

# Children & Young People Overview and Scrutiny Committee

26 November 2024

## School Outcomes Report – Early Headlines including Virtual Schools

### Recommendation

That the Children and Young People Overview and Scrutiny Committee consider and comment on the performance of primary age children in Warwickshire’s state-funded schools in statutory national tests.

### 1.0 Background

- 1.1 This paper sets out the performance data for primary age children. It contains the outcomes of pupils in the statutory national curriculum tests and teacher assessments and examinations in 2024.
- 1.2 Three years of data is presented (2022, 2023 and 2024). Given the legacy of the pandemic, and the effect this has had on individual schools and pupils, caution is advised when comparing the last three years of assessment and/or considering trends.
- 1.3 The data presented covers the following curriculum areas and pupils:
  - the earliest statutory teacher assessments for pupils in Reception (ages 4-5) called the Early Years Foundation Stage Profile (EYFSP)
  - the Phonics tests taken by pupils in Year 1 (ages 5-6),
  - Key Stage 2 tests and teacher assessments taken by pupils in Year 6 (ages 10-11)

As Key Stage 1 teacher assessments are no longer statutory, data is not collected by the Department for Education (DfE) and is therefore no longer available.

- 1.4 The publication of secondary performance data has been delayed by DfE due to quality issues with the data provided by some awarding organisations. This dataset is now expected between November and December 2024. Post 16 A-level and equivalent qualifications data is due in December 2024. Consequently, secondary performance will be reported to the Committee in April 2025.

### 2.0 Educational Context

- 2.1 Governance arrangements in Warwickshire schools are diverse. The following table shows the number of schools and nurseries along with their governance arrangements:

School type	All-through	Nursery	Primary	Secondary	Special	Total
Local authority nursery school		6				6
Community school			63			63
Community special school					2	2
Voluntary aided school			15			15
Voluntary controlled school			26			26
Foundation school			2	1		3
<b>Maintained schools</b>	<b>0</b>	<b>6</b>	<b>106</b>	<b>1</b>	<b>2</b>	<b>115</b>
Academy converter	1		59	26		86
Academy special converter					5	5
Academy special sponsor led					2	2
Academy sponsor led			23	7		30
<b>Academies</b>	<b>1</b>	<b>0</b>	<b>82</b>	<b>33</b>	<b>7</b>	<b>123</b>
Free schools	1		8	2		11
Free schools special					2	2
<b>Free schools</b>	<b>1</b>	<b>0</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>13</b>
<b>Total</b>	<b>2</b>	<b>6</b>	<b>196</b>	<b>36</b>	<b>11</b>	<b>251</b>

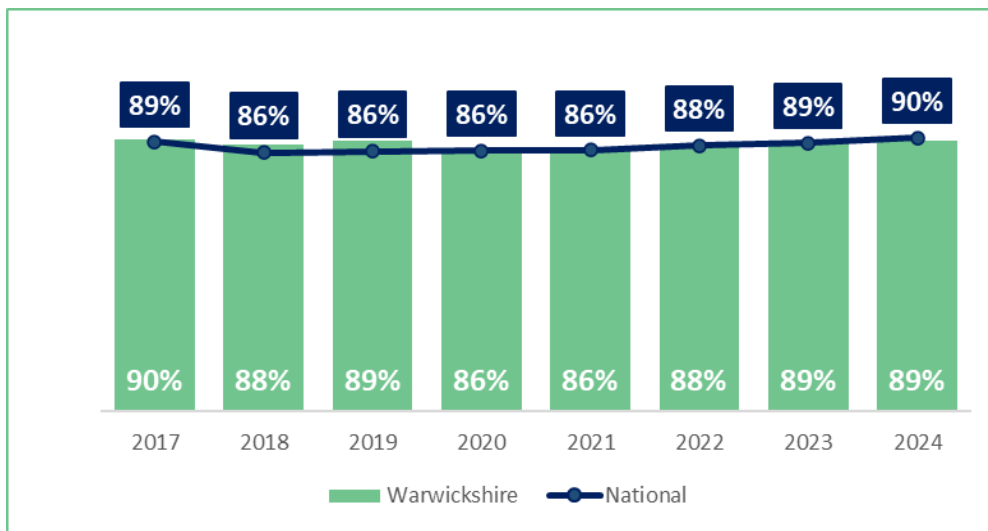
Source: DfE Get Information About Schools website September 2024

2.2 54% of state-funded schools (including nurseries) are academies or free schools. 46% of primary schools are academies or free schools, 97% of secondary schools are academies or free schools and 82% of special schools are academies or free schools.

