



**IMPROVING EDUCATIONAL  
ATTAINMENT IN WARWICKSHIRE  
FINAL REPORT  
CABINET, 9 MAY 2024**

*Working for  
Warwickshire*  
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## 1.0 Introduction

### 1.1 Executive Summary

The working group was established following a formal motion that was unanimously approved at the July 2022 Full Council meeting. The Council's approach to Levelling Up, which had been approved by Cabinet earlier in the month, had included a priority to tackle inequality within educational attainment in Warwickshire. Children were potentially missing out on future education and employment opportunities through no fault of their own, due to their personal circumstances. The working group was established to explore the reasons for the disparity in attainment levels in different parts of the county, and to examine ways in which positive change could be enacted and inequalities could be reduced. The group considered factors the Council had direct control over, and those it could seek to have an indirect influence over, with a view to making recommendations that could be used as the first steps of an action plan. Members agreed their investigation should look at the major contributing factors to the discrepancy of educational attainment as a whole across the county, rather than focusing solely on specific areas of Warwickshire where attainment rates were lower.

As part of the process, members visited schools to hear first-hand accounts from headteachers on what they were doing to try and remove the disparity in attainment levels. The visited schools were from each of the districts and boroughs within Warwickshire. Some had previously been judged as requiring improvement by Ofsted but were now performing well following changes in strategies and/or leadership.

Members and officers also held a meeting with colleagues from the education team at Leicestershire County Council, which was chosen as a statistical neighbour to Warwickshire that shared similar demographics and levels of deprivation, but also similar levels of educational attainment. Officers found this meeting to be extremely helpful and further meetings have taken place to establish improved ways of working and examples of good practice.

### 1.2 Members and Contributors

When first established, membership of the group consisted of Councillors Brett Beetham, Margaret Bell, Barbara Brown, Jonathan Chilvers, Yousef Dahmash, Pete Gilbert, Jan Matecki, Ian Shenton and Jerry Roodhouse. Councillor Dahmash was originally chosen to Chair the group, but at the first meeting he resigned from the position and members elected Councillor Beetham as Chair. During the lifetime of the group, Councillors Dahmash and Gilbert were replaced by

Councillors Jo Barker and Marian Humphreys. Councillors Jeff Morgan and Kam Kaur also attended in their roles as relevant Portfolio Holders.

Officers who attended throughout the process were Leah Adams, Chris Baird, Andy Carswell, Johnny Kyriacou, Sarah Stear and Sophie Thompson.

### **1.3 Evidence Used**

Members considered the data presented as part of the 2022 Closing The Gap report, which gave a detailed breakdown by district/borough of children's attainment levels at each of the key stages, and at Early Years Learning. This then compared attainment and achievement of Warwickshire's pupils on a regional basis against children from the West Midlands, and against national results. The data also showed attainment rates based on ethnicity, and for pupils from disadvantaged backgrounds compared to those from a non-disadvantaged background. Members also discussed the Council's Approach to Levelling Up document.

Evidence was also gathered from face-to-face interviews with staff and headteachers during focused visits to nine schools. These schools were from each of the five districts and boroughs and included a mix of primary and secondary level, and academies and non-academies.

### **1.4 Dates and Timescales**

The review was established following July 2022's Full Council meeting. A total of seven group meetings were held, in addition to the meeting arranged with colleagues from Leicestershire County Council. An update report with some initial feedback and recommendations was presented to Cabinet in February 2023.

Initially there were delays to the group being able to hold its first meeting, following the passing of Her Majesty the Queen and the subsequent period of national mourning. Members also wished to delay holding one of its group meetings until after the meeting with Leicestershire County Council had been arranged.

### **1.5 Recommendations**

- Endorsement of lobbying of government to amend legislation, to enable all eligible pupils to be automatically enrolled onto a scheme that allows them to receive free school meals.
- Establishment of a sub-committee of the Children and Young People Overview and Scrutiny Committee, which would be updated on the ongoing implementation of the education strategies. Full, formal updates would be presented to the Committee on an annual basis.

- Improve promotion of opportunities for children, such as eligibility for sitting the 11 plus and support available to pupil premium children.
- Continued progress of the Education Partnership Board.

## 2.0 Overview

### 2.1 Background

This working group's remit was to examine the levels of educational disparity that exist in Warwickshire, particularly focusing on the gap in attainment between disadvantaged and non-disadvantaged pupils. While acknowledging the role deprivation plays in educational attainment, case study examples the group discussed emphasised that effective leadership and culture were key factors in determining a school's success. The term 'disadvantaged' is applied to pupils in receipt of free school meals or pupil premium, as opposed to children in care or who had previously been looked after.

Over the years as more schools turn to academisation the County Council's direct control over schools has diminished. However, the Council has continued to assert influence over schools in the county such as through initiatives like the Nuneaton Education Strategy and analysing available data to assess progress. The data has shown the work undertaken by schools, teachers, headteachers, academies and County Council officers to address the gap and increase educational attainment.

It was acknowledged that deprivation levels can be a factor in attainment rates, but examples from further afield, such as the Michaela Community School in one of inner-city London's most deprived areas, demonstrated to members that leadership and culture were crucial to improve attainment. Schools within Warwickshire that provide great teaching and achieve good attainment scores in areas that were statistically deprived were noted, and the use of this 'soft data' of case study examples from specific schools were noted as being important in the development of education strategies.

