Wiltshire Council

Children's Select Committee

14 March 2023

Performance Outcomes Report Academic Year 2021-2022
(data correct at 10/02/2023)

Executive summary

1. The report covers the academic year 2021-2022 with assessments and/or examinations taking place in this period including Statutory testing in the Primary sector alongside GCSEs and A levels in the Secondary phase.

2. The intention of this report is to look at high level data which will then enable elected members to have a view of performance outcomes from ages 5 to19.

3. With the Covid pandemic we went through a period of unpublished outcomes so this is the first set of validated data since 2019; there should be caution exercised when making comparisons with previous data sets, therefore.

4. The report starts with a summary of each phase of education and looks at the Local Authority in relation to other Council areas, there are 158 Councils so this enables comparisons to be made.

5. The report then goes through each Key Stage and the relevant data performance points and captures data from two main sources:
   - Local Authority Interactive Tool (LAIT) which provides a high level comparison of where we compare with national, our region and statistical neighbours
   - NEXUS which provides more granular data in relation to the performance of groups

6. The latter part of the report in relation to A levels has been sourced directly from the Department for Education (DfE) statistical data tool, this also provides some more granular group data.

7. The overarching picture within Wiltshire is that performance overall is not too dissimilar from national for all pupils with slightly stronger performance in the Early Years and later in Post 16, but with a dip in Key Stage 2.

8. There are some positives in the data around SEND which should be noted and which can be built upon. The area that stands out for Wiltshire remains the disadvantaged learner gap which with the exception of KS5. This is an area that remains a focus for improvement. There are two gaps that exist: the first being between disadvantaged learners and all pupils and the second being against disadvantaged learners' peers nationally. A closing of this gap would ultimately support an overall improvement for Wiltshire schools in terms of academic performance.

Wiltshire Performance Overview

9. Education performance ranking by age related data point (LAIT)

The measure should be read as 1 highest performing to 158 lowest performing.

	Performance Measure	Local Authority Ranking (Out of 158) in 2022
Early Years	Good Level of Development	46
Year 1 Phonics	Screening Check	78
Year 2 SATs at expected+	Reading, Writing Maths	51 83 64
Year 6 SATs at expected+	combined Reading, Writing and Maths	95
GCSE	Attainment 8	53
A level	Average Point Score Per A Level Entry	42
By age 19	Level 2 qualification +	36

10. In the context of Local Authority ranking if this was to be plotted on a graph there would be a curve around our comparative performance. There are stronger outcomes in the Early Years and then later on through both A level results and in the number of students achieving a Level 2 qualification which prepares them for adulthood. There is a dip in performance in Key Stage 2.

Early Years and Year 1 Phonics

11. Early Years Foundation Stage – Good Level of Development (GLD) achieved (LAIT)

	Percentage All Pupils
Wiltshire	66.9
South West	66.3
Statistical Neighbours	67.2
England	65.2

12. Early Years Foundation Stage GLD achieved by group (NEXUS)

	All Pupils	SEND (All)	Disadvantaged	EAL
National	65.2%	18.8%	49.5%	60.2%
Wiltshire	66.9%	20.8%	43.1%	53.5%
Gap	+1.7	+2.0	-6.4	-6.7

13. Year 1 – Phonics Screening Check Pass (LAIT)

	Percentage All Pupils
Wiltshire	75.0
South West	76.0
Statistical Neighbours	76.3
England	75.5

14. Year 1 Phonics by group (NEXUS)

	All Pupils	SEND (All)	Disadvantaged	EAL
National	75.5%	38.4%	62.5%	75.2%
Wiltshire	75.0%	42.0%	57.0%	76.0%
Gap	-0.5	+3.6	-5.5	+0.8

15. In the Early Years performance is above national for all pupils achieving a good level of development (GLD), and this would correlate with previous performance on LAIT. Pupils with SEND perform above national at the end of the reception year, they also continue to perform better than national in terms of phonics. As a Council we have worked closely with the English Hub who deliver programmes to support phonics and early reading and they have been working with us in the context of pupils with SEND.

