

Name of Meeting: Cabinet

Date: 26th July 2022

Title of report: Kirklees Annual Education Quality and Standards Report update

Purpose of report: This report summarises the challenges faced by the school systems during the academic year 2021 and the impact on educational outcomes for learners.

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?	Not Applicable
Key Decision - Is it in the <u>Council's Forward Plan (key decisions and private reports)?</u>	Key Decision – No No
The Decision - Is it eligible for call in by Scrutiny?	Information only
Date signed off by <u>Strategic Director</u> & name Is it also signed off by the Service Director for Finance? Is it also signed off by the Service Director for Legal Governance and Commissioning?	Jo-Anne Sanders Service Director, Learning and Early Support on behalf of Mel Meggs 14/07/22 N/A N/A
Cabinet member http://www.kirklees.gov.uk/you-kmc/kmc-howcouncilworks/cabinet/cabinet.asp	Cllr Carole Pattison – Learning, Aspiration and Communities Cllr Viv Kendrick – Statutory responsibility for children

Electoral wards affected: All

Ward councillors consulted: N/A

Public or Private: Private

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 Nexus software, Local Authority Interactive Tool (LAIT) and Statistical First Releases.

Summary

1. This report is to maintain the continuity of information. For a second year, there is little assessment and examination data to report. Nevertheless, there is still much positive activity to highlight and what data can be reported will enable the system to focus priorities for forthcoming years. Such trends, as are available to ascertain, inevitably link to the impact of Covid on the education system.
 - 1.1. Adaptions were made to learning by the school system in response to Government directives and learners' access to provision was changed as a result. The intelligence gathered from engagement with the wider system as outlined below suggests that a clear focus on early reading and phonics, oracy and vocabulary should remain at the heart of school improvement and system engagement. These were issues identified before the pandemic and, therefore, remain as a clear focus for future system improvement opportunities.
 - 1.2. The 2021/22 data release will allow us to provide indicative information and analysis on this information by December 2022. A full report focusing on the progress of the Learning Strategy will be prepared for the end of the Academic Year 2023.
 - 1.3. All statutory tests for Early Years Foundation Stage, Phonics, Key Stage 1, and Key Stage 2 were cancelled due to the continued covid pandemic and therefore no benchmark data will be made available by the Department for Education (DfE) for 2021. The LA do not hold information relating to progress and attainment for these pupils for the year 2020/21.
 - 1.4. The cancellation of exams and the significantly changed method for awarding GCSE grades impacted 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.
 - 1.5. Data is based on the nationally available statistical data and produced at Local Authority level only.
 - 1.6. The 2020/21 data should not be directly compared to attainment data from previous years for the purposes of measuring changes in pupil performance.
 - 1.7. Ensuring that vulnerable children and young people were kept safe, remained in education, and were supported to achieve good educational outcomes continued to receive growing national and local attention during 2020/21.
 - 1.8. Exceptionally strong partnership work was demonstrated between schools, the Local Authority, learning setting and partners to ensure support for

vulnerable pupils and their families. This work continued throughout the year with the development of the Learning Strategy to 2030 'Our Kirklees Futures' and the work of the Education and Learning Partnership Board in providing system wide influence and direction.

1.9. School leaders continued to collaborate over the last year. School leaders worked tirelessly in partnership with the Council to reshape and adjust priorities that considered the Covid 19 context.

1.10. Stakeholders in Kirklees across the wider educational system committed to the development of a Learning Strategy to guide and focus priorities. Strong partnership engagement led to the co-authorship of 'Our Kirklees Futures'. A Learning Summit was held in June 2022 to provide an opportunity for the key obsessions identified in the strategy – inclusion, resilience, and equity – to be celebrated and embedded in the vocabulary of Kirklees.

1.11. It is our intention to review fully the White Paper for Education, published in March 2022, and to engage with the wider Kirklees system to gather views before considered responses are submitted.

2 Information required to take a decision (this paper is for information only)

2.1 The Covid 19 context and implications

2.1.1 The continued impact of the pandemic presented challenges for leaders, teachers, parents, carers, and the supporting agencies. Their efforts deserve recognition. There was excellent work to be found in the responses of schools and settings. In every institution, leaders worked exceptionally hard, making rapid but difficult decisions and implementing them at pace. Throughout the covid pandemic, a high level of resilience was demonstrated by both teachers and pupils.

2.1.2 This was a difficult year for education settings and a challenging time to be learning. In all phases of education in 2020/21, most children and young people had to adapt to learning in a different way.

2.1.3 For many, the loss of onsite education, disrupted routines and a lack of physical activities provided challenges. A report highlighting the progress of children throughout the pandemic sets out the national picture:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063488/Understanding_Progress_in_the_2020_to_2021_Academic_Year_Extension_report_covering_the_first_half_of_the_autumn_term_2021.pdf

- 2.1.4.** In Kirklees, we report on outcomes for learners through available data and through our valued and ongoing support and challenge approach which provides intelligence on our school system.
- 2.1.5** The role of the Kirklees Learning Partner was reconfigured in 2020/21. Our learning partners prioritised visits to those schools and settings requiring additional support and challenge during the Autumn term 2020. The expectation was that all schools would reopen to all pupils from September 2020 with risk assessments in place.
- 2.1.6** The remote learning offer and the school's ability to identify gaps in knowledge, apply appropriate interventions and monitor the impact of these interventions on pupils' outcomes was the focus of visits.
- 2.1.7** Additionally, school leaders were responsible for continuing to develop their school's curriculum, ensure teachers had access to high quality Continuing Professional Development to enhance and grow subject specific knowledge.
- 2.1.8** Outcomes data has taken less precedence within the Ofsted framework. There is an increased emphasis on formative assessment and evidence from the classroom, gathered through pupil, staff voice and workbooks, to benchmark the school.
- 2.1.9** Ofsted inspections carried out under Section 5 of the Education Act 2005 resumed in September 2021.
- 2.1.10** Ofsted inspections carried out under Section 8 resumed in September 2021.
- 2.1.11** Section 8 inspections do not fall under section 5 of the Education Act 2005. These include:
- inspections of schools previously judged to be good,
 - inspections of special schools, pupil referral units and maintained nursery schools previously judged to be outstanding,
 - monitoring inspections for schools previously judged inadequate or requires improvement,
 - inspections where Ofsted have a particular cause for concern (for example, about behaviour and attitudes, safeguarding or leadership).
- 2.1.12** The need to observe classroom practice, review books and speak to stakeholders was more pronounced than ever, and proved extremely challenging because of the pandemic. Robust quality assurance opportunities were limited both internally and with external partners as public health measures took precedence over site visits.