The Nuneaton Education Strategy was noted as an example of collaborative efforts involving the Council, schools and academies. This targeted intervention was starting to yield promising results that could potentially be used as part of a countywide approach to tackling the disparity in educational attainment rates.

### 2.2 Rationale

It has long been established that a good start in a child's life will help with their longer-term opportunities, such as going on to university and seeking employment. However, a gap in attainment levels persists

between children from a disadvantaged background compared to their peers from non-disadvantaged backgrounds. Put simply, some children are missing out on an effective education that could potentially jeopardise their long-term employment opportunities through no fault of their own.

Educational attainment is measured throughout the course of a child's time in school, from the Early Years and Foundation Stage through each of the four key stages to the end of secondary education. Measures include those that were achieving a good level of development at Early Years; those working at an expected level regarding phonics in Year 1; and children working at the expected level in reading, writing, and mathematics at Key Stages 1 and 2.

### **2.3 Objectives**

The review seeks to make recommendations for improvements in the Council's education strategies to reduce the disparity in attainment rates in education across Warwickshire. It is hoped the group's work can help inform a Warwickshire-wide education strategy using the knowledge gathered from focused visits to schools, along with discussions on the development of the different strategies and stakeholder meetings with school, academy and Trust leaders. The review also recognises the limitations of top-down solutions and instead looks to emphasise individual responsibility.

### **3.0 Findings**

The working group met collectively seven times, in addition to the further meeting with Leicestershire County Council. Each of these meetings were held via Teams. There were also nine site visits to schools across Warwickshire, carried out by members of the working group. Two members visited two schools, with five members making visits to one school. The visited schools had been selected after analysis by officers noted they had achieved a positive attainment gap compared against the relevant set of key measures, and in some cases had managed to narrow the attainment gap.

Members considered statistical data that had been provided to them by officers. The primary school data from 2022 showed that in terms of achieving expected development levels, children in Warwickshire schools were performing one per cent ahead of the national average in all areas except for maths, where they were two per cent ahead. In comparison to other education authorities in the West Midlands, Warwickshire children were two per cent ahead in all areas except for maths, where it was three per cent. The 2023 data indicated expected development levels of all pupils at EYFS had increased to two per cent above the national average and three per cent for the West Midlands average.

However, the 2022 data showed that the lowest attaining school in Warwickshire at the Early Years Foundation Stage had 20 per cent of its children reaching the expected development levels, compared to 92 per cent for the highest achieving school. There was a similar pattern at Reception class level. The highest performing districts were Warwick and Stratford, with North Warwickshire having the lowest level of attainment. The difference in attainment widened as children progressed through school; in EYFS the difference between lowest and highest attaining district was six per cent, at Year 1 it was eight per cent, and this increased further to 12 per cent at Year 2. The overall disadvantaged attainment gap was wider in Warwickshire when compared to the national average, with the exception of maths. However, in terms of achievement by disadvantaged pupils, a higher proportion were meeting the expected standards in reading, writing and maths in Nuneaton and Bedworth compared to Stratford and Warwick. For secondary schools, attainment rates for disadvantaged pupils were below the national average, although they were similar to those in neighbouring educational authority areas.

Members considered feedback from teachers and headteachers that attended Area Analysis Groups and the Warwickshire Education Partnership Board, which showed there was demonstrable commitment from staff to tackling the attainment gap. The Board's name had recently changed from the Education Challenge Board, as the word 'challenge' was seen as having negative connotations.

A number of potential issues had been identified through the focused visits to schools. These included early diagnosis for children going through the EHCP process; often this was not completed by the time a child was ready to transition up a level, which could then set the child back. Some headteachers said they had not chased an outstanding Ofsted rating but were of the opinion that other schools had done so and had hidden the attainment of its lower performers behind the results and grades of its high achievers. However, there were several examples of good practice that were noted by members and fed back to the working group. This included a school that had set itself up as a community hub to allow families to access services such as speech and language training, because often families were not in a position to be able to travel and access them. The school's library was open two days a week to encourage families to read together, and after school clubs operated every day of the week to help pupil premium children. Another school had spent money on a multi-sensory room that was used as somewhere a child could relax if they needed a time out, and it had developed a strategy of building its lessons around the needs of pupil premium children. Many schools stated they prided themselves on providing a good level of pastoral care. Many academies said they felt well supported by their Trusts, and that they linked well with other schools.

Members were informed of the Education Strategy and School Effectiveness Strategy, both of which were due to be implemented later in the year. They were pleased to note these strategies encompassed issues that had been raised throughout their discussions at the working group meetings, such as strategies relating to SEND, attendance, alternative provision, and how to improve working relationships between schools/academies and the Council. A focus on supporting children with physical and mental health issues was also noted. Members were of the view that due to the nature of the strategies and the work involved, instant results were not to be expected and it would take time for the strategies to become embedded and their impacts to be measured. Members noted the progress of the Nuneaton Education Strategy and hoped this could be developed into an overall strategy that could have elements that could be applied to the whole of Warwickshire.

