



**To: Education and Children's Services Scrutiny Board**  
**Date 09 February 2023**

**Subject: Coventry Education Performance 2022**

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## **1 Purpose of the Note**

1.1 To update members on Coventry's 2022 performance on the following:

- Ofsted profile
- Early Years Foundation Stage (EYFS)
- Phonics and Key Stage 1 (provisional)
- Key Stage 2 (provisional)
- Key Stage 4 (provisional)
- 16-19 attainment (provisional)
- Post-16 participation in education, employment and training

1.2 Refer to Section 4 for commentary, and Appendix 1 for the data.

1.3 Published data in relation to the performance of vulnerable groups (e.g. disadvantaged, SEN) is not yet available at local and regional level. Headline attainment data (2022) for males and females has been provided in Appendix 1.

1.4 This report includes published data available through government sources. For operational and planning purposes the Local Authority (LA) also use NCER Nexus and FFT Aspire, which are used by the majority of Local Authorities for data analysis. This enables further in-depth analysis but is not quoted in this report as regional and national comparisons may not represent the total cohort.

## **2 Recommendations**

2.1 Members have been provided with the information to give them an opportunity to comment and/or raise questions.

2.2 The Education and Children's Service Scrutiny Board are recommended to identify any recommendations for the appropriate Cabinet Member

### **3 School accountability information**

- 3.1 All data is currently provisional and does not take account of amendments to data made by schools. Notwithstanding, significant changes in the data are not expected at this stage. We are expecting further data updates in February. National and statistical neighbour averages are included where available. Regional averages are included where statistical neighbour information is not available. A list of Coventry's statistical neighbours are included in Appendix 2.
- 3.2 The Department for Education (DfE) has been clear that all users of educational school performance data need to consider the data alongside a range of other information about the school and its individual circumstances, for example by speaking to the school directly, and that conclusions should not be drawn based on a single piece of data alone.
- 3.3 This is particularly important in relation to the data for 2021/22, as a school's performance may be affected by the uneven impact of the pandemic on pupils and schools, and so data needs to be used more cautiously. In recognition of this the government have removed comparison tables and other functionality for Key Stage 2 which allows users to directly compare providers. The DfE are also strongly discouraging users of data from drawing conclusions based on direct comparisons with performance data from earlier years and advises caution when comparing a school's performance with national or LA averages.
- 3.4 The normal suite of Key Stage 2 accountability measures at school and Multi Academy Trust (MAT) level have been produced and shared securely with primary schools, academy trusts and LAs to inform school improvement discussions.
- 3.5 Disruption to early years provision and the limiting of social contact with peers during the pandemic is likely to have affected EYFS assessment outcomes. In addition, decreases nationally have been seen between 2018/19 and 2021/22 in attainment for the phonics screening check, key stage 1 national curriculum assessments, and key stage 2 national curriculum assessments.
- 3.6 With GCSE, A Level and technical qualifications 'normal' assessments resumed in the 2021/22 academic year. The DfE has published data about exam results in a school or college, for transparency and as a starting point to support parents and students when choosing schools or post-16 institutions.
- 3.7 Ofsted inspectors will use 2022 outcomes cautiously and 2021/22 data will only be used to inform discussion with schools about pupil outcomes. No judgements will be made on the basis of the 2021/22 data alone.

### **4 Background/context**

- 4.1 The vision of the Coventry Education Partnership encompasses high expectations for the achievement of children and young people to achieve their full potential whatever their culture or background. Statutorily it is the responsibility of school leaders to secure improvement in their school, but as part of our working partnership with all schools and settings, the LA acts as champions of educational excellence, forging strong professional relationships and networks.

