

Name of meeting: Cabinet

Date: 22nd June 2021

Title of report: 2020 Kirklees Annual Educational Quality and Standards Report.

Purpose of report: This report is for information only.

This report summarises the challenges faced by the school systems during the pandemic and the impact seen on educational outcomes for learners.

Exceptionally this year, due to Covid 19, there is little assessment and examination data to report. Schools provided remote education to the majority of pupils for up to half of the 2019/20 academic year and almost one full term in 2020 /2021. Nevertheless, there is still much positive activity to highlight. Local authority officers, services and the wider school system have implemented new systems and processes at speed in order to respond to the changing priorities during this unprecedented period of time.

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	No This is about the whole district.
Key Decision - Is it in the <u>Council's Forward Plan (key decisions and private reports)?</u>	No This is only applicable to Cabinet reports Private Report/Private Appendix – No
The Decision - Is it eligible for call in by Scrutiny?	No No this is for information only
Date signed off by <u>Strategic Director</u> & name	Mel Meggs 10 th June
Is it also signed off by the Service Director for Finance?	Julie Muscoft – 11/06/21
Is it also signed off by the Service Director for Legal Governance and Commissioning?	Eamonn Croston 11/06/21
Cabinet member portfolio	Cllr Carole Pattison – Learning, Aspiration and Communities Cllr Viv Kendrick – Children

Electoral wards affected: All

Ward councillors consulted: N/ A

Public or private: Public

Has GDPR been considered? Yes – the data contained in the report is derived from publicly available sources produced by the Department for Education with some additional internal analyses. Other data sources include: NFER Nexus software, Local Authority Interactive Tool (LAIT) and Statistical First Releases.

1 Summary

- 1.1 This report is to maintain the continuity of information.
- 1.2 All statutory tests for Early Years Foundation Stage, Phonics, Key Stage 1 and Key Stage 2 were cancelled and no benchmark data will be made available by the Department for Education (DfE) for 2020. The LA do not hold information relating to progress and attainment of pupils for the year 2019 – 2020.
- 1.3 The cancellation of exams and the significantly changed method for awarding GCSE grades has impacted greatly on the results and led to a set of pupil attainment statistics that are unlike previous years. Comparisons with earlier years are not advised as they are not indicative of changes in underlying pupil performance.
- 1.4 Originally, the DfE advised they were not going to publish any data nationally, stating that outcomes for 2020 would not be used for accountability. As a result, many local authorities, including Kirklees, did not collect 2020 outcomes. The data in this report, following a change of position by the DfE, is based on the nationally available statistical data.
- 1.5 National KS4 data used in this report relates to All Schools. National KS5 data relates to All State Funded Schools and Colleges (unless otherwise stated).
- 1.6 Due to the COVID-19 pandemic, the summer [exam series was cancelled in 2020](#). Youngsters that were scheduled to sit GCSE and A/AS level exams in 2020 were awarded either their calculated grade using a model developed by Ofqual or a centre assessment grade (based on what the school or college believed the student would most likely have achieved had exams gone ahead) - whichever was the higher of the two.
- 1.7 Nationally the pupil level attainment statistics have increased - more than would be expected in a typical year - between the 2018/19 and 2019/20 academic years. This reflects the change to the way GCSE grades were awarded rather than improvements in pupil performance.
- 1.8 **As a result, the 2019/20 data should not be directly compared to attainment data from previous years for the purposes of measuring changes in student performance. More information can be found regarding the summer 2020 results on these links - [Key stage 4 performance \(revised\)](#), [Academic Year 2019/20 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](#) and <https://explore-education-statistics.service.gov.uk/find-statistics/a-level-and-other-16-to-18-results/2019-20>**
- 1.9 Ensuring that vulnerable children and young people are kept safe, remain in education, and are supported to achieve good educational outcomes rightly continued to receive growing national and local attention during 2019/20. The focus on vulnerable pupils has increased further during Covid 19 through the tracking of school attendance of this group.

- 1.10** Exceptionally strong partnership work has been demonstrated between schools, the Council and partners to broker support for vulnerable pupils and where appropriate their families particularly during the first national lockdown.
- 1.11** Headteachers have worked together more strongly than ever over the last months. Whilst preparing for, and since, the full school reopening in September, Headteachers have worked tirelessly with the Council to reshape and adjust priorities in light of the Covid 19 context.
- 1.12** The LA committed to the development of a learning strategy to guide and focus LA priorities as we move beyond the pandemic. Strong partnership engagement with a variety of stakeholders has given rise to 'Kirklees futures' the LA vision for education.
- 1.13** In addition to the unique elements of the Covid 19 context, progress and achievements in 2019/20 in Kirklees have taken place against the following local backdrop:
- Continued rapid growth in numbers of pupils with high needs.
 - Reductions in schools' funding and significant cuts to the Council's dedicated education funding from government.
 - A significant rise in the number of children eligible for free school meals