## 4.0 Recommendations

There were four recommendations to be proposed by members of the working group. These were:

- Endorsement of lobbying of government to amend legislation, to enable all eligible pupils to be automatically enrolled onto a scheme that allows them to receive free school meals.
- Establishment of a sub-committee of the Children and Young People Overview and Scrutiny Committee, which would be updated on the ongoing implementation of the education strategies. Full, formal updates would be presented to the Committee on an annual basis.
- Improve promotion of opportunities for children, such as registering to sit the 11 plus and support available to pupil premium children.
- Continued progress of the Warwickshire Education Partnership Board.

### Reasoning

- 4.1 From an early stage, members had noted that the percentage of children in receipt of free school meals was used as a statistical indicator of attainment and achievement. A school would also benefit from an increased number of children on roll who were in receipt of free school meals, as additional funding would be provided to them. Members had strongly recommended that a system of automatic enrolment for eligible pupils to receive free school meals should be implemented, rather than a family having to apply themselves. Anecdotal evidence suggested sometimes families were too



embarrassed of their personal circumstances to make an application to receive free school meals.

[Warwickshire's Tackling Social Inequalities Strategy 2021-2030](#) had identified maximising take-up of pupil premium for schools as a priority, with the action plan including improved information sharing between departments to increase the number of eligible families claiming free school meals. Implementation of this had been investigated, but potential legal issues had been identified as it may be in contravention of the Data Protection Act and GDPR.

A trial of providing all primary school pupils with free school meals was taking place at the Michael Drayton School in Hartshill. A scheme had also been implemented across each of the London boroughs over the last year, and the results of this were eagerly anticipated.

Research from officers showed other councils had been looking to adopt an automatic enrolment scheme but had been thwarted by the potential legal implications of sharing sensitive information. Additionally the independently produced [National Food Strategy](#), which was written by Henry Dimbleby and published in July 2021, had made recommendations for all eligible pupils to be automatically enrolled into receiving free school meals. The government had been due to respond to this in a White Paper.

As it did not appear the Council could unilaterally make a decision to adopt a policy of automatic enrolment for eligible pupils to receive free school meals, members were unanimously in agreement the Council should use its position of influence to lobby the government for a change in legislation. It was hoped this would then enable the Council to formally adopt the policy. Members said this was their highest priority. However, members were also cognisant of the impact on timing that a general election may have on commencing this activity..

- 4.2 Throughout their discussions, members' attention was drawn to a number of new or revised strategies that were in the process of being formulated, with a view to being formally implemented within the next few months. These included, but were not limited to, the overall Education Strategy, SEND Strategy, and School Effectiveness Strategy. At the outset members noted there were several strategies but felt there did not appear to be effective joined-up thinking, and concerns were raised that some of the sub-groups responsible for the strategies may be duplicating work. It was unclear in members' minds who was responsible for what. As time has progressed members' concerns have been allayed and they are now more confident there is a clearer vision regarding future implementation of strategies, what is hoped to be achieved, and who takes responsibility.

The revised strategies were in addition to existing ones that were drawing to a conclusion, such as the Nuneaton Education Strategy that had been set up with a specific remit of raising attainment levels in the Nuneaton and Bedworth district. Members said they wanted to learn more from the outcomes of this strategy and to do a deeper dive into whether there were examples of practices that had been effective that could be adopted into a wider education strategy for the whole county.

In order to facilitate this, members were of the view a separate sub-committee of the Children and Young People Overview and Scrutiny Committee should be set up to scrutinise the effectiveness and direction of the new strategies. They felt this was an important piece of work that needed ongoing monitoring, but it would be too onerous for the main Committee to do this on a regular basis. Members felt it would be more appropriate for a sub-committee to be set up so more in-depth analysis and discussions could take place on the direction of travel of the new and revised strategies. It was proposed that an annual update would be provided to the Committee, along with briefing notes as and when appropriate.

- 4.3 Members noted some children were missing out on opportunities available to them to help improve their educational attainment as they were not widely known about. Statistics showed that very few pupil premium children registered to sit the 11 plus exam. Feedback from discussion forums and individual meetings with primary school headteachers indicated that many of them did not appear to be aware that five out of the six selective grammar schools in Warwickshire had lower qualifying scores (effectively the pass mark) in the 11 plus for pupil premium children. It also appeared that the offer of ten hours of free online tuition for pupil premium children was not widely advertised. Although a renewed promotion campaign around this was about to start, members were of the view there needed to be greater awareness of the availability of places in grammar schools, and other opportunities that could help children meet their potential.
- 4.4 When the working group was first established, discussions took place regarding bringing schools together to share examples of good practice and for them to help feed into the development of revised Council strategies. Uptake of the revised Warwickshire Education Partnership Board was improving and there were now more headteachers attending the meetings. This was partly attributed to the refresh of the Board, which had recently undergone a name change from the Education Challenge Board. The decision was taken to remove the word 'challenge' from the title due to the negative connotations that may deter representatives from higher attaining schools from attending meetings and sharing examples of practices that had worked well for them, or well-intentioned schemes that had not proved to be successful. There has been a change in ethos and focus on developing partnerships, and meetings are now held monthly rather than quarterly.

Members were more optimistic the Board could make a positive difference and enact effective change, and had been encouraged by the progress that had been made in improving communication across schools. Members look forward to this continuing.