School type	North Warwickshire		Nuneaton and Bedworth		Rugby		Stratford on Avon		Warwick		Total
	Main-tained	Acad-emy	Main-tained	Acad-emy	Main-tained	Acad-emy	Main-tained	Acad-emy	Main-tained	Acad-emy	
All Through										2	2
Nursery	1		2						3		6
Primary	10	14	21	14	22	16	23	33	30	13	196
Secondary		5		7	1	7		11		5	36
Special		1	1	4		2		2	1		11
<b>Total</b>	<b>11</b>	<b>20</b>	<b>24</b>	<b>25</b>	<b>23</b>	<b>25</b>	<b>23</b>	<b>46</b>	<b>34</b>	<b>20</b>	<b>251</b>

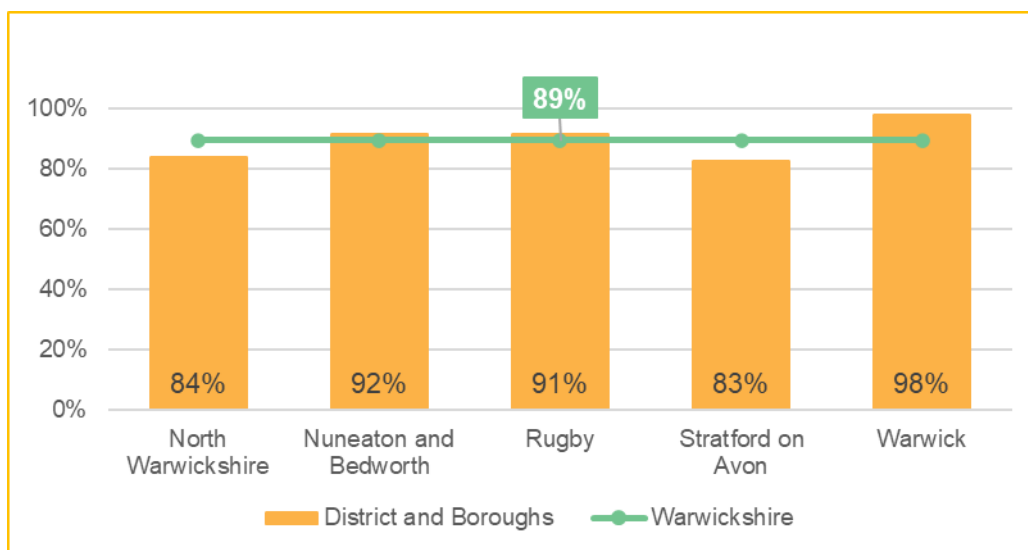
2.3 On 2<sup>nd</sup> September 2024, the Government announced that single headline Ofsted Inspection grades were to be scrapped with immediate effect. However, Ofsted have confirmed that any schools who were inspected before the end of the last academic year 2023/24 and are awaiting their reports will still receive a one-word judgement. The following graphs have been updated based on Ofsted reports that were published by 31<sup>st</sup> August 2024.

**Overall Ofsted judgements Good and Outstanding Schools  
End of each academic year August 31<sup>st</sup>**



2.4 At the end of the last academic year (August 2023/24), 247 (out of 250) schools had Ofsted Inspection results: 29 graded Outstanding, 192 Good, 20 Requiring Improvement and 6 Inadequate.

**Overall Ofsted judgements Good and Outstanding Schools  
by district and borough as at end of August 2024**



2.5 As part of the school Ofsted Inspection reforms the Government has announced it will introduce 'report cards' from September 2025. The cards will consist of 'new criteria' to inform families about a school's strengths and areas for improvement. Ofsted is also developing a new inspection framework which will have greater focus on pupil outcomes and is intended to drive higher standards. It has also confirmed that there will be a range of measures to reduce anxiety for those being inspected.

### 3.0 Education Strategies and Priorities

- 3.1 The Five-Year Council Plan 2022-27 sets out the direction of the Council and what it is working to achieve on behalf of residents. Warwickshire Education Services supports one of the seven focus areas of the Council Plan which is:

*'Through education, improve life opportunities for children, young people and those with special education needs and disabilities'.*

- 3.2 The Education Services team provides a range of services, some working directly with children, young people and adults, others supporting and enabling early years settings, schools, colleges and other providers to deliver high quality education and services for the people of Warwickshire.