2 Information required to take a decision

2.1 The Covid 19 context and implications

- 2.1.1 All schools in Kirklees worked exceptionally and collaboratively with the Council during the unprecedented school closure from March 2020 and beyond. They will continue to do so as the system supports children and young people to re-engage with in school education and catch up on any lost learning. This focussed particularly on:
- ensuring that all schools could operate and open safely;
 - providing a school place for vulnerable pupils and Key Workers' children and, later, for priority year groups;
 - tracking the attendance of, and brokering support for, vulnerable pupils and where appropriate their families;
 - supporting pupils and their families with remote learning as much as possible; and
 - facilitating provision of Free School Meals (FSM) vouchers / hampers to suit school and family needs.
- 2.1.2 Schools were open for vulnerable pupils and Key Workers' children during the lockdown period, largely operating on a rota basis with their staff. Over the Easter and May holiday period, families with need for a school place were able to access them in their own school or through the LA brokerage system.
- 2.1.3 A significant increase in the total number of pupils attending school on site was seen during the summer term 2020 for both vulnerable pupils attending school and the numbers of Key Workers' children attending school.
- 2.1.4 In line with DFE guidance, most primary phase schools had reopened more widely to at least some priority year groups by the end of week beginning 8th June 2020. Secondary schools were asked to provide some face-to-face opportunity for these priority year groups – not the full time offer that primary schools were requested to provide.
- 2.1.5 From March 2020, Learning and early support Officers, supported by colleagues in the wider Children and Families directorate, worked closely with schools to track and keep in touch with vulnerable pupils and their families, brokering support where required for children and their families. From September 2021, officers and partners have been working together to encourage all pupils back to school.
- 2.1.6 Since the end of March 2020, the Council's Human Resources (HR), Health and Safety, Public Health and Education teams, alongside the Director of Public Health, have continued to support and closely advise schools. In order to support partnership working, address challenges and share strong practice frequent virtual meetings with Headteachers and Council officers, chaired by the Service Director – learning and early support took place and daily written communications were issued to schools via the HEADSUP! system.

- 2.1.7 Schools have been required to report positive Covid 19 cases to the Department for Education (DfE) and Director of Public Health. Help and advice has been available for all schools encountering bubble closures from the services across the council.
- 2.1.8 Schools were required by the DfE to revise, consult on and publish their risk assessments. As part of the preparation for wider reopening in September 2021, the Council, alongside partners including trade union and school colleagues worked on reviewing and updating the 'Schools Covid risk assessment' template incorporating local expertise with national guidance.
- 2.1.9 The wider Council services worked collaboratively to support a number of schools where the initial return of pupils proved challenging due to the size or layout of the school when working to DfE guidelines.
- 2.1.10 For pupils not attending school, schools provided remote learning opportunities, with hard copy work packs for those that required them. During the lockdown period, a number of schools loaned out their IT equipment to pupils who did not have adequate equipment for remote learning. Council colleagues worked with schools to order government loaned digital devices for specific groups of disadvantaged pupils (as specified by DfE guidance). These devices took an extended time to arrive – close to the end of the Summer term.

2.2. An overview of outcomes in a non – Covid year

- 2.2.1 In the Early Years Foundation Stage, (5 years old) in 2019 Kirklees has maintained its standard in completion of the Foundation Stage with 69.7% of pupils achieved a good level of development overall. This remains below the 2019 National figure of 71.8%. Whilst good rates of improvement have been seen across all areas the LA is 2.1% behind national. Key areas of focus are linked to communication and language, Mathematics, Reading and Writing. In 2019, white boys are achieving in line with their national comparators, while Asian boys are 5% behind their national comparators. The gap between Kirklees girls and girls nationally has reduced to 1.5%. Asian girls are achieving 4% lower than their national comparator and white girls 1% higher than white girls nationally. Children eligible for FSM and those with additional needs require support achieve in line with their peers.
- 2.2.2 Whilst a greater proportion of girls continue to meet the phonics standard, with 82% of girls and 76% of boys meeting the standard in 2019, the gap between Kirklees girls and girls nationally is increasing at a rate of 1% per year. Conversely, the Kirklees boys' gap is reducing at a rate of 1% per year over the last 3 years and their attainment is now 2% lower than boys' attainment nationally. Kirklees are band D rank 132 for phonics. When reviewing the ethnicity groups, the largest gaps with their national comparator as seen in Asian boys (4% below), White girls (3% below) and Asian girls (3% below). Children from a mixed background are 10% below national comparators. FSM children continue to narrow the gap with national FSM children, particularly

boys where the gap is now 1% below FSM boys nationally. Kirklees FSM girls are now 5% below FSM girls nationally.

2.2.3 At **Key Stage 1** (7 years old), in reading, writing and mathematics teacher assessment results Kirklees perform around 2% below national standards except reading higher standard (3% below) and science (1% below). The gap with national has been reduced in these subjects over time and a significant rise the national tables has been achieved.

2.2.4 At **Key Stage 2** (11 years old), 2019 results indicate that Kirklees standards remain a challenge with 62% of children working at or above the expected standard in reading, writing, and mathematics (combined), compared to the national average of 65%. Reading is the lowest ranked subject area at the expected level. Faster than national improvements have been seen in writing and maths narrowing the gap to 1% below national averages at the expected standard in those subjects and closing the gap in Grammar, Punctuation, and spelling (GPS). The greatest gender gap was seen in writing, where approximately 12% more girls attained the expected standard. White pupils are now achieving in line with national white pupils in writing, maths and GPS at the expected standard. Reading remains the barrier, impacting on the reading attainment (2% below national) at 71%, and the combined measure (1% below national) at 63%. Asian pupils in Kirklees achieve approximately 6% below national comparators in reading and maths and 4% behind national in writing and GPS. This has an impact on the combined measure which is 7% lower than the national average (62% compared to 69% nationally), placing Kirklees in Band D ranked 137 / 152.

2.2.5 As children progress through the education system in Kirklees, their attainment and progress improves with **Key stage 4** outcomes broadly in line with national averages placing the LA in band C.

2.2.6 At **key stage 5**, historically outcomes are strong mainly in band A with strengths seen in Post 16 and post 18 progression.

