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Annual Report of Educational Outcomes 2022

Purpose

- 1.1 To report on the academic outcomes of Derby pupils for the academic school year 2021-22
- 1.2 To outline the key academic performance measures for pupils in each key stage
- 1.3 To highlight successes and positive trends.
- 1.4 To identify areas for improvement

Recommendation(s)

- 2.1 To note 2022 academic outcomes and to recognise those key stages and academic measures where improvement has taken place despite the ongoing impact of the COVID-19 pandemic
- 2.2 To support the areas for improvement as highlighted in the report
- 2.3 To note that Opportunity Area Project funding has now ended. Although the Opportunity Area will be replaced by a new DfE funded intervention, Priority Education investment Areas, the amounts of money available are considerably smaller. Nevertheless, the likely focus on reading has the potential to be very helpful.

Reason(s)

- 3.1 To support further improvements in pupil outcomes.
- 3.2 To revise the Derby Young Learners Strategy approach, in light of the forthcoming reductions in service, ensuring clarity of roles through a school partnership-based model.

Supporting information

- 4.1 Detailed analysis of the academic outcomes achieved in 2021-22 can be found in the appendix which follows this report.

Public/stakeholder engagement

- 5.1 N/A

Other options

Financial and value for money issues

- 7.1 As the number of academies increases and the school improvement grant decreases, there is a financial consequence in the reduction of the budget for central services. Nevertheless, the LA remains accountable in a range of areas such as risk assessment, statutory assessment, early years, governor services, safeguarding, looked-after children and special educational needs and/or disabilities. The outcomes and well-being of Derby's children and young people inform a future Derby adult population of citizens and workforce.

Legal implications

- 8.1 None directly arising from this report.

Other significant implications

9.1 Equalities Impact

The council's interest in equalities can be best delivered in this case through the recommendations.

Risk Management

School performance can be volatile. The COVID-19 pandemic has illustrated this fact. In addition, the effectiveness of leadership can change quickly in the context of turnover of leadership posts. Some schools and academies are more vulnerable to this volatility than others. For example, schools with a lot of unfilled places or high pupil mobility can change quickly if there are a lot of new in-year admissions. Risk assessment is the responsibility of the local authority; it is vital that risk assessment is informed by up-to-date information on all DCC schools, academies and free schools.

Corporate objectives and priorities for change

The effective implementation of the council's role with schools in Derby City directly impacts on education outcomes for children and young people. In particular, Derby City is the employer for LA maintained community schools.

This report has been approved by the following people:

Role	Name	Date of sign-off
Legal	N/A	
Finance	N/A	
Service Director(s)	Pauline Anderson 01332 640358, pauline.anderson@derby.gov.uk	30.01.23
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Other(s)	None	

Background papers:	None
List of appendices:	Appendix A – detailed analysis of 2022 educational outcomes

APPENDIX A

There have been no published educational outcomes since 2019 because of the impact of COVID-19 and subsequent national decisions about assessment and accountability. Despite the removal of the majority of COVID-19 mitigation measures, absence in schools and academies for children and young people and for staff continues to be a significant barrier. Outcomes should be viewed in this light and judgements made with great caution. Absence and anxiety about health has affected different schools and different communities in different ways.

One of the many strengths of the educational community in Derby has been its willingness to work in partnership. Almost all schools and academies work in this way for some or all of their improvement activity. The PACE team has continued to offer sold services in training, support and challenge, which many schools, academies and MATs commission. The team have also risk assessed provision in all schools and academies (related to academic outcomes and inclusion), responded to safeguarding and other concerns from a range of sources including Ofsted, and provided support, information and capacity to Derby partnerships such as Primary and Secondary Strategy Groups, Inclusion Group, Designated Safeguarding Leads network, Senior Mental Health Leaders network and the LA Maintained Headteachers Group. (At the time of writing, there are 35 LA Maintained schools – 33 were judged good or better in their most recent Ofsted inspection and 2 were judged as Requires Improvement.)