- 4.5 As a longer-term aim, members had discussed the mental health of pupils and how positive mental health could improve attainment. The South Warwickshire Place team had looked into providing a mental health practitioner for children using money they had been delegated. It was suggested by members that a joint project between the Integrated Care Board and the Council could identify which schools should be prioritised for having access to the mental health practitioner. This would potentially benefit schools as a positive impact on mental health could help to improve children's educational attainment. Members noted there was another potential benefit in that this scheme could help reduce future pressures on health services if children had access to services at an earlier age, meaning they could be less likely to require the service again in adulthood. However, such a project would need to be fully costed and it would need to be confirmed by legal if it was compliant with GDPR and data protection laws.

## **5.0 Financial and Legal Implications**

The views of relevant Directors, Finance, Legal and Equalities and Diversity have been sought on this report, prior to its submission to Cabinet.

## Appendix A: Initial Scoping Document

<b>Review Topic</b>	Educational Attainment
<b>Working Group Members</b>	Councillors Yousef Dahmash (Chair), Brett Beetham, Pete Gilbert, Ian Shenton, Margaret Bell, Jan Matecki, Jonathan Chilvers, Jerry Roodhouse and Barbara Brown
<b>Scrutiny Officer Support</b>	Andy Carswell/Helen Barnsley
<b>Officer Contact</b>	Chris Baird, Sarah Stear, Sophie Thompson
<b>Relevant Portfolio Holder(s)</b>	Kam Kaur – Education Jeff Morgan – Children and Families
<b>Relevant Corporate/LAA Priorities/Targets</b>	Levelling Up Devolution for Warwickshire
<b>Rationale</b> (Key issues and/or reason for doing the review)	There are discrepancies that need addressing in educational attainment rates between the north and south of the county, and in terms of future employment prospects. Children are potentially missing out on opportunities through no fault of their own due to their personal circumstances. The review seeks to improve the prospects of children living in the more poorly achieving areas.
<b>Objectives of Review</b> (Specify exactly what the review should achieve)	Investigate the major contributing factors to the discrepancy of educational attainment.  Investigate which of these factors the Council can directly control and influence, and those it could potentially indirectly influence.  Investigate how these can be addressed and suggest a starting point to a longer-term action plan.

<p><b>Scope of the Topic</b> (What is specifically to be included/excluded)</p>	<p>Current performance levels, and responsibilities for performance. Look at performance of Trusts as well as individual schools.</p> <p>Understand the remit of the local authority, Regional Directors, Ofsted, and Academy Trusts in terms of standards and what they can and cannot do. What input do they – but particularly the Council – have in potentially improving outcomes?</p> <p>Investigate the causes of underperformance and the attainment gap; for example, are deprivation and lack of aspirations/employment opportunities root causes?</p> <p>Comparison to other areas where deprivation is worse but children achieve better outcomes.</p> <p>What funding is available and how can this be utilised.</p> <p>What has been tried so far and what could be done.</p> <p>What deeply ingrained issues are there that need working on to resolve on a longer-term basis?</p>
<p><b>Indicators of Success – Outputs</b> (What factors would tell you what a good review should look like?)</p>	<p>Obtainable and achievable objectives</p>
<p><b>Indicators of Success – Outcomes</b> (What are the potential outcomes of the review e.g., service improvements, policy change, etc?)</p>	<p>Root causes properly investigated and analysed during a deep dive</p> <p>Clearly defined long-term action plan on next steps to take</p> <p>Improvements to schools that can be made on a short-term basis, while the longer-term objectives are explored and defined</p>
<p><b>Specify Evidence Sources</b> (Background information and documents to look at)</p>	<p>Most recent data on attainment by cohort, area, Ofsted judgement of the school, ethnicity, and children from deprived backgrounds.</p> <p>Past and most recent data on education policies and spending, to see if there is a distinction between different population groups/geographical areas</p> <p>State of Warwickshire Report</p> <p>Levelling Up Strategy</p> <p>Government Guidance document on Schools Causing Concern</p>
<p><b>Specify Witnesses/Experts</b> (Who to see and when)</p>	<p>Meeting one: input from Business Intelligence</p> <p>Meeting two: input from Early Support Team</p>

<b>Possible Co-Options</b> (Would the review benefit from any co-options e.g., community or voluntary sector representatives?)	
<b>Specify Site Visits</b> (Where and when)	N/A
<b>Consultation with Stakeholders</b> (Who should we consult?)	Public Health?
<b>Level of Publicity</b>	None initially
<b>Barriers/Dangers/Risks</b> (Identify any weaknesses or potential pitfalls)	
<b>Projected Start Date</b>	<b>Draft Report Deadline</b>
<b>Meeting Frequency</b>	<b>Projected Completion Date</b>
<b>Meetings Dates</b>	Sept 22, October/November 22, December 22, January 23
<b>Committee Reporting Date</b>	Full Council, February 2023
<b>Cabinet Reporting Date</b>	
<b>When to Evaluate Impact</b>	Longer term; perhaps after six or 12 months to see what progress has taken place against the identified actions, then reviewed on an annual basis after that
<b>Methods for Tracking and Evaluating</b>	

