

Report of: Deputy Mayor and Executive Member for Children's Services
Director for Education and Partnerships

Submitted to: Executive

Date: 8 November 2022

Title: Key Stage 4 Outcomes Report

Report for: Information

Status: Public

Strategic priority: Children and young people

Key decision: No

Why: Report is for information only

Urgent: No

Why: Not Applicable

Executive summary

1. This report summarises examination data for 2022 for those pupils in Middlesbrough in key stage 4.
2. The report sets out, in detail, information concerning school and pupil performance at the end of key stage 4 and seeks to **provide the necessary information for the Executive to consider**.
3. The Executive is asked to note the analysis of results, which are presented in the following report and to acknowledge support provided to schools.

Purpose

1. The purpose of this report is to provide the Executive with an analysis of Key stage 4 2022 outcomes and an outline of support offered to schools.

Background and relevant information

2. It is important that pupils achieve good results in public examinations which demonstrate that they have reached a standard which allows them to access the next stage in their education. It also provides them with the skills and knowledge needed to progress to higher education and employment.
3. Prior to the pandemic from 2016- 2019 attainment measures at GCSE were improving against the national outcomes and were 1% above national in 2019. This had been achieved through improved focus on teaching, curriculum and school improvement through cluster-based working and sharing best practice as part of a 'system approach' to school improvement.
4. There were no summer exams in 2020 and 2021. There were two main reasons for this – both due to the Covid 19 pandemic. Firstly, the large and inconsistent levels of absence across schools in the country meant that many, if not all, young people had missed out on significant blocks of school, leading to the overall programme of study not being completed. Secondly, the traditional summer exams were not possible because of the risk of infection which would be caused.
5. Following the cancellation of GCSE's, schools undertook a robust assessment and moderation process with exam boards to produce Teacher Assessment Grades (TAGs). The Department for Education confirmed the TAGs will not be used to create performance table measures or qualification achievement rates at school or college level for use in accountability. The Authority, in agreement with our secondary schools, collated data for GCSE outcomes however analysis was more limited in 2020 and 2021 due to the lack of results generated by comprehensively set and moderated 'national' exams.
6. GCSE results in 2022 reflect an improvement in Middlesbrough for pupils especially in strong (5+) English/maths (1% increase) compared to the combined result of 2019 (the last external examination set). However, despite these gains, outcomes remain 7.3 percentage points below the TAG of 2021 outcomes as outlined in the data below.

		Middlesbrough All Pupils %	National All Pupils %	Difference %	Middlesbrough Disadvantaged %	National disadvantaged %	Difference %
2019	E&M 4+	56.3	64.9	-8.6	41.1	44.90	3
	E&M 5+	34.5	43.4	-8.9	21.4	24.8	-3.4
2020	E&M 4+	64.8	71.2	-6.4	50.1	52.5	-2.4
	E&M 5+	42	49.9	-7.9	27.7	30.4	-2.7
2021	E&M 4+	65.1	72.2	-7.1	51.7	53.1	-1.4
	E&M 5+	42.7	51.9	-9.2	27.8	31.7	-3.9
2022	E&M 4+	59.5	68.8	-9.3	43.5	48.4	-4.9
	E&M 5+	38.6	49.6	-11.0	26.2	29.6	-3.4

7. What is being done to improve attainment

8. Over the last 12-18 months the LA and schools have sought to address learning gaps and catch-up in order to narrow such gaps. There has been focus on the curriculum development and leadership, a key component in both the Quality of Education judgement in Ofsted and in ensuring young people's learning progression towards destinations at age 16 and 18. At 88%, the number of secondary schools achieving a good or better Ofsted judgment is four percentage points higher than national scores. This provides external verification that our secondary schools are providing a good quality of education and have taken positive action to ensure all pupils have access to their full educational entitlement.
9. It is known that the pandemic has had a disproportional impact on vulnerable families and the outcomes of disadvantaged and SEND pupils' remains a focus for improvement across the system. There is also a focus on well-being, maximising attendance and improving transitions at KS2 to 3 and KS4 to 5 through the Mental Health in Schools project.
10. [Education White Paper](#) sets out proposed reforms to the education system focussed on providing an excellent teacher for every child, delivering high standards of curriculum, behaviour and attendance, targeted support for every child that needs it and a stronger and fairer school system. The Vision within the White Paper reflects that of the proposals within the [SEND Green Paper, Right Support, Right Place, Right Time](#) which was published in March 2022. The Green Paper sets out proposals for ensuring greater support within an inclusive environment for our children and young people.
11. Middlesbrough has been named as a Priority Education Investment Area, meaning schools can access a share of a £40m pot and extra support for young people. The government has chosen 24 of its 55 education investment areas for the scheme with those Priority Education Investment Areas receiving tailored support to address local needs. Split across three years, the LA stands to receive £1.8million to be used to achieve the ambitions set out in the White Paper.
12. As part of the Schools White Paper the school attendance team is supporting Barnardos with a national attendance pilot and working to implement actions that provides clarity of expectations, provide early intervention and delivers targeted support for families to increase attendance of pupils across the town.
13. In collaboration with the Department for Education (DfE), the Local Authority is developing key actions to support the implementation of [Education White Paper](#) to improve the proportion of pupils achieving Level 5 English/maths and evidencing impact of improving outcomes, by challenging and scrutinising school leadership and capacity, and strengthening partnership working. A Locality Partnership Board – a range of educational stakeholders who can influence and make change, will drive forward improvement actions derived from a data led needs analysis.
14. Efforts to drive up school standards have taken a variety of different approaches to developing effective school improvement systems. These include responding differently to the challenges facing the education system such as implementing Learning Hubs to promote the sharing of best practice and using strategic review meetings to help determine professional development of staff. The learning hubs and network meetings

