



# Doncaster Council

## Report

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**Date: 7<sup>th</sup> December 2023**

**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 2023.**

<b>Relevant Cabinet Member(s)</b>	<b>Wards Affected</b>	<b>Key Decision?</b>
Cllr. Lani-Mae Ball Cabinet Member, Early Help, Education, Skills and Young People	<b>All</b>	<b>No</b>

### **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 (Level 3 - 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 the Department for Education (DfE) up to November 2023.
3. Please note re data summaries, where actual cohort numbers are available, these are provided but for some data sets this is not available. Ward level data

is not available for the city-wide figures mentioned. Cohort numbers for Children Looked After (CLA) are not shown for protective reasons.

4. The population numbers for the 2023 results are:

EYFS – 3,522

Y1 Phonics – 3,640

KS1 – 3,714

KS2 – 3,792

KS4 – 3,260

KS5 – 2,458

## **EXEMPT REPORT**

5. This is not an exempt report.

## **RECOMMENDATIONS**

6. It is recommended that the Children and Young People's Overview and Scrutiny Committee Panel reviews and 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 second year of formal assessments since 2019. The outcomes data in this report continues to be compared to that academic year's outcomes for consistency; given that results in 2022 was the first year of formal assessments following the pandemic and included mitigations at Key Stage 4 and Post-16 and so are not directly comparable for these phases.
  - The consistent outcomes at Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) and improved outcomes specifically for Key Stage 4 (KS4), Children and Young People Looked After (CLA), 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?**

7. The outcomes identified in this report demonstrate both clear areas of improvement and those where further development is required. These outcomes are compared to national where known. The impact on outcomes for children and young people in schools should also be noted, including and against the

Education and Skills 2030 strategy 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.

8. The comparators to national make an interesting point of reference and 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.

## BACKGROUND

9. In 2023 achievement in the majority of schools across all phases compared with 2019 data shows achievement as either sustained or surpassed. This achievement is even more significant for those schools situated in localities where there are high levels of deprivation; the evidence-base is clear that children and young people from disadvantaged households were disproportionately affected by impact of the pandemic including in terms of lost learning. In this context the positive impact of the catch-up curriculum on achievement in these Doncaster schools is clearly evident.
10. This report highlights the overall outcomes for Doncaster, recognising the improvements, areas for development and comparators against national where known.
  - Outcomes at EYFS and KS1 are consistently in line with the national average over time.
  - KS2 combined data demonstrates Doncaster's trajectory of improvement and the focus of our schools closing the gap compared to National, now 3% below compared to 4% in the previous 2 years.

2023 Doncaster 56% ↑ (2022 55%, 2019 61%)

2023 National 59% → (2022 59%, 2019 65%)

- Outcomes at KS4, have improved overall, and in many schools including those that had performed least well in previous years. We have seen a smaller drop from last year than average, and are results are closer to national than they have been in previous years. In particular, Progress 8 is now in line with the national average.
- Outcomes for pupils with an Education Health and Care Plan (EHCP) are generally at least in line with the national average over time across all key stages.

- Outcomes for pupils with Special Educational Needs (SEN) Support are consistently below the national average over time across all key stages.
  - Outcomes for pupils at KS4 with EAL mirror the national picture. In all cases, we consider the gap between EAL pupils and other pupils in the school to be the relevant metric; EAL pupils may still achieve below EAL pupils nationally if the same is true for all pupils. The indicative Level 3 outcomes show an overall increase across all areas, with a 5% increase in uptake in Applied General and T level qualifications aligned to the wider offer and vision of our Education and Skills Strategy.
11. Results for Key Stage 5 (Level 3) included in this report are indicative and should be treated with caution; published data will be available in mid-November and an update will follow regarding this. Provisional figures reported by the schools and colleges suggest that results will be better than in 2019, which we expect will show an improved picture compared to the national average.

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

12. Doncaster Good Levels of Development (GLD) is currently showing at 67%, which is in line with the national average, and continues the pattern shown in previous years. In both cases, this is an increase of 2 percentage points from last year.

### **Year 1 Phonics**

13. The published data set for phonics shows an achievement of 80%, representing an increase of 4 percentage points from last year, and which is above the national average of 79%.
14. 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**

15. Published data for Key Stage 1, is broadly positive in national comparator terms. We continue to focus on strategies to close gaps in achievement for our children.
16. Reading shows an increase from 65% in 2022 to 66% this year, with the gap to the national of 68% unchanged at 2 percentage points.
17. Writing shows an increase from 58% in 2022 to 59% this year, while the national average has increased at a greater rate from 58% to 60%.
18. Maths shows an increase from 68% to 71%, which represents exactly the change in the national average.