2.3 Educational Outcomes for the Academic Year 2019 / 2020

2.3.1 We are unable to report on EYFS – KS2 outcomes as formal teacher assessments or SATs did not take place in summer 2020.

2.3.2 The DFE produced a research document [Pupils' progress in the 2020 to 2021 academic year: interim report - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92424/pupils-progress-in-the-2020-to-2021-academic-year-interim-report.pdf) detailing the learn losses seen during the first lockdown period. The learning losses seen in this report echo the gaps we already have in Kirklees in Reading, Mathematics and for disadvantaged children.

2.3.3 Internal communications with Primary school headteachers suggests that writing is a key area for focus in Kirklees schools. Kirklees schools have focussed hard previously on increase pupils attainment and progress in writing and this can be seen through improved performance in Writing at KS1

and KS2. The pandemic appears to have had an adverse effect on the progress made in this key area.

- 2.3.4 The run up to Key Stage 4 and Key Stage 5 results days saw unprecedented levels of change in government guidance and direction. On A level results day, despite significant changes to school grades, Headteachers reported that, in the main, universities were helpful and flexible in their approach to accepting students where standardised grades had fallen short of school assessments. GCSE results day where centre assessed grades were awarded from the outset was a much more positive experience for pupils and schools.
- 2.3.5 It was hoped that the Summer 2020 Key Stage 4 and Key Stage 5 results would be exceptional and unique. They were never intended to be published or compared with previous years' results. Their comparative use is extremely limited, particularly given that there is no standardisation nationally. Ofsted will use 2019 results as a starting point for future comparisons.
- 2.3.6 The sector consensus is that the increases seen in the headline statistics reflect the changed methodology used for awarding grades rather than demonstrating a step change improvement in standards. It must be noted that improvements in Kirklees school and colleges were more modest than those seen in other areas of the country. Further detailed information regarding the KS4 and KS5 data can be found in the appendices.

2.4 Priorities for 2020 and beyond

- 2.4.1 The focus for the 2020/21 academic year is to work in partnership with the education learning and partnership board and other Council teams to support schools to: continue to operate safely during the Covid 19 period; and recover to the best of their abilities to help all pupils catch up while ensuring they can continue to receive a high quality education in this challenging context - for example, if a pupil needs to self-isolate.
- 2.4.2 There is no evidence to suggest that LA priorities for EYFS – KS2 will have changed during the period of lockdown as priorities prior to 2019 were based on consistent trends. National research supports the continuation of priorities which narrow the gap.
- 2.4.3 *The **Education Endowment Funds** rapid evidence assessment examines the potential impact of school closures on the attainment gap, based on a systematic search of existing literature. Key findings and implications include:*
- *School closures are likely to reverse progress made to close the gap in the last decade since 2011.*
 - *Supporting effective remote learning will mitigate the extent to which the gap widens.*
 - *Sustained support will be needed to help disadvantaged pupils catch up.*
- 2.4.4 Therefore, the LA priorities for the following key stages remain:-

EYFS

- Reducing the gender gap to be at least in line with the national gender gap.
- Continue to increase outcomes in Communication, Language and Literacy Development (CLLD) which in turn will support Literacy outcomes.
- Supporting improvements in the teaching of mathematics.

KS1

- To improve the pass rate in Phonics;
 - To diminish the attainment gap between Kirklees children compared to children nationally in reading, writing and maths (at the expected and higher standard). Data suggests this is particularly the case for disadvantaged and SEND (especially SEN support) children and Asian and mixed ethnicity children.

KS2

- To improve outcomes in mathematics particularly girls at the higher level ability and disadvantaged pupils at both standards.
- Continue to improve outcomes in reading and further diminish the gap between the LA's outcomes and national at the expected level.
- To improve outcomes in writing for high attaining pupils.
- Continuing to improve the attainment and progress of all pupils in reading, writing and maths. With reference to the lowest and highest attainment bands and for disadvantaged and children with special educational needs and / or disabilities (SEND) across all measures.

KS4

- The larger than national gender gap
- Languages entry and attainment
- Attainment in English at Grade 4 and above
- Attainment in Maths at Grade 5 and above

KS5

- To converse with school and College leaders and establish the depth of concern relating to the following areas, or if it these metrics were symptomatic of the CAGs grading model:
- High grades, particularly the number of AAB grades and A* grades
- To ensure that all post-16 institutions have adequate moderation and standardisation processes that reflect national best practice.
- To ensure that all learners have access to excellent blended online learning and that all vulnerable learners and children of key workers can take advantage of physical attendance where required.
- To ensure that NEET figures remain low and post-16 progression remains well above regional and national averages.
- To work closely with the Economy and Skills service, and with businesses, Colleges and providers, in order to ensure that apprenticeship starts and completions recover to pre-Covid levels.

Key areas of focus across all phases remain:

- To continue developing the pedagogy for oracy.
- To close the achievement gap between the vulnerable groups and their peers with a particular focus on the pupils eligible for FSM, pupil premium funding, LAC or with a special education need.
- Supporting schools to identify pupils learning gaps, and putting in effective strategies for addressing these, which particular focus on effective use of Catch-up funding.
- To improve attendance and develop strategies to reduce the number of children at risk from exclusion.

○ **Summary of Academic Year 2020/21 Plans**

- We believe that children should have the best start in life and through the implementation of the corporate plan <https://www.kirklees.gov.uk/beta/delivering-services/council-plan-best-start.aspx> we are aiming to achieve :
 - Confident children ready to do well at school and in life.
 - Better outcomes for vulnerable children.
 - Child focused activities which support families.
 - As many children as possible staying with their families.
- Equally, we want children to achieve well and leave school ready for life and work. We want people to enjoy and value learning throughout their lives and businesses to support a skilled workforce.