create opportunities and insight into areas for development required in schools. During the summer term, a range of reading approaches were delivered to all schools in Middlesbrough and in collaboration with the National Literacy Trust (NLT). This work is further being developed to address priority actions set out in the White Paper improvement action plan. Local Authority services such as the Ethnic Minority Achievement Team (EMAT) also contribute to the agenda by supporting and promoting the educational achievement of Ethnic Minority students and international New Arrivals. New approaches have been implemented to manage larger than expected inflows of international students from Nigeria such as pre-departure webinars that help explain admission processes and school expectations before arrival to Middlesbrough.

15. Local Authority transition tool has enabled the comprehensive sharing of pupil level information between Primary and Secondary schools. In addition to this document a range of approaches have been deployed to ensure the successful transition of year 6 pupils into year 7. These included:

- Opportunities to experience learning in key stage 3. Throughout the pandemic, 4 secondary schools offered virtual lessons for all year 6 pupils to participate and gain experience of learning styles and expectations as well as an opportunity to explore subject content
- LA wide agreed transition dates
- Face to face and virtual opportunities for pupils to further understand the secondary context

16. Ongoing work with the Tees Valley Combined Authority has secured funding to establish a range of supportive tools for schools to choose to access. These are:

- Professional Development SEND
- Ladders of Behavioural Intervention
- Closing the Vocabulary Gap in Science
- Peer 2 Peer Monitoring
- SENDCO Mentoring Programme

17. As we move forward and make progress towards achieving the ambitions set out in the White Paper, it is proposed that a range of professional development opportunities are available. These include:

- **Literacy for Learning** offers a structured two-year programme of professional development and training for teachers and focuses on improving literacy in secondary schools, particularly for disadvantaged students.
- **Secondary Interventions Programme.** A reading intervention for students aged 11 to 13 that can effectively support students improve their comprehension skills and motivation to read.
- **Disciplinary writing in the secondary curriculum.** This CPD programme is for teachers of subjects with extended writing at KS3 or 4, supported by literacy leaders. It will enable teachers to develop their practice in teaching writing in the curriculum. Literacy leaders will develop skills to lead a whole-school writing programme.

18. In addition and as part of the Government's Levelling Up campaign, a successful bid was made to implement a [Family Hub](#) model. Once implemented, this model will ensure families with children and young people aged 0-19 (0-25 SEND) can access integrated early help to overcome difficulties and build stronger relationships. The Hubs will act as the gateway to multiple services and the teams within them would be responsible for coordinating early years services and support across the local area.

Conclusion

19. In order to achieve the ambitions set out in both the White Paper and Family Hub model as well as those targets outlined in the [MCM Learning & Education Strategy](#) we will continue to work closely with all relevant stakeholders to improve outcomes, raise aspirations, reduce exclusions and improve attendance in the area so that we see improved outcomes in all key stages and pupils are fully prepared for their next stage of learning or employment. Success will be measured by achieving the Government's ambition that by 2030 90% of children leaving primary school in England reach the expected standards in maths and English and an increased percentage of pupils achieve GCSE grade 5 or above in English/maths. A Department for Education (DfE) Priority Area action plan will further hold stakeholders to account and make sustained and consistent improvements in order to secure improved outcomes. Planning for this is underway and, derived from a local needs analysis, key areas for improvement that will be identified.

What decision(s) are being recommended?

20. No decision is required.

Rationale for the recommended decision(s)

21. No decision is required

Other potential decision(s) and why these have not been recommended

22. This report is for information only.

Impact(s) of the recommended decision(s)

Legal

23. This impact is not relevant as no legal basis is required. The report is for information only.

Strategic priorities and risks

24. This report is for information only.

Human Rights, Equality and Data Protection

25. N/A

Financial

26. N/A

Actions to be taken to implement the recommended decision(s)

Action	Responsible Officer	Deadline

Appendices

1	
2	
3	
4	

No Background Papers

Body	Report title	Date

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