## Key Stage 2

19. Key Stage 2 data in this report is estimated, as there are three schools whose data is not included in the published data due to technical issues in the summer term return; we have taken the figures reported to us by the schools into account, and as such the figures for Doncaster will differ from those published by DfE at this stage.
20. Reading, Writing & Maths (RWM) combined shows a slight improvement at 56%, while the national figure has remained at 59%, meaning that the gap to national is now 3 percentage points and is closing.
21. Reading outcomes have dropped from 70% to 68%, while the national average dropped from 75% to 73%, meaning that the gap of 2 percentage points is unchanged from last year.
22. This is likely to be a reflection of the challenge of the KS2 reading test this year which required children to have both pace and stamina to access the test. For some children, this lack of pace and stamina meant they weren't able to complete the test or did not have sufficient time to read and respond deeply to the whole test. The focus on developing this, outlined in the reading section above, will support children to access the greater challenge seen in the KS2 tests.
23. More work needs to be done on the reading curriculum and assessment. There is a need to address the fluency and comprehension side of reading together a clear focus on those children who only narrowly meet the threshold, especially those schools with high numbers of children only just reaching the threshold.
24. Writing outcomes are estimated to have improved from 68% to 69%, while the national average has increased from 69% to 71%, meaning that the gap has widened to 2 percentage points.

Maths outcomes have improved from 68% to 71%, while the national average has improved from 71% to 73%, meaning that the gap has narrowed to 2 percentage points.

## Key Stage 4 - GCSE

25. At Key Stage 4, our Attainment 8 score improved by 2.6 points relative to the national average, although at 44.4 it remains below the average of 46.3. Our Progress 8 score has improved and at 0.0 (previously -0.1) it is now exactly in line with the national average.
26. Outcomes across the board dropped this year as part of a planned move by DfE to return to levels of attainment similar to 2019 following the higher results during Covid. Attainment in Doncaster remains below average, but the gap has narrowed compared with previous years and we have moved up to the third quartile, which puts us in line with regional and statistical neighbour benchmarks. Additionally, our gender gap is narrower than average, with boys achieving relatively better than girls.

27. Disadvantaged pupils have achieved well. Attainment has actually improved from last year's results against a falling trend, and is now in line with national and above benchmark Local Authorities (LAs). Pupils with SEN Support have likewise seen improved attainment, although this was from an extremely low base and so they are still below average but are now in line with benchmark LAs. By contrast, pupils with an EHCP, who had previously achieved well, saw their attainment fall to below average and below similar LAs. Pupils with EAL extended their lead over pupils whose first language is English slightly, and the same has happened nationally to an even greater extent.

Attainment 8	Disadvantaged		Special educational needs			First language	
	Yes	No	EHCP	Support	No SEN	EAL	English
<b>Doncaster</b>	<b>34.6</b>	<b>48.5</b>	<b>12.5</b>	<b>29.8</b>	<b>47.1</b>	<b>45.6</b>	<b>44.2</b>
National	35.1	50.3	14.0	33.2	50.1	49.3	45.8
Regional	33.5	49.0	13.7	30.3	48.4	44.5	44.9
Stat neighbours	33.3	48.1	14.3	30.8	47.5	46.3	43.8
National rank [151]	62 (136)	99 (128)	101 (52)	121 (148)	117 (140)	129 (137)	100 (128)
Regional rank [15]	3 (15)	9 (11)	11 (7)	9 (14)	12 (14)	10 (11)	10 (12)
S.N. rank [11]	1 (11)	4 (9)	9 (6)	8 (10)	6 (11)	7 (9)	5 (10)

(Figures in brackets show last year's rank)

### Children Looked After (CLA)

28. Outcomes for Children Looked After in Early Years, Key Stage 2 and Key Stage 4 showed a significant improvement from last year, while they declined at Key Stage 1. National data for 2023 is not yet available.
29. Within this population of Children Looked After the achievement outcomes have been underpinned by an aspiration for success. There has been a continual focus on progress and achievement, preparation for adulthood and strong and effective transitions into positive destinations (further education, employment or training).