- 2.1.13** In spring 2021, school improvement visits were significantly impacted by the pandemic, with planned monitoring activities conducted either remotely or postponed to the summer term.
- 2.1.14** Face to face visits resumed during summer 2021, which allowed learning partners to quality assure school improvement activities, and triangulate evidence collated with self-evaluation judgements.
- 2.1.15** Networks and training continued to be offered to schools. A new standardisation and moderation package was offered to all Key Stage 1 and Key Stage 2 schools in the spring and early summer of 2021.
- 2.1.16** The pause on primary assessment and the schools' abilities to engage in internal and external professional dialogue identified the need for this offer.
- 2.1.17** Schools and settings in Kirklees continued to have access to high quality professional development to enable them to develop their curriculum offer.
- 2.1.18** Recognition of reduced transition activities between schools identified the need to provide a bespoke package, enabled by the Learning Service, for the first and middle school settings in the LA, where the children transition at the end of Year 5. The opportunity to bring professionals together, albeit virtually, from the two phases was welcomed and well attended.
- 2.1.19** Moderation and teacher assessment was prioritised and strengthened in secondary schools throughout the pandemic. The change in the GCSE awarding methodology, meaning that teacher assessed grades were awarded rather than outcomes based on exams, resulted in an increased amount of training, standardisation, and school-based quality assurance as part of the teacher assessment process.
- 2.1.20** A summer data capture in 2021 to support school self-assessment was offered to all schools. Analysis of data in 2019, Phonics data from Autumn 2020 and KS4 data from 2020, identified Oracy, early reading and reading comprehension as curriculum areas of focus.
- 2.1.21** Schools Forum, in collaboration with the Education Improvement Committee of the Education and Learning Partnership Board, supported a small-scale project with Voice 21, a national charity. We recognised through our data analysis that reading is a key area to improving outcomes. There are ten schools participating in the project, including one with specialist provision and a range of primary and secondary schools.
- 2.1.22** Throughout the pandemic, Kirklees Learning Partners worked closely with safeguarding teams ensuring that where attendance was low, support was offered to the school and family.

2.1.23 There were periods of lockdown where children were not required to attend school and remote learning was in place. Kirklees Learning Partners supportively challenged schools to ensure that their remote learning offer was in line with government guidance and that wellbeing checks were in place for children learning at home, with provision for the most vulnerable made available on school sites.

2.1.24 During 2020/21, there was a much larger focus on home-learning during lockdown. As part of the Department for Education initiative, Kirklees rolled out a programme of providing IT devices to the children and young people who needed them the most ensuring pupils received an IT device to access online lessons. Kirklees supplied over 5,300 pieces of IT equipment making Kirklees one of the leading authorities in the country for providing this support.

2.2 Educational Outcomes for the Academic Year 2020 / 2021

2.2.1 We are unable to report on Early Years Foundation Stage through to Key Stage 2 outcomes as formal teacher assessments or testing did not take place in summer 2021.

2.2.2 Key Stage 4 results

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.

2.2.3 The government published local authority data for GCSE results for 2020 and 2021 but not individual school's data. Detailed analysis of the data that we have is at appendix 1.

2.2.4 Key Stage 5 results

Following the use of Centre Assessed Grades and Teacher Assessed Grades in 2019/20 and 2020/21, KS5 performance in Kirklees has dipped relative to national benchmarks. This was signalled as an issue within partnerships and networks prior to the 2020/21 results.

2.2.5 The data seen in the 2021 results in Kirklees and regionally reflects the patterns seen in the grades achieved by school type. Most Local Authorities had seen a significantly different grade profile between smaller school sixth forms and larger sixth form Colleges.

2.2.6 It is highly unlikely that all regions improved their underlying quality or performance to this extent in these years, and there has been no indication of an internal drop in quality at any A level institution.

2.2.7 It is likely then that when rigorous externally assessed grades return for the summer 2022 exams that Kirklees will return to its position above

regional and national averages and in its historic position within the A and B quartiles.

2.3 Priorities for 2021/22 and beyond

2.3.1 The focus for the 2021/2022 academic year has been to work in partnership with the Education Learning and Partnership Board and its committees to support schools to continue to operate safely and recover to the best of their abilities to help all pupils catch up any identified lost learning.

2.3.2 The Learning Strategy, Our Kirklees Futures, sits at the heart of our ambitions.

Our Kirklees Futures has been co-produced with stakeholders across the district and sets out the following key priorities for learners:

By 2030, Kirklees is a place where children and young people have the best start in life and are:

Safe: Learners in Kirklees are safe and feel safe from harm, benefitting from nationally recognised, exceptional safeguarding practice.

Healthy: Learners live healthy lifestyles and maintain these into adulthood.

Achieving: Learners across Kirklees make outstanding progress, access a high performing education system, and achieve well in external examinations. They enjoy a curriculum offer that celebrates cultural, creative, sporting, and social pursuits that are amongst the best in the country.