<https://www.kirklees.gov.uk/beta/delivering-services/council-plan-aspire.aspx>

- People in Kirklees have access to the highest quality inclusive learning and education provision.
- Learning provision responds to the needs of people throughout their lives.
- Children making good progress and achieving the best outcome, and improved life chances for everyone.
- A highly skilled population able to secure good jobs now and in the future.
- People live in suitable and affordable homes in attractive places within a supportive community.

Learning and early support colleagues have been working closely with Partners to develop the '*Kirklees Futures*' learning strategy - our vision for education in Kirklees moving forward. More information regarding this exciting collaboration will be available later this academic year.

3. Implications for the Council

- ### **3.1 Working with People** – Working together with our families, we encourage every child to be ambitious, hold high aspirations and to strive to reach their potential as well as helping them to be kind, brave, compassionate, tolerant and reflective.

3.2 Working with Partners – It is imperative that the council and wider partners work together to ensure they are able to provide world class educational opportunities that support children, young people and their families to realise their potential and succeed in adult life. This year we have continued to collaborate with sector specialists in the English, Maths and RSE hubs and work with the local research schools to provide evidence-based interventions and strengthen pedagogy.

3.3 Place Based Working - Our schools, and settings work collaboratively as part of our learning family and understand the children and their families whom they serve well. The diversity and scale of the district requires a commitment to place based working and to meeting the differing needs of local communities. Our Schools and learning settings play a vital role in delivering this place-based approach and supporting children, their families and the wider community. Strong partnerships are well established and together we have a shared commitment to meet the aspirations of all children, young people and families within our communities.

3.4 Climate Change and Air Quality – Not applicable

3.5 Improving outcomes for children - All our educational settings are part of the Kirklees learning family. Collectively, these settings serve a large, diverse population with around 5,500 children and young people in every year group. No two children are the same, but some things remain constant for each and every one of them, namely, their right to:

- be safe and receive respect, love and kindness;
- be treated as an individual;
- have their voice heard and to shape their environment;
- be given every opportunity and encouragement to reach their potential.

3.6 Other (e.g. Legal/Financial or Human Resources) Consultees and their opinions - Being clear about our current performance and using this to determine our priorities for improvement will enable us to target our resources and expertise across the learning system.

4 Next steps and timelines

By sharing the Kirklees annual educational quality and standards report we can establish a shared understanding about priorities for improvement.

4.1.0. This is an opportunity to set and commit to high aspirations and ambitions for our Children and Young People, not simply in terms of educational achievement, but also in terms of personal success by removing barriers to learning and opportunity. Personal success must be individualised.

4.1.1. Reliable analysis is unable to take place as a result of the Covid 19 pandemic and the cancellation of examinations and assessments. It is likely that analysis across time will not be possible until formal examinations are reinstated.

4.1.2. It is proposed that Kirklees officers will use the information to:

- undertake further analysis

- work together to prioritise improvement activity
- monitor and evaluate the impact of project work
- challenge and support from an intelligence led baseline to improve outcomes for children
- inform the priorities for our Learning Strategy which is currently being developed and will be available soon. This will set out the ambition we have together with our learning settings, for children and young people within our borough
- Support schools with tailoring their remote learning offer
- Provide support and guidance to schools in relation to the Catch-up funding

5 Officer recommendations and reasons

This report is submitted for information. No decisions are required to be made on it by council, the Executive or other committees.

Officers recommend to Cabinet that:

The Kirklees Annual Educational Quality and Standards Report is noted and accepted as a basis to establish a shared understanding about the performance of our children and young people at KS4 and KS5 in terms of Educational Outcomes across the district, so that the partnership can identify where to prioritise our collective efforts for improvement.

It is noted also that this data is not comparable, and we are guided by DFE guidance not to use this information for accountability.

It be noted that the Director for Children's Services in conjunction with the Portfolio Holder for Learning and Aspiration and the Portfolio Holder for Children's Services be delegated to review the content of the Learning Strategy with the Education and Learning Partnership Board before being presented to Cabinet in due course.

That data and information on key outcomes and the impact of activity is monitored, and progress evaluated, through quarterly monitoring to both the Education and Learning Partnership Board and the Corporate Performance Report to Cabinet.

6 Cabinet Portfolio Holder's recommendations

I am happy to support the officer recommendations and recognise that both 19-20 and 20-21 are exceptional years for the wider education system. Whilst it is not possible to compare consecutive years' outcomes for the purposes of accountability, we nevertheless need to assess the negative impact that the 'Covid years' have had on young people and their families. This report and the ongoing work it references are key elements in ensuring that Kirklees' education system recognises these challenges and can recover from them strongly. I know LA staff, schools and settings - and the broader education system - are working

exceptionally hard to secure our children's futures in unprecedented circumstances.