- 4.2 The LA, in partnership with the primary school networks and secondary collaboratives, supports all schools in the city on their improvement journey. Additional improvement, through school-to-school support is also provided to schools most in need to ensure they can maintain / achieve an Ofsted outcome of Good or better. The Coventry Partnership Education Improvement priorities for the 2022/23 academic year are included at Appendix 3.
- 4.3 Following a pause during the pandemic, Ofsted inspections resumed from September 2021. As anticipated, we have recently seen a dip in our Ofsted profile (Appendix 1). This is a result of schools being inspected against a different framework, and legacy issues of the pandemic where school improvement activity was paused due to restrictions. Continued challenges in the 2021/22 academic year in relation to pupil and staff absence meant schools had less capacity overall.
- 4.4 Despite not meeting national attainment targets for Key Stages 1 and 2 we have improved and narrowed the gap at Key Stage 4. Our post 16 data is also positive as seen by the number of pupils progressing to education, apprenticeship, or employment destinations in the year after completing their 16 to 18 study, and the low numbers for those 'Not in Education, Employment or Training' (NEET). We also have low levels of youth unemployment in Coventry. This demonstrates the success of the system in securing high levels of education, employment, or training and is testimony to the strong partnership between Coventry education providers and a relentless focus on next steps. Further context on EYFS and Key Stages 1, 2 and 4 is provided below.
- 4.5 Early years continues to be a citywide priority. In September 2021 we launched our Citywide Birth to 5 Strategy to drive improvements in children's development. As highlighted above Covid has significantly impacted on the early years: school readiness, SEN / developmental delay, speech & language, social skills; and that is evident in our Early Years Foundation Stage Profile – Good Level of Development (Appendix 1) which shows a gap with both the regional and national position. The Early Years Strategy report being presented to the same meeting provides further detail on the position and the Birth to 5 Strategy.
- 4.6 As anticipated, and as a result of the pandemic, primary outcomes show a widening gap to national in some measures. This is despite the hard work and commitment our pupils and schools demonstrated during this period. We are confident that Coventry primary schools working in partnership in their networks and with the LA will mitigate this; effective improvement plans are in place.
- 4.7 The Key Stage 1 phonics check is a statutory assessment for all children in year 1. The Key Stage 1 subject level assessments take place at the end of Key Stage 1 and are teacher assessed. These tests did not take place in the 2019/20 or 2020/21 academic years. The data show that we are broadly in line with statistical neighbours but below national average.
- 4.8 The Key Stage 2 subject level assessments take place at the end of Key Stage 2. Reading and maths are from statutory tests, whereas writing is teacher assessed. These tests did not take place in the 2019/20 or 2020/21 academic years. The data show that we are below regional and national averages. Statistical neighbour average (which compares us with LAs with similar characteristics) is not currently available. The data shows an improvement in reading when compared with pre-pandemic data. The progress data between KS1 and KS2 is not currently available through government sources. Our analysis using NCER Nexus demonstrates that despite a decrease at

expected standard (attainment), progress ( distance travelled) improved for both writing and mathematics.

- 4.9 Whilst we anticipated a widening of the gap at Key Stage 4 (end of secondary education), the 2022 data compared to 2019, show improvements across the board in all key measures, including closing the gap with national compared to pre-pandemic. This position is consistent across the city; the majority of schools have shown improvement across all key measures.

**Kirston Nelson, Chief Partnership Officer & Director Education and Skills**

## Appendix 1 – Data and Information

### 1. Ofsted profile

All maintained schools across England are subject to monitoring and inspections by the Office for Standards in Education, Children’s Services and Skills (Ofsted).

Further information on Ofsted and its purpose can be found at the following link:

<http://www.ofsted.gov.uk/resources/school-inspections-guide-for-parents>

When a school has been inspected, Ofsted will determine whether the school falls into one of four categories, these are:

- Grade 1 (Outstanding)
- Grade 2 (Good)
- Grade 3 (Requires Improvement)
- Grade 4 (Inadequate)

Ofsted Profile			
Percentage of pupils attending good or outstanding provision (20 January 2023)			
Phase	%	Statistical neighbours (SN)	National
Early Years <small>(as of 31<sup>st</sup> August 2022)</small>	97%	Above SN at 96%	Above National at 96%
Primary	89%	Below SN at 93%	Below National at 93%
Secondary	86%	Above SN at 84%	Same as National at 86%
Special	77%	Below SN at 88%	Below National at 94%
Overall	88%	Below SN at 89%	Below National at 90%
<b>Commentary</b>			
<ul style="list-style-type: none"> <li>• The Ofsted school profile changes every month as inspection reports are published.</li> <li>• Coventry is above or in line with statistical neighbours and national in the Early Years and Secondary phases.</li> </ul>			

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## 1. Early Years Foundation Stage Profile