Gaps in achievement for those deemed disadvantaged or with additional needs are significantly and consistently reduced, with inequalities addressed.

Happy: Learners report being happy and optimistic for their future.

Attending: Attendance across our education system is higher than national average, with all Kirklees learners able to access their local school, setting or college.

And our system is:

Inclusive: There is no need to use permanent exclusion in Kirklees because learners, families and schools are supported in a timely and effective way.

Sustainable: The education and learning infrastructure will work towards being carbon free and actively promotes understanding of the science of climate change.

A summary of the ambitions of Our Kirklees Futures can be found here:

<https://www.kirklees.gov.uk/beta/delivering-services/kirklees-futures.aspx>

- 2.3.3** Raising outcomes at all phases across schools and settings in Kirklees is a priority based on the Learning Strategy.

3 Implications for the Council

3.1 Working with People

Working together with our families, we encourage every learner 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 can provide world class educational opportunities removing barriers and supporting 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 and the local research schools and the Kirklees and Calderdale Teaching School Hub to provide evidence-based interventions, bespoke professional development for our leaders and strengthen pedagogy for our educational professionals.

3.3 Place Based Working

Our schools, and settings work collaboratively as part of our learning family and understand the children, young people, and their families whom they serve well. The diversity and scale of the district requires a commitment to place-based working and in meeting the differing needs of local communities. Our schools and learning settings play a vital role in delivering this place-based approach and in supporting children, their families, and the wider community. Strong, well-established partnerships continue to strengthen and develop 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

3.5.1 All our educational settings are part of the Kirklees learning family.

3.5.2 It is the intention that the limited data available is used by officers to add further value to our joined-up approach to ensure every learner, regardless of circumstance, has the very best educational opportunities available, as measured by a range of outcomes including, but not exclusive to, performance data.

3.6 Financial Implications for the people living or working in Kirklees

The skills and knowledge that our children acquire in Kirklees schools and settings will place our learners in a better position to secure financial stability in adulthood. Our Kirklees Futures will join with the developing Skills Strategy to ensure economic resilience for citizens in Kirklees.

3.7 Other (e.g., Legal/Financial or Human Resources) Consultees and their opinions

N/A

4 Next steps and timelines

4.1 Nationally, the government has invested significant funding to help schools provide additional support for their children and young people via £1.8 billion into catch up. Further to this, in February 2022, the government launched their 'Levelling Up White Paper' where they announced plans for 55 new Education Investment Areas (EIAs) in parts of the country. Kirklees is one of these areas and may benefit from government strategies such as support to improve attendance and recruitment and retention incentives for teachers.

But Kirklees Council are already committed to go further. Our Kirklees Futures sets out the obsessions we have for our next generation of learners. The inaugural learning summit allowed the system to recognise the importance of developing the whole child to allow them to be successful and fulfilled citizens.

The Education and Learning Partnership Board will agree a plan of action that will develop the Learning Strategy into its next phase. It is proposed that, with the resumption of exams and testing in Summer 2022, a report on the outcomes for 2021/22 be produced with the indicative data available in December 2022 and a full report on the progress of Our Kirklees Futures be produced for Cabinet on an annual basis at the end of each Academic year.

5 Officer recommendations and reasons

This report is submitted for information.

6 Cabinet Portfolio Holder's recommendations

The content of the report should be noted and the good work that officers, and the wider school community have undertaken, to provide evidence of educational outcomes during this difficult period.

7 Contact officer

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8 Background Papers and History of Decisions

Our Kirklees Futures Learning Strategy can be found here:

<https://www.kirklees.gov.uk/beta/delivering-services/kirklees-futures.aspx>

9 Service Director responsible

Jo-Anne Sanders Service Director, Learning and Early Support

2021 Kirklees Annual Educational Quality and Standards Report – Appendices.

1. Early Years, Key Stage 1 and Key Stage 2

- 1.1 All statutory testing for Early Years Foundation Stage, Phonics, Key Stage 1 and Key Stage 2 were cancelled due to the pandemic.
- 1.2 Benchmark data has not been made available by the Department for Education for 2021. The Local Authority do not hold information relating to the progress and attainment of pupils for the year 2020 - 2021.
- 1.3 Assessments at all stages will proceed in 2022.

2 Context

- 2.1 The national summer GCSE examinations were cancelled for the 2019/20 and 2020/21 academic years due to the impact of the Covid-19 pandemic.
- 2.2 In the 2019/20 academic year, pupils were awarded a Centre Assessed Grade, referred to as CAGs, based on a school prediction of what the pupil would most likely have achieved if examinations had gone ahead or using the calculated grade using an algorithm from Ofqual. The higher grade of the two was awarded to the pupil.
- 2.3 In 2020/21, a different model, referred to as Teacher Assessed Grades, or TAGs was introduced.
- 2.3 Pupils were only assessed on the content they had been taught in each subject. Schools were given authority to decide how to assess their pupils.
- 2.4 GCSE grades were determined by teachers based on the range of evidence of each pupil's performance in each subject, such as mock exams and class assessments.
- 2.5 Due to the changes in the way GCSE grades have been awarded over the last two years with CAGs and TAGs replacing examinations, 2020/21 pupil attainment data should not be directly compared to pupil attainment data from previous years for the purposes of measuring year on year changes in pupil performance.

2.6 The government plans to return to a pre-Covid model of examinations and assessments from 2022. This will allow trend data to build up.

3 How to read this report

3.1 Data sources: Results for all measures are validated data. Data is derived from publicly available data produced by the Department for Education. Other data sources used were the Local Authority Interactive Tool (LAIT).

3.1.2 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

4 – Contextual Data (LAIT Jan 2022)

4.1 The table below looks at the social context in Kirklees in comparison to 152 Local Authority's which feed into the Local Authority Interactive Tool. (LAIT).

