Wiltshire Council

Children's Select Committee

February 2024 (data correct at 18/01/2024)

Performance Outcomes Report Academic Year 2022-2023

Executive summary

The report covers the academic year 2022-2023 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. It has been shared with the Performance Outcomes Board in the first instance but has also been drafted in the context of Children's Select as per the previous year's report.

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.

With the Covid pandemic we went through a period of unpublished outcomes, so this is now only the **second set of validated data since 2019**. There should therefore be caution exercised when making comparisons with previous data sets and we can see this particularly in the context of both GCSE and A level outcomes which have declined statistically. Meaningful comparisons can only really be made with 2019 data, which is the last set of published outcomes before the pandemic.

The report starts with a summary of each phase of education and looks at where we sit as a Local Authority in relation to other Council areas where data is published. We are 1 of 158 Councils so this enables us to see where we are sitting currently in each phase as a point of comparison. There is then a percentile RAG ranking of how we compare and where our focus needs to be moving forward.

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

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 14, but with a decline in performance at Key Stage 2 where we see a performance dip, particularly in the subject of mathematics. This profile mirrors the outcomes of the previous year where outcomes were strongest at either end of the education phases.

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. This is an area that remains a focus for improvement and has declined further in most of the published measures. There are two gaps that exist: the first being between our disadvantaged learners and all pupils and the second being

against our 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

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 2023	Percentile LA RAG Green top 33% Orange middle 33% low 33%		
Early Years	Good Level of Development	45	Green		
Year 1 Phonics	Screening Check	68	Orange		
Year 2 SATs	Reading, Writing and Maths at Expected	77 68 75	Orange	Orange	Orange
Year 6 SATs	Reading, Writing and Maths combined at Expected	118	Red		
Year 6 SATs	Reading, Writing and Maths progress	69 100 140	Orange	Orange	Red
GCSE	Attainment 8	53	Orange		
GCSE	Progress 8	62	Orange		
A level	Average Point Score Per A Level Entry	46	Green		
By age 19	Level 2 qualification +	38	Green		

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, in particular in mathematics where we rank in the bottom 33% of Local Authorities nationally for performance.

Early Years and Year 1 Phonics

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

	Percentage All Pupils
Wiltshire	68.9
South West	68.0
Statistical Neighbours	68.6
England	67.2

Early Years Foundation Stage GLD achieved by group (NEXUS)

	All Pupils	SEND (All)	Disadvantaged	EAL
National	67.2%	19.9%	52.0%	62.7%
Wiltshire	68.9%	20.0%	46.5%	59.8%
Gap	+1.7	+0.1	-5.5	-2.9

Year 1 – Phonics Screening Check Pass (LAIT)

	Percentage All Pupils
Wiltshire	79.0
South West	79.0
Statistical Neighbours	79.1
England	79.0

Year 1 Phonics by group (NEXUS)

	All Pupils	SEND (All)	Disadvantaged	EAL
National	78.9%	42.2%	66.8%	78.4%
Wiltshire	78.9%	44.6%	58.6%	74.4%
Gap	+/-0	+2.4	-8.2	-4.0

In the Early Years as a Local Authority, we perform 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 slightly 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, so this may have had some impact in supporting the data.

There are though gaps that exist for our disadvantaged learners and English as an Additional Language (EAL) learners (against their peers and against National), with the disadvantaged gap then continuing throughout the primary phase; this is where our largest gaps are.

Key Stage 1 and Key Stage 2

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

	Percentage All Pupils Reading	Percentage All Pupils Writing	Percentage All Pupils Maths
Wiltshire	68	60	70
South-West	68	59	71
Statistical Neighbours	69	60	71
England	68	60	70

Key Stage 1 – Reading, Writing and Maths at Expected Standard by group (NEXUS)

	All Pupils	SEND (All)	Disadvantaged	EAL
National	56.0%	16.4%	40.1%	54.9%
Wiltshire	54.6%	17.1%	32.1%	53.0%
Gap	-1.4	+0.7	-8.0	-1.9

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

	Percentage All Pupils
Wiltshire	56.0
South West	57.0
Statistical Neighbours	58.0
England	59.0