## Appendix B – Working Group Action Plan

Recommendation	Target Date for Action	Lead Officer	OSC Update	Progress Notes
<b>R1</b> Lobbying of government to amend legislation, to enable all eligible pupils to be automatically enrolled onto a scheme that allows them to receive free school meals	To begin as soon as possible, having regard for a future general election	Johnny Kyriacou	When response received from central government	
<b>R2</b> Establishment of a sub-committee of the Children and Young People Overview and Scrutiny Committee, to discuss updates on the ongoing implementation of education strategies	As soon as practically possible	Johnny Kyriacou	OSC to receive an annual update on the progress being made	
<b>R3</b> Improve promotion of opportunities for children, such as eligibility for sitting the 11 plus and support available to pupil premium children	As soon as possible	Johnny Kyriacou	Progress to be reviewed on a regular basis – perhaps every six to 12 months	
<b>R4</b> Continued expansion of the Education Partnership Board	Ongoing	Johnny Kyriacou	Updates to be provided via briefing note	

## Appendix C – Overview of Projects Led by WCC Relating to Educational Attainment

### Projects to Raise attainment in Warwickshire schools led by Warwickshire County Council 2020-2024

There are **250** schools in Warwickshire, and of them **133** (53%) are academies, either standalone (where one school is an academy) or part of Multi Academy Trusts (where a group of schools are part of one Trust). All secondary schools in Warwickshire except one are academies.

WCC has a good relationship with most academies and the majority are willing to engage with projects made available to them. However, it must be remembered that WCC has no way of compelling academies to take part in the projects that are offered.

These projects are a sample of work that has been offered out to Warwickshire schools in the last 3 to 4 years but does not represent the entirety of the work done with schools to increase attainment. The ‘business as usual’ work of WCC Education Services is to ensure the provision of quality of education for all children and young people of Warwickshire and these would be the projects that would be worth noting as additions to the scope of our statutory work.

	<b>Date</b>	<b>Project</b>	<b>Reach</b>	<b>Notes and Outcomes</b>
Nuneaton Education Strategy	2020/21	Talk for Writing training with Pie Corbett	All Nuneaton primaries	31 schools attended, with a total of 46 participants. Talk for Writing is an engaging teaching framework based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. It is the most popular teaching method for writing in Nuneaton schools
	2020/21	Thrive approach training 1	All Nuneaton schools	The Thrive Approach offers a trauma-informed, whole school or setting approach to improving the mental health and wellbeing of children and young people. Thrive is designed to work through the whole school and inform how every interaction with each child is carried out. 19



				<p>Nuneaton schools became ‘Thrive’ schools (an increase from 3 who were Thrive schools in 2019) meaning they adopted the approach in their classrooms. The majority of Nuneaton schools now use this trauma based approach to teaching and learning.</p> <p>In addition to the primary schools, both Nuneaton Significant Adults (SAP) received Licensed Practitioner training via consortium funding. The SAPs are able to support schools (pupils) without Thrive subscription/licensed practitioners increasing impact/numbers. SAPs can profile those they are supporting, develop action plans and evaluate impact using the system.</p>
2021/22	Newly Qualified Teacher (NQT) support programme	All Nuneaton schools		<p>This provided a training package for new Early Careers Framework for teachers, bespoke to Nuneaton and run by Nuneaton school leaders and teachers. Included an offer for teachers who have been in the profession for one year. Teachers were trained specifically around the needs of disadvantaged and low attaining pupils</p>
2021/22	Breaking the Glass ceiling to Good – Ofsted related training with Sonia Gill	All Nuneaton schools		<p>32 schools attended the training – see Ofsted information below.</p>

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	of HeadsUp		
2022/23	Subject leader networks 1 – curriculum continuity	All Nuneaton schools	<p>Nuneaton secondary teachers were given the opportunity to run workshops in their respective subjects with primary school teachers. Allowed continuity in curriculum teaching from primary schools through to secondary.</p> <p>9 sessions were completed in June 2022 with a further 8 sessions in Nov 2023</p> <p>All schools involved commented that they have found the sessions useful to improve the working relationships between secondary and primary teachers as well as subject knowledge and curriculum improvement.</p>
2022/23	Autism training for staff with Louisa McGivney	All Nuneaton schools	<p>Nuneaton Headteachers expressed that their staff would benefit from further training on a variety of subjects linked to Autism.</p> <p>These 6 sessions were carried out online with an average of 40 staff in attendance at each session.</p> <p>The feedback from the training was very positive, with teachers commenting that it helped them improve their support for their pupils living with ASC.</p> <p>The training proved so popular that it was repeated in Feb</p>

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				2023 with around 40 members of staff signed up for each session, and a further 50 watching the sessions recorded afterwards.
	2022/23	Thrive approach training 2	All Nuneaton schools	See Thrive training 1 – further training for staff at schools
	2022/23	Subject leaders networks 2	All Nuneaton schools	See subject leader network 1 – allowed for further sessions to be run
	2022/23	Pupil Premium review using Education Endowment Foundation support.	All Warwickshire schools	Project working with Nathan Morland from Education Endowment Foundation (EEF) to review and improve Pupil Premium strategies as well as pick out schools as examples of best practice
	2023	Raising Attainment in Disadvantaged Young People (RADY)	All Warwickshire schools	<p>A collaboration with the WCC Virtual School to offer schools information and knowledge, Professional Learning Platform online resources and training from Challenging Education around RADY. Available free to all schools until 2030.</p> <p>Specific Nuneaton RADY project carried out Jan 23-Dec 23:</p> <ul style="list-style-type: none"> <li>Schools audited their own provision then sessions followed the principles of higher expectations, equity in the classroom, proportional</li> </ul>

				<p>representation, plan to make a difference and position of knowledge.</p> <ul style="list-style-type: none"> <li>• Schools had access to webinars via the Professional Learning Platform and completed tasks to deliver to staff to enable wider dissemination.</li> </ul>
	2023	Small Schools project	Warwickshire Schools with pupil numbers under 150	Small schools project – Warwickshire has a high number of small schools in affluent areas but with high proportions of PP. Working with the John Taylor Staffordshire Research school on a project around improving PP provision in those schools.