EARLY YEARS FOUNDATION STAGE PROFILE				
Good Level of Development	2018	2019	2022	Trend
Coventry	67.8%	69.0%	61.1%	It is not possible to directly compare 2021/22 assessment outcomes with earlier years as the EYFS profile was revised significantly in September 2021.
National	71.5%	71.8%	65.2%	
West Midlands average	69.8%	70.1%	63.7%	
<b>Commentary</b> <ul style="list-style-type: none"> <li>The statutory EYFS framework sets the standards and requirements that all early years providers must follow to ensure all children have the best start in life and are prepared for school. It requires that children be assessed against the EYFS profile in the summer term of the academic year in which they turn 5.</li> <li>The EYFS profile is intended to provide an accurate representation of each child's development at the end of the EYFS to support their transition into year 1. It is made up of an assessment of the child's outcomes in relation to 17 early learning goals (ELGs) across 7 areas of learning.</li> <li>As part of wider reforms to the EYFS, the EYFS profile was revised significantly in September 2021. <u>It is therefore not possible to directly compare 2021/22 assessment outcomes with earlier years.</u></li> <li><b>Definition of a 'Good Level of Development' (GLD)</b> Children are defined as having a good level of development if they are at the expected level for 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.</li> </ul>				

## 2. Phonics and Key Stage 1 (provisional)

Year 1 Phonics	2018	2019	2022	Trend
Coventry	81.3%	80.4%	72.3%	The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	82.5%	81.9%	75.5%	
Stat neighbour (SN) average	80.3%	79.9%	72.5%	
<b>Commentary</b> <ul style="list-style-type: none"> <li>The phonics screening check assesses children on how well they can decode certain words. Decoding means sounding out an unfamiliar written word. To do this, children will need to be able to recognise letters and the sounds that they represent. This is an important part of achieving reading fluency.</li> <li>The Year 1 phonics screening check is a statutory assessment for all children in Year 1 (typically aged 6). Pupils are judged to have met the expected phonics standard if they exceed the nationally published performance level.</li> </ul>				

## Key Stage 1 (provisional)

Key Stage 1 Expected standard Reading, writing and maths (subject level)	2018			2019			2022			Trend
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	
Coventry	72	65	73	72	65	73	61	52	64	The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	75	70	76	75	69	76	67	58	68	
Stat neighbour (SN) average	73	67	74	72	66	74	63	53	65	
<b>Commentary</b>										
<ul style="list-style-type: none"> <li>Pupils' achievements in reading and mathematics at the end of Key Stage 1 are based on teacher assessment informed by statutory tests. KS1 writing is based on teacher assessment only.</li> </ul>										

### 3. Key Stage 2 (provisional)

Key Stage 2 ATTAINMENT Expected standard (subject level)	2018			2019			2022			Trend
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	
Coventry	72	77	74	69	78	77	71	65	68	The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	75	78	76	73	78	79	75	70	72	
West Midlands average	74	78	74	72	78	78	74	69	70	
<b>Commentary</b>										
<ul style="list-style-type: none"> <li>Pupils' achievements in reading and mathematics at the end of Key Stage 2 are from statutory tests. KS2 writing is based on teacher assessment.</li> </ul>										

Key Stage 2 ATTAINMENT Expected standard Reading, writing and mathematics (combined)	2018	2019	2022	Trend
	Coventry	62%	62%	
National	64%	65%	59%	
West Midlands average	63%	63%	57%	
<b>Commentary</b>				
Pupils' achievements in reading and mathematics at the end of Key Stage 2 are from statutory tests. KS2 writing is based on teacher assessment.				



Key Stage 2 <b>PROGRESS</b>	2018			2019			2022			Trend
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	
Coventry	-0.27	-0.84	-0.20	-0.35	-0.42	+0.07	<b>Not currently published</b>			The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	0	0	0	0	0	0				
Stat neighbour (SN) average	-0.38	-0.29	-0.9	-0.37	-0.22	-0.07				
<b>Commentary</b>										
<ul style="list-style-type: none"> <li>Pupils' achievements in reading and mathematics at the end of Key Stage 2 are from statutory tests. KS2 writing is based on teacher assessment.</li> </ul>										

#### 4. Key Stage 4 (provisional)

Key Stage 4 PROGRESS Progress 8	2018	2019	2022	Trend
Coventry	-0.08	-0.12	-0.03	The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	-0.02	-0.03	-0.06	
Stat neighbour (SN) average	-0.14	-0.14	-0.12	
<b>Commentary</b>				
<ul style="list-style-type: none"> <li>Progress 8 was introduced in 2016 as the headline indicator of school performance. It aims to capture the progress a pupil makes from the end of primary school to the end of key stage 4. It shows how pupils have improved during secondary school, compared to other pupils who were at the same level when they finished primary school.</li> <li>This measure is designed to encourage schools to offer a broad, well-balanced curriculum.</li> </ul>				

