

# CHILDREN & FAMILIES SCRUTINY MEETING

## SCHOOL SYSTEM UPDATE – Outcomes & Trust Landscape

<b>Meeting Date:</b>	12 <sup>th</sup> January, 2022
<b>CLT Sponsor:</b>	Director of Education – Kirsten Harrison

<b>Report Purpose:</b>	<p>To provide the committee with an update on the impact of the Education White Paper March 2022 / Schools’ Bill in Gloucestershire prior to the Secretary of State’s announcement that the Bill would not progress, specifically the current trust landscape in the county and the movement towards a fully trust-led school system, and the initial system responses to the setting aside of the Bill.</p> <p>To provide an update on the education outcomes for the county in 2022 in line with available data and reporting arrangements for 2022, including school Ofsted performance.</p> <p>To provide an update on the suspension and permanent exclusion trends further to the full overview report at committee on 10<sup>th</sup> March 2022.</p> <p>To update on local authority involvement in the establishment of a multi-academy trust given the non-progression of the Schools’ Bill.</p>
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<b>1. Context:</b>	<p><b>1.1 Progress of the Education White Paper March 2022 /Schools’ Bill</b></p> <p>1.1.1 Whilst there had been political instability at a national level, with changes in Secretary of State for Education and DfE ministers, there had been little loss in momentum around the drive towards a 2030 trust-led system out in the Regional Director’s team in the Southwest up to the SoS announcement. The Regional Director (RD) has been exercising her powers around ‘Coasting Schools’ and has already notified those schools in scope. Schools in scope with two Ofsted ‘Requires Improvement’ judgements since May 2021, or which have a track record of RI judgements, have already received letters from the RD regarding making representations around her possible direction for them to academize and join a multi academy trust.</p> <p>1.1.2 The Schools’ Bill encountered challenge in its journey through parliament, particularly around changes of government powers around academies, but it has been indicated that elements of the Bill will be chunked down into more manageable single or smaller combined pieces of legislation which will be represented in 2023.</p> <p>1.1.3 Whilst engagement with the trust-led agenda varies from school to school, school leaders and governing bodies who undertake effective 3–5-year strategic planning for their schools, have been</p>
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considering what their position and timeline will be around becoming an academy and joining a trust.

- 1.1.4 Gloucestershire is the least academized county in the southwest region and has a greater level of change required to achieve a trust-led system. That said, the wide engagement with this direction of travel from schools and governors in 2022 had been far greater than any time previously, except for the period from 2010 when the vast majority of the secondary sector in the county moved to establishing secondary single academy trusts.
- 1.1.5 Under the Regional Director's powers, any school receiving an 'inadequate' Ofsted judgement will continue to be directed to join a strong multi-academy trust.

## **1.2 Development and the role and work of the Gloucestershire Education Forum – Development of the trust-led system in-council**

- 1.2.1 The Gloucestershire Education Forum is a whole county level platform with representation from the full local education system – The Regional Director Delivery Team representative, GCC, Diocese of Gloucester, Diocese of Clifton, CEOs of MATs with a footprint in Gloucestershire, the county and area cluster headteacher association chairs for primary, secondary and the special sectors. Over time it is expected that the Forum will be joined by Early Years, FE and HE representatives as the agenda develops and partnership working is strengthened and secured.
- 1.2.2 To ensure credibility and expertise in the chairing and management of the workstreams of the Forum, Roy Blatchford CBE was appointed as an independent chair and project manager for the Forum. Roy Blatchford has shown he is uniquely placed and has the wealth of experience and credibility to bring all education systems leaders to the table and galvanize their engagement with system-wide developments.
- 1.2.3 Roy Blatchford is founder of { HYPERLINK "http://www.blinks.education" } – working with schools, academy trusts, colleges, and universities in the UK and internationally. He chaired ASCL's (National Headteacher's Union) Commission 'The Forgotten Third,' and currently chairs the Essex Education Task Force, East Sussex Secondary Board, and the children's communication charity I CAN. Roy was Founding CEO (2006 – 2016) of the National Education Trust and of { HYPERLINK "http://www.netacademies.net" }. Previously he served as one of Her Majesty's Inspectors of Schools (HMI) in England, with national responsibilities for school improvement and for the inspection of outstanding schools – and he was advisor to David Laws when he was running Education as Secretary of State.
- 1.2.4 The Education White Paper of March 2022 set out an ambition to clarify the roles and responsibilities of different stakeholders in the education landscape. The Schools' Bill based upon the

White Paper set the direction of travel, but it has also been an opportunity for the Gloucestershire Education Forum to begin its dialogue about shaping the future direction of the county's education system and to deliver county-wide ambitions for our children and young people. There are circa 7,000 children and young people in each age cohort in the county.

