

Education Progress Update

1.0 Education Progress Update 2021

1.1 Assessments for 2021

Due to the Covid-19 pandemic, the summer exam series for the 2020/21 academic year was cancelled.

Instead, for 2020/21, Key Stage 4 and post 16 pupils were only assessed on the content they had been taught for each course. Schools were given flexibility to decide how to assess their pupils' performance, for example, through mock exams, class tests, and non-exam assessment already completed. GCSE grades were then determined by teachers based on the range of evidence available and they are referred to as teacher-assessed grades, or TAGs.

This was a different process to that of 2019/20 when pupils were awarded either a centre assessment grade (known as CAGs, based on what the school or college believed the pupil would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two.

The changes to the way GCSE grades have been awarded over the last two years (with CAGs and TAGs replacing exams) means 2020/21 pupil attainment data cannot be directly compared to pupil attainment data from previous years for the purposes of measuring year on year changes in pupil performance.

1.2 Proxy measures for 2020 and 2021

For 2020 and 2021 school performance data proxy measures have been used for WCC reporting purposes. The proxy measures are based on Department for Education (DfE) published data for Key Stage 4 and is available at county level only (individual school level data is not available). Comparisons are available to national and statistical neighbours¹ (similar councils) only. There is no data available for Early Years or Key Stage 2 (primary school data).

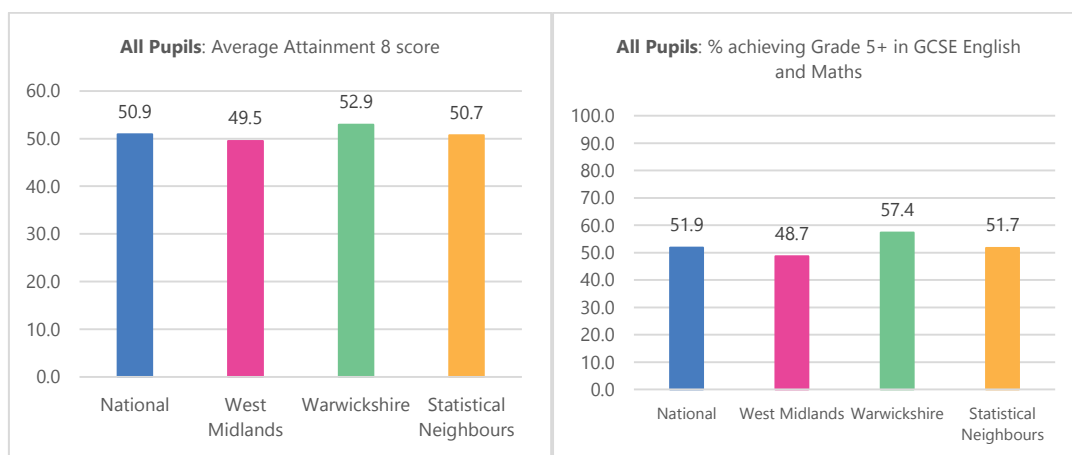
1.3 Proxy measure Key Stage 4 performance 2021

Table 1 shows 2021 Key Stage 4 Results. Due to the changes in the way GCSE results have been awarded in the summers of 2020 and 2021 there have been significant changes to the distribution of the grades which reflect the likely change in method for awarding grades rather than demonstrating a step change in standards. For the reasons set out in section one 2021 results cannot be compared to other years.

¹ Statistical Neighbours are those local authorities deemed to have similar characteristics and used for benchmarking purposes. Warwickshire's 10 statistical neighbours are Cheshire West and Chester; Worcestershire; Central Bedfordshire; Leicestershire; Staffordshire; Warrington; Cheshire East; Essex; Hampshire; North Somerset.

Region	Characteristic	Total number of pupils at the end of key stage 4	Average Attainment 8 score of all pupils	% of pupils achieving grades 5 or above in English and mathematics GCSEs	% of pupils achieving grades 4 or above in English and mathematics GCSEs	Average English Baccalaureate Average Point Score per pupil
National	All Pupils	575863	50.9	51.9	72.2	4.5
West Midlands	All Pupils	65625	49.5	48.7	69.5	4.3
Warwickshire	All Pupils	6225	52.9	57.4	76.3	4.7
Statistical Neighbours	All Pupils	6594	50.7	51.7	73.0	4.4