Academic Outcomes 2022

Early Years

This measure is the percentage of children achieving a good level of development at the end of the early years foundation stage (EYFS), the end of the academic year when the child turns five. The assessment framework consists of 17 early learning goals (ELGs) across 7 areas of learning. EYFS was reformed in September 2021 and so this is the first set of outcomes from the new EYFS profile. There is no published information for 2020 and 2021 because of COVID-19. Therefore, **comparison with 2019 cannot be directly made.**

In 2022, 62.9% of Derby children achieved a good level of development. This is lower than the national average (65.2%), as it was in 2019, but we continue to be higher than our comparator authorities (62.4%). We are ranked 113th out of 152 local authorities which is lower than in 2019.

More girls than boys continue to achieve a good level of development – the gap in Derby is 13.1% whilst nationally it is 13.2%. Other pupil groups who achieved relatively well compared to their national counterparts are children whose first language is not English, children who are not eligible for free school meals, children who do not have a special educational need, children who are black or from 'any other' ethnic background and children who were born in the Autumn.

These outcomes were achieved in 65 schools including special schools.

Phonics

The use of a systematic, synthetic phonics programme is now well supported by research as the best way for the vast majority of children to begin to learn to read. The 2019 Ofsted inspection framework places a great emphasis on early reading which now has to be inspected specifically in every primary and special school inspection. Children's ability to decode words is tested at the end of Year 1 in the Phonics check, and then again at the end of Year 2. A city-wide phonics improvement programme has been in place since 2015, funded for the first two years through Schools Forum and then by Opportunity Area funding, which has now ended.

Standards in phonics had been rising year on year since 2015, attributed to a Derby City approach to phonics as a high priority. However, the pandemic beginning in early 2020 has had a negative impact on outcomes affecting both national and LA outcomes. Outcomes have fallen below 2019 nationally and locally. Schools will have experienced different impacts that may be difficult to measure.

The majority of schools have adopted a new systematic synthetic programme from the DFE published list of validated schemes. A few schools have decided to remain with their own. For some schools this information is unknown. A wider number of phonics programmes are now used than in 2019 when the main two programmes were 'Letters and Sounds' (which did not meet the DFE criteria) and 'Read, Write Inc.' (which does). All schools should publish their chosen programme on their school website. The impact of the new programmes in use now shows improved consistency of practice and resources. For some schools the impact on outcomes is not yet apparent due to the pandemic.

In 2022, 74% of Derby children met the expected standard by the end of Year 1 (national average 75%) and 87% by the end of Year 2 (national average also 87%). There has been a mixed picture in relation to the last two years of the pandemic – many schools saw their phonics outcomes fall but several actually improved from 2019 suggesting that our focused partnership work in school has mitigated the worst effects. Derby has continued to rise in the national rankings at the end of Year 2 – we are now ranked 72nd at the end of Year 2 and 99th at the end of Year 1 where we saw the greatest fall.

Barriers for some pupils continue but there is a better understanding of what these might be and how to overcome them, particularly in schools where phonics is a high priority. Girls continue to outperform boys both locally and nationally. Other pupil groups who achieved relatively well compared to their national counterparts are black pupils (who significantly performed above the national average by 10%), pupils not eligible for free school meals (with Derby's FSM/non-FSM gap widened since 2019) and pupils who do not have special educational needs. Groups who appear to be struggling are those from a mixed ethnic background, pupils who have English as an additional language, pupils eligible for FSM and pupils with an EHCP.

Phonics must remain a priority for the schools in Derby as a key part of early reading. Being able to read is a key to future academic success and life chances. There are anomalies in which schools or academies did well and which did not, including whether their pupils are more or less socially advantaged. The PACE team has carried out analysis into these anomalies and has begun to share with primary headteachers through our partnership work with PSG.

Key Stage 1 Assessments

Assessments at the end of Key Stage 1 are carried out by the pupils' teachers rather than in any formal tests and so it is very important that judgements are reliable regardless of which teacher and which school or academy. Teachers assess their pupils' reading, writing and mathematics judging whether they have reached the 'expected standard' or 'higher standard'. For pupils below the national standards, assessments are made using the 'Engagement model' (replacing P scales which were used until 2019) or using 'Pre-key stage' statements.