The role of the Local Authority, with statutory powers, is:

- To champion and advocate for every child and young person, especially those who are most vulnerable.
- To facilitate strong partnerships with and between individual schools.
- To act as key player in the partnership work of shaping and leading wider system development.

#### 1.2.5 Ways of Working at Gloucestershire Education Forum (GEF)

Each school/trust is autonomous, accountable to different governance, and occupying a particular geographical and social context. That autonomy is important to recognise and respect. Equally, working together - on behalf of the 7,000 in each age cohort - is an opportunity to co-create the design of Gloucestershire's Education System going forward. In doing so, we can:

- deliver the best possible education for *all* children and young people: academic and skills success, and in their well-being to become confident 21<sup>st</sup> century citizens
- celebrate a school-led system, where school leaders and governors/trustees come together in the best interests of their local communities.

1.2.6 The Forum membership are developing agreement on a set of principles and intents to shape the school-led, and in the future potentially, the trust-led system in Gloucestershire. This will be a key vehicle through which school systems' leaders can support schools' leaders and governors to engage, understand and develop their own 3–5-year strategic plans around their journey towards becoming part of a more intentionally designed school system.

The other key agreed work stream for GEF is to establish school-led systems' leadership to tackle educational disadvantage in the county.

#### 1.2.7 GEF Research Project into Educational Disadvantage

Education have bid to secure Levelling Up funding, a portion of which is identified to fund a significant and valuable piece of research into educational disadvantage in the county, pre and post the pandemic, to inform the basis of the systems' leader-led workstreams through the work of the Forum.

The research will be commissioned from the Education Policy Institute,

and its focus will include post-Covid recovery in education and young people’s mental health, and help track how well early years providers, schools and further education settings are supporting young people and closing the gap between the most disadvantaged and the wider population. This is set within a wider context of economic recovery in the county and enabling families to get back into or remain in employment.

The research report , it is expected, will provide analysis of the disadvantage gap across multiple phases of education in Gloucestershire, and how this has changed over the past decade. For early years (end of Reception year) and Key stage 2 (KS2, end of primary school), it will summarise the state of the disadvantage gap in Gloucestershire prior to the onset of the Covid-19 pandemic (2018/19).

For key stage 4 (GCSE, KS4, end of secondary school) and age 16-19, there will be estimates of the gap in 2019/20 along with commentary on how to interpret these gaps in the light of the markedly different approaches to exam grading in 2022.

Further analysis will be provided of post-16 outcomes using publicly available local authority data.

In addition, the report will provide local comparisons within Gloucestershire, as well as selecting similar counties and local authorities from across England to provide more context on how well Gloucestershire enables disadvantaged pupils to achieve. These comparisons will be made for 2018/19 and 2022 only given the national public exam context.

**2. Report:**

**2.1 Current overview of the academy landscape in Gloucestershire**

Overview of the school population in Gloucestershire at January 2022 census.

January 2022 Census  
Summary of Number On Roll by NCY - All Schools

Sector	NATIONAL CURRICULUM YEAR													Total			
	R	1	2	3	4	5	6	7	8	9	10	11	12		13		
Primary	6475	6724	6636	6765	6775	7017	6914										47306
Secondary								7328	7077	7206	6767	6520	3339	3196			41433
<b>Gloucestershire Totals</b>	<b>6475</b>	<b>6724</b>	<b>6636</b>	<b>6765</b>	<b>6775</b>	<b>7017</b>	<b>6914</b>	<b>7328</b>	<b>7077</b>	<b>7206</b>	<b>6767</b>	<b>6520</b>	<b>3339</b>	<b>3196</b>			<b>88739</b>

2.1.2 Overview of current numbers of academies – Single Academy Trusts (SATs) , Multi-academy Trusts (MATs) and maintained schools in the county.