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	

2020

Social Context:					Index of Multiple Deprivation 2019	
	Primary FSM Eligibility 2021 (inc. Nursery)	Secondary FSM Eligibility 2021	Primary First language other than English 2021	Secondary First language other than English 2021	Average Score	Rank of Average Score
Percentage	22.80	24.60	26.10	21.30	25.15	64*
Rank	80	114	99	102		
England %	21.60	18.90	20.90	17.20	* - 1 being most deprived	

2021

4.2 Comparisons in the context have been made from 2020/21 in two areas, firstly the percentage of pupils eligible for Free School Meals (FSM) and secondly where the first language is other than English.

4.3 Free School Meals

4.3.1 In 2021, the percentage of primary aged pupils and secondary aged pupils eligible for Free School Meals in Kirklees was higher than the national average.

4.3.2 Over the past 12 months, the percentage of primary aged pupils eligible for FSM in Kirklees increased by 3.7% (from 19.1% to 22.8%)

4.3.3 The national average has increased at a faster pace by 3.9%.

4.3.4 In 2021, the gap between the national average and Kirklees primary pupils eligible for FSMs is 1.2%, this gap has closed by 0.2% since last year.

4.3.4 As a result of this, Kirklees have moved up 8 places and ranked 80th position out of 152 local authorities.

4.3.5 The percentage of secondary aged pupils eligible for FSM in Kirklees has increased by 1.8% since last year, this increase is at a slower rate compared to primary aged pupils.

4.3.6 The national average for secondary aged pupils has risen at a faster rate, with an increase of 3%. The gap between the national average and Kirklees is 5.7%, this closed by 1.2% since last year.

4.3.7 Kirklees is ranked at 114th position, moving up 11 places from 2020.

4.3.8 The number of eligible pupils for FSM in Kirklees has increased, the increase is at a slower rate in comparison to national.

4.3.9 Due to the challenging circumstances of the pandemic, we have seen an increase in the percentage of parents made redundant, as a result more pupils are eligible for Free School Meals.

4.4 English as an additional language

- 4.4.1 Kirklees has a higher percentage of primary aged pupils with EAL and secondary-aged pupils with EAL in comparison to the national average.
- 4.4.2 Over the past 12 months, the percentage of primary aged EAL pupils in Kirklees have decreased by 1.6% (from 27.7% to 26.1%).
- 4.4.3 The decrease in Kirklees is at a much faster pace in comparison to the national average which saw a decrease of 0.4% (from 21.3% to 20.9%).
- 4.4.4 In 2020, the gap between Kirklees and national primary aged EAL pupils was 6.4%, this gap is now 5.2% closing by 1.2% since last year.
- 4.4.5 The percentage of secondary aged pupils with EAL in Kirklees has remained constant between 2020 and 2021. Nationally, the average has seen a slight increase of 0.1% (17.1% to 17.2%).
- 4.4.6 Since last year, the gap between the percentage of secondary aged pupils with EAL in Kirklees compared to national has closed slightly by 0.1%.

5. Data comparisons

- 5.1 The performance of schools in Kirklees is compared throughout the report with Yorkshire and Humber, statistical neighbours (**based on employment, ethnicity and demographics**) 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

5.2

6 Table of key 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 a particular grade boundary encouraging schools to enter pupils of all abilities and support them to achieve their full potential.
	Progress	The progress of students is the 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. This year, there is no progress measure for KS4.
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 & 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.

7 GCSE attainment data 2021

- 7.1 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](#)

7.2 Key Stage 4 (GCSE) Headline Measures in Kirklees

	Kirklees	National (State Funded)	England (All Schools)	Yorkshire & Humber	Comments
Attainment 8	49.5	50.9	48.9	49.1	The A8 score for the Kirklees cohort of children is 1.4 points below the state funded average. The gender gap in Kirklees is slightly larger than the national gap (0.3 points)
Basics 9-5	50.0	51.9	48.4	49.4	The percentage of children achieving a strong pass in the basic qualification for the Kirklees cohort of children is 1.9 points below the state funded average. There is a 9.3% difference in attainment of girls and Boys. This gender gap is 1.7% larger than the national gap
Basics 9-4	71.0	72.2	67.1	70.0	The percentage of children achieving a standard pass in the basic qualification for the Kirklees cohort of children is 1.2 points below the state funded average. There is a 6.7% difference in attainment of girls and Boys. This gender gap is 0.5% larger than the national gap
EBACC Entry	36.7	38.7	35.6	35.6	The percentage of Kirklees children entered into the EBACC subjects is 2% lowest than the national figure. Interestingly there is a larger percentage (+1.6%) of Kirklees girls entered for Ebacc subjects than girls nationally, however almost 5.7% less boys are entered for the EBacc suite of subjects. This creates a 17.9% gender gap, 7.3% larger the national gap.
EBACC 9-5	18.2	21.5	20.0	18.6	3.3% less children in Kirklees have achieved the strong Ebacc pass compared to their peers nationally. The average Ebacc strong pass for girls is 1.5% lower than girls nationally and 5.4% lower than the average strong pass nationally for boys. This creates a 13.2% gender difference in Kirklees compared to 9.3% nationally.

	Kirklees	National (State Funded)	England (All Schools)	Yorkshire & Humber	Comments
EBACC 9-4	27.0	29.5	27.3	26.5	2.5% less children in Kirklees have achieved the standard Ebacc pass compared to their peers nationally. The average Ebacc standard pass for girls is 0.1% higher than girls nationally and 5.3% lower than the average standard pass nationally for boys. This creates a 16.3% gender difference in Kirklees compared to 10.9% nationally.
EBACC APS	4.3	4.5	4.2	4.2	The average EBACC APS also suggests that Kirklees children have a lower average point score in the Ebacc subjects than their peers nationally.