As in the phonics work described above, assessment and moderation processes are led by the PACE team Key Stage 1 Assessment Leader who ensures that statutory moderation processes are carried out reliably in a sample of schools and academies each year. Over time, this has led to an increasingly knowledgeable Derby teacher population and secure assessments which indicate pupils' strengths and weaknesses for their transition to Key Stage 2. The improvements over the previous few years in early years outcomes and in phonics continues to positively affect Key Stage 1 assessments in reading, writing and mathematics.

However, the impact of the COVID-19 pandemic from early 2020 onwards has impacted on outcomes for 2021-2022. In 2019-2020 and 2020-2021 all statutory assessments were cancelled due to periods of closure and some remote learning. In 2021-2022 statutory assessment resumed but the pandemic has remained. This particular group of pupils have had gaps in both Foundation stage 2, year 1 and possibly year 2 provision.

LA statutory assessment training for KS1 reading, writing and mathematics provides additional support to Derby City school leaders and practitioners led by the Education and Skills PACE team Assessment Lead. The number of moderators has been increased from 5 to approximately 35 to broaden knowledge and expertise that can be cascaded through local networks.

In 2019, the PACE team began 'deep dives' into reading in schools in response to changes in the Ofsted Framework using the Ofsted methodology. These have highlighted a need to improve in some schools and identified specific actions needed to effect that improvement.

In reading, 63% of Derby pupils reached the expected standard (national 67%) which places Derby 127th nationally, 10 places lower than 2019. Both locally and nationally, girls continue to outperform boys. Other pupil groups who performed relatively well are black pupils whilst Derby schools are now ranked 66th out of 152 LAs for the percentage of pupils currently eligible for free school meals who reached the expected standard, up 20 places since 2019. Groups where performance was less positive compared to their national counterparts are pupils from a mixed ethnic background, pupils for whom English is not their first language and pupils with an EHCP.

In writing, 53% of Derby pupils reached the expected standard (national 59%) which places Derby 131st nationally, 12 places lower than 2019. Writing outcomes fell dramatically at national level, but in Derby they fell more. The national fall in writing outcomes was noted in the Guardian (Sat 23 July 2022):

"Schools are hiring handwriting specialists to tackle a drop-off in children's pen skills caused by the use of laptops and tablets during the pandemic and a lack of opportunities for extended writing."

"The sounding out of letters and the mapping of that sound to a movement on paper is really quite complex when you are young and learning, so that means explicit teaching," said Dr Melissa Prunty, a senior lecturer in occupational therapy at Brunel University London and chair of the National Handwriting Association. "Children need to be taught how to write. They don't just pick it up. It really needs to be practised, and the problem during the pandemic is that writing dropped off a cliff."

Both locally and nationally, girls continue to out-perform boys. No other groups did particularly well, although black pupils equalled the national average.

In mathematics, 66% of Derby pupils reached the expected standard (national 68%) which places Derby 98th nationally, 2 places higher than 2019.

Both locally and nationally, girls continue to outperform boys. Other groups whose outcomes are

strong are pupils from an Asian background whilst pupils with special educational needs saw the gap narrowed.

Overall, therefore, there is a mixed picture for Key Stage 1 2022. Reading, writing and mathematics outcomes are all lower than in 2019 with the greatest fall in writing. There was also a drop in reading, writing and mathematics nationally – Derby fell 1% more in reading, 2% more in writing and the same in mathematics where rankings improved. Many schools have now bought in mathematics schemes which provide considerable support to teaching – in moderation visits, we identified that not all schemes cover all of the required Year 2 statutory assessment objectives – teachers are now rectifying this. As in phonics, some schools managed to improve from 2019 in spite of everything.