Key Stage 4 ATTAINMENT Attainment 8	2018	2019	2022	Trend
Coventry	43.3	43.6	46.1	The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	46.5	46.7	48.8	
Stat neighbour (SN) average	43.7	44.0	46.0	
<b>Commentary</b>				
<ul style="list-style-type: none"> <li>Attainment 8 measures pupils' attainment across the same 8 qualifications as Progress 8.</li> </ul>				

Key Stage 4 ATTAINMENT Grade 5 or above in English and maths ('strong' pass')	2018	2019	2022	Trend
Coventry	37.5	38.0	47.0	The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	43.3	43.4	49.8	
Stat neighbour (SN) average	38.6	38.2	44.8	
<b>Commentary</b>				
<ul style="list-style-type: none"> <li>The way GCSEs are graded changed in 2017. They're graded using 9 to 1, rather than A* to G. Grade 9 is the highest grade.</li> <li>Grade 4 at GCSE is described as a 'Standard Pass' and is equivalent to a C grade.</li> <li>This measure shows the proportion of pupils who achieved a Grade 4 or above in both GCSE English and maths.</li> </ul>				

Key Stage 4 ATTAINMENT Grade 4 or above in English and maths ('standard' pass)	2018	2019	2022	Trend
Coventry	60.2	59.4	65.2	The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	64.2	64.9	68.8	
Stat neighbour (SN) average	59.5	59.9	64.1	
<b>Commentary</b>				
<ul style="list-style-type: none"> <li>Grade 5 at GCSE is described as a 'Strong Pass' and is placed between a low B and a high C grade.</li> <li>This measure shows the proportion of pupils who achieved a Grade 5 or above in both GCSE English and maths.</li> </ul>				

Key Stage 4 PUPIL DESTINATIONS	2018/19	2019/20	2020/21	Trend
Coventry	91.1	92.0	91.6	Awaiting 21/22 position
National	94.2	94.2	93.8	Awaiting 21/22 position
Stat neighbour (SN) average	92.7	92.4	92.5	Awaiting 21/22 position
<b>Commentary</b>				
<ul style="list-style-type: none"> <li>Destination measures provide information on the success of schools and colleges in helping young people continue in education, apprenticeships or employment.</li> <li>Key stage 4 destination measures follow pupils at the end of key stage 4 study (GCSE and equivalent qualifications) and reports their destinations in the following academic year.</li> <li>They show the percentage of pupils going to an education, apprenticeship or employment destination. To be counted in a destination, young people have to have sustained participation for a 6-month period in the destination year.</li> </ul>				

## 5. 16-18 (provisional)

16-18 ATTAINMENT Average A level result	2018	2019	2022	Trend
Coventry	<b>Grade C</b> 29.62	<b>Grade C</b> 30.37	<b>Grade B-</b> 35.44	The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	Grade C+ 32.12	Grade C+ 33.77	Grade B 38.77	
Stat neighbour (SN) average	Grade C 30.21	Grade C 30.99	Grade B- 35.87	
<b>Commentary</b>				
<ul style="list-style-type: none"> <li>The attainment measure shows the average point score per entry, expressed as a grade and average points.</li> </ul>				

16-18 ATTAINMENT Average tech level result	2018	2019	2022	Trend
Coventry	<b>Distinction</b> 31.66	<b>Distinction</b> 32.75	<b>Merit</b> 25.97	The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	Merit+ 28.11	Merit+ 28.64	Distinction- 30.61	
Stat neighbour (SN) average	Merit+ 28.56	Merit- 27.65	Merit+ 29.50	
<b>Commentary</b>				
<ul style="list-style-type: none"> <li>Tech-Level qualifications are the vocational equivalent of A-levels. Their purpose is to lead to a recognised occupation, e.g. engineering, accounting, construction, manufacturing, agriculture, and IT.</li> </ul>				

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English and Maths PROGRESS	2018		2019		2022		Trend
	Eng	Maths	Eng	Maths	Eng	Maths	
Coventry	-0.23	-0.14	-0.17	-0.11	<b>Not currently published</b>		The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	+0.06	+0.05	+0.14	+0.09			

#### Commentary

- This measure (for those students who have not achieved GCSE grade 9-4 by the end of key stage 4) shows the average change in grade, separately for English and maths.
- A positive score means that, on average, students got higher grades at 16 to 18 than at key stage 4. A negative score means that, on average, students got lower grades than at key stage 4.