Table 1: 2021 Key Stage 4 Results – All pupils

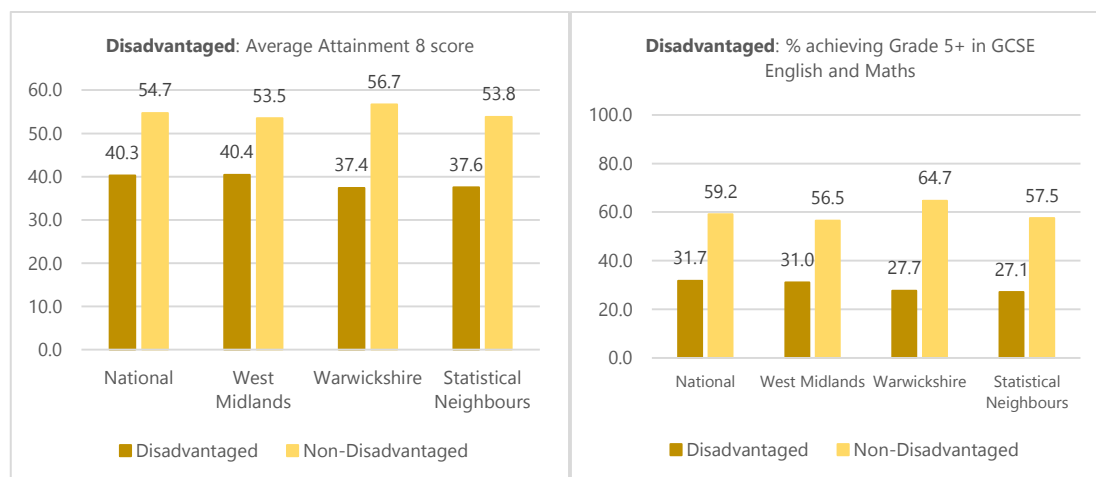


Overall Warwickshire out-performs national, statistical neighbours and West Midlands.

Region	Characteristic	Total number of pupils at the end of key stage 4	Average Attainment 8 score of all pupils	% of pupils achieving grades 5 or above in English and mathematics GCSEs	% of pupils achieving grades 4 or above in English and mathematics GCSEs	Average English Baccalaureate Average Point Score per pupil
National	Disadvantaged	151973	40.3	31.7	53.1	3.4
	Non-Disadvantaged	423890	54.7	59.2	79.0	4.8
West Midlands	Disadvantaged	20062	40.4	31.0	52.5	3.4
	Non-Disadvantaged	45563	53.5	56.5	77.1	4.7

Warwickshire	Disadvantaged	1218	37.4	27.7	49.5	3.1
	Non-Disadvantaged	5007	56.7	64.7	82.8	5.0
Statistical Neighbours	Disadvantaged	1261	37.6	27.1	48.9	3.1
	Non-Disadvantaged	5334	53.8	57.5	78.7	4.7

Table 2: 2021 Key Stage 4 Results – Disadvantaged pupils



In 2021 Warwickshire disadvantage pupils fall behind the comparators in almost all of the measures (the only exception is statistical neighbours for % disadvantaged pupils achieving GCSEs grade 4 or higher and grade 5 or higher in English and maths). This follows previous years patterns and reinforces the need for Warwickshire's continued focus on disadvantaged learners in Warwickshire.

1.5 2021 Contextual information

1.5 Attendance in 2020/21

Pupil attendance across the 2020/21 academic year remained high at just over 95%, testament to the hard work and measures put in place by schools to remain open and keep staff and pupils safe. Even during the national lockdown between January and March 2021, schools were open to key worker and vulnerable children whilst also running virtual lessons for children at home, ensuring a continuity of education.

1.6 Remote learning in 2020/21

DfE provided laptops to schools to support students to access remote learning from home (based on Free School Meal pupils). Warwickshire County Council complemented the DfE laptop scheme distributing over 3,200 Laptops and 926 dongles to special schools, infant schools, vulnerable young people, and pupils without access to laptops or broadband data allowances at home.

1.7 Pupil mental health

Many pupils managed well during periods of lockdown and adjusted to remote learning. However, there is no doubt that mental health issues are more prevalent among pupils and increased anxiety about examinations.

1.8 School staff mental health

There has been an increase in absence of staff in schools due to Covid-19 infections and self-isolation. Headteachers have reported significant difficulties in sourcing supply cover and increased pressures on school budgets because of these additional cover costs.