<b>Primary Schools</b>	LA	MAT	SAT	<b>Total</b>
Academy		49	16	<b>65</b>
Community School	84			<b>84</b>
Foundation School	15			<b>15</b>
Free School		3		<b>3</b>
Voluntary aided school	36			<b>36</b>
Voluntary controlled school	41			<b>41</b>
<b>TOTAL</b>	<b>176</b>	<b>52</b>	<b>16</b>	<b>244</b>

<b>Secondary Schools</b>	LA	MAT	SAT	<b>Total</b>
Academy		11	23	<b>34</b>
Community School	1			<b>1</b>
Foundation School	4			<b>4</b>
Free School		1		<b>1</b>
University technical college		1		<b>1</b>
<b>TOTAL</b>	<b>5</b>	<b>13</b>	<b>23</b>	<b>41</b>

### 2.1.3

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### 2.1.4

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2.1.5 The Southwest in total has 2,352 state funded schools. 299 of those are in Gloucestershire.

In the Southwest 1,310 are academies - 55% of schools. In Gloucestershire this total is around 35%

In the Southwest about 14% of academies are SATs. SATs constitute around 43% of academies in Gloucestershire.

In the Southwest around 86% of academies operate in MATs. In Gloucestershire there are around 57% of academies in MATs.

151 MATs operate in the Southwest as a whole. Gloucestershire currently has 18 MATs with a footprint in the county, many with very small numbers of schools currently, and too small to meet the government's definition of financial viability for a MAT.

The Southwest has 118 approved sponsors. Gloucestershire has 11 approved sponsors.

2.1.6 The trust footprint here in Gloucestershire is very fragmented and piecemeal as a result of clear intentional design when academisation was first launched. The academy landscape in Gloucestershire means that we have more of a challenge and more change required than other counties in terms of any move to a trust-led system.

2.1.7 The fragmented character of the current SAT and MAT footprint in the county sets up a unique set of barriers for moving from where we are now to a more intentionally designed model. There are MATs which consist only of the lead school and one other primary school. There are national MATs with one school only under their oversight in the county. Homegrown MATs that are in their infancy with only growing capacity, expertise, and resource to take on schools in need of improvement on the timeline. Key is avoiding

'unwise' partnerships between MATs and schools. The LA has a key role in navigating this landscape, working with the RDD in their decisions around school MAT destinations.

- 2.1.8 The change and its scale are challenging, but it has also been an opportunity for the LA to work with the RDD and school systems' leaders to intentionally design the changes needed to shape the system to the benefit of children, young people, and families, rather than leaving this to the RD alone or letting trusts to evolve without direction or coherence for the system as a whole. It is in this space that the Gloucestershire Education Forum has found part of its raison d'être and has the potential to influence system development going forward.
- 2.1.9 Members are asked to note that given the current MAT landscape in the county, the first stage of movement towards a trust-led system was focused on growing a high-quality MAT offer in the county, particularly for the primary sector. It was anticipated that this would require development across 2022-2025. This need remains for those schools who choose to convert or are directed to academisation. Given that the majority of schools moving across to academisation in this county would be primary schools, there was never any expectation to see large numbers of conversions in that three-year window. Schools were widely counselled to consider their own journey for their own context and community in their 3–5-year planning rather than 'jumping' into early decisions.
- 2.1.10 One concern frequently expressed by school leaders was the fear of being 'left until last' or 'having no where left to go' if they did not progress their plans in the first half of the decade. With the setting aside of the Schools' Bill with the pivotal quoting of 2030 as a target date, this concern should abate. Working with the Diocese of Gloucester and the University of Gloucestershire, as anchor institutions for the county, we will continue in initial discussions about becoming involved in establishing a MAT, possibly University-led - further to the LA-sponsorship model possibly falling with the Schools' Bill - that will provide 'a home for all schools.'

## **2.2. Local Authority Sponsored MAT Update**

2.2.1 Owing to the national political changes at the DfE, sign off of the pilot LA sponsored MATs had been delayed and had not progressed to the pilot stage. It was a very small number of LAs involved. It is unclear if this will emerge as part of the promised smaller pieces of legislation. Messaging from the DfE is that this model is favoured and there is recognition that a fully trust-led system would not be achieved without an LA-based model given the number of schools that do not wish to academize nationally.