7.3 The headline figures above focus on the GCSE results of pupils at the end of Key Stage 4 in Kirklees, in comparison to national state-funded schools, all England schools and schools in the Yorkshire & Humber Region.

7.3.1 Due to the impact of the Covid-19 pandemic, additional considerations are to be considered when reviewing the attached data, these are:

7.3.2 Given the unprecedented change in the way GCSE results have been awarded in the Summers of 2020 and 2021 there have been significant changes to the distribution of grades in comparison to examination results, pupil level attainment in 2020/21 is not comparable to that in 2019/20 and to that of the previous exam years for the purposes of measuring changes in pupil performance.

7.3.3 The cancellation of exams and the substantially changed methods for awarding GCSE grades has impacted greatly on the results.

7.3.4 The DfE state the increases seen in the headline statistics likely reflect the changed method for awarding grades rather than demonstrating a step change in improvements.

7.3.5 Due to adaptations and adjustments implemented for the Summer 2022 exam series, we will not have a comparable set of data next year. It is expected the DfE plan return to the pre-covid examinations system in 2022-23 exam series returning to trend data by 2024.

7.3.6 2021 is the second year where all students awarded GCSEs have studied the reformed GCSE specifications and received numerical 9 to 1 grades.

- 7.3.7** In October and November 2021, there have 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.
- 7.3.8** The results of the Autumn GCSE series will be published in February 2022. This report is based on the grades received in the Summer 2021 exam series where GCSE results were announced on 12 August 2021.
- 7.3.9** The Progress 8 measure is not being published in 2021 as the main value of the Progress 8 measure to compare school performance and school level data is not being published this year.

8 2021 KS4 (GCSE) Awards

- 8.1** This report is based on 31 schools and 4858 pupils in the cohort at the end of KS4 in the 2020/21 academic year.
- 8.2** The following table shows a breakdown of cohort numbers based on characteristics to provide further context to this report.

Year 11	All Pupils	Boy	Girls
All Pupils	4858	2443	2415
Disadvantaged	1372	660	712
Non- Disadvantaged	3486	1783	1703
FSM	1186	573	613
Non-FSM	3672	1870	1802
No identified SEN	4218	2028	2190
SEN	640	415	225
SEN Statement/EHCP	188	131	57
SEN Support	452	284	168
First Language EAL (other than English)	953	487	466
First language (English)	3884	1949	1935
Not identified	21		
White	2973	1509	1464
Black	102	52	50
Asian	1365	671	694
Chinese	7	5	2
Mixed	299	147	152
Not identified	112		

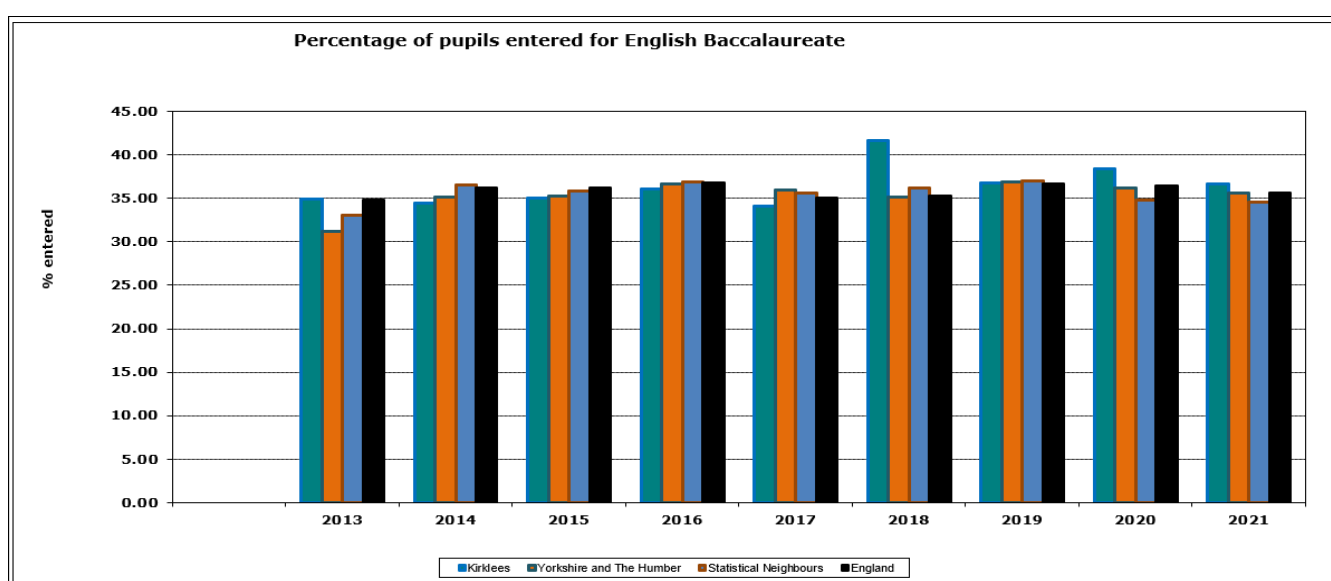
9. Definition of characteristics

- 9.1** Pupils are defined as disadvantaged if they are known to have been eligible for free school meals at any point in the last six years if they have been recorded as being looked after or adopted from care for at least one day.
- 9.2** ‘First language’ is the language to which a child was initially exposed during early development and continues to be exposed to in the home or community.
- 9.3** The SEN category indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Pupils with special educational needs include those with SEN support or an education, health, and care (EHC) plan.
- 9.4** SEN Support – Extra or different help is given from that provided as part of the school’s usual curriculum. The SEN co-ordinator may receive advice or support from outside agencies.
- 9.5** Education, Health and Care (EHC) plan – A pupil has an EHC plan when a formal assessment has been made. Prior to 2019, this included instances where a pupil had a statement of SEN however this was discontinued, and statements were transferred to EHC plans.