7 Contact officer

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8 Background Papers and History of Decisions

Kirklees Annual Educational Quality and Standards Report 2017-18

<https://democracy.kirklees.gov.uk/documents/s27223/Item%2010%20190207%20CABINET%20Learning%20Outcomes%20-%20Final%20report.pdf>

Data provided on the observatory

Table:

<https://observatory.kirklees.gov.uk/dataviews/tabular?viewId=172&geold=27&subsetId=>

Map:<https://observatory.kirklees.gov.uk/dataviews/report?reportId=115&viewId=172&geoReportId=14322&geold=27&geoSubsetId=>

9 Service Director responsible

Jo-Anne Sanders – Service Director Learning and Early Support

Appendices 1 - Contextual data (LAIT Feb 2021)

Social Context:					Index of Multiple Deprivation 2019	
	Primary FSM Eligibility 2020 (inc. Nursery)	Secondary FSM Eligibility 2020	Primary First language other than English 2020	Secondary First language other than English 2020	Average Score	Rank of Average Score
Percentage	19.10	22.80	27.70	21.30	25.15	64*
Rank	88	125	101	102		
England %	17.70	15.90	21.30	17.10	* - 1 being most deprived	

Appendices 2 - How to read this report

Data sources: Results for all measures are validated data. Data is derived from publicly available data produced by the DfE with some additional internal analyses. Other data sources include: NFER Nexus software, Local Authority Interactive Tool (LAIT) and SFRs

Confidentiality and sharing this document: appendices can be shared.

Acronyms:

APS	Average Point Score
CLA	Children Looked After
DfE	Department for Education
EAL	English as an Additional Language
EBacc	English Baccalaureate (Maths, English, Science, Humanities and language Pillars)
EHCP	Education, Health and Care Plan
FSM	Free School Meals
GCSE	General certificate in secondary education (KS4 qualifications)
LAIT	Local Authority Interactive Tool
NCER	National Consortium of Examination Results (NEXUS)
SEND	Special Educational Needs and Disability
SFR	Statistical First Release
SSIF	Strategic School Improvement Fund

Appendices 3 - Data comparisons

The performance of schools in Kirklees is compared throughout the report with Yorkshire and Humber, statistical neighbours and England where comparative data is available.

Yorkshire and Humber	Calderdale, York, East Riding of Yorkshire, North Yorkshire, Leeds, Sheffield, Barnsley, North East Lincolnshire, Rotherham, Doncaster, Bradford, North Lincolnshire, Kingston Upon Hull, Wakefield
Statistical Neighbours	Bolton, Calderdale, Bury, Dudley, Derby, Lancashire, Stockton-On-Tees, Leeds, Rochdale, Telford and Wrekin
National	All local authorities in England

Appendices 4 - The performance indicators

Indicator		Notes
Key Stage 4	Attainment 8 (point score)	Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.
	EBacc APS	From 2018, the headline EBacc attainment measure is the EBacc average point score (EBacc APS). This replaces the previous threshold EBacc attainment measure. EBacc APS measures pupils' point scores across the five pillars of the EBacc – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.
	Progress	The progress of students is the main focus of the new accountability system. This measure is a value-added progress measure for academic and applied general qualifications, and a combined completion and attainment measure for tech level and level 2 technical certificate qualifications.
Key Stage 5	Attainment	The attainment measure shows the average point score per entry, expressed as a grade and average points. Separate grades are shown for level 3 academic (including a separate grade for A level), applied general, tech level and, level 2 technical certificate qualifications.
	English and maths progress (for those students who have not achieved GCSE grade 9-4 or A*-C by the end of key stage 4)	This measure shows the average change in grade separately for English and maths. The methodology for the measure is closely aligned with the condition of funding rules, which means that students that do not reach grade 9-4 or A*-C are required to continue to study English and/or maths at post-16
	Retention	As the participation age has increased to 18 it is increasingly important that all young people are given suitable education and training opportunities that they see through to completion. The retention measure therefore shows the proportion of students who are retained to the end of their main programme of study.
	Destinations	Including destination information in performance tables broadens the information available to the public and gives schools and colleges the opportunity to demonstrate other aspects of their performance.

Appendices 5 GCSE attainment data 2020

State funded schools include academies, free schools, city technology colleges and state funded special schools but excludes independent schools, independent special schools, non-maintained special schools, hospital school and pupil referral units. *In Italics for comparison*

England average taken from [LAIT](#)

Key Stage 4 (GCSE) headline measures

	Kirklees	<i>National State schools Only</i>	England All schools	Y&H	Comparison with England - All schools and regional
Attainment 8	48.6	<i>50.2</i>	48.00	48.3	0.6 above national, 0.3 above YH Rate of increase was in line with England
Basics 5+ (%)	48.1	<i>49.9</i>	46.3	47.5	1.8 % above national, 0.6% above YH Rate of increase was 0.6% less than England increase
Basics 4+ (%)	69.4	<i>71.2</i>	65.9	68.8	3.5% above national, 0.6% above YH Rate of increase was 0.10% less than England increase
% Entered for EBACC	38.4	<i>39.8</i>	36.40	36.2	2.0% above national, 2.2.% above YH Rate of increase was 1.8 above England
% 5+ EBACC	18.0	<i>21.3</i>	19.6	18.4	1.6% below national, 0.4% below YH Rate of increase was 0.80% less than England increase
% 4+ EBACC	27.0	<i>29.8</i>	27.4	26.5	0.4% below national, 0.5% above YH Rate of increase was 0.10% less than England increase
EBACC APS	4.24	<i>4.4</i>	4.17	4.17	0.07 above national, 0.07 above YH Rate of increase was in line with England

Additional considerations to be taken into account when reviewing the attached data are: -

- In 2020, all students awarded GCSEs had studied reformed GCSE specifications and received numbered grades (9 to 1).
- In October and November 2020, there has been an exceptional exam series for GCSEs and A levels to provide another opportunity for pupils who wanted to improve on their final grade, and for pupils who were not able to receive a grade this summer. The results of the autumn GCSE series will be published in January and February 2021.