- 3.3 In September 2024 the new Education Strategy 2024-2029 was launched, and is available here: [Warwickshire Education Strategy 2024 - 2029 - Organization home](#). The Warwickshire Education Strategy is the primary strategic driver for the Council in relation to its Education Service over the next five years and provides the foundation for all current and future work as outlined in its Strategic Pipeline, and Delivery Plan. This will facilitate a unified approach towards addressing its four Priorities:

#### Priority 1: Best Start

- All children deserve the best start in life, with a focus on Early Years provision.
- We are committed to providing high-quality Early Years places, free entitlements, childcare for working parents, and support for parents and providers.
- We will develop an Early Years Integrated Delivery Plan to ensure the best start for all children.

#### Priority 2: SEND and Inclusion

- We aim to create opportunity and support all learners, including those with SEND.
- This includes ensuring SEND provision is commissioned based on needs, increasing Resourced Provision availability, and streamlining EHC Plan assessments.

#### Priority 3: Sufficiency and Admissions

- We will ensure sufficient school places are available in the right locations at the right time.
- This involves capital programmes for new schools and expansions, alongside streamlined school admissions processes and support for parents choosing schools.

## Priority 4: Strong System

We play a pivotal role in the local education system, ensuring every child has a school place and supporting underperforming schools.

We will operate as a system leader, strengthening partnerships across education, health, and social care. This will focus on:

- Safeguarding children.
- School effectiveness and educational attainment for all children.
- Targeted interventions in specific areas.
- Reducing school absences, exclusions, and use of Alternative Provision.
- Strong links between schools and post-16 opportunities.

- 3.3 Within Education Services, school effectiveness is the responsibility of the Early Years and School Effectiveness Team. The team supports and influences education settings to improve practice, outcomes and aspiration for children and young people including those most disadvantaged. The service maintains and supports Early Years provision and the Warwickshire family of schools to ensure quality provision and the best outcomes for all learners; providing early support remains a priority.
- 3.4 The new School Effectiveness Strategy 2024-2030 has been paused as a result of the Government's recent announcements regarding changes to school improvement policy.
- 3.5 The Strategy will outline how the Council will fulfil its statutory duties in relation to school effectiveness, including facilitating a self-improving school system. The system is based on highly effective partnerships with academies, schools and other partners as we aim to support and facilitate excellence and enjoyment for all pupils. There will be three priorities: know our schools; challenge our schools and support our schools.
- 3.5 In Warwickshire there are 14 primary consortia, each of which is made up of several local schools who work together collaboratively to provide informal school to school support and networking/support. The consortia are school led with support provided by the School Effectiveness Team. There are four parallel networks for secondary schools. Special and Nursery Schools have their own network but are also part of the primary consortia and secondary area networks.
- 3.6 In September 2023 the new Warwickshire Education Partnership Board (WEPB) was established to promote and sustain the vision for education in Warwickshire. It ensures there is a coherent and strategic oversight and leadership of education issues by education leaders and WCC across five thematic areas: School Effectiveness and Organisation; Inclusion; School Funding; Safeguarding and Wider Support for children and young people. WEPB tackles the most challenging issues that impact on Warwickshire's young people as evidenced by data and outcomes.

3.7 The School Effectiveness team consists of a small core group of permanent staff and a team of externally commissioned system leaders made up of quality assured serving headteachers and independent consultants.

- 1.0 Head of Early Years and School Effectiveness
- 2.0 School Effectiveness Lead Commissioners
- 0.2 School Effectiveness Lead Advisor (Ofsted Complaints)
- 1.0 School Effectiveness Networks Lead Officer
- 2.0 Assessment Co-ordinators
- Commissioned systems leaders (independent and serving headteachers)

## 4.0 Executive Summary

4.1 Table 1 below provides a summary of the key headline indicators for the different curriculum stages achieved by Warwickshire primary school pupils in **2024** compared to those nationally:

Table 1: Headline measures and results for England, Warwickshire and District and Boroughs