10 The English Baccalaureate (Ebacc) Entry

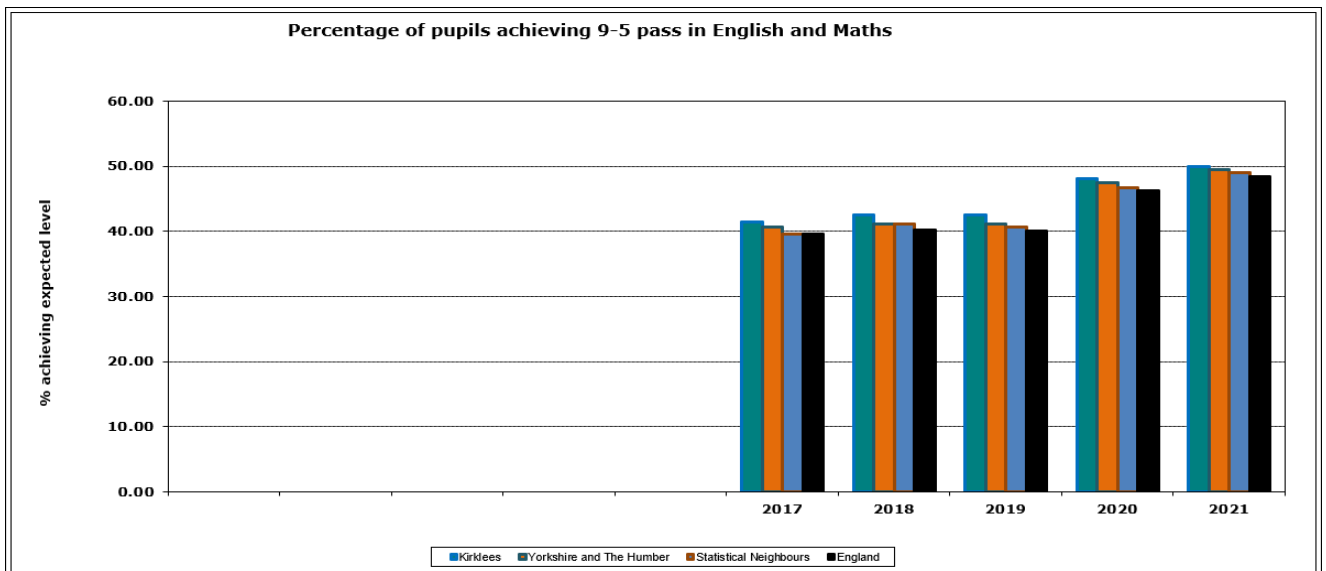
- 10.1** The EBacc shows how many pupils are entering GCSEs in core academic subjects at KS4. The EBacc consists of English, maths, science, a language, and either history or geography. To count in the EBacc, qualifications must be on the [English Baccalaureate: eligible qualifications](#).
- 10.2** 36.7% of pupils in Kirklees are entered for all five EBacc components, this is 2% below national state-funded schools, this gap has widened by 0.6% since last year.
- 10.3** The percentage of pupils entered for the EBacc has fallen by 1.7% since last year, from 38.4% to 36.7% in Kirklees. In comparison, national state-funded schools have seen a smaller decrease of 1.1% since last year.
- 10.4** Kirklees is in rank position 82 and Band C.
- 10.5** The governments ambition is to see 75% of pupils studying the EBacc subject combination at GCSE by 2022 and 90% by 2025.

- 10.6** 45.7% of girls and 27.8% of boys were entered for the EBacc in Kirklees in 2021. This creates a 17.9% gender gap; this gap has increased by 2% since last year.
- 10.7** The gender gap in Kirklees is 7.3% larger than the national gap and 5.5% larger than the regional gap. Interestingly, there is a larger percentage (1.6%) of girls in Kirklees entered for EBacc subjects than girls nationally, however almost 5.7% less boys are entered for the EBacc suite of subjects.
- 10.8** Whilst entries for English, Maths and Humanities are higher than the national average for both boys and girls, entries in Science and Languages are lower than those found nationally.
- 10.9** EBacc language entries continues to be the limiting factor. Entry into language constitutes 40.3% of the cohort, this is 4.7% lower than the national EBacc language entries.
- 10.10** EBacc language entries continue to have the widest gender gap (20.4%), this is greater than the gap seen regionally and nationally.
- 10.11** The following chart shows the trend of EBacc entry over the last 9 years.
- 10.12** Subject entries may have been affected by the Covid-19 pandemic and the cancellation of exams in 2019/20 and 2020/21.



- 11. Attainment in English and maths – strong pass (grades 5 or above)**
- 11.1** This measure looks at the percentage of pupils achieving grade 5 or above in both English and maths GCSEs.
- 11.2** 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.
- 11.3** In 2021, the percentage of pupils achieving grades 5 and above in English and Maths in Kirklees increased to 50%, this is an increase of 1.9% since last year.
- 11.4** The cancellation of exams and the changed methods for awarding GCSE grades has impacted greatly on the results, with England state-funded schools seeing an increase in grades 5 and above by 2.1%.
- 11.5** The percentage of pupils achieving a strong pass in English and maths (50%) in Kirklees is 1.9% below the national state-funded average.
- 11.6** This gap has increased slightly from 2020 results (by 0.1%). Kirklees achieved above regional averages and our Statistical Neighbours in this measure.
- 11.7** The gender gap in Kirklees is 9.3%, this is 1.7% wider than the national state-funded gap and 0.6% wider than the regional gap.
- 11.8** In Kirklees, 54.7% of girls achieved a grade 5 or above in English and maths, 45.4% of boys met this threshold, there is a 9.3% difference in the attainment of boys and girls.
- 11.9** Over the last 12 months the gender gap in this measure narrowed by 0.4%. This is a slower pace in comparison to the national data, nationally the gap closed by 0.6%.
- 11.10** In Kirklees, 57.6% of non-disadvantaged pupils achieved a grade 5 in English and maths compared to 30.8% of disadvantaged pupils.
- 11.12** Disadvantaged pupils in Kirklees are performing 0.9% lower than the national state-funded schools. The gap in Kirklees between disadvantaged and non-disadvantaged pupils has widened by 1.8% since last year, this is at a faster rate than the national state-funded average gap which widened by 1.1%.

