Worcestershire are slightly higher than the national figure of -0.7. However, those with an EHCP are slightly below the national figure of -1.3, at -1.5.
32. WCF School Improvement advisers run careful checks at the risk assessment stage and when maintained schools are identified as at risk. Officers examine the attainment and progress of specific groups. Where this is established as a concern for children with SEN, specialist advisory support is part of the package of measures put in place.

School Inspection outcomes

33. In September 2019, a new Ofsted framework was introduced for the inspection of schools. Under this new framework inspections focus on the curriculum, spending less time looking at test data and more time looking at what is taught and how it is taught. Hence Ofsted grades assess quality of education,

behaviour and attitudes, personal development, and leadership and management.

34. In July 2022 83% of Worcestershire schools were judged Good or Outstanding, which is below the national average of 86% (August 2022). In July 2022, nationally compiled data showed that 82% of Primary pupils, 75% of Middle school pupils and 87% of Secondary pupils in Worcestershire attend a Good or Outstanding school. 89% of state funded special schools in Worcestershire are Good or Outstanding. Held within this data are twenty schools who have converted to an academy since an inspection judged them to be less than good but are now technically a new school with a full inspection normally expected within three years of conversion. The impact of the pandemic means that all school inspections have been delayed by, on average, a further 4 terms.
35. In terms of inspection outcomes during the 2021-22 academic year Ofsted recorded that nationally 17% of outstanding school retained outstanding. In Worcestershire this was 40% of schools that retained their outstanding judgement. Ofsted saw that 62% of Good schools retained Good. In Worcestershire this was 84% of schools retained Good. The area where Worcestershire did not perform as well as national was in the improvement of schools previously judged as Requires Improvement where nationally 70% of these improved to Good, while in Worcestershire this was 44%. Further analysis indicates that this pattern applied equally to maintained and academy schools with the majority remaining as Requires Improvement.
36. In the year 2020/21, 58 inspections took place against the new framework. A summary of outcomes is below:

Maintained Schools (33 Inspections)

	Number	Percentage
Outstanding	2	6%
Good	24	73%
RI (all S5 Inspections)	5	15%
Ofsted Category	2	6%
Monitoring Visit	0	0%

79% of maintained schools were either outstanding or good

Academies (25 Inspections)

	Number	Percentage
Outstanding	3	12%
Good	15	60%
RI (all S5 Inspections)	3	12%
Ofsted Category	2	8%
Monitoring Visit	2	8%

72% of academies were either outstanding or good

All Schools (58 Inspections)

	Number	Percentage
Outstanding	5	9%
Good	39	67%
RI (all S5 Inspections)	8	14%
Ofsted Category	4	7%
Monitoring Visit	2	3%

75% of all schools were either outstanding or good.

37. Of these inspections, 62% of the reports referred to positive SEND practice, 12% made no reference to SEND practice whilst 26% referred to an aspect relating to SEND that could be improved. However, this was not always seen as needing to be included as a specific area for improvement in the report – 17% of all reports referred to SEND provision as a specific area for improvement.

38. Targeted work described in **Raising standards in schools causing concern** (below) is designed to secure continued improvement.

Raising standards in schools causing concern

39. During the pandemic the WCF School Improvement team worked with all maintained schools, as well as offering support to academies. In 2021-22 'normal' working with maintained schools has resumed, although outlined below is the strategy designed to involve more academies in WCF School Improvement work.

40. The extent of the work with maintained schools is defined from an initial risk assessment based on Key Stage outcomes, the period since last inspection and wider intelligence, which is then adjusted once an initial visit has been undertaken. For 2021-22 the School Improvement team had no externally validated end of key stage data but did refer to the school's internal data where available. Greater emphasis was therefore placed on the quality of education as it would be assessed in an Ofsted inspection.

41. Of schools assessed as of being a concern, most had some KS2 provision and so the wider school improvement work described below is relevant when referring to raising KS2 standards.

42. It is important to note that the local authority does not have statutory powers of intervention in terms of school improvement for 52% of schools in Worcestershire that are academy (or free) schools; that is 127/243 schools (as of July 2022). However, a large proportion of the 100+ academy schools in Worcestershire do seek our services on a traded basis from WCF; many book support for multiple activities including Early Career teachers (ECT), governance and leadership support; in particular, advisory work / training on assessment / moderation at KS2 (and Early Years/Key Stage 1).