2.2.2 Education will continue to work with partners to develop a Gloucestershire MAT proposal as the need for a strong MAT offer in the county, offering a home for every school that chooses or is required to become an academy, remains.

### **2.2.3 Overview of current school Ofsted ratings in general and by governance arrangements:**

2.2.3.1 Ofsted inspections were suspended during the pandemic, and we have now had one full year of inspections. It should be noted that despite the deferral rules being adjusted in the light of the ongoing impact of Covid 19 in schools, more inspections took place in 2021-22 than the last full year of 2018-19. In comparison to pre-pandemic academic years this is more inspections than at the same time in the 2018/19 academic year (44) but considerably fewer than the same time during the 2017/18 academic year (102).

2.2.3.2 In the 2021/22 Academic year, 64 Ofsted inspections were carried out. Across both LA maintained and academy schools inspected, the majority achieved a 'Good' rating (52), ten settings were judged as Requires Improvement and one was judged as Inadequate.



2.2.3.3 The percentage of pupils attending a ‘Good’ or ‘Outstanding’ secondary school has continued to increase moving to 94.4% from 81% at the same time last year. A high proportion of Primary school pupils in Gloucestershire continue to attend ‘good’/‘outstanding’ schools (87.8%).

Overall judgements as at current time <b>LA Maintained</b>					
	Primary	Secondary	Special	PRU	Total
No. Outstanding	26		1	1	<b>28</b>
No. Good	133	5	3	2	<b>143</b>
No. RI	17				<b>17</b>
No. Inadequate					
New schools not inspected					
<b>TOTAL</b>	<b>176</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>188</b>

Overall judgements as at current time <b>Academy / Free schools</b>					
	Primary	Secondary	Special	PRU	Total
No. Outstanding	12	8	2		<b>22</b>
No. Good	38	24	2	1	<b>65</b>
No. RI	3				<b>3</b>
No. Inadequate	2	1			<b>3</b>
New schools not inspected	13	3	3		<b>19</b>
<b>TOTAL</b>	<b>68</b>	<b>36</b>	<b>7</b>	<b>1</b>	<b>112</b>

## 2.2.4 Comparator data to region and statistical neighbours – Ofsted outcomes

Ofsted published its Annual Report on 12<sup>th</sup> December 2022.

### Breakdown of primary and secondary school inspection outcomes

**Table 1: Primary school inspection outcomes**

	Number of schools inspected	Percentage of primary schools judged good or outstanding as at 31 August 2022
England	16,660	89
South West	1,861	86
Bath and North East Somerset	62	87
Bournemouth, Christchurch & Poole	65	97
Bristol	103	82
Cornwall	233	87
Devon	307	90
Dorset	120	78
Gloucestershire	243	87
North Somerset	62	89
Plymouth	69	78

	Number of schools inspected	Percentage of primary schools judged good or outstanding as at 31 August 2022
Somerset	216	84
South Gloucestershire	90	94
Swindon	62	84
Torbay	30	83
Wiltshire	199	81

Source: Ofsted official statistics

Gloucestershire's Ofsted ratings in the primary sector are 2% below the national average and 1% above the Southwest average, with only four Southwest local authorities with a higher proportion of 'Good' primary schools.

## Secondary school inspection outcomes

	Number of schools inspected	Percentage of secondary schools judged good or outstanding as at 31 August 2022
England	3,330	80
Southwest	335	77
Bath and North East Somerset	14	86
Bournemouth, Christchurch & Poole	24	88
Bristol	21	86
Cornwall	31	74
Devon	42	69
Dorset	29	83
Gloucestershire	40	93
Isles of Scilly	1	
North Somerset	11	64
Plymouth	19	58
Somerset	37	65
South Gloucestershire	17	76
Swindon	12	67
Torbay	8	88
Wiltshire	29	83

Source: Ofsted official statistics

The secondary sector is significantly above both the national and Southwest averages in terms of the proportion of 'Good' or better Ofsted judgements at 13% and 16% higher respectively.

## 2.3 Gloucestershire Schools' Performance Data 2022



2.3.1 The data below is released to the Local Authority by the DfE as interim information. The final ‘cleansed’ data is released in January and will not be available ahead of circulation of this report.