				District and Boroughs				
Key Stage	Headline Measure	England (state-funded schools)	Warwickshire	NW	N&B	R	SoA	W
<b>EYFSP</b>	% of pupils achieving a <b>Good Level of Development</b>	68%	68%	65%	65%	70%	70%	71%
<b>Phonics</b>	% of Year 1 pupils working at the required level	80%	79%	79%	78%	78%	81%	82%
<b>Key Stage 2</b>	% of pupils achieving the Expected Standard in <b>Reading, Writing and Maths</b>	60%	59%	57%	59%	54%	64%	62%

4.2 Warwickshire’s Reception year cohort have performed on a par with their counterparts nationally in the Early Years Foundation Stage Profile, with 68% achieving a Good Level of Development. Provisional data shows that for Phonics and Key Stage 2, Warwickshire is a percentage point behind the current national results.

4.3 The Ofsted annual review 2023 national report drew particular attention to a troubling shift in behaviour, attendance and attitudes towards education since the pandemic. This pattern continues to be reflected in schools in Warwickshire. The social contract between parents and schools has been fractured. Absenteeism has become a stubborn problem in schools, perceived disruptive behaviour has become more common. Poor behaviour affects both pupils and teachers’ experience of school and therefore the ability of children to learn and teachers to teach. There is also increasing anecdotal evidence of friction between schools and parents. Parents appear increasingly willing to challenge school processes/decisions.

Schools are working hard to address these issues and prioritise their relationships with parents/carers.

- 4.4 The Council and schools are facing significant challenges with SEND provision. These challenges are reflected nationally. Reports from the National Audit Office and Local Government Association have highlighted the issues of poor outcomes and financial sustainability. Reform is expected. The number of children in Warwickshire with Education, Health and Care Plans (EHCPs) has increased from 3,848 in January 2019 to 6,692 in October 2024. There has also been a rise in associated funding for each child with an EHC plan across all settings. This has led to lower performance against statutory timescales and high overspend on the High Needs Block. Further to this, whilst the local authority has increased state-funded special school provision to over 1,800 places, special schools are at full capacity. A recent report to Cabinet on Resourced Provision illustrated current costs and the proposal for more Resourced Provision to be established.

## **5.0 Early Years Foundation Stage Profile (EYFSP)**

- 5.1 The EYFSP measures pupil performance at the end of Reception year. It measures three “prime areas of learning” (communication and language, physical development, and personal social and emotional development) and four “specific areas of learning” (literacy, mathematics, understanding the world and expressive arts and design).
- 5.2 The key measure for the EYFSP is the proportion of pupils achieving a “Good Level of Development” (GLD), also known as the ‘school readiness’ indicator. For a child to have a good level of development, they must be assessed as “expected” in the 12 early learning goals within the 5 areas of learning relating to: communication and language; personal, social and emotional development; physical development; literacy; and mathematics.
- 5.3 Please note that a new EYFSP framework was introduced in September 2021. As part of national reforms the EYFS profile was significantly revised. It is therefore not possible to directly compare 2021/22 or 2022/23 assessment outcomes with earlier years.

Table 2: GLD results for England, West Midlands, Statistical Neighbours, Warwickshire and the 5 District and Boroughs

Region	2021/22		2022/23		2023/24 (provisional)	
	Eligible pupils	% achieving GLD	Eligible pupils	% achieving GLD	Eligible pupils	% achieving GLD
England	622583	65.2%	618891	67.3%	602260	67.7%
West Midlands	69416	63.7%	69534	66.0%	68840	66.2%
Statistical Neighbours	7081	67.8%	7099	69.4%	6994	69.7%
<b>Warwickshire</b>	<b>6367</b>	<b>66.0%</b>	<b>6640</b>	<b>68.9%</b>	<b>6602</b>	<b>68.2%</b>
North Warwickshire	756	63.4%	766	68.3%	711	65.3%
Nuneaton & Bedworth	1487	63.8%	1547	64.9%	1604	65.0%
Rugby	1291	66.5%	1416	67.3%	1328	69.7%
Stratford on Avon	1363	68.6%	1336	73.7%	1307	70.1%
Warwick	1469	66.8%	1573	70.7%	1565	70.6%

5.4 Warwickshire’s GLD percentage has decreased by just under 1 percentage point, putting the County marginally above national, above the West Midlands average by 2 percentage points but below our statistical neighbours by 1.5 percentage points.