43. In addition, in 2021-22 a number of projects (partly funded for all schools) have been introduced to address the areas for improvement that have been identified through discussions with Headteachers, review of Ofsted outcomes and our own school reviews. A summary of which are

- Education Endowment Foundation (EEF) SEND Inclusion with Billesley Research School with a focus on training and implementation support for mainstream schools to address SEND needs of pupils (without EHCPs).
- Inclusion Quality Mark (IQM) accreditation funding and support for a small group of schools to apply and gain the IQM, with a view to becoming champions to support other schools in the future.
- Voice 21 Oracy and Vocabulary training, consultancy and on-line learning/network for 15-20 schools to develop a whole-school commitment to oracy to ensure that the voice of all students is valued in school and beyond. The aim is to develop hub schools who can then support other schools.
- Small school Curriculum Project to provide enhanced input around curriculum leadership and design as it is known that small schools struggle with both expertise and capacity to successfully design effective curriculum models.
- Headteacher CPD Podcasts to support and develop headteachers' knowledge, and networking

44. As described in previous reports, the School Improvement Model has continued to be refined, which defines a more graduated set of stages through which higher risk schools must travel to reach self-sustained good or better performance. The stages are shown in the diagram below:

Stages of School Improvement

Level of support provided	WCF stage	Likely school position
Intensive	4	Stabilising
Focused	3	Repairing
Monitoring and Light Touch	2	Improving
Secure	1	Sustaining

45. Early identification is vital, and risk assessments of maintained schools are nuanced to take into account prior trends in pupil outcomes but also other factors, such as the stability levels in relation to governance, leadership and teaching and further indicators (such as complaints about the school to Ofsted). Where a school is in particular need, work is carried out to firstly stabilise governance and secure leadership that will, in turn, increase wider capacity in school for improvement.

46. Each of the schools that require support at Stages 3 and 4 above receive a mix of both mandatory challenge and support on key themes and a bespoke package that reflects their specific issues. Every school experiences external evaluation, for example, through assigned improvement officer visits, and also training sessions

and on-site coaching / mentoring, for leaders and teachers alike. Training modules include a specific focus on improving provision in reading, writing and mathematics.

47. A considerable investment of time is made in convening at least termly Team Around the School Project meetings (TASP) for relevant Focus and Intensive support schools. At these, an assessment is made as to whether or not the school is taking effective action to improve. The headteacher, chair of governors, link adviser, school improvement lead and other key stakeholders, including finance / HR officers and diocesan partners are involved. In this way, the process is one of a 'team around the School' in securing shared accountability to ensure rapid and sustained progress.

Impact on schools causing concern

48. As a consequence of the focus described above, the overall direction of travel is a positive one. The chart below shows the extent to which the schools that are supported are making positive progress in moving to the next stage towards stronger performance and increased autonomy.

49. The initial assessment of the impact of the school improvement work is to look at end of Key Stage results for schools with which there has been a close involvement.

50. At KS1 both maintained, and academy schools can be seen to have performed slightly above national:

KS1	Reading %	Writing %	Maths %	Combined %
National	67	58	68	53
Worcs Overall	68	59	69	55
Maintained Schools	69	60	69	55
Academies	69	59	70	55

51. The impact chart below shows KS2 attainment in maintained primary and middle schools as compared to academies. It can be seen that maintained schools have performed well compared to national outcomes.

KS2	Reading %	Writing %	Maths %	Combined %
National	75	69	71	59
Worcs Overall	73	69	69	57
Maintained Schools	77	70	73	59
Academies	74	69	69	57

52. The WCF school improvement impact on KS4 and KS5 outcomes is more limited due to the small number of maintained secondary schools. However, these schools have maintained, and marginally improved in their Attainment 8 and Progress 8 outcomes since 2019. All these schools have been inspected since September 2019, and all are currently judged to be Good.

Purpose of the Meeting

53. The Panel is asked to:

- Consider and comment on the educational outcomes report
- Agree any comments to highlight to the Cabinet Member
- Determine whether any further information or scrutiny on a particular topic is required.

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Background Papers

In the opinion of the proper officer (in this case the Assistant Director for Legal and Governance) the following are background papers relating to the subject matter of this report.

[Agenda for Children and Families Overview and Scrutiny Panel on Friday, 14th February 2020 - Worcestershire County Council \(moderngov.co.uk\)](#)

[Agenda for Children and Families Overview and Scrutiny Panel on Tuesday, 16th March, 2021- Worcestershire County Council \(moderngov.co.uk\)](#)

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