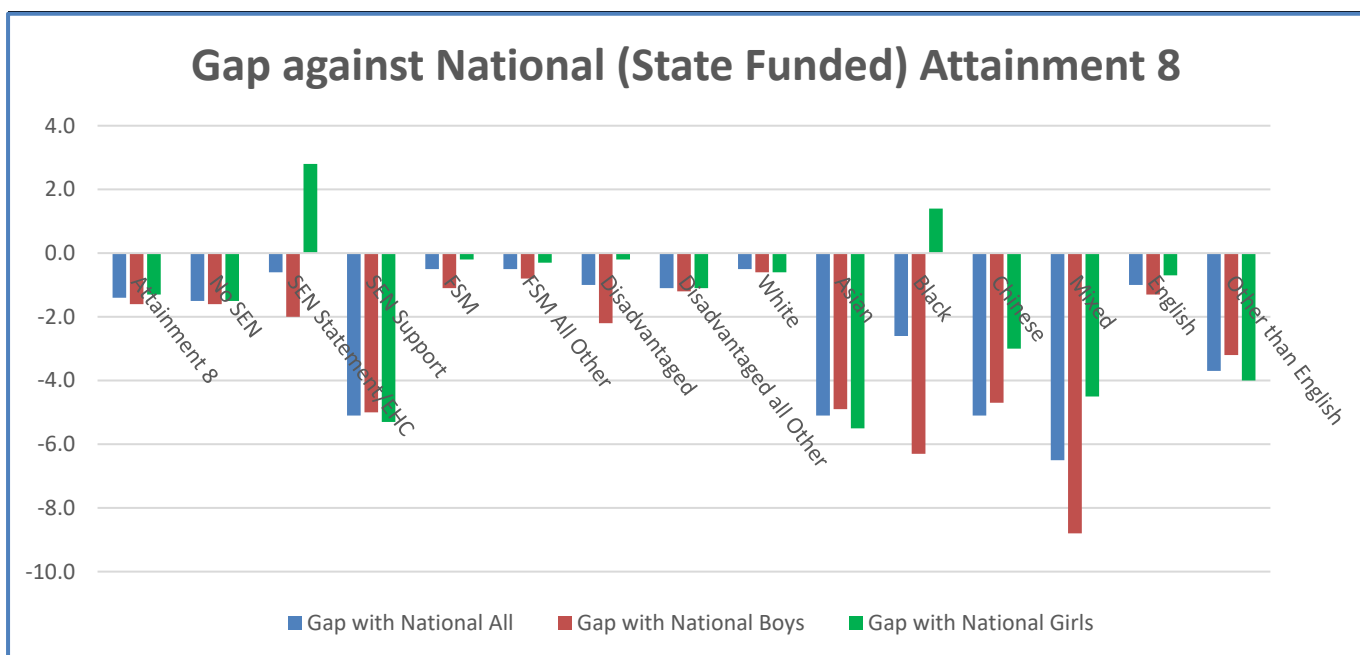
- 11.13** Disadvantaged girls are performing better than disadvantaged boys, the gap between boys and girls has widened by 0.7% since last year.
- 11.14** Kirklees is ranked in 90th position in Band C for disadvantaged pupils on this measure.
- 11.15** Kirklees are part of an Education Endowment Foundation project working with the Bradford research school to narrow the gap between disadvantaged and non-disadvantaged pupils.
- 11.16** In 2021, pupils with English as an additional language are attaining 4.2% below pupils where English is their first language.
- 11.17** Since last year, this gap has widened by 2.6% which is at a faster rate to the national gap which has widened by 0.8%.
- 11.18** Pupils with a Special Educational Needs statement/Educational Health Care plan are attaining 3% lower than the national state-funded average. This gap has widened by 0.7% since last year.
- 11.19** Pupils with Special Educational Needs or a disability are attaining 5.6% below the national average in this measure. This gap has widened by 2.3% since last year.
- 11.20** The graph below shows the significant increases since 2019 in comparison to regional, statistical neighbours and national percentages.



- 12 Attainment in English and maths – standard pass (grades 4 or above)**
- 12.1** The percentage of pupils achieving a standard pass in both English and Maths is 71% in Kirklees. This is 1.2% below the national state-funded average. This places Kirklees in Rank 91, Band C.
- 12.2** Compared to last year's data, pupils achieving grade 4 or above in both English and Maths in Kirklees increased by 1.6%. This is a faster rate of increase compared to the national increase of 1% and the Yorkshire and Humber Region (0.2%).
- 12.3** 74.3% of girls achieved a grade 4 or above. This is 1.1% below the national average. Last year, Kirklees girls achieved higher than the national average.
- 12.4** 67.6% of boys achieve the standard pass at Grade 4 or above, this is 1.6% lower than the national average. The gap has closed from last year.
- 12.5** 78.9% of non-disadvantaged pupils achieved a Grade 4 in English and Maths compared to 51% of disadvantaged pupils in Kirklees. Disadvantaged pupils in Kirklees are attaining 2.1% lower than the national state-funded schools in this measure.
- 12.6** The gap in Kirklees between disadvantaged and non-disadvantaged pupils has widened by 1.7% since last year, this is at a faster rate than the national state-funded average which widened by 0.6%.
- 12.7** Disadvantaged girls are attaining better than disadvantaged boys by 14.8%. The gap between disadvantaged boys and girls has closed by 2.5% since last year.
- 12.8** In 2021, pupils with English as an additional language attained 5.4% below pupils where English is their first language. Since last year, the gap has closed by 0.4% compared to the national gap which closed by 1%.
- 12.9** In Kirklees, pupils with a SEN statement/EHC plan are attaining 3.6% lower than the national state-funded average. This gap has closed by 2.1% since last year. SEN pupils with a support plan are attaining 7.1% below the national average. This gap has widened by 0.9% since last year.