16. There are though gaps that exist for our disadvantaged learners (against their peers and against National) that then continue throughout the primary phase; this is where our largest gaps are. In the context of pupils that have English as and Additional Language (EAL), although they perform below National in the Early Years they then achieve above National in the phonics screening.

Key Stage 1 and Key Stage 2

17. Key Stage 1 – Overview at expected standard (Rounded – LAIT)

	Percentage All Pupils Reading	Percentage All Pupils Writing	Percentage All Pupils Maths
Wiltshire	68	57	68
South West	68	58	68
Statistical Neighbours	69	58	68
England	67	58	68

18. Key Stage 1 – Reading at Expected Standard by group (NEXUS)

	All Pupils	SEND (All)	Disadvantaged	EAL
National	66.9%	26.0%	51.6%	62.9%
Wiltshire	67.5%	29.0%	46.5%	60.9%
Gap	+0.6	+3.0	-5.1	-2.0

19. Key Stage 1 – Writing at Expected Standard by group (NEXUS)

	All Pupils	SEND (All)	Disadvantaged	EAL
National	57.6%	17.1%	41.2%	55.8%
Wiltshire	57.0%	18.7%	36.5%	53.8%
Gap	-0.6	+1.6	-4.7	-2.0

20. Key Stage 1 – Mathematics at Expected Standard by group (NEXUS)

	All Pupils	SEND (All)	Disadvantaged	EAL
National	67.7%	29.2%	52.0%	65.6%
Wiltshire	67.8%	33.4%	48.1%	63.6%
Gap	+0.1	+4.2	-3.9	-2.0

21. Key Stage 2 – Reading, Writing and Maths combined at Expected Standard rounded (LAIT)

	Percentage All Pupils
Wiltshire	57.0
South West	57.0
Statistical Neighbours	57.0
England	59.0

22. Key Stage 2 – Reading, Writing and Maths combined at Expected Standard by group (NEXUS)

	All Pupils	SEND (All)	Disadvantaged	EAL
National	59.0%	18.0%	43.5%	61.1%
Wiltshire	56.9%	16.2%	34.4%	56.6%
Gap	-2.1	-1.8	-9.1	-4.5

23. Key Stage 2 – Reading at Expected Standard by group (NEXUS)

	All Pupils	SEND (All)	Disadvantaged	EAL
National	74.0%	37.2%	62.7%	73.8%
Wiltshire	74.8%	40.6%	58.5%	70.9%
Gap	+0.8	+3.4	-4.2	-2.9

24. Key Stage 2 – Writing at Expected Standard by group (NEXUS)

	All Pupils	SEND (All)	Disadvantaged	EAL
National	69.0%	26.2%	56.2%	70.3%
Wiltshire	68.9%	25.0%	49.6%	70.1%
Gap	-0.1	-1.2	-6.6	-0.2

25. Key Stage 2 – Mathematics at Expected Standard by group (NEXUS)

	All Pupils	SEND (All)	Disadvantaged	EAL
National	71.0%	33.9%	56.8%	75.7%
Wiltshire	70.3%	33.9%	49.0%	73.6%
Gap	-0.7	+/-0	-7.8	-2.1

26. Reading performance is a comparative strength at both the end of Key Stage 1 and Key Stage 2, with reading outcomes above National for all pupils in each Key Stage.

27. Writing in contrast measures as below national at the end of both Key Stages and is a focus for improvement. Evidence suggests schools that have engaged with the English Hub have secured some of the strongest outcomes in Reading, equally Reading is a focus with any Ofsted inspection so schools overall are ensuring they have appropriate systems in place to support the teaching of Reading. Writing has been less of a focus in the Ofsted inspection process, but we are beginning to see this change; Ofsted reports are beginning to indicate that in some schools Writing is underdeveloped in the application phase.

28. In terms of mathematics there is a difference between the two key stages and a decline in performance against National. Beyond this data there is evidence that not enough pupils are achieving the highest standard (greater depth) at the end of Year 2 and Year 6 respectively also. This is an area of focus for the Council with the support of the Mobius Maths Hub.

29. In terms of groups, similar patterns emerge in terms of performance but with some differences between the key stages. There is in Key Stage 2 a gap for all pupils against National when looking at reading, writing and mathematics combined, for pupils with SEND, this is slightly less of a gap however a gap is there.

