



# Doncaster Council

## Report

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Date: 8<sup>th</sup> December 2022

To: Chair and Members of the Children and Young People's Overview and Scrutiny Committee Panel

Report Title: Education Achievement Outcomes for all Key Stages 2022.

Relevant Cabinet Member(s)	Wards Affected	Key Decision?
Cllr Lani-Mae Ball Cabinet Member, Education, Skills and Young People	All	No

### EXECUTIVE SUMMARY

1. This report provides a summary of the action taken, changes made to learning improvement and an update in relation to the data, achievement and improvement across the following education phases:
  - Early Years Foundation Stage
  - Key Stage 1
  - Key Stage 2
  - Key Stage 4 (GCSE)
  - Key Stage 5 (A Level, T Levels and Applied General)
2. The data contained in this report remains provisional and may therefore be subject to change once the final validated data is available. This report is based on the latest provisional data released by DfE up to November 2022.

### EXEMPT REPORT

3. This is not an exempt report.

## **RECOMMENDATIONS**

4. It is recommended that the Children and Young People's Overview and Scrutiny Committee Panel notes:
  - All data included in this report has been published on a provisional basis, and is subject to further checking and validation, which could lead to small changes in some figures when the final results are subsequently published.
  - The achievement outcomes for all key stages for Doncaster Children and Young People, alongside areas for continued development.
  - That this is the first year of formal assessments since 2019 and the relative impact both locally and nationally that the Covid period has had on overall outcomes.
  - The improved outcomes specifically for Key Stage 4, Children and Young People in Care, the gap between boys and girls and for those for whom English is an Additional Language (EAL).

## **WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?**

6. The outcomes identified in this report demonstrate clear areas of improvement and where further improvement is required. These outcomes are compared to national where known. Given the circumstances during the Covid period, the impact on outcomes should also be noted and support underway for schools and children and young people going forward in line with the Education and Skills 2030 and its five key priorities, Best Start, Accelerating Achievement, Post 16 Education, New Skills and Pathways to Fulfilling Life and Work and Equitable and Inclusive Learning.

## **BACKGROUND**

7. This year was the first year since 2019, where formal assessments were undertaken for all key stages. Schools responded well to the challenges faced by the pandemic, adopting a place based approach, supported by the local authority to supporting children and young people and their families during this very difficult time, however, it is recognised both nationally and locally that there has been an impact on educational outcomes during this period. This report highlights the overall outcomes for Doncaster, recognising the improvements, areas for development and comparators against national where known.

### **Early Years Foundation Stage (EYFS)**

8. Doncaster Good Levels of Development (GLD) is currently showing at 65%. The national data is yet to be released, however, the last time GLD data was available was 2019 and GLD nationally was 71.8% and Doncaster was 72.5%. Early Years outcomes are likely to fluctuate post validation and Quality Assurance, therefore, the above figures are an indication and are subject to change, therefore restricted.

## **Key Stages 1 and 2**

9. Provisional data for Key Stages 1 and 2, are broadly positive in national comparator terms, however, it is clear to see the impact that Covid has had and we continue to focus on strategies to support the development gap for our children. The comparators to national make an interesting point of reference, however, we will continue to support schools across the wider network. It is important that we are not complacent and that the system collectively continues to drive performance in line with key strategies and programmes. Including the Priority Investment Area and aspirations clearly articulated in the Education and Skills Strategy 2030 longer term.

## **Year 1 Phonics**

10. Indicative figures are that phonics show an achievement of 76%, representing a drop of 4% from 80% in 2019, compared to national at 75%, representing a drop of 7% from 82%, therefore Doncaster outcomes show a relative improvement compared to national.
11. Initial data further indicates that 51 schools are in line or above national phonics outcomes in 2022 compared to 42 schools in 2019. Data also suggests that the focus on early reading and phonics has impacted positively on this outcome in schools across Doncaster. This has been supported by networks, early reading review prioritisation and partnership with the English Hub. Intensive officer support is showing impact in targeted support. A number of schools have benefited from significant support in addressing phonetically decodable texts to support early reading.

## **Key Stage 1**

12. Reading shows a reduction from 73% in 2019 to 65% this year, with the national figure declining to 67% from 75%; both showing an overall reduction of 7% (rounded); the gap to national therefore remains unchanged from 2019 at 2%.
13. Writing is 58% (down from 68%) in line with National at 58% (from 69.3%). Doncaster has therefore closed the gap to national in this measure.
14. Maths is 68% (down from 74% in 2019) and this year in line with National of 68% (down from 76%) Doncaster has therefore reduced compared to 2019 by 7% and national by 8%.
15. Initial data therefore shows that at Key Stage 1, Doncaster outcomes in writing and maths continue to be generally in line with national.
16. In maths in 2019, there was a -2% difference between Doncaster and National; this year, Doncaster is now in line with national.
17. Reading has declined in 2022 at the same rate as National so the gap has not widened. This outcome has been impacted because of the global pandemic and schools have rightly prioritised early reading and phonics in response. The Year 2 cohort have been significantly impacted as a result of the Covid-19 disruption which has resulted in lost learning particularly in early reading skills.