Early Years	Doncaster		National	
	2023	2022	2023	2022
% GLD				
CLA	56%	28%		41%
CLA SEND	17%	n/a		14%

KS1 % EXS+ RW&M	Doncaster		National	
	2023	2022	2023	2022
CLA	26%	41%		29%
CLA SEND	8%	25%		12%

Key Stage 2 % Exp+ RW&M	Doncaster		National	
	2023 (est.)	2022	2023	2022
CLA	37%	23%		24%
CLA SEND	10%	14%		14%

- NB – CLA 2023 figures for KS4 are not comparable with 2022, as they use a different dataset and only include pupils in state-funded schools. Nevertheless, we are confident that the final figures show an improvement on last year. National figures are currently not available.

Attainment 8	Doncaster		National	
	2023	2022	2023	2022
CLA	32	18		19
CLA SEND	24	15		15

Progress 8	Doncaster		National	
	2023	2022	2023	2022
CLA	-0.8	-1.2		-1.5
CLA SEND	-0.9	-1.3		-1.6

% 5+ Eng & Ma	Doncaster		National	
	2023	2022	2023	2022
CLA	23%	13%		11%
CLA SEND	11%	9%		5%

## Key Stage 5

30. Qualifications at this level include A Levels, General Applied (BTEC etc) and the new Tech Levels. As these qualifications are all calculated in slightly different ways, it is 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.
31. Overall achievements as an Average Point Score (APS), including all student entries for level 3 qualifications were 33.8 APS (C+), which is lower than in 2022 but higher than the last comparable data from 2019. Broken down into the three types of qualifications this looks like this:
- A levels are on 34.1 APS (C+) of which 14% of entrants achieved AAB or better, compared to 8% in 2019.
  - Applied General, 36.3 APS (Distinction/B-), which is up on 2019 from 34 APS (Distinction).
  - Tech level: 32.4 (Distinction-/C). No 2019 comparator.
32. A breakdown by demographic groups is not yet available from DfE data.

## Children Looked After (CLA)

### Early Years

% GLD	Doncaster		National	
	2023	2022	2023	2022
All pupils	67%	65%	67%	65%
SEN Support	19%	17%	25%	23%
EHCP	8%	4%	4%	4%
EAL	60%	58%	60%	59%
CLA	56%	28%		41%
CLA SEND	17%	n/a		14%



## Key Stage 1

% EXS+ RW&M	Doncaster		National	
	2023	2022	2023	2022
All pupils	56%	54%	56%	53%
SEN Support	15%	17%	19%	17%
EHCP	7%	3%	7%	6%
EAL	49%	49%	55%	53%
CLA	26%	41%		29%
CLA SEND	8%	25%		12%

## Key Stage 2

% Exp+ RW&M	Doncaster		National	
	2023 (est.)	2022	2023	2022
All pupils	56%	56%	60%	59%
SEN Support	19%	15%	24%	21%
EHCP	10%	2%	8%	7%
EAL	47%	53%	60%	62%
CLA	37%	23%		24%
CLA SEND	10%	14%		14%

## Key Stage 4

NB. CLA 2023 figures are not comparable with 2022, as they use a different dataset and only include pupils in state-funded schools. Nevertheless, we are confident that the final figures show an improvement on last year.

Attainment 8	Doncaster		National	
	2023	2022	2023	2022
All pupils	44	45	46	49
SEN Support	30	29	33	35
EHCP	13	16	14	14
EAL	46	46	49	51

CLA	32	18		19
CLA SEND	24	15 (		15

Progress 8	Doncaster		National	
	2023	2022	2023	2022
All pupils	+0.0	-0.1	-0.0	-0.0
SEN Support	-0.6	-0.7	-0.5	-0.5
EHCP	-1.1	-1.1	-1.1	-1.3
EAL	+0.7	+0.9	+0.5	+0.6
CLA	-0.8	-1.2		-1.5
CLA SEND	-0.9	-1.3		-1.6

% 5+ Eng & Ma	Doncaster		National	
	2023	2022	2023	2022
All pupils	41%	45%	45%	50%
SEN Support	16%	12%	21%	23%
EHCP	5%	7%	7%	7%
EAL	43%	47%	50%	53%
CLA	23%	13%		11%
CLA SEND	11%	9%		5%

### OPTIONS CONSIDERED






33. This section is not applicable




### REASONS FOR RECOMMENDED OPTION

34. This section is not applicable

### IMPACT ON THE COUNCIL'S KEY OUTCOMES

35.

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</b>  <b>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

36. 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**

37. 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**

38. 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**

39. 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**

40. 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**

41. 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**

42. Not applicable

## **GLOSSARY OF ACRONYMS AND ABBREVIATIONS**

- 43.

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

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