5.5 Two of our District and Boroughs (Nuneaton and Bedworth and Rugby) have seen increases in their GLD percentages, with Rugby showing an increase of over 2 percentage points. The remaining 3 areas have seen declines. Stratford on Avon district whilst having one of the highest GLD percentage results has seen the largest fall of nearly 4 percentage points.

## 6.0 Year 1 Phonics

6.1 The Year 1 phonics screening check was introduced in 2012 to assess whether children could decode simple words. The expected level has remained the same with a score of at least 32 out of 40 deemed to be a good level to be working at. Performance in this test has improved year on year both nationally and locally.

Table 3: Year 1 phonics results for England, West Midlands, Statistical Neighbours, Warwickshire and the 5 District and Boroughs

Region	2021/22		2022/23		2023/24 (provisional)	
	Eligible pupils	% Working At expected level	Eligible pupils	% Working At expected level	Eligible pupils	% Working At expected level
England	638014	75.0%	623660	78.9%	617150	80.4%
West Midlands	71540	75.0%	71180	78.0%	70760	79.8%
Statistical Neighbours	7303	76.6%	7201	80.0%	7164	81.4%
<b>Warwickshire</b>	<b>6497</b>	<b>77.0%</b>	<b>6509</b>	<b>78.8%</b>	<b>6698</b>	<b>79.4%</b>
North Warwickshire	755	73.2%	769	76.9%	780	78.8%
Nuneaton & Bedworth	1591	73.4%	1536	77.7%	1569	77.8%
Rugby	1302	76.4%	1324	80.4%	1444	77.8%
Stratford on Avon	1398	77.8%	1395	77.5%	1347	80.8%
Warwick	1451	80.7%	1485	81.1%	1558	81.7%



6.2 In 2024, just over 79% of Warwickshire’s Year 1 pupils achieved the required standard of decoding. This is nearly 1 percentage point above the previous year but 1 percentage point lower than the National result. Warwickshire’s increase has not been at the same pace as national or compared to the region or statistical neighbours who saw averages increase by just under 2 percentage points.

6.3 Performance in phonics has increased in all but one of the District and Boroughs. Rugby experienced a -2.6-percentage point fall, in contrast to Stratford on Avon whose percentage point increase was over 3. Two of the District and Boroughs; Stratford on Avon and Warwick are above the national and region averages and in line with our statistical neighbours.

## 7.0 Key Stage 2

7.1 Key Stage 2 is a combination of teacher assessments and tests. Tests are carried out in Reading and Maths with a teacher assessment in Writing. All are taken at the end of primary school in Year 6.

Table 5: KS2 results for England, West Midlands, Statistical Neighbours, Warwickshire and the 5 District and Boroughs

Region	2021/22		2022/23		2023/24 (provisional)	
	Eligible pupils	% achieving RWM Expected Standard	Eligible pupils	% achieving RWM Expected Standard	Eligible pupils	% achieving RWM Expected Standard
England	661540	59.0%	667678	59.9%	663086	60.4%
West Midlands	74810	57.5%	75831	58.7%	75830	59.3%
Statistical Neighbours	7496	59.5%	7579	60.2%	7527	60.3%
<b>Warwickshire</b>	<b>6786</b>	<b>60.5%</b>	<b>6878</b>	<b>60.0%</b>	<b>6942</b>	<b>59.3%</b>
North Warwickshire	862	55.0%	884	51.9%	888	56.5%
Nuneaton & Bedworth	1555	57.4%	1533	60.5%	1599	59.2%
Rugby	1441	60.8%	1439	55.6%	1421	53.8%
Stratford on Avon	1402	65.0%	1428	63.4%	1465	63.8%
Warwick	1543	61.2%	1636	63.0%	1569	61.5%

7.3 Two of Warwickshire’s District and Boroughs; North Warwickshire and Stratford on Avon saw positive increases in their performance for this measure. The increase was particularly noticeable in North Warwickshire which demonstrated an increase of nearly 5 percentage points. Rugby Borough saw the steepest fall by nearly 2 percentage points from 55.6% to 53.8%. This puts Rugby, North Warwickshire and Nuneaton and Bedworth below the national average.

7.4 Maths continues to be a focus area for improvement in primary schools. This has been a long-term issue in Warwickshire and the reasons for this are complex. School moderation processes focus on writing, not maths, meaning that typically writing, grammar and spelling pedagogy are of greater focus in schools. At times, there is an overreliance on maths schemes and Maths relies on the highly skilful knowledge of the practitioner to secure progression. The Maths Hub (Origin Maths) has networks in Warwickshire and the School Effectiveness Team works

collaboratively with them to direct training and support.