## **Key Stage 2**

18. Reading Writing Maths combined is at 55% this year, down from 61% in 2019, with national at 59% down from 65%, therefore Doncaster is showing a similar decline to national.
19. Reading outcomes in Doncaster have increased to 70% (previously 68%). Nationally this figures has remained at 74%, the same as previously. Doncaster has therefore increased by 2% and has narrowed the gap to national.
20. Writing outcomes in Doncaster have declined to 68% from 78% 2019 (drop of 10%), showing a similar drop compared to National to 69% from 79 % (drop of 10%)
21. Maths outcomes measures at 67% for Doncaster, down from 78% in 2019, a drop of 11%\*, whereas National is 71% down from 79%, a drop of 8%. The gap to national has therefore widened from 2% to 4%.
22. Although Key Stage 2 Reading Writing Maths combined remains below National, the gap has closed in 2022 by 1% because of continued focus upon reading across Doncaster, where indicative data suggests an increase of 2% compared to no increase at national level.
23. This outcome has clearly been impacted positively through the continued development and support provided by the Doncaster Reading Strategy, working with partners and across the system, Doncaster Research School, Doncaster Stories, English Hubs, Opportunity Area and Fluency projects.. The continuing work with reading reviews, work regarding the quality and access to reading materials in schools and partnership with the libraries, focus on oracy and Reading Writing Maths Doncaster has also continued and deepened this work. Developing leadership skills has also contributed to this improvement.
24. Writing outcomes have been significantly affected because of the global pandemic. This has particularly affected stamina for writing at Key Stage 2. Engaging learners online during Covid -19 to support the writing sequence was challenging. The gap to National in Maths has widened slightly, and is now 4% below National.

## **Key Stage 4 - GCSE**

25. The Doncaster average for 2022 attainment 8 score has fallen to 44.9 since 2019 and remains 3.9% below the national average, remaining the same as it was in 2021.
26. The table below, shows a more detailed analysis based on specific groups. Some key headlines are as follows:
  - Boys have narrowed the gap to girls, and the gap is now in line with the picture nationally for attainment 8 and narrower when comparing to numbers gaining grade 4 or better in English and maths.
  - The disadvantage gap has widened since 2019. This may partly reflect how effectively different groups of pupils were able to access education and remote learning during the Covid-19 pandemic.

- Outcomes for pupils with SEN support and an EHCP have not seen the same level of improvement as those for pupils without SEN.
- Pupils with EAL have done well and have now overtaken non-EAL.
- Looked After Children data looks positive at this stage compared to 2019. In 2019, attainment 8 was 20 (national was 18).

	Attainment 8			EBacc 5+			Basics 4+		
	2022	2019	Change	2022	2019	Change	2022	2019	Change
All pupils	44.9	44.0	+0.9	11%	9%	+2	65%	62%	+3
Male	42.5	40.6	+1.9	8%	6%	+2	64%	56%	+8
Female	47.4	47.2	+0.2	14%	13%	+1	66%	68%	-2
Disadvantaged	34.0	35.4	-1.4	5%	4%	+1	44%	45%	-1
Not disadvantaged	49.5	47.8	+2.5	13%	12%	+1	74%	69%	+5
EHCP	15.9	15.3	+0.6	1%	0%	+1	17%	20%	-3
SEN Support	28.3	27.7	+0.6	1%	2%	-1	28%	25%	+3
No SEN	48.1	46.6	+1.5	12%	10%	+2	71%	67%	+4
EAL	45.9	41.3	+4.6	14%	9%	+5	65%	54%	+11
English	44.9	44.2	+0.7	10%	9%	+1	65%	63%	+2

## Key Stage 5

27. Qualifications at this level include A Levels, General Applied (BTEC etc) and the new T Levels. As these qualifications are all calculated in slightly different ways, its hard to represent as a percentage, therefore to show this in a meaningful way and demonstrate their significance and equivalent status, the detail below shows them as an Average Point Score (APS) and the equivalent A level grade.
28. Overall achievements as an Average Point Score (APS), including all student entries for level 3 qualifications is 37.0 APS (B-), which is significantly better than 2019 at 31.8 (C+). Broken down into the three types of qualifications the overall outcomes are:
  - A levels are on 37.1 APS (B-) of which 29% of entrants achieved AAB or better, compared to 8% in 2019.
  - Applied General, 34.6 APS (Distinction/B-), which is up on 2019 from 34 APS (Distinction).
  - T level: 34.2 (Distinction/C+). No 2019 comparator.