2.3.2 Members are asked to note that the DfE has published public examination data without any comparative function, with the ability to only access one specific school’s data at a time. This is a deliberate approach to support the promise that the 2022 exam results would not be used to compare schools as acknowledgement of the variable impact of the pandemic on schools and their exam cohorts.

### 2.3.3 Early Years Foundation Stage

The percentage of children attaining GLD (Good Learning Development) in Gloucestershire is 67.4 %, which is 2.2% points above national (65.2%).

2022 is the first Early Years Foundation Stage (EYFS) data collation under the revised EYFS framework. It is not, therefore possible to compare this year’s results with previous years. However, it is possible to compare Gloucestershire’s percentage to national and Southwest figures. Gloucestershire is above the national average and the county is ranked 5<sup>th</sup> out of 12 Local Authorities in the Southwest which is an improvement on historical figures.

The 2019 National average GLD percentage was 71.8% and 71.9% in Gloucestershire. The decrease in percentage attaining GLD, nationally and locally, this year can be arguably attributed to the new framework and undoubtedly the impact of Covid is reflected in 2022 data.

### 2.3.4 Year 1 phonics screening tests

2.3.4.1 Due to the impact of the pandemic, there was no Year 1 phonics screening national data in 2020/21. Those taking the test in 2021/22 will have had a very disrupted Early Years Foundation stage, hence the 7% dip nationally. Whilst there was a dip in the Year 1 data in Gloucestershire, it was only 4% meaning that Gloucestershire has moved from a position which was 1% below national data in 2018/19 to 2% above national in 2021/22.

*Phonics screening check attainment in Year 1 by region and local authority' in England, Gloucestershire, and Southwest between 2017/18 and 2021/22*

	Percentage of pupils meeting the expected standard in the phonics screening check in year 1		
	2017/18	2018/19	2021/22
England	82%	82%	75%
Southwest	82%	82%	76%
Gloucestershire	81%	81%	77%

### 2.3.5 Y2 phonics screening

2.3.5.1 Children in Year 2, who did not make the expected standard in the Year 1 phonics screening or were not in school at the time of the Year 1 testing, have the opportunity to take the test in Year 2. This cohort is usually much smaller in size than the Year 1 cohort and so at individual school level, there can be significant variances year on year.

2.3.5.2 The 2021/22 cohort of children would have had significant disruption in Early Years and Year 1 with much of their learning being online. As a result, Gloucestershire has seen a dip in results both nationally and locally.

2.3.5.3 The outcomes in England decreased by 4%, whereas in Gloucestershire the decrease was 6%. Due to rounding processes, the gap between national and local data is less than 1%.

*Phonics screening check attainment by the end of year 2 by region and local authority' in England, Gloucestershire, and Southwest between 2017/18 and 2021/22*

	Percentage of pupils meeting the expected standard in the phonics screening check by the end of year 2		
	2017/18	2018/19	2021/22
England	92%	91%	87%
Southwest	92%	92%	88%
Gloucestershire	92%	92%	86%

### 2.3.6 Key Stage 1

2.3.6.1 As with the Year 1 and 2 phonics screening, it is not possible to make direct comparisons between the latest data for 2021/22 and that of 18/19 due to the significant disruption experienced by pupils during the pandemic. As a result of the pandemic there was no KS1 data for 2019/20 or 2020/21.

2.3.6.2 In **Reading**, which is teacher assessed, there was a national decrease of 8% in Reading to 67% at the expected standard. In Gloucestershire, the decrease was 7% to 68%. At higher standard, Gloucestershire's children are 1% above the national figure.

2.3.6.3 In **Writing**, teacher assessments showed that Gloucestershire was 1% above national at expected standard and 1% above national at higher standard. This is set in the context of a 9% decline in Writing expected standards nationally which mirrors the position in Gloucestershire.

2.3.6.4. In **Mathematics**, Gloucestershire was in line with national figures at expected standard and 1% above national at higher standard.