## 8.0 Performance Summary of Disadvantaged Children

- 8.1 Overall, Warwickshire's pupils perform well across all subjects and all Key Stages. They often achieve outcomes in line with the national average and our statistical neighbour Local Authorities. This positive picture changes when reviewing the success of the more vulnerable groups of children in the county.
- 8.2 In 2024 Warwickshire disadvantaged pupils performed behind disadvantaged pupils nationally across all the performance measures. This continues the pattern seen in previous years and reinforces the need for Warwickshire's continued focus on disadvantaged learners. At a district level, disadvantaged pupils in Rugby have outperformed disadvantaged pupils in other districts for the Good Level of Development measure, with those in Nuneaton and Bedworth performing on a par with disadvantaged pupils nationally in Phonics. At Key Stage 2, disadvantaged pupils in North Warwickshire have outperformed their peers in the County and are just slightly below their peers nationally.
- 8.4 The Education Endowment Foundation (EEF) has identified Warwickshire as a priority area for disadvantaged pupils, ranking the county as 13<sup>th</sup> of 17 West Midlands LAs for disadvantaged attainment and 15<sup>th</sup> of 17 for the size of the attainment gap. A successful bid has been submitted to the EEF board to develop a bespoke Evidence Exploration Partnership with local leaders in Warwick District to look at what works best to support disadvantaged pupils. The partnership will last 6-9 months and starts in January 2025 followed by a potential two-year programme of change.
- 8.3 The table below provides a summary of the outcomes of disadvantaged pupils, defined by the DfE as those pupils 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.

### Table Key

EYFSP – Early Years Foundation Stage Profile



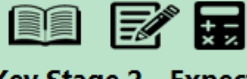
Key Stage 2: RWM – Combined Reading, Writing and Maths measure.

A = All Pupils | D = Disadvantaged Pupils | O = Other (non-disadvantaged) Pupils |

The 'gap' data follows the DfE's methodology which is calculated as the Local Authority's disadvantaged result minus the National non-disadvantaged result.

# Closing the Gap: 2024 Headlines

A = All Pupils | D = Disadvantaged Pupils | O = Other (non-disadvantaged) Pupils | Gap = Warwickshire disadvantaged minus National Other

	Best Start: We will secure the very best start for all children in the county				Strong System: We will operate as a systems leader to influence, facilitate and develop high quality education provision that is inclusive and accessible to all							
	 <b>EYFSP</b>				 <b>Phonics Year 1</b>				 <b>Key Stage 2 - Expected Standard</b>			
	% Good Level of Development				% Working At or above expected level				% Combined Reading, Writing and Maths			
	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap
National (state funded schools)	68%	52%	72%	-20%	80%	68%	83%	-15%	61%	46%	67%	-22%
West Midlands	66%	54%	71%	-18%	80%	71%	83%	-13%	59%	48%	66%	-20%
<b>Warwickshire</b>	<b>68%</b>	<b>45%</b>	<b>73%</b>	<b>-27%</b>	<b>79%</b>	<b>63%</b>	<b>84%</b>	<b>-20%</b>	<b>59%</b>	<b>40%</b>	<b>66%</b>	<b>-27%</b>
2023	69%	50%	74%	-22%	79%	62%	83%	-20%	60%	40%	67%	-27%
North Warwickshire	65%	49%	69%	-23%	79%	66%	83%	-17%	57%	45%	62%	-22%
Nuneaton and Bedworth	65%	47%	70%	-25%	78%	68%	82%	-16%	59%	43%	67%	-24%
Rugby	70%	51%	73%	-21%	78%	57%	83%	-26%	54%	38%	60%	-29%
Stratford on Avon	70%	42%	75%	-30%	81%	59%	85%	-25%	64%	42%	70%	-25%
Warwick	71%	39%	75%	-33%	82%	63%	85%	-21%	62%	31%	69%	-36%
	<b>Warwickshire in line with National and above West Midlands by 2ppts</b>				<b>Warwickshire behind National and West Midlands by 1ppt</b>				<b>Warwickshire is behind National by 2ppts and in line with West Midlands</b>			
	<b>Gap is wider than National at -27 ppts</b>				<b>Gap is wider than National at -20ppts</b>				<b>Gap is wider than National at -27ppts</b>			
	<b>Disadvantaged pupil results below peers Nationally and across the region</b>				<b>Disadvantaged pupil results below peers Nationally and across the region</b>				<b>Disadvantaged pupil results below peers Nationally and across the region</b>			
Top performing District/Borough:												
All Pupils	Warwick				Warwick				Stratford on Avon			
Disadvantaged Pupils	Rugby				Nuneaton and Bedworth				North Warwickshire			
Widest Gap	Warwick				Rugby				Warwick			
Smallest Gap	Rugby				Nuneaton and Bedworth				North Warwickshire			