- The process for vocational and technical qualifications (VTQs), was different to that for A/AS levels. Centre assessment grades were often available at unit level, and many awarding organisations were able to use evidence of work already completed during the course.
- The Progress 8 measure is not being published in 2020 as the main value of the Progress 8 measure is to compare school performance and school level data is not being published this year.
- Level 3 value-added data is not being produced this year. These are normally calculated by comparing a student's actual results to a set of expected results from a model based on national averages.
- Given the DfE's decision to suspend examinations in summer 2021, it is likely that we will not have a comparable set of data next year. The DfE and Ofqual are currently consulting on the assessment arrangements for GCSEs A level and BTEC.

The 2020 KS4 (GCSE) Awards

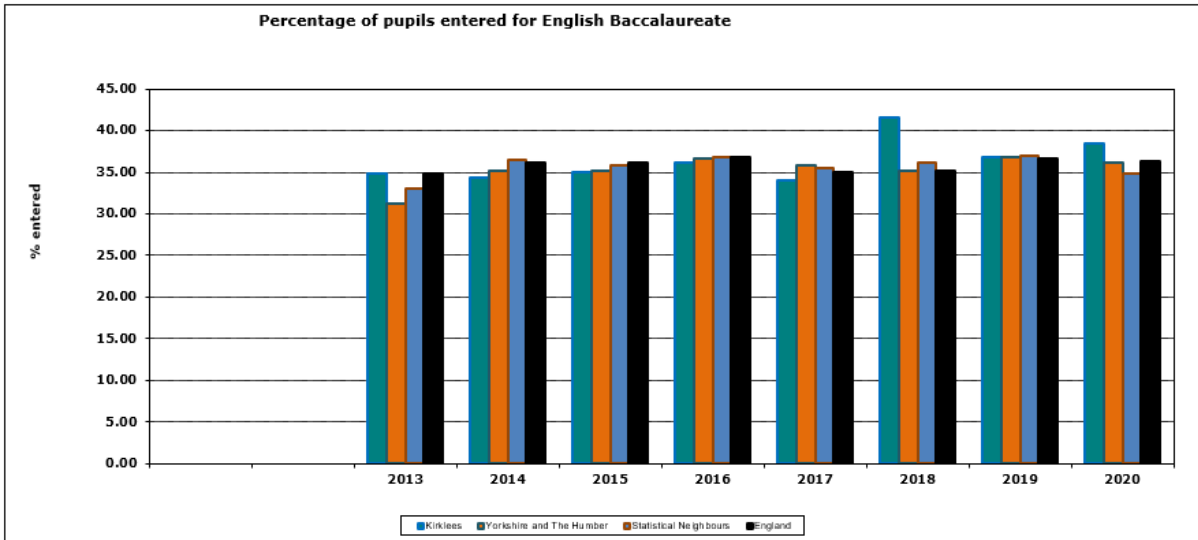
This information is based on 32 schools and 4963 pupils in the cohort. Unfortunately, at the time of writing this report inaccuracies remain in some of the data sets available for analysis on gov.uk website. As such further analysis will be completed when an accurate data set is provided. The LA intend to review the characteristics data for SEND, Disadvantage as a priority. Though use of CAGs saw increased outcomes across Kirklees, these increases were not as sharp as elsewhere in the country.

The English Baccalaureate (EBacc) entry

The EBacc shows how many pupils are entering GCSEs (or AS level qualifications) in core academic subjects at KS4. The EBacc consists of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the [English Baccalaureate list of qualifications](#).

The percentage of pupils entered for all five EBacc components increased to 38.40% in 2020. This was in direct contrast to the national picture which saw a slight drop. Over the past few years Kirklees schools have revisited the KS4 offer open to their students, further refining the broad and balanced curriculum. This in turn has seen a growth in the number of pupils entered for the Ebacc suite of qualifications. Kirklees is rank position 80 band C.

The following chart shows the trend of EBacc entry over the last 8 years. Schools will have taken most of their entry decisions ahead of the COVID-19 disruption and therefore this measure is less likely to have been affected by the cancellation of exams.

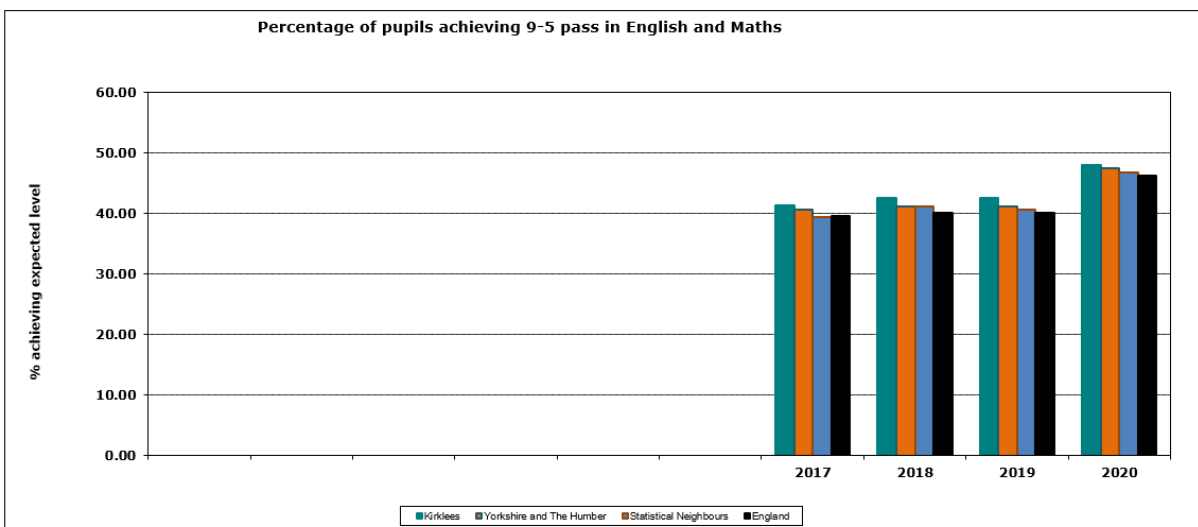


47% of females and 31% of boys enter the EBacc in Kirklees. The gender gap in Kirklees is greater than the gap seen regionally and nationally. When drilling down into the subject pillars EBacc language entries continues to be the limiting factor and have the widest gender difference. Kirklees entries in all other pillars are above national average (girls and boys).

