

Strong Families, Children and Young People Scrutiny Panel

11 January 2023

Report title	Education Performance in Wolverhampton Schools and Settings 2021-2022	
Cabinet member with lead responsibility	Councillor Burden, Cabinet Member for Education and Skills	
Wards affected	All	
Accountable Director	Emma Bennett, Strategic Director for Families	
Originating service	Education Excellence	
Accountable employee	Phil Leivers, Head of Education Excellence	
	Tel	01902 552538
	Email	Phil.Leivers@Wolverhampton.gov.uk
Report to be/has been considered by	Leadership Team Strategic Executive Board	8 December 2022 10 January 2023

Recommendation(s) for decision:

The panel is recommended to:

1. Recognise and celebrate the positive outcomes of Wolverhampton's children and young people in the summer 2022 assessments.
2. Review and comment upon the performance of schools and academies up to summer 2022.

1.0 Purpose

- 1.1 To provide an overview of education outcomes for Wolverhampton schools' 2022 results at the end of each Key Stage, including comparisons with National, West Midlands and Statistical Neighbours where information is available.

2.0 Background

- 2.1 To achieve the City of Wolverhampton Council's ambition of Strong Families where children grow up well and achieve their full potential, a key priority is improving their educational outcomes. This is essential if young people are to engage in further and higher education and go on to employment and training.
- 2.2 All aspects of Education services contribute to improving outcomes, for example supporting attendance, resourcing Education, Health and Care Plans, and curriculum development. In particular, the Education Excellence service worked across settings, schools and academies in 2021-2022 delivering the Council's Education Excellence strategy through a mix of monitoring, challenge and support. Seventeen schools received additional intervention through the strategy's categorisation process and were subject to regular Team Around the School meetings, monitoring visits, training and support.
- 2.3 Outcomes in Summer 2022 demonstrate another successful year for all schools in the city; more children attend Good and Outstanding schools than ever before and performance at each Key Stage has seen successes. This report sets out these achievements. These outcomes are also the first externally assessed since 2019 and need to be seen in the context of the impact of the Covid-19 pandemic on education.

3.0 Ofsted Judgements

- 3.1 During 2021-22, Ofsted carried out inspections or monitoring visits in 20 schools and academies in the city. The School Improvement Advisors (SIAs) supported school leaders and represented the Local Authority during interviews with Ofsted in 15 schools and academies.
- 3.2 At the end of the 2021-22 academic year 88% of schools in Wolverhampton were judged by Ofsted to be Good or better. This indicates an 18% increase since 2014, putting Wolverhampton schools above the West Midlands average of 85% and in line with national. This is an excellent position for schools within the authority and shows that most of our pupils are receiving a good education daily.
- 3.3 A summary of current Ofsted judgements of Wolverhampton schools is shown in the table below.

Overall Ofsted Judgement as at November 2022

109 schools currently with an Ofsted Judgement	Nov 2022
2 Schools judged to be Inadequate *	2%
11 Schools judged to be Require Improvement	10%
78 Schools judged to be Good	72%
18 Schools judged to be Outstanding	17%
96 Schools judged to be Good or Outstanding	88%

*The 2 schools that are judged Inadequate have now closed as they have joined a multi academy trust and have not yet been inspected since their conversion.

- 3.4 Out of the 11 schools deemed to Require Improvement, 2 were judged Good for the effectiveness of their leadership and management and one was judged Good for their early years' provision. Schools requiring improvement receive additional support depending on their requirements. Usually this will involve advisers working with school leadership teams, including governors, to plan, deliver and monitor the improvements.

Overall Ofsted Judgements by school type	31 Oct 2022
Nursery Schools judged either Good or Outstanding	100%
PRUs Schools judged either Good or Outstanding	100%
Special Schools judged either Good or Outstanding	75%
Primary, Infant & Junior Schools judged either Good or Outstanding	90%
Secondary Schools judged either Good or Outstanding	80%
All types judged either Good or Outstanding	88%