Key Stage 2 test results and teacher assessments

At the end of Key Stage 2, pupils sit externally-set tests in reading and mathematics, whilst their writing is assessed by their teachers. All of these subjects are judged against an expected standard and a higher standard. There is an externally-set test for grammar, punctuation and spelling which can also shed some light on pupils' writing accuracy. As with the Key Stage 1 teacher assessments, a KS2 statutory assessment leader from the PACE team works with school-based moderators to oversee moderation of consistency of standards in writing. At Key Stage 2, we also start to look at how pupils achieved in their combined reading, writing and mathematics standards. These provide a strong indicator of pupils' readiness for secondary school. Improvement programmes have been in place since 2015. However, as in previous key stages, there have been no published outcomes since 2019.

In 2022, the percentage of Derby pupils achieving the expected standard in reading, writing and mathematics was 53% (national 59%). This is 8% lower than in 2019 – Derby is now ranked 140th nationally, down 11 places since 2019. This combined standard can be split into the three elements.

In reading, 69% of Derby pupils achieved the expected standard (national 75%). This is the same as in 2019 although the ranking has fallen by 7 places to 147th. There is a progress score based on what the pupils achieved at the end of Year 2. For reading, Derby's score is -0.9 which is lower than in 2019. Reading is the only area which improved nationally from 2019-2022 whilst education was disrupted by the pandemic so this will affect the progress score. (It is likely that Derby's improving attainment in Key Stage 1 has also impacted on this drop.)

Groups whose performance in reading was particularly strong are those pupils who attained highly at the end of Key Stage 1 and of Chinese pupils although latter numbers are small. Groups of concern are boys, low prior attainers, pupils eligible for FSM ever or in the last 6 years, those with SEND, those whose first language is not English, mobile pupils and those of unknown ethnic background or Bangladeshi, although latter numbers are also small.

Those schools that accessed the PSG programme in the academic year 2018 – 19 declined in the number of pupils achieving the expected standard or above in 2022 KS2 reading, but at a lesser rate when compared to all Derby City schools and to national figures. Schools which accessed the PSG training for 2 years from 2017-19 saw an improvement in attainment in 2022. This indicates that improvements in practice leading to improvements for children need to be sustained because improvements take time to show in outcomes.

Reading has been identified as a priority for the new Priority Education Investment Area.

In mathematics, 67% of pupils achieved the expected standard (national 72%). Derby is now ranked 135th, down 5 places since 2019. The progress score is -0.6, down by 0.3 from 2019.

In mathematics, groups whose performance was particularly strong are high prior attainers and Chinese pupils again with Indian pupils also doing well. Groups of concerns are lower prior attainers, pupils eligible for FSM now or in the last 6 years, SEND, EAL, mobile pupils and those who are Bangladeshi or of unknown ethnicity as in reading.

The general picture is that standards of attainment in Derby rose in line with changes seen nationally during 2016-19 and saw similar falls as a result of disruption to pupils and their learning since March 2020.

In writing, 65% of Derby children achieved the expected standard in 2022 (national 70%). Derby's ranking is 136th. The progress score was -0.5, down from 0 in 2019. (A progress score of zero indicates progress exactly in the middle of all schools nationally. So about half of all schools are negative.)

Groups whose performance in writing was particularly strong are again the higher prior attainers, Indian and Chinese pupils. Groups of concern are boys, lower prior attainers, pupils eligible for FSM ever or in the last 6 years, SEND, EAL, mobile pupils and those who are Bangladeshi or of unknown ethnicity. There were a few groups who made positive progress compared to similar pupils – EAL, Black African, Indian, Bangladeshi, Chinese and those pupils categorised as 'any other ethnicity'.

The PACE team continues to provide high quality CPD for colleagues for the teaching and assessment of writing aimed particularly at those teaching pupils in Years 6. Training for moderators supports colleagues across the city to understand best practice in end of key stage assessment. Through the city's approach to moderation, we are involving as many colleagues as possible in the process.