Attainment in English and maths - strong pass (grades 5 or above)

This measure looks at the percentage of pupils achieving grade 5 or above in both English and maths GCSEs. To meet the English requirement in this measure, a pupil would have to achieve a grade 5 or above in either English literature or English language. There is no requirement to sit both.

In 2020, the proportion of pupils in Kirklees schools who achieved a grade 5 or above in English and maths increased to 48.1% in 2020. This 5.6 percentage point increase is slightly less than the increase seen nationally 6.2% increase to 46.30%. The increase is a consequence of the way GCSE grades were awarded in 2020 and the higher proportion of entries graded at 5 and above. The LA is rank 86 Band C.



Looking at the 2020 results at pupil level and considering gender differences:

- 53.1% of girls achieved a grade 5 or above in English and maths.
- 43.4% of boys met this threshold, this gap is wider than the national gap

Attainment in English and maths - standard pass (grades 4 or above)

When reviewing the standard pass – grade 4 and above in both English and maths, Kirklees increased by 6% to 69.4% in 2020. This is a slightly slower rate of increase compared to national increase (6.2%). The LA is Band C rank 98.

Similarly, to the gender gap at the strong pass, girls outperform boys at the standard pass.

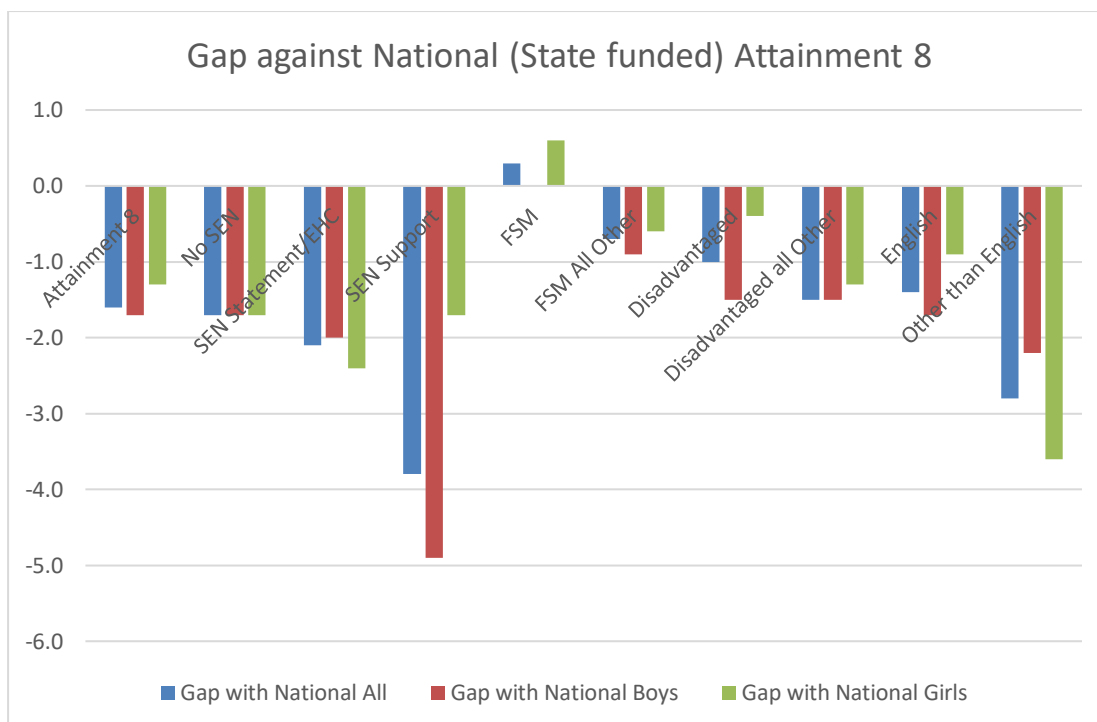
- 75.5% of the girls achieve a grade 4 and above, a higher percentage than girls nationally,
- 63.7% of boys achieve the standard pas in English and maths, approximately 4% lower than Boys nationally.

Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications. This includes: English language; English literature (if only one GCSE in English is taken then it is double weighted); maths (double weighted); three further qualifications that count in the English Baccalaureate (EBacc); and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the [DfE approved list](#).

The average Attainment 8 score has increased to 48.60 in Kirklees. An equivalent increase to that seen nationally (44.70% to 48.00%). This increase is a result of the increased number of pupils with higher grades from this year's GCSE awarding process. Rank 97 band C.

The graph below shows the relative attainment (using the Attainment 8 statistics) of pupils by their characteristics. NB. This is using state funded information.



Overall Kirklees girls achieved an attainment 8 score 6.1 points higher than the Kirklees boys. A small decrease from the difference seen in the previous year, which was 6.5 points, but still larger than local and national gaps. This gap is further increased when we look at the gender gap of disadvantaged children in Kirklees.