29. It is also worth noting that it is clear from the figures and entries, that we are seeing an increase in the number of students taking Level 3 qualifications.

30. The table below shows indicative comparators and improvement in relative gaps to national as below for all entries, against disadvantage groups and by gender.

APS per entry		Doncaster	National
A level	All	37.1	37.8
	Disadvantaged	32.8	33.4
	Male	35.7	38.0
	Female	38.1	39.4
Applied General	All	34.6	31.8
	Disadvantaged	31.5	29.9
	Male	32.5	30.4
	Female	35.8	33.2
Tech level	All	28.6	30.6
	Disadvantaged	26.3	28.1
	Male	31.5	30.6
	Female	26.5	30.7

31. Initial indications for EAL pupils is shown below. Measures to date, suggest relatively positive outcomes compared to EAL pupils nationally, and at least as good as outcomes as English-speaking pupils in Doncaster, which is not the case nationally.

	Doncaster		National	
	EAL	English	EAL	English
A level APS	37.1 (B-)	37.1 (B-)	36.5 (B-)	38.1 (B-)
A level % AAB	31%	28%	28%	32%
App Gen APS	31.7 (Dist-)	35.0 (Dist)	30.8 (Dist-)	32.1 (Dist-)
Tech level APS	31.7 (Dist-)	28.4 (Merit+)	30.1 (Dist-)	30.7 (Dist-)

## OPTIONS CONSIDERED






32. This section is not applicable




## REASONS FOR RECOMMENDED OPTION

33. This section is not applicable

## IMPACT ON THE COUNCIL'S KEY OUTCOMES

34.

Great 8 Priority	Positive Overall	Mix of Positive & Negative	Trade-offs to consider – Negative overall	Neutral or No implications
 <b>Tackling Climate Change</b>				✓
Comments:				
 <b>Developing the skills to thrive in life and in work</b>	✓			
Comments: All settings continue to work with children, young people and their families to support learning outcomes. This is further supported by the Priority Investment Area programme and is underpinned by the Educational and Skills strategy 2030.				
 <b>Making Doncaster the best place to do business and create good jobs</b>				✓
Comments: relevant				
 <b>Building opportunities for healthier, happier and longer lives for all</b>	✓			
Comments:  All young people should have the chance to develop the skills they need for adult life. Continuing in learning will give young people as much chance as possible to get the qualifications, the knowledge and the practical skills they need to help them succeed.				
 <b>Creating safer, stronger, greener and cleaner</b>				✓

<b>communities where everyone belongs</b>				
Comments:				
 <b>Nurturing a child and family-friendly borough</b>				✓
Comments:				
 <b>Building Transport and digital connections fit for the future</b>				✓
Comments:				
 <b>Promoting the borough and its cultural, sporting, and heritage opportunities</b>				✓
Comments:				
<b>Fair &amp; Inclusive</b>	✓			
Comments: <p>Ensuring that our support 'offer' is impartial, varied, fair and inclusive, means that we can meet the different needs and aspirations of our young people, helping them to overcome barriers to learning. It is also crucial that we continue to develop our understanding of the circumstances and needs of different groups of young people and the barriers that result in under achievement or reduced access to learning opportunities.</p> <p>Increasing participation in education, employment and training is key to advancing equality of opportunity.</p>				

### Legal Implications

35. No Legal Implications have been sought for this report. Further specific advice can be provided in relation to any issues raised by the Committee.

### Financial Implications

36. No Financial Implications have been sought for this report. Further specific advice can be provided in relation to any issues raised by the Committee.



## **Human Resources Implications**

37. No Human Resources Implications have been sought for this report. Further specific advice can be provided in relation to any issues raised by the Committee.

## **Technology Implications**

38. No Technology Implications have been sought for this report. Further specific advice can be provided in relation to any issues raised by the Committee.

## **RISKS AND ASSUMPTIONS**

39. It is imperative that we continue to strive to ensure equity of access to learning for all young people, working with and across the system to mitigate the impact of the Covid Pandemic where possible, enabling young people, wherever their starting point to achieve their full potential.

## **CONSULTATION**

40. Consultation and engagement is undertaken regularly with key partners as part of the collective support across settings, through the development of the Education and Skills strategy implementation plan.

## **BACKGROUND PAPERS**

41. Not applicable

## **GLOSSARY OF ACRONYMS AND ABBREVIATIONS**

42.

GLD Good level of development (the expected standard in Early Years)

SEN Special educational needs

EHCP Education, health and care plan

EAL English as an additional language

## **REPORT AUTHOR & CONTRIBUTORS**

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