Key Stage 4

The main methods for judging outcomes at the end of Key Stage 4 are to first use Attainment 8, which gives the scores of pupils in English, mathematics, 3 subjects from the English Baccalaureate list (sciences, history, geography, languages) and 3 from the open list (the other subjects). This is then compared to scores for pupils nationally with similar key stage 2 results from which a Progress 8 score is calculated. A progress 8 score of 0 would mean that the school or academy pupils' progress is exactly in the middle of that made by pupils in all schools nationally. In reality, the majority of schools have progress scores bunched around 0 and, of course, half of schools have negative progress scores.

At the time of writing, outcomes for Key Stage 4 have not been validated. Therefore, these figures and comments are provisional and we have less detail about outcomes for pupil groups.

Given the unprecedented change in the way GCSE results were awarded in the summers of 2020 and 2021, as well as the changes to methods of assessment for 2021/22, users need to exercise caution when considering comparisons over time, as they may not reflect changes in pupil performance alone.

The changes seen in the headline statistics are likely to reflect the changes in methodology for awarding grades and in calculating the measures, rather than demonstrating a difference in standards.

Whilst year on year comparisons are not valid for estimating school improvements they do provide context to the trends seen within the data. More detailed national information can be found at [Key stage 4 performance, Academic Year 2021/22 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics).

For Progress 8, Derby schools' average has improved by 0.10 to -0.14. Nationally the result has remained at -0.03. Derby schools are now ranked 99th out of 152 LAs nationally (up 30 places since 2019) and are ranked 9th against our comparator authorities (up 2 places since 2019).

For Attainment 8, Derby schools' average has improved by 1.4 to 44.7. Nationally the result has improved by 2.1 to 48.8. Derby schools have dropped by 7 places in the national ranking to 137th and have dropped 1 place to 11th against our comparator authorities.

For the percentage of pupils achieving English and mathematics at Grade 5 or above (known as a strong pass), Derby schools' average has improved by 3.6% to 41.7%. Nationally the result has improved by 6.6% to 49.8%. Derby schools have dropped by 24 places in the national ranking to 138th and have dropped by 4 places to 11th against our comparator authorities.

For Derby overall. English 4+ is 60% (59.3% in 2019) and English 5+ is 41.2% (38.1% in 2019). This includes young people in all of Derby's settings not just secondary schools but we do not yet have the details for some of the other schools – special and independent.

For Derby overall. Maths 4+ is 63.6% (64.3% in 2019) and Maths 5+ is 45.7% (44.2% in 2019). Nationally, 49.6% of pupils achieved grade 5 or higher in both English and maths, 6.4% higher than in 2019.

This is generally what we would expect given Ofqual's approach to grading for 2022 exams which broadly reflected a midpoint between results in 2019 and 2021.

Moving on to the English Baccalaureate average points score (APS), Derby schools' average has improved by 0.16 to 3.99. Nationally the result has improved by 0.21 to 4.28. Derby schools have dropped by 8 places in the national rankings to 113th and have dropped by 1 place to 7th against our comparator authorities.

Key Stage 5

A Level:

This academic year saw the return of the summer exam series, after they had been cancelled in 2020 and 2021 due to the impact of the COVID-19 pandemic. In 2020 and 2021, alternative processes were set up to award grades in a similar way to key stage 4 (centre assessment grades, known as CAGs, and teacher assessed grades, known as TAGs) and outcomes from these were not published, although the students themselves were able to use them and move on. As with key stage 4, these outcomes have not yet been validated.

The average points score per entry was 36.92, equivalent to a grade B-, compared to a national average of 38.77, a grade B. This is 7.13 higher than in 2019 and Derby has risen 47 places in the national rankings to 77th out of 152 authorities.

Applied general:

In 2022, Derby schools and colleges average points score was 32.20 (grade Dist-) compared to 31.88 nationally (grade Dist-). This is a 6.10 point improvement since 2019. Derby schools and colleges are now ranked 70th out of 152 LAs nationally (up 58 places since 2019).

Technical:

Derby schools and colleges average points score was 28.87 (grade Merit+) compared to 30.61 nationally (grade Dist-). This is a 0.01 point drop since 2019. Derby schools are now ranked 107th out of 152 LAs nationally (down 47 places since 2019).