### Outcomes

As with all projects based in Education settings it is not always easy to judge their success immediately. Changes in methods of teaching, or better communication between primary and secondary schools would not show a quick outcome but would show a small progression over several years. The projects carried out often cannot be measured in data and statistics but can be found in soft data and case studies on particular schools, classes, or pupils.

However, what can be shown in a gradual upswing in attainment and a closing of the gap between disadvantaged and non-disadvantaged pupil attainment. The years of the covid pandemic resulted in no data being collected at a county level, so the comparison between the pre and post covid years must be viewed with certain caution. However, the results between 2022 and 2023 shows that attainment in Warwickshire rising again and some of the damage done by the pandemic beginning to be counteracted. The lack of data during the covid pandemic meant that no district level comparisons were able to be made so [tables one and two](#) below show the contrast between the district based disadvantaged gap in 2019-2023. Overall, the Warwickshire wide data has worsened in those intervening years for all headline data, but when drilled down to district level certain districts have decreased their

gap by a small amount in those years, but others have increased theirs almost four times. Warwickshire gap remains similar but always behind the national average in all headlines in those years.

What can be seen is that Nuneaton and Bedworth, where a lot of the above projects were carried out, moved from having the smallest disadvantaged gap in one out of the seven areas in 2019 (Good level of development in Early Years stage) to having the smallest gap in 5 of the seven areas in 2023, which potentially demonstrates that the hard work and projects mentioned above have all contributed towards this success.

As can be seen in [tables 3 and 4](#) the Warwickshire wide disadvantaged gap in KS2 reading, writing and maths and GCSEs level 5 and above does not fluctuate more than around 8 percentage points, but does not show a definite downward trend at that time, showing a repair in the damage of the covid pandemic.

[The Ofsted ratings](#) for schools in Nuneaton have seen 8 improve their ratings, 20 maintain their ratings and 2 decrease their rating in the period 2019-2023

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**Table one: Disadvantaged pupil Data gaps 2019**

Closing the Gap: 2019 Headlines																															
A = All Pupils   D = Disadvantaged Pupils   O = Other (non-disadvantaged) Pupils   Gap = Warwickshire disadvantaged minus National Other																															
WE1 – Early Years Foundation Stage				WE3 – Family of Schools																											
EYFSP				Phonics Year 1				Key Stage 1 - Expected Standard								Key Stage 2 - Expected Standard				Key Stage 4											
% Good Level of Development				% Working At expected Level				Reading (R)				Writing (W)				Maths (M)				RWM				Grade 5 or above in E&M GCSEs							
A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap				
National (state funded schools)																															
72%	57%	74%	-17%	82%	71%	84%	-14%	75%	62%	78%	-17%	69%	55%	73%	-18%	76%	62%	79%	-17%	65%	51%	72%	-19%	43%	25%	50%	-25%				
Statistical Neighbours (SN)																															
74%	55%	76%	-19%	83%	-	-	-	77%	-	-	-	71%	-	-	-	77%	-	-	-	66%	48%	71%	-23%	43%	21%	48%	-29%				
<b>Warwickshire</b>																															
72%	55%	74%	-19%	84%	71%	85%	-13%	77%	60%	80%	-18%	71%	53%	74%	-20%	77%	59%	80%	-20%	65%	47%	71%	-24%	50%	22%	55%	-28%				
2018																															
72%	56%	74%	-18%	84%	70%	86%	-15%	77%	64%	80%	-15%	71%	55%	74%	-19%	77%	60%	80%	-19%	67%	47%	73%	-24%	49%	22%	55%	-28%				
North Warwickshire																															
72%	49%	75%	-25%	84%	74%	86%	-10%	74%	60%	77%	-19%	69%	51%	72%	-22%	72%	50%	76%	-30%	61%	42%	68%	-29%	37%	16%	42%	-34%				
Nuneaton and Bedworth																															
68%	58%	70%	-16%	80%	68%	83%	-17%	75%	58%	80%	-21%	69%	53%	73%	-20%	76%	57%	81%	-22%	60%	48%	66%	-22%	38%	20%	43%	-30%				
Rugby																															
71%	55%	73%	-19%	87%	80%	88%	-4%	76%	59%	80%	-19%	70%	50%	75%	-23%	77%	62%	80%	-17%	67%	56%	70%	-15%	54%	21%	61%	-29%				
Stratford on Avon																															
73%	48%	76%	-26%	86%	72%	87%	-13%	80%	64%	82%	-14%	74%	54%	76%	-19%	77%	60%	79%	-20%	68%	41%	74%	-30%	60%	29%	65%	-21%				
Warwick																															
75%	51%	77%	-23%	82%	61%	84%	-24%	79%	63%	81%	-16%	73%	58%	75%	-16%	78%	64%	80%	-15%	68%	46%	73%	-25%	52%	22%	57%	-28%				
Warwickshire exactly in line with National, 0.5% down on last year				Warwickshire same as last year but 2% above National, 1% above SN				Warwickshire same as last year and SN. Up 2% on National				Warwickshire same as last year and SN, 2% above National.				Warwickshire same as last year and SN, 1% above National.				Warwickshire decreased by 2ppts, are below SN and same as National.				Warwickshire up 1ppt, 7ppts above SN and National.							
Gap has widened by 0.8% since last year				Gap has closed by nearly 2ppts				Gap has widened by 3ppts since last year				Gap has widened by 1pptsince last year				Gap has widened by 1ppt since last year				Gap has remained the same				Gap has remained the same							
Disadvantaged pupil results fallen for the second year running				Disadvantaged pupil results increase by 1ppt on last year				Disadvantaged pupil performance decreased by 4ppts				Disadvantaged pupil performance decreased by 2ppts				Disadvantaged pupil performance decreased by 1ppts				Disadvantaged pupil performance has remained the same				Disadvantaged pupil performance has remained the same							
Top performing District/Borough:																															
All Pupils				Warwick				Rugby				Stratford on Avon				Stratford on Avon				Warwick				Warwick				Stratford on Avon			
Disadvantaged Pupils				Nuneaton and Bedworth				Rugby				Stratford on Avon				Warwick				Warwick				Rugby				Stratford on Avon			
Widest Gap				Stratford on Avon				Warwick				Nuneaton and Bedworth				Rugby				North Warwickshire				Stratford on Avon				North Warwickshire			
Smallest Gap				Nuneaton and Bedworth				Rugby				Stratford on Avon				Warwick				Warwick				Rugby				Stratford on Avon			