13 Attainment 8

- 13.1** 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](#).
- 13.2** In 2020/21, the average Attainment 8 score of all pupils nationally in state funded schools is 50.9 points, in comparison, Kirklees is 49.5 points, 1.4 points below the national state funded average
- 13.3** The average in England all schools is 48.9. Kirklees is 0.6 points above this measure. This places Kirklees in 96th position out of 152 Local Authorities, placing Kirklees in Band C.
- 13.4** Since last year, the average attainment score in Kirklees has increased to 49.5, from 48.6 points. This is a 0.9 increase from last year and equivalent to the England all schools average increase of 0.9 (48.0 to 48.9).
- 13.5** When comparing by Region, Yorkshire & Humber saw an average Attainment 8 increase of 0.8 points over the last year. In Kirklees, the Attainment 8 increased by 0.9 points.
- 13.6** The Attainment 8 score has increased faster in Kirklees than in England all schools, our statistical neighbours and the Yorkshire and Humber region.
- 13.7** The graph below shows the relative attainment (using the Attainment 8 statistics) of pupils by their characteristic. *NB. This is using state funded information.*



14. KS4 Attainment focusing on pupils by Gender

14.1 In 2020/21 in Kirklees, the Attainment 8 score for boys was 46.5 percentage points, with girls attaining a score of 52.6 percentage points.

14.2 Kirklees girls have attained an Attainment 8 score 6.1 percentage points higher than boys, which is an equivalent picture to last year.

15. KS4 Attainment focusing on pupils by Free School Meals (FSM)

15.1 In 2020/2 in Kirklees, the attainment of FSM pupils is 14.5 points lower than the attainment of non-FSM pupils, the gap is equivalent between FSM and non-FSM national averages.

15.2 In Kirklees, the gap between FSM and non-FSM pupils has widened by 1.8 percentage points since last year, compared to national state-funded schools which saw the gap widen by 0.8 percentage points.

15.3 FSM boys and girls are again this year attaining higher than regional averages but performing less well in comparison to national state-funded schools.

15.4 When examining pupils by FSM and ethnicity based on cohort size, pupils from the Asian and Mixed ethnic category group saw

the largest differences in comparison to national state funded schools.

- 15.5** The Asian ethnic category makes up a larger percentage of all pupils in Kirklees, both FSM boys and girls from the Asian ethnic category are attaining lower than national figures, with girls seeing the biggest differences.

16. KS4 Attainment by all pupils by ethnicity

- 16.1** All major ethnic groups in Kirklees have attained less well in comparison to national state-funded schools. The largest gap was seen in the Asian ethnic group with a 5.1 percentage point difference.

17. EBacc average point score (EBacc APS)

- 17.1** 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.
- 17.2** 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.
- 17.3** The cancellation of exams and the changes in the way grades have awarded over the last two years has led to significant grade increases in GCSEs with higher grades nationally. The average EBacc APS score per pupil in 2020/21 is 4.45 points in 2020/21 from 4.38 in 2019/20.
- 17.4** The EBacc APS has stayed stable in Kirklees (4.3) and Y&H (4.2) since last year. Kirklees pupils have a lower APS in the EBacc subjects than their peers nationally. Kirklees is in Rank 93 Band C.
- 17.5** The proportion of pupils who achieved all five components of the EBacc at grades 5 or above was 18.2%. This is lower than pupils from national state-funded schools, regionally and our statistical neighbours.
- 17.6** The proportion of pupils who achieved all five components of the EBacc at grades 4 or above was 27%. This is higher than our statistical neighbours and region, however, it is lower than pupils from national state-funded schools.

- 17.7** For the individual language pillars, attainment has been the highest in English, then maths followed by science, humanities and the lowest attainment in languages.
- 17.8** EBacc APS in languages remains the limiting factor with an APS of 2.11.
- 18. Outcomes for Children with a Special Educational Needs and Disabilities (SEND)**
- 18.1** In 2020/21, in Kirklees, 640 of pupils at the end of KS4 had a special educational need, with 188 on an Education, Health and Care (EHC) Plan and 452 with SEND Support needs.
- 18.2** Pupils with SEND have had significantly lower attainment than pupils without SEND across all the headline measures.
- 18.3** The Attainment 8 score for all pupils was 49.5 percentage points in Kirklees in 2020/21.
- 18.4** The Attainment 8 score of SEND pupils with an EHC plan (15.1) improved since last year but below the national average. The gap between Kirklees and the national average has closed from 2.1 to 0.6 percentage points.
- 18.5** SEND pupils with support attained a score of 31.6 percentage points, below the national average by 5.1 percentage points. The gap between Kirklees and the national average has widened for this cohort of pupils since last year.
- 18.6** The percentage of SEND pupils achieving a Grade 5 or above in English and Maths has remained the same at 21.4% since last year, the gap between national averages in this measure for SEND pupils has widened by 3%.
- 18.7** In Kirklees, the proportion of any SEND pupil entered for the EBacc decreased by 3.3%, in comparison to the national average where the reduction in entries was 0.1% since last year.