Key Stage 5 DESTINATIONS	2018/19	2019/20	2020/21	Trend
Coventry	<b>80.7</b>	<b>81.6</b>	<b>78.0</b>	Awaiting 21/22 position
England	80.9	80.5	79.1	Awaiting 21/22 position
Stat neighbour (SN) average	78.1	78.0	76.5	Awaiting 21/22 position

#### Commentary

- Key stage 5 destinations show the percentage of students continuing to education, apprenticeship or employment destinations in the year after completing their 16 to 18 study in schools and colleges.

## 6. Post-16 participation in education, employment and training

Post-16 PARTICIPATION September Guarantee	2019	2020	2021	Trend
Coventry	96.7	97.4	98.6	Awaiting 21/22 position
England	95	94.3	95.5	Awaiting 21/22 position
West Midlands	96	94.9	96.3	Awaiting 21/22 position

**Commentary**

- The September Guarantee helps local authorities fulfil their duty to provide education and training to young people and find them a suitable place. The offer should be appropriate to the young person's needs and can include:
  - full-time education in school sixth-forms or colleges
  - an apprenticeship or traineeship
  - employment combined with part-time education or training.
- Coventry has performed above West Midlands and national for the last 3 years.

Annual NEET and Not Known rates (3-month average – Dec, Jan & Feb)	2020 (16-17 year olds)			2021 (16-17 year olds)			2022 (16-17 year olds)		
	Com- bined figure	NEET	Not Known	Com- bined figure	NEET	Not Known	Com- bined figure	NEET	Not Known
Coventry	5.0	3.0	2.0	4.4	2.3	2.1	3.9	2.1	1.8
England	5.5	2.7	2.8	5.5	2.8	2.7	4.7	2.2	2.6
West Midlands	5.3	2.3	3.0	5.7	2.6	3.1	5	2.2	2.7

**Commentary**

Coventry's 2022 combined figure of **3.9%**:

- is an improvement on the last four years' performance and an all-time low;
- remains **below (better than)** both national and West Midlands;

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## 7. Performance difference between males and females in 2022

<b>Key Stage and Performance Measure</b>	<b>Males (national)</b>	<b>Female (national)</b>	<b>Difference (national)</b>
<b>Primary</b> <b>Key Stage 2</b> % Reading, Writing & Maths combined (RWM) Source: Gov.uk	<b>48.5</b> (54.5)	<b>60.2</b> (63.1)	<b>-11.7</b> (-8.6)
<b>Secondary</b> <b>Key Stage 4</b> Attainment 8 Source: Gov.uk	<b>43.4</b> (46.4)	<b>48.8</b> (51.4)	<b>-5.4</b> (-5.0)

## 8. References and sources

Much of the data contained in the tables above is currently accessible to the public via the DfE's Government Data website:

<https://www.gov.uk/government/organisations/department-for-education/about/statistics>

### Early Years Foundation Stage Profile

<https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile>

**Published:** 24 November 2022

### Phonics screening check and key stage 1 assessments

<https://www.gov.uk/government/collections/statistics-key-stage-1>

**Published:** 06 October 2022

### Key Stage 2 (National curriculum assessments)

<https://www.gov.uk/government/collections/statistics-key-stage-2>

**Published:** 15 December 2022

### Key Stage 4 (GCSEs and equivalent results)

<https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

**Published:** 20 October 2022

### 16-19 attainment (A levels and other 16-18 results)

<https://www.gov.uk/government/collections/statistics-attainment-at-19-years>

**Published:** 10 November 2022

### Ofsted 'Data View'

<http://dataview.ofsted.gov.uk>

**Published:** Ofsted Data View is usually updated on a six-monthly basis

### Local authority interactive tool (LAIT)

<https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

A tool for comparing data about children and young people across all local authorities in England

## **Appendix 2 – Statistical Neighbours – LAIT, December 2022**

Portsmouth

Tameside

Southampton

Sheffield

Derby

Bolton

Medway

Walsall

Peterborough

Leeds



## **Appendix 3**

### **2022-23 Education Improvement Priorities**

- Secure an ambitious and relevant curriculum that is designed to give all pupils, including disadvantaged pupils, the knowledge and cultural capital they need to succeed in life
- Be ambitious for children and young people with SEND and effective in the provision that we make for them so that their educational outcomes improve across all key stages, including in the early years
- Ensure early years provision is effective in increasing the number of children who achieve a good level of development and provides children with successful foundations for learning
- Manage behaviour well so that schools and settings are calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive
- Recognise that attendance is an important area of school improvement, with each school and setting offering a clear vision for attendance, underpinned by high expectations and core values