

Barnsley's 2015 Education Outcomes

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BARNSELEY
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Early Years

- In 2015 LA average is 62.5 % GLD compared with 56% in 2014
- Gap with provisional national figure of 66.2 % - 3.7 % points gap compared with 5% points in 2014
- 88% of Early Years settings are good or better compared with 85% nationally



Key Stage 1

Phonics: 2015 LA average is 73%, up 3% points from 2014, provisional national figure is 77% - The gap therefore remains at 4%

Reading: LA APS improved at the same rate as national -not enough to close the attainment gap

- 2015 LA APS (RWM combined) 16.1 and NA 16.6– attainment gap of 0.5 – same as 2014 gap
- 2C+ Barnsley 88%, national 91% - gap with national 3% points
- 2B+ Barnsley 79%, national 81% - gap with national 3% points
- 3+ Barnsley 27%, national 31% - gap with national 5% points

- Gap at L2C+, 2B+ increased 1% point, L3 gap narrowed 1% point



Key Stage 1 (cont.d)

- **Writing:** No change in terms of gap. LA rise in outcomes at L2c+, L2b+ and L3+ have improved at the same rate as NA. A **3% gap remains** at all levels
- **Mathematics:** Level 2c+ and 2b+ remain at 2014 levels (91% and 78%) respectively
- The gap between LA and NA has widened at L2c+ and L2b+ (by 1% point)
- The gap between LA and NA at L3+ is the same as 2014



Key Stage 2

- **Attainment at L4+ RWM Combined has improved at a faster rate than national and the gap is closing.**
- **Attainment at L5+ RWM Combined has declined and the gap has widened.**
- L4+ RWM combined in 2014 was 76% and the NA was 79% (3% attainment gap.)
- L4+ RWM combined in 2015 was 79% and the NA is 80% (1% attainment gap.)
- L5 + RWM combined in 2014 was 20% and the NA was 24% (4% attainment gap.)
- L5+ RWM combined in 2015 was 19% and the NA is 24% (5% attainment gap.)

Reading:

- At L4+ the gap with NA has narrowed.
- At L4b+ the gap with NA remains the same.
- At L5 + the gap appears to have widened.



Key Stage 2 cont.

Writing:

- Attainment at L4+ has improved at the same rate as national so gap has not closed.
- Attainment at L5+ with NA has widened.

Mathematics:

- At L4 + , L4B+ the gap with NA has narrowed.
- At L5+ the gap with NA has widened.

Grammar, Punctuation and Spelling

- At L4+, L4b+ the gap remains the same.
- At L5+ the gap with NA has widened.



Writing:

- Attainment at L4+ has improved at the same rate as national and has not closed.
- Attainment at L5+ with NA has widened.

Mathematics:

- At L4 + , L4B+ the gap with NA has narrowed.
- At L5+ the gap with NA has widened.

Grammar, Punctuation and Spelling

- At L4+, L4b+ the gap remains the same.
- At L5+ the gap with NA has widened.



Closing the gap with National figures -Key Areas for consideration **2015/16**

EYFS

Attainment of boys in literacy, expressive arts and design.

KS1

Attainment of boys in phonics.

Attainment of boys in reading, particularly for more able boys.

Attainment of boys in mathematics.

Attainment of more able girls in mathematics.

KS2

Attainment of more able girls in mathematics.

Attainment of boys in GPS , particularly for more able boys.

Attainment of boys in writing, particularly for more able boys.

Attainment for boys in reading, particularly for more able boys.



Key Stage 4 Outcomes –The National vs Barnsley Trend

	%National A*-C inc En and Maths	%Barnsley A*-C inc En and Maths
2011	59	44.4
2012	59.4	45.3
2013	58.6	50.3
2014	53.4	47.1
2015	Still awaiting final	49.3



Notable Improvements over 3 years –A*-C inc En and Maths:

Darton +5%

Carlton +13%

Shafton +7%

Barnsley Academy +3%

NB all still significantly below national averages

2015 Y 11 cohorts' KS2 outcomes were significantly variable however:

38% -597 pupils who attained a 4b+ did not make expected levels of progress in Maths

31% -483 pupils who attained a 4b+ did not make expected levels of progress in English



Key Issues:

- Some primary schools do not improve quickly enough –the introduction of regular Improvement Reviews should accelerate action and progress
- Too many secondary schools not improving fast enough or accelerating pupil progress
- Gender gaps –all phases
- Pupil Premium Gaps – attendance and attainment
- Attendance
- Inclusion vs exclusion – social, emotional, behavioural issues
- Governing Body contribution to evaluation and challenge



Closing the Gap: Priority

- In 2014-15, **503** primary pupils were persistently absent from school
- **340** of these were disadvantaged (pupil premium) compared with **163** non pupil premium
- In year groups 7-10 the persistent absence rate for non-pupil premium pupils was 2.8%. For pupil premium pupils it was **11.9%**
- In year 11 the p.a rate was **5.8%** for non-pupil premium pupils. For pupil premium pupils it was **20.6%**



Attainment of LAC: KS1

	Reading	Writing	Maths	RWM
BMBC % L2+	60%	60%	80%	60%
2014 Nat % L2+	71%	61%	72%	Not published

- Small SFR cohort of 5
- Given small cohort, attainment is broadly in line with 2014 national average for LAC but below attainment of all pupils
- Outcomes reflect:
 - an improvement on last year;
 - appropriate progress based on end of EYFS outcomes.



Attainment of LAC: KS2

	Reading	Writing	Maths	RWM
BMBC % L4+	40%	30%	40%	30%
2014 Nat % L4+	68%	59%	61%	48%

- Small SFR cohort of 10
- Attainment is below 2014 national average for LAC
- Outcomes show a drop from last year
- 78% of the progress cohort made at least expected progress in writing and maths, in line with 2014 LAC national averages
- 50% made at least expected progress in reading dropping below the LAC national average for the first time in recent years



Attainment of LAC: KS4

	5A*-CEM	5A*-C	5A*-G
BMBC %	11.1%	11.1%	66.7%
2014 Nat %	12%	16.3%	Not published

- Small SFR cohort of 9
- Given the small cohort, attainment is in line the 2014 national average for LAC
- Outcomes show a rise from last year
- The % making at least expected progress has dropped below the national average for LAC for the first time in recent years
- 25% made expected progress in English with 12.5% doing so in maths



Improving Outcomes

- Barnsley Alliance action plans & theme groups
 - Leadership & governance
 - Teaching & Learning
 - Closing the Gap
 - Behaviour & attendance
 - Attainment and achievement
- Revised Risk Assessment criteria for each category (Red, Amber, Green.)
- Expectations made explicit to all schools and academies relating to the support and challenge from the Alliance board.



Improving Outcomes cont

- To increase accountability at all levels - Improvement Reviews (IRs) in place where appropriate/SISG to continue.
- Ongoing evaluation from SEOs – feedback to Alliance Board (Half termly)
- Re-definition of core subject network meetings with a focus on pupil tracking, data sharing etc
- Introduction of SISRA or due diligence checks on schools' data and tracking systems
- Early intervention –impact assessments
- Head of Faculty -peer mentoring and support
- Increased emphasis on closing the gap for vulnerable groups