*Key stage 1 attainment by region and local authority' in England, Gloucestershire, and Southwest between 2017/18 and 2021/22*

	Reading TA					
	Percentage of pupils meeting the expected standard			Percentage of pupils meeting the higher standard		
	2017/18	2018/19	2021/22	2017/18	2018/19	2021/22
England	75%	75%	67%	26%	25%	18%
Southwest	75%	75%	68%	26%	26%	18%
Gloucestershire	75%	75%	68%	26%	27%	19%

	Writing TA					
	Percentage of pupils meeting the expected standard			Percentage of pupils meeting the higher standard		
	2017/18	2018/19	2021/22	2017/18	2018/19	2021/22
England	70%	69%	58%	16%	15%	8%
Southwest	70%	69%	58%	15%	14%	8%
Gloucestershire	69%	67%	58%	15%	14%	8%

	<b>Maths TA</b>					
	Percentage of pupils meeting the expected standard			Percentage of pupils meeting the higher standard		
	2017/18	2018/19	2021/22	2017/18	2018/19	2021/22
England	76%	76%	68%	22%	22%	15%
Southwest	76%	75%	68%	21%	21%	15%
Gloucestershire	75%	74%	68%	20%	21%	16%

### 2.3.7. End of Key Stage 2

2.3.7.1. It is not possible to make direct comparisons between the latest data for 2021/22 and that of 18/19 due to the significant disruption experienced by pupils during the pandemic. As a result of the pandemic, there was no KS2 data for 2019/20 or 2020/21. Ofsted has confirmed it will not make any direct comparisons between 2019 data and the 2022 data.

2.3.7.2 In **Reading**, Gloucestershire remained in line with national at expected standard. At higher standard, Gloucestershire was 2% above national.

2.3.7.3 In **Writing**, Gloucestershire is in line with local and national outcomes with 69% of children at expected standards and 2% above national at higher standard.

2.3.7.4 In **Mathematics**, Gloucestershire is in line with the Southwest but 1% lower than national at expected standard and higher standard.

2.3.7.5 In KS2 there is also the additional benchmark of those children who have achieved the expected standard in all three subjects, known as the **combined** score. Gloucestershire is in line with the Southwest at the expected standard at 57% but 1% below national. At higher standard, Gloucestershire was in line with the Southwest at 6%, but 1% below national.

*Key stage 2 attainment by region and local authority' in England, Gloucestershire, and Southwest between 2017/18 and 2021/22*

	<b>Reading</b>					
	Percentage of pupils meeting the expected standard			Percentage of pupils reaching the higher standard		
	2017/18	2018/19	2021/22	2017/18	2018/19	2021/22
England	76%	74%	74%	28%	27%	28%
Southwest	75%	74%	74%	29%	28%	28%
Gloucestershire	76%	75%	75%	30%	30%	30%

	<b>Writing TA</b>					
	Percentage of pupils meeting the expected standard			Percentage of pupils reaching the higher standard		
	2017/18	2018/19	2021/22	2017/18	2018/19	2021/22
England	79%	79%	69%	20%	20%	13%
Southwest	78%	78%	69%	20%	20%	12%
Gloucestershire	77%	78%	69%	20%	20%	11%

	<b>Maths</b>					
	Percentage of pupils meeting the expected standard			Percentage of pupils reaching the higher standard		
	2017/18	2018/19	2021/22	2017/18	2018/19	2021/22

England	76%	79%	71%	24%	27%	22%
Southwest	74%	77%	70%	21%	24%	20%
Gloucestershire	74%	78%	70%	22%	26%	21%

RWM combined						
	Percentage of pupils meeting the expected standard			Percentage of pupils reaching the higher standard		
	2017/18	2018/19	2021/22	2017/18	2018/19	2021/22
England	65%	65%	58%	10%	11%	7%
Southwest	63%	64%	57%	9%	10%	6%
Gloucestershire	63%	65%	57%	10%	11%	6%

## 2.3.8 GCSE Outcomes

2.3.8.1 There are no national league tables this year and so the data below is gathered from the Local Authority data set. In 2020/21 and 2021/22 schools submitted 'Teacher Assessed Grades' and 'Centre Assessed Grades' respectively as tests could not be taken due to the pandemic. There can therefore be no comparison between data in these two years with the 2021/22 data where students returned to testing.