Key Stage 2 – Overview at expected standard (Rounded – LAIT)

	Percentage All Pupils Reading	Percentage All Pupils Writing	Percentage All Pupils Maths
Wiltshire	73	69	68
South West	73	70	70
Statistical Neighbours	74	70	71
England	73	71	73

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

	All Pupils	SEND (All)	Disadvantaged	EAL
National	59.4%	20.1%	44.0%	60.5%
Wiltshire	55.7%	15.9%	34.3%	55.2%
Gap	-3.7	-4.2	-9.7	-5.3

Reading is the strongest area of performance at the end of both Key Stage 1 and Key Stage 2 and is in line with National data and therefore a comparative strength compared to other subjects. Writing performance is in line with National at Key Stage 1 but then a gap against National emerges in Key Stage 2. The greatest area of concern is mathematics, where at the end of Key Stage 1 we are in line with National but where in Key Stage 2 we have declined from the previous year and are

now 5% below the national average, placing us in the bottom 10% of Local Authorities when looking at progress from the previous Key Stage.

Pupils with SEND (EHCP and SEND Support) are the only group in Key Stage 1 that perform better than National, though this doesn't translate into the Key Stage 2 data set. EAL pupils again, are performing below National but the most significant gap is for our disadvantaged pupils where the gap in both Key Stage 1 and Key Stage 2 has further increased. As a Local Authority, we take this gap very seriously and this is a strategic priority of the Wiltshire Learning Alliance which has participation from both the Academy and Maintained sectors. It will take time to impact change, but there has been significant work undertaken to look more holistically at disadvantaged outcomes and approaches and we are working this year through the Affordable Schools Strategy as a systemwide approach to addressing the gap.

At a school level, there is evidence that performance outcomes do correlate with either Ofsted judgments and/or with our maintained schools, our Council evaluation.

Key Stage 4 and Key Stage 5

Key Stage 4 – Attainment 8 (LAIT)

	Percentage All Pupils
Wiltshire	46.8
South West	46.2
Statistical Neighbours	46.5
England	44.6

Key Stage 4 – Attainment 8 by group (NEXUS)

	All Pupils	SEND (All)	Disadvantaged	EAL
National	44.6	28.0	35.0	48.5
Wiltshire	46.8	28.5	31.5	52.6
Gap	+2.2	+0.5	-3.5	+4.1

Key Stage 4 - EBacc. Benchmark (NEXUS)

	All Pupils	SEND (All)	Disadvantaged	EAL
National	4.05	2.31	2.97	4.39
Wiltshire	4.07	2.35	2.63	4.79
Gap	+0.02	+0.04	-0.34	+0.40

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

	All Pupils	SEND (All)	Disadvantaged	EAL
National	64.8%	30.2%	43.2%	66.5%
Wiltshire	66.3%	30.6%	35.1%	74.6%
Gap	+1.5	+0.4	-8.1	+8.1

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

	Percentage All Pupils
Wiltshire	35.26
South West	34.05
Statistical Neighbours	34.28
England	35.63

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

Percentage of 16 and 17 year olds in Education and Training (LAIT)

	Percentage All Pupils
Wiltshire	91.61
South West	90.50
Statistical Neighbours	91.03
England	92.30

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 with a stronger performance profile. Evidence of our 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. The performance is below National in terms of Key Stage 5 Average Point Score but above both the South-West average and our statistical neighbours. In school Ofsted reports that cover Key Stage 5, this also is an area of strength. There is positive data around attainment by age 19 which shows us maintaining our performance above National.

At a group level which is only available for Key Stage 4 through NEXUS, we have a more positive profile for SEND pupils, EAL learners but still retain the disadvantaged gap which has increased from the previous year.

Conclusion

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 there is a more positive profile for SEND learners overall.

It is our disadvantaged learner performance that remains a strategic priority alongside mathematics in the Primary phase which has shown a significant decline over the past twelve months. The disadvantaged strand is a key area of focus within the Wiltshire Learning Alliance, in the context of mathematics, there has been on-going engagement with one of the Mobius Maths Hub practitioners who have the strategic oversight of the subject in the Wiltshire area to understand the decline.

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