More recently Warwickshire has seen increased numbers of experienced staff and in particular experienced head teachers leaving the profession due to the pressures the pandemic has had on their roles. By necessity since the beginning of the pandemic the head teacher role has changed to be more operational.

1.9 Disadvantaged and vulnerable pupils

Many children particularly those from disadvantaged backgrounds, or who are vulnerable in other ways have been adversely affected by extended time away from school.

1.10 Performance pre pandemic in 2019

Performance of Warwickshire children and young people in Statutory National Tests in 2019 were reported to Children's & Young People Overview & Scrutiny Committee on 14th July 2020. Summary information is shared below.

1.11 Table 3 below provides a summary of the available key headline indicators for the different curriculum stages achieved by Warwickshire pupils in 2019 compared to those nationally and our statistical neighbours:

WE Strategy ²	National Curriculum Stage	Headline Measure	Warwickshire	National	Statistical neighbours (SN) ²
WE1: Early Years Foundation Stage	Early Years Foundation Stage Profile	% of pupils achieving a Good Level of Development - often used as a school readiness measure	72%	72%	74%
WE3: Family of Schools	Phonics	% of Year 1 pupils working at the required level	84%	82%	83%
	Key Stage 1	% of pupils achieving the Expected Standard in Reading	77%	75%	77%

² Warwickshire Education Strategy available here:
<https://www.warwickshire.gov.uk/educationstrategy>

		% of pupils achieving the Expected Standard in Writing	71%	69%	71%
		% of pupils achieving the Expected Standard in Maths	77%	76%	77%
	Key Stage 2	% of pupils achieving the Expected Standard in Reading, Writing and Maths	65%	65%	66%
	Key Stage 4	% of pupils achieving a Strong Pass (Grade5+) in English and Maths GCSEs	50%	43%	43%
		Average Attainment 8 Score per pupil	49.8	46.5	46.4
		Average Progress 8 Score	0.00	-0.03	-0.10
WE4: Employability	Post 16	A Level students: Average grade	C+	C+	C+
		A Level students: Percentage achieving AAB or higher in at least 2 facilitating subjects	16.4%	14.1%	12.4%
		Tech level students: Average grade	Merit	Merit+	Merit+
		Applied General students: Average grade	Merit+	Merit+	Merit+

Table 3: Headline 2019 measures and results for Warwickshire, national and statistical neighbours

1.12 2019 Key trends

In 2019 the Early Years Foundation Stage Profile is exactly in line with the national result, all the other Key Stage 2 (Primary) school headline indicators are above or in line with the national averages.

In 2019 Key Stage 4 results continued to show that Warwickshire's students performed strongly in their GCSE and equivalent qualifications, compared to national and statistical neighbour results.

- Data showed an upwards trend in the ranking for Attainment 8, with Warwickshire improving its position the last two years running, moving up six places in total, from 31st place nationally in 2017 and 29th in 2018.
- Progress 8 dropped from previous years - from 43rd in 2018 and 42nd in 2017, this brings us in line with West Midland Local Authorities.
- Warwickshire improved one place on its 2018 ranking for the EBacc average point score, moving from 33rd to 32nd.

1.13 2019 Key issues

1.14 Closing the Gap

Disadvantage attainment gaps have not been closing in Warwickshire which is in line with the national picture. The full impact of Covid-19 will not be apparent for some time

A review of the Closing the Gap Board is being undertaken. It recognises that

the attainment gap still exists and has not reduced. There are many external influences which are out of the boards remit e.g. economic, Covid-19 etc.

1.15 School improvement support for recovery from the impact of the pandemic

The School Improvement Team's focus is on recovery and catch up for 2021. The Department for Education Monitoring and Brokering grant was ring fenced from July 2021 to support school's recovery from the ongoing impact of the pandemic. The Team has provided a wide range of support, training, wellbeing, headteacher retention, pupil attendance and Continuous Professional Development programmes for schools. Attendance at programmes has been supported by providing staff cover costs for schools. e.g. aspiring headteacher course, CHIMP for schools (a mind management model to support wellbeing), peer coaching programme for head teachers, EEF (Education Endowment Foundation) tiered approach programme, listening ear programme of support, Breaking the Glass ceiling of good programme plus many more. Schools who have found themselves in exceptional circumstances have been supported with additional funding to support staffing costs and additional system leader support depending on the support needed. Within this work there is a focus on disadvantaged learners who will have been adversely affected by the pandemic and extended time away from schools.