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

## 10.0 Performance of Children in Care (CiC)

### 10.1 CiC Early Years Foundation Stage outcomes

Good Level of Development (GLD)	2022	2023	2024
Warwickshire CiC	21.1%	21.7%	31.8% <i>7 of 22 pupils</i>
National CiC	40%	41%	39%
Difference	-18.9%	-19.3%	-7.2%

The 2024 outcomes show a significant improvement and narrowing of the gap with the national CiC rate, with 31.8% achieving a Good Level of Development (GLD) compared to 21.7% in 2023.

Of note:

- National CiC rates showed a slight decrease in 2024, whilst Warwickshire improved.
- Warwickshire's SEN rate, 40.9%, is notably higher than the national average of 27.5%.

### 10.2 CiC Year 1 Phonics outcomes

Working at Expected Level	2022	2023	2024
Warwickshire CiC	60%	44.4%	43.5% <i>10 of 23 pupils</i>
National CiC	60%	61%	61%
Difference	In line	-16.6%	-17.5%

43.5% of CiC achieved the expected standard in the phonics test. This represents substantial progress and is a significant achievement, considering only 17.4% of the cohort were initially working at the expected standard.

Of note:

- Warwickshire exceeded the national cohort in terms of children achieving the top scores.
- Warwickshire's percentage of children who were academically unable to access the test was higher than for the national cohort.

### 10.3 CiC Key Stage 2 outcomes

Reading, Writing and maths	2022	2023	2024
Warwickshire CiC	28.6%	46.4%	42.3% <i>11 of 26 pupils</i>
National CiC	32%	36%	34%
Difference	-3.4%	+9.6%	+8.3%

42.3% of CiC achieved the expected standard at the end of Key Stage 2 in reading, writing and maths. This is particularly positive as, for the second consecutive year, over 40% has been maintained. Additionally, this year's performance is above the national average by 8.3%.

### 10.4 CiC Key Stage 4 outcomes

The Basics*	2022	2023	2024
Warwickshire CiC	16.1%	0%	3.2% <i>2 of 63 pupils</i>
National CiC	14%	10%	
Difference	+2.1%	-10%	

\*Achievement of English and maths at GCSE grade 5 or higher

Two out of 63 CiC achieved a strong pass in the basics compared to 0 out of 46 last year.

12.7% (8 of 63 pupils) achieved a standard pass (Grade 4 or higher) in the basics compared to 10.9% (5 of 46 pupils) last year

Of note:

- 27 CiC did not study for GCSEs.
- Standardised scores suggest all those who achieved the expected standard in reading, writing and maths at the end of KS2, were more likely to achieve a standard pass (grade 4) rather than achieving a strong pass. In fact, 5 CiC achieved grade 5+ in English and 3 in maths. This demonstrates good progress.

## 11. Financial Implications

None arising directly from this report.

## 12. Environmental Implications

None arising directly from this report.

### 13. Supporting Information

None.

### 14. Timescales associated with the decision and next steps

None.

### Appendices

None.

### Background Papers

None.

	<b>Name</b>	<b>Contact Information</b>
Report Author	Leah Adams, Sophie Thompson, Deena Moorey	leahadams@warwickshire.gov.uk, sophiethompson@warwickshire.gov.uk deenamoorey@warwickshire.gov.uk
Director	Johnny Kyriacou, Director of Education	johnnykyriacou@warwickshire.gov.uk
Executive Director	Nigel Minns, Executive Director for Children and Young People	nigelminns@warwickshire.gov.uk
Portfolio Holder	Cllr Kaur, Portfolio Holder for Education	kamkaur@warwickshire.gov.uk

The report was circulated to the following members prior to publication: N/A

Local Member(s): N/A

Other members: N/A