The DfE define 'Disadvantaged' pupils as those who have been a) eligible for Free School Meals at any point in the last 6 years, b) children who are looked after or c) children who have been adopted from care or via a Special Guardianship or Child Arrangements Order  
Dashes (-) indicate that data is not published/available from the DfE

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**Table two: Disadvantaged pupil data gaps 2023**

Securing the best start in life		Warwickshire's Family of Schools																													
		Phonics Year 1								Key Stage 1 - Expected Standard												Key Stage 2 - Expected Standard				Key Stage 4					
EYFSP		Phonics Year 1								Reading (R)				Writing (W)				Maths (M)				RWM				Grade 5 or above in E&M GCSEs					
% Good Level of Development		% Working At expected Level								Reading (R)				Writing (W)				Maths (M)				RWM				Grade 5 or above in E&M GCSEs					
A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap
National (state funded schools)		67%	52%	72%	-20%	79%	67%	82%	-15%	68%	54%	73%	-19%	60%	45%	65%	-21%	70%	56%	75%	-19%	59%	44%	66%	-22%	45%	25%	52%	-27%		
West Midlands		66%	53%	70%	-18%	78%	69%	82%	-13%	68%	56%	73%	-17%	60%	47%	65%	-18%	70%	58%	75%	-17%	58%	46%	65%	-20%	42%	25%	49%	-28%		
<b>Warwickshire</b>		<b>69%</b>	<b>50%</b>	<b>74%</b>	<b>-22%</b>	<b>79%</b>	<b>63%</b>	<b>83%</b>	<b>-20%</b>	<b>71%</b>	<b>50%</b>	<b>77%</b>	<b>-23%</b>	<b>62%</b>	<b>40%</b>	<b>68%</b>	<b>-25%</b>	<b>73%</b>	<b>52%</b>	<b>78%</b>	<b>-23%</b>	<b>60%</b>	<b>40%</b>	<b>66%</b>	<b>-26%</b>	<b>49%</b>	<b>22%</b>	<b>56%</b>	<b>-30%</b>		
###		66%	46%	70%	-24%	77%	57%	81%	-22%	68%	49%	73%	-23%	53%	37%	64%	-26%	70%	53%	74%	-20%	61%	40%	66%	-25%	53%	24%	60%	-33%		
North Warwickshire		68%	52%	73%	-20%	77%	62%	81%	-20%	68%	50%	74%	-23%	58%	40%	63%	-26%	69%	52%	73%	-23%	52%	37%	58%	-29%	33%	16%	39%	-37%		
Nuneaton and Bedworth		65%	53%	69%	-18%	78%	66%	82%	-16%	67%	51%	73%	-22%	58%	42%	65%	-23%	71%	54%	77%	-21%	61%	46%	68%	-20%	40%	19%	48%	-34%		
Rugby		67%	46%	72%	-26%	80%	62%	85%	-20%	72%	52%	78%	-21%	64%	41%	70%	-24%	72%	52%	77%	-23%	56%	35%	63%	-31%	55%	31%	62%	-22%		
Stratford on Avon		74%	43%	79%	-28%	78%	57%	82%	-25%	72%	50%	77%	-22%	64%	35%	70%	-30%	74%	50%	79%	-25%	64%	38%	70%	-28%	58%	27%	64%	-26%		
Warwick		71%	51%	75%	-21%	81%	63%	85%	-19%	74%	47%	79%	-26%	66%	40%	71%	-25%	76%	50%	81%	-25%	63%	40%	69%	-26%	52%	19%	59%	-34%		
		Warwickshire above National by 2ppts and above West Midlands by 3ppts <b>Gap is wider than National at -22 ppts</b> <b>Disadvantaged pupil results below peers Nationally and across the region</b>				Warwickshire in line with National and above West Midlands by 1ppt <b>Gap is wider than National at -20ppts</b> <b>Disadvantaged pupil results below peers Nationally and across the region</b>				Warwickshire above National and West Midlands by 3ppts <b>Gap is wider than National at -23ppts</b> <b>Disadvantaged pupil results below peers Nationally and across the region</b>				Warwickshire above National and West Midlands by 2ppts <b>Gap is wider than National at -25ppts</b> <b>Disadvantaged pupil results below peers Nationally and across the region</b>				Warwickshire above National and West Midlands by 3ppts <b>Gap is wider than National at -23ppts</b> <b>Disadvantaged pupil results below peers Nationally and across the region</b>				Warwickshire above National by 1ppt and above West Midlands by 2ppts <b>Gap is wider than National at -26ppts</b> <b>Disadvantaged pupil results below peers Nationally and across the region</b>				Warwickshire above National by 4ppt and above West Midlands by 7ppts <b>Gap is wider than National at -30ppts</b> <b>Disadvantaged pupil results below peers Nationally and across the region</b>					
Top performing District/Borough:		All Pupils		Stratford on Avon		Warwick		Warwick		Warwick		Warwick		Warwick		Stratford on Avon		Stratford on Avon													
Disadvantaged Pupils		Nuneaton and Bedworth		Nuneaton and Bedworth		Rugby		Nuneaton and Bedworth		Nuneaton and Bedworth		Nuneaton and Bedworth		Nuneaton and Bedworth		Rugby		Rugby													
Widest Gap		Stratford on Avon		Stratford on Avon		Warwick		Stratford on Avon		Warwick		Stratford on Avon		Warwick		Rugby		North Warwickshire													
Smallest Gap		Nuneaton and Bedworth		Nuneaton and Bedworth		Rugby		Nuneaton and Bedworth		Nuneaton and Bedworth		Nuneaton and Bedworth		Nuneaton and Bedworth		Nuneaton and Bedworth		Rugby													