2.3.8.2 In Gloucestershire, Attainment 8 (A8) remained above local and national data and is an overall positive picture for the county. A8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), Maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

2.3.8.3 The percentage of pupils achieving **grades 4 or above in English and Mathematics** GCSEs was 4.9% above national and 4.6% above the Southwest. The percentage of pupils achieving **grades 5 or above in English and Mathematics** GCSEs. This is regarded as being a strong pass. Gloucestershire was 6% above national and 6.6% above the Southwest.

*'KS4 local authority data' in England, Gloucestershire, and Southwest between 2018/19 and 2021/22*

Average Attainment 8 score of all pupils				
	2018/19	2019/20	2020/21	2021/22
England	46.8	50.2	50.9	48.8
Southwest	46.8	50.4	51.4	48.7
Gloucestershire	49.6	52.9	54.3	52.5

Percentage of pupils achieving grades 4 or above in English and Mathematics GCSEs				
	2018/19	2019/20	2020/21	2021/22
England	64.9%	71.2%	72.2%	68.8%
Southwest	65.1%	72.3%	73.3%	69.1%
Gloucestershire	68.5%	75.2%	76.1%	73.7%

Percentage of pupils achieving grades 5 or above in English and Mathematics GCSEs				
	2018/19	2019/20	2020/21	2021/22

England	43.4%	49.9%	51.9%	49.8%
Southwest	42.7%	49.9%	52.5%	49.2%
Gloucestershire	47.8%	54.9%	57.3%	55.8%

#### 2.8.3.4

The Ofsted Annual report confirms the provisional Attainment 8 score, the average Progress 8 score and the proportion of students achieving 5+ in GCSE English and Maths for Gloucestershire as significantly above both the England and Southwest averages.

### Key stage 4 (provisional data), 2022

	Average A8 score	Average overall P8 score	Grade 5+ English & maths (% achieved)	EBacc (% entered)	EBacc (average points score)
England	49	0.0	50	39	4.28
Southwest	49	-0.1	49	32	4.22
Bath and North East Somerset	52	0.1	57	42	4.58
Bournemouth, Christchurch and Poole	53	0.2	59	41	4.67
Bristol, City of	48	0.0	48	32	4.16
Cornwall	47	-0.1	43	27	3.97
Devon	48	-0.1	49	34	4.21
Dorset	48	-0.1	45	38	4.17
Gloucestershire	52	0.1	56	30	4.55
Isles of Scilly	52	0.5	67	27	4.47
North Somerset	49	0.0	48	32	4.22
Plymouth	47	-0.2	46	29	4.06

	Average A8 score	Average overall P8 score	Grade 5+ English & maths (% achieved)	EBacc (% entered)	EBacc (average points score)
Somerset	45	-0.3	45	26	3.88
South Gloucestershire	48	-0.1	48	33	4.10
Swindon	47	-0.1	47	24	4.00
Torbay	49	-0.2	52	27	4.16
Wiltshire	49	0.0	48	34	4.32

Source: Department for Education national statistics

2.3.8.5 Whilst there is a lot to celebrate here in the headline performance of the county, there are variations in outcomes for sub-group of pupils and continued concern regarding disproportionality, SEND and other vulnerable groups.

2.3.8.6 The Education team is currently analysing the sub- group data which only became available in December. In addition to the work of the LA School Improvement Team, work is taking place at systems' leader level through Gloucestershire Education Forum as set out in the context section of the report.

## 2.4 Permanent Exclusion update

2.4.1 In the 2021/22 academic year there were 108 permanent exclusions. This compares with 59 in the 2020/21 academic year, but is similar to the 2018/19 academic year (112 permanent exclusions), up 85% and a reduction of 4% respectively.

2.4.2 The majority of permanent exclusions were among Secondary school pupils (62%, 68 children). This was, however, a reduction compared to the 2018/19 academic year (85%, 95 children). Conversely, the number of permanent exclusions of Primary school children more than doubled, with 37 exclusions in the 2021/22 academic year, up from 16 children in the 2018/19 academic year.

2.4.3 Around two-fifths of the primary school children excluded in the 2021/22 academic year had an EHCP (40.5%, 15 children) the majority of whom had a primary need of Social, Emotional, Mental Health (SEMH). Only 3 children permanently excluded from secondary school had an EHCP (4%). There is evidence that delays in accessing special school places has influenced some decisions to permanently exclude children, particularly in primary settings. There is also some evidence of a direct link between primary school exclusions and delays with SEND assessments/specialist support provision, meaning that primary school children in particular may not be receiving the full support they require quickly enough to enable them to engage in school and access the curriculum.