The attainment of disadvantaged pupils is 13 points lower than the attainment of non-disadvantaged pupils. The national gap is 13.5 points. This in turn has seen a move up the LA ranking to position 68 Band B. (disadvantage pupils)

The attainment of pupils eligible for Free School Meals (FSM) is 12.7 points lower than the attainment of non-FSM eligible pupils. However, this gap is smaller than the gap seen nationally (13.7 points). FSM pupils rank 48, Rank B.

The attainment of pupils with Special Educational Needs (SEN K) is lower than the attainment of non-SEN pupils by 19.4 points. This is slightly larger than the national gap 17.3. The LA send K rank is 129 Band D. Children with an EHCP in Kirklees saw a slight dip in attainment 8 against a rise seen in national and regional outcomes. Th LA is rank 101 band C for EHCP children.

The attainment of pupils with English as an additional language (EAL) is very similar to those pupils who have English as their first language.

EBacc average point score (EBacc APS)

The EBacc APS measures pupils' point scores across the five pillars of the EBacc - English, maths, science, a language, and history or geography – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities,

and support them to achieve their full potential. The final grade awarded in summer 2020 has led to a significant grade increase in GCSE's with Higher grades, consequently the Ebacc APS score has seen an increase.

EBacc APS has seen an increase in line with national (England). With an average APS of 4.25, just above a grade 4. Rank 89 Band C.

18% of Kirklees children achieved grade 5 and above in all 5 Ebacc subject areas, and 27% achieved grade 4 or above in all 5 Ebacc subjects.

Ebacc APS in Languages remains the limiting factor with an APS of 2.19.

Outcomes for Children with a Special Educational Needs and Disabilities

- The KS4 2020 SEND results are based on Centre Assessed Grades and are therefore not directly comparable to results from 2019 and 2018. Results in 2020 are based on 662 SEND pupils, 190 with an EHC Plan and 472 with SEND Support needs. NB. National data is for State Funded Schools.
- The Attainment 8 score of SEND K pupils improved in 2020 but remained below the national average for the group. However, the increase of 4.5 points in comparison to 2019 was above the national increase of 3.8 points
- The Attainment 8 score of SEND pupils with an EHCP reduced in 2020 against the national picture and remains below the national average for the group.
- The proportion of both SEND children with and without an EHCP plan being entered for the EBACC increased in 2020, replicating the increase in entries seen amongst all Kirklees children.

Key Stage 5 (A level) headline measures

	Kirklees	National State schools	England All schools	Y&H	Comparison with England - All schools and regional
3+ A Grades at GCE/Applied GCE A Level and Double Awards	18.70	19.5	22.50	17.90	3.8% below national, 0.8% above YH Rate of increase was 3.40% less than England increase
% of students achieving grades AAB or better at GCE A Level, Applied GCE A Level and Double Award A Level	28.80	29.9	33.5	27.80	4.7% below national Rate of increase was 5.60% less than England increase

% of students achieving AAB or better	20.60	21.2	24.20	19.40	3.6% below national, 1.2.% above YH Rate of increase was 3.4% less than England increase
APS – A level	38.98	38.42	39.51	37.89	0.53 below national, 1.09 above YH Rate of increase was 2.20 less than England increase
APS – tech level	36.88	29.76	31.25	29.22	5.63 above national despite a decrease in attainment in 2020, 7.66 above YH
APS Applied general studies	32.51	31.21	29.77	31.53	2.74 above national, 0.98 above YH Rate of increase was 2.21 above England increase

It is important to note that as a result of use of CAGs all metrics saw significant increases from 2018/19 regionally and nationally. It is also evident that though a B quartile ranking across most outcomes is good, our usually exceptional distance from regional averages has narrowed.

Though direct comparison with previous years' outcomes is not recommended and may not be used for purposes of quality improvement, a significant explanation of Kirklees' more modest increases can be found in the context of its unusual post-16 sector.

With 3 large post-16 Colleges accounting for over 80% of provision, c.97% of learners in good or outstanding institutions, and only 6 schools sixth forms, Kirklees' post-16 outcomes are focused within a smaller number of higher performing institutions. Though use of CAGs saw increased outcomes across Kirklees, these increases were not as sharp as elsewhere in the country. Possible explanations here include the historically outstanding nature of outcomes within our institutions, and/or increased rigour in moderation procedures, more likely within larger and more established A level centres with larger number of students.

For example, all institution types nationally saw an increase in the proportion of grades awarded at A* compared to 2018/19, but the increase was largest in independent schools (circa +11ppts), compared to state-funded schools (circa +6ppts) and both sixth form colleges and other FE sector colleges (circa +4ppts).

Though 2021 examinations will be assessed differently from the 19/20 CAGs and it is likely that nationally the system will be increasingly objective, there still may be lessons to learn in terms of matching moderation practices to national best practice, in order to ensure a system that is both rigorous and fair to Kirklees' young people.

There are some concerns that the number of young people who are not in Employment, Education or Training post-16 in Kirklees is beginning to rise. Kirklees' EET and progression figures are usually very strong compared with regional and national benchmarks, however post-Covid-19 the combined NEET+not known figure for December 2020 was 4.4% compared with 3.7% in December 2019 – largely down to increased difficulties tracking and monitoring.

Though figures are not yet officially available, soft intelligence from providers suggests that both starts and achievement of apprenticeships have fallen in Kirklees from, primarily due to the impact of coronavirus on the economy, creating barriers to successful completion of training and limiting the numbers of opportunities available. However, providers are confident that achievement rates will return to stable figures and starts will increase in the 20/21 and 21/22 academic years.