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**Table three: Key Stage 2 Reading, Writing, Maths (combined) Achieving expected standard gap between disadvantaged and non disadvantaged pupils**

KS2: R/W/M Achieving Expected Standard	National	Warwickshire
2023	-22%	-26%
2022	-23%	-25%
2019	-21%	-26%
2018	-20%	-24%
2017	-20%	-24%

**Table four: GCSE level 5 of above in English and maths GCSE gap between disadvantaged and non disadvantaged pupils**

Grade 5 or above in English and Maths GCSEs	National	Warwickshire
2023	-27%	-30%
2022	-27%	-34%
2019	-25%	-28%
2018	-25%	-28%
2017	-25%	-26%



**Table Five: Nuneaton Ofsted ratings comparison 2019-2023**

Maintained rating - 20

Improved rating - 8

Decreased rating - 2

Academy converter/new school - 5

School	Ofsted 2019	Ofsted 2023
Abbey C.Of E. Infant School	Outstanding	Outstanding
All Saints C.Of E. Primary School, Nuneaton	Good	Good
Arley Primary School	Good	Converted to academy – not yet inspected
Bournebrook C.Of E. Primary School	Outstanding	Good
Camp Hill Primary School	Good	Converted to academy – not yet inspected
Chetwynd Junior School	Requires improvement	Good
Chilvers Coton Community Infant School	Good	Good
Croft Junior School	Good	Good
Discovery Academy	Good	Good
Etone College	Requires Improvement	Good
Galley Common Infant School	Outstanding	Outstanding
Glendale Infant School	Good	Good
Hartshill School	Requires improvement	Requires Improvement
Higham Lane School	Outstanding	Outstanding
Lower Farm Academy		Not inspected new school
Michael Drayton Junior School	Good	Good
Middlemarch School	Good	Good

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Milby Primary School	Good	Good
Nathaniel Newton Infant School	Good	Good
Nursery Hill Primary School	Requires Improvement	Good
Oak Wood Primary School	Good	Good
Oak Wood Secondary School	Good	Good
Our Lady and St. Joseph Catholic Academy	Good	Outstanding
Park Lane Primary School	Good	Good
Queen's C.Of E. Academy	Good	Good
St. Anne's Catholic Academy	Requires Improvement	Good
St. Nicolas C.Of E. Academy	Good	Good
St. Paul's C.Of E. Primary School, Nuneaton	Good	Good
St. Thomas More Catholic School and Sixth Form College	Good	Good
Stockingford Academy	Inadequate	Converted to academy not yet inspected
Stockingford Maintained Nursery School	Good	Outstanding
The George Eliot School	Requires improvement	Good
The Nuneaton Academy	Requires Improvement	Converted to academy not yet inspected
Weddington Primary School	Good	Good
Wembrook Primary School	Requires Improvement	Good
Whitestone Infant School	Outstanding	Good