2.4.4 Persistent disruptive behaviour continued to be the most common reason for permanent exclusion (46%) in the 2021/22 academic year. However, permanent exclusions for physical assault against an adult or pupil have increased from 14.3% in the 2018/19 academic year to 35.1% in the 2021/22 academic year. This was the highest level of permanent exclusions for physical assault against pupil or adult recorded since 2012/13. Physical assault against an adult is most prominent in primary schools and physical assault against another pupil in secondary schools. GCC Education teams have been investigating the issue around the rise in physical assaults. This is a highly complex area, but anecdotal evidence suggests this may link to the impact of the Covid pandemic i.e., due to reduced support capacity in schools and the number of



children now needing more support and not being in the right setting. Understanding needs and de-escalation training is key, particularly in primary settings. While a range of training opportunities for this already exist, GCC Education teams are considering further focused training opportunities, including an Inclusion Conference or a series of Inclusion Workshops later in the academic year, where physical assault will be one of the areas of focus.

2.4.5 In the first month of the 2022/23 academic year, there have been 5 permanent exclusions: three in secondary schools and two in primary schools. This is a decrease of 15% compared to the same time in the 2018/19 academic year prior to the pandemic (12 permanent exclusions) and a decrease of 17% compared to the same time in the 2021/22 academic year (6 permanent exclusions).

2.4.6 Of the children permanently excluded in September, the two primary school children both had EHCPs and, following the trend of previous years, the primary need identified for these children was Social, Emotional, Mental Health (SEMH) and the reason for exclusion was persistent disruptive behaviour or damage. The three permanent exclusions in secondary schools were due to one-off drug or alcohol related incidents. Possible provision and support for one-off drug and alcohol incidents will be re-investigated with Specialist Commissioning as an alternative option, where possible, to permanent exclusion.

2.4.7 The Education Inclusion Service continue to allocate an Outcome Coordinator to support the school and family when a child with no SEND or SEN Support is at risk of permanent exclusion. Through this work, 109 children avoided being permanently excluded last academic year.

2.4.8 With support and input from the Education Inclusion Service, 10 permanent exclusions were revoked by the Headteacher prior to the Governor Disciplinary Meeting (GDM), and 6 directed to be reinstated by GDM.

2.4.9 The Education Inclusion Service will continue its targeted whole school development support to ensure that children's behaviours are understood, and that staff know what is needed to support access to education and to meet needs and achieve improved outcomes. This work will expand into more schools this academic year.

2.4.10 Further focus on SEND exclusions (suspensions and permanent exclusions) is being undertaken by the GCC SEND Exclusions working party, which includes further analysis of data and some deep dives into the circumstances for individual children to identify learning points. Analysis will focus on how Gloucestershire school performance has improved in recent years, in comparison with other schools with similar starting points nationally.

## **2.5 Permanent Exclusion update data by school governance**

### **2.5.1 Overall Exclusion Rates (all state-funded schools)**

{ EMBED Excel.Chart.8 \s }

### **2.5.3 Exclusion Rates by School Type – Maintained or Academy**

#### **2.1.10.1 Primary Rates**

Primary school rates of exclusion since 2015-16 have decreased alongside the national trends. There are 176 LA maintained primary schools and 68 academy primaries represented in the data below.



Exclusions in LA maintained and academy primary schools in Gloucestershire have both been above their England national averages in all years since 2015-16 except in 2018-19.

{ EMBED Excel.Chart.8 \s }

#### 2.1.10.2 Secondary Rates

Secondary school rates of exclusion have also decreased since 2015-16. There are 5 LA maintained secondary schools and 36 secondary academies. Exclusion rates have been consistently higher in the LA maintained secondary schools than in the academy sector.

Academy sector exclusions have been in line with or close to England academy averages since 2015-16. Academy exclusions have been below England academy averages for 2019-20 and 2020-21, the last two years of verified data.

Local Authority maintained secondary school exclusions have decreased significantly since 2018-19, but remain just above England averages in the same period that academy exclusions have dropped below England averages.