30. The most significant gap is for our disadvantaged learners where the gap widens between the respective Key Stages in Reading, Writing and Mathematics. The gap exists against all pupils but also against disadvantaged pupils nationally. There is also a gap that is maintained between the Key Stages for pupils that are EAL, though less so in writing. The more positive profile relates to the performance of pupils with SEND in reading in Key Stage 2 where performance is above National.

Key Stage 4 and Key Stage 5

31. Key Stage 4 – Attainment 8 (LAIT)

	Percentage All Pupils
Wiltshire	49.2
South West	48.7
Statistical Neighbours	49.4
England	47.1

32. Key Stage 4 – Attainment 8 by group (NEXUS)

	All Pupils	SEND (All)	Disadvantaged	EAL
National	47.1	29.3	37.8	49.9
Wiltshire	49.2	29.6	35.3	54.9
Gap	+2.1	+0.3	-2.5	+5.0

33. Key Stage 4 - EBacc. Benchmark (NEXUS)

	All Pupils	SEND (All)	Disadvantaged	EAL
National	4.27	2.42	3.21	4.52
Wiltshire	4.32	2.44	2.97	4.97
Gap	+0.05	+0.02	-0.24	+0.45

34. Key Stage 4 – Pupils achieving 9-4 in 5 or more subjects including English & Maths (NEXUS)

	All Pupils	SEND (All)	Disadvantaged	EAL
National	64.9%	28.1%	44.1%	66.8%
Wiltshire	66.3%	25.6%	38.8%	76.1%
Gap	+1.4	-2.5%	-5.3	+9.3

35. Key Stage 5 – Average Point Score Per Entry (LAIT)

	Percentage All Pupils
Wiltshire	38.51
South West	37.73
Statistical Neighbours	37.96
England	38.77

36. Key Stage 5 – Average Point Score Per Entry by group (DfE)

	All Pupils	SEND (Support)	SEND (EHCP)	Disadvantaged	EAL
National	38.8	35.6	35.6	33.4	39.9
Wiltshire	38.5	34.9	38.6	33.9	36.6
Gap	-0.3	-0.7	+3.0	+0.5	+3.3

37. Attainment by age 19 – Level 2 qualification + (LAIT)

	Percentage All Pupils
Wiltshire	84.30
South West	82.20
Statistical Neighbours	83.18
England	81.60

38. Percentage of KS4 pupils going to or remaining in education, employment and training (LAIT)

	Percentage All Pupils
Wiltshire	94.60
South West	94.30
Statistical Neighbours	94.50
England	93.90

39. The overall performance at the end of Key Stage 4 shows that Wiltshire reverses the trend at the end of Key Stage 2 and is above National overall. Evidence of Ofsted inspection performance which has improved at Secondary level would correlate to this data; so, the quality of education is likely impacting on the outcomes pupils are securing.

40. The performance then continues to be relatively strong in Key Stage 5; this again comes through strongly in Ofsted inspection reports. Beyond this immediate data set in Key Stage 5 we perform well in terms of the numbers of students achieving 3 or more A grades which is above National and our statistical neighbours.

41. The other encouraging data sets relates to those achieving a Level 2 qualification by age 19 alongside the percentage of KS4 pupils going to or remaining in education, employment and training where we rank 35 Nationally.

42. At a group level, EAL students achieve comparatively well at the end of Key Stage 4, this is maintained in Key Stage 5. The performance of pupils with SEND is variable and the additional breakdown given under the A level data would correlate with more granular data for Key Stage 4 where pupils with an EHCP perform better than those pupils on SEND support. The outcomes for disadvantaged learners in Key Stage 4 shows similar gaps to those in the Primary phase. The one point of interest is that in the context of A levels the disadvantaged learner gap against national finally closes and we overtake National but the gap against all pupils remains.

Conclusion

43. The report should be read in conjunction with other reports completed by School Effectiveness including those pertaining to Ofsted. The overall profile remains mixed in Wiltshire with strengths in the Early Years and Post 14, reading is a relative strength in Primary and Mathematics in secondary. There is a more positive profile for SEND learners overall, but disadvantaged learners performance remains a strategic priority.

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