Source: Ofsted Management information report

4.0 Highlights or performance at each Key Stage is provided below.

4.1 Early Years Foundations Stage Profile (EYFS Profile)

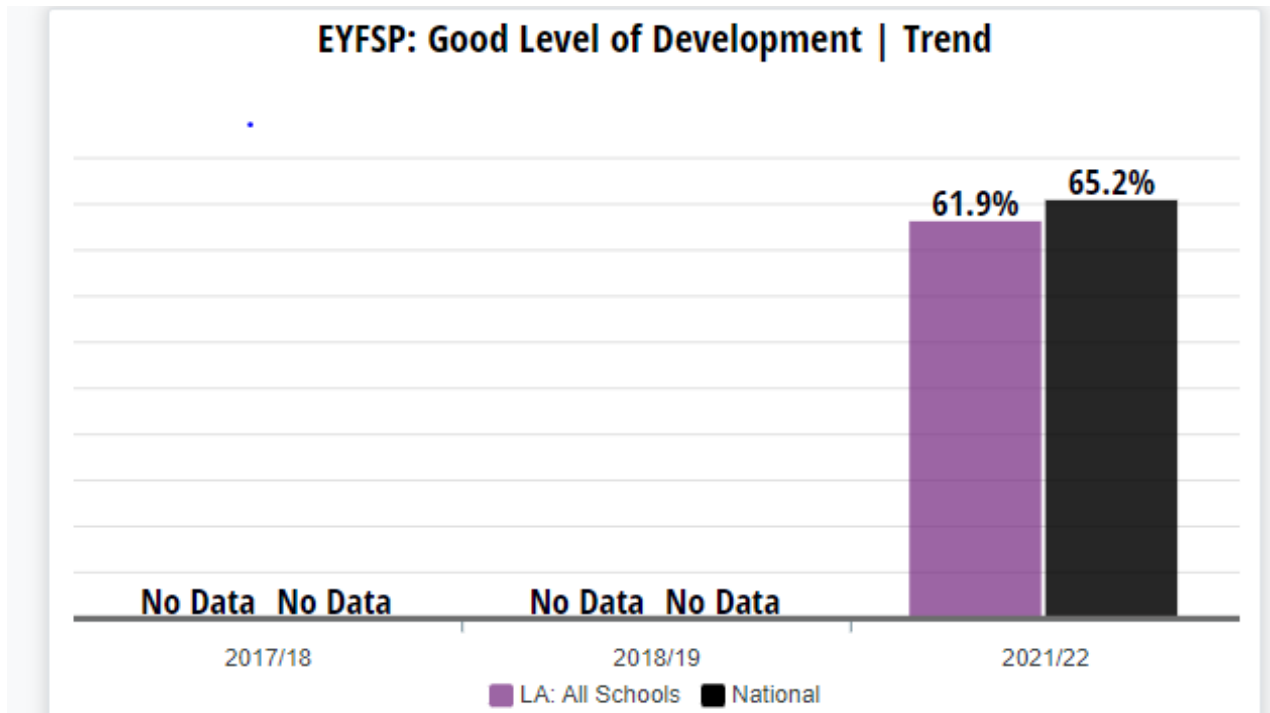
4.2 This is the first publication since the 2021-22 EYFS reforms were introduced in September 2021. As part of those reforms, the EYFS profile was significantly revised. **It is therefore not possible to directly compare 2021-22 assessment outcomes with earlier years.** It is also the first release since the publication of the 2018-19 statistics, as the 2019-20 and 2020-21 data collections were cancelled due to coronavirus (COVID-19).

4.3 From a cohort of 3,463 pupils assessed using the Early Years Foundation Stage Profile, 62% achieved a Good Level of Development (GLD), a total of 2,142 pupils. National outcomes indicate that 65% of pupils achieved GLD. This ranks Wolverhampton 126th (of 152 Local Authorities). When compared to Statistical Neighbours, Wolverhampton (62%) is slightly higher than the 61% average.

4.3.1 Fewer boys attained GLD than girls (55% compared to 69%), this was lower than their counterparts nationally resulting in a greater gender gap.

4.3.2 West Midlands regional comparisons place Wolverhampton as 9th out of 14, with GLD lower than the regional average of 64%.

- 4.3.3 In the city, 52% of pupils eligible for Free School Meals achieved a GLD and higher than the national of 49% and slightly above the West Midlands average.
- 4.3.4 57% of pupils with English as an additional language achieved GLD which places the City below the national of 60% and regional of 59%.
- 4.3.5 19% of pupils receiving SEN Support achieved a GLD which places the city below the national of 23% and regional of 22%.



Due to changes to the EYFSP framework this year, trend data will not be available until 2023.

- 4.4 To continue to support outcomes in Early Years there is activity related to the developments around the Family Hubs and the first 1001 days. In particular, there is a continued drive to ensure that those families eligible for free childcare take up the offer, for example the Terrific for Twos programme. Also, there is a continuing programme of professional development focussed on the Early Years Framework for all practitioners working with young children.

4.5 Phonics Screening Test

- 4.5.1 These are the first phonics screening check and Key Stage 1 attainment statistics since 2019, after assessments were cancelled in 2020 and 2021 due to the pandemic. These statistics cover the attainment of year 1 and year 2 pupils who took these assessments in Summer 2022. These pupils experienced disruption to their learning during the pandemic.

4.5.2 In 2022, 74% of Year 1 pupils achieved the standard of the Phonics screening check, this is slightly below the national and regional average but above our statistical neighbours.

% of pupils achieving expected level in Phonics decoding - all pupils				
Local Authority, Region and England	2019	2020	2021	2022
Wolverhampton	81.00	-	-	74.00
West Midlands	82.00	-	-	75.00
Statistical Neighbours	80.00	-	-	72.60
England	82.00	-	-	75.00
Trend	Change from previous year	Latest National Rank		Quartile Banding
↔	-	99		D

4.5.3 The gender gap in this measure has widened to 8% with girls achieving higher than boys.

4.5.4 39% of pupils receiving SEN Support reached the standard of the phonics screening, this is below the NCER national of 44%.

4.5.5 77% of pupils reached the expected level in the phonics screening for children who have English as an additional language. This above both the national and regional average for this measure.

4.5.6 Pupils eligible for FSM performed particularly well with 66% achieving the expected standard in Phonics, 4% higher than their counterparts nationally, regionally and above our statistical neighbours.

% of pupils achieving expected level in Phonics decoding - FSM				
Local Authority, Region and England	2019	2020	2021	2022
Wolverhampton	75.00	-	-	66.00
West Midlands	72.00	-	-	64.00
Statistical Neighbours	70.90	-	-	62.50
England	70.00	-	-	62.00
Trend	Change from previous year	Latest National Rank		Quartile Banding
↔	-	35		B

4.6 Key Stage 1

- 4.6.1 These are the first phonics screening check and key stage 1 attainment statistics since 2019, after assessments were cancelled in 2020 and 2021 due to the pandemic. These statistics cover the attainment of year 1 and year 2 pupils who took these assessments in Summer 2022. These pupils experienced disruption to their learning during the pandemic.
- 4.6.2 From a cohort of 3,600 pupils, 53% of Wolverhampton pupils reached the expected standard in Reading, Writing and Maths combined (RWM). This is in line with the NCER national outcome. 6% of pupils in the city were working at greater depth in all three subjects.
- 4.6.3 In Reading, Wolverhampton is below the national and regional and above our statistical neighbours for this measure. This gives us a national ranking of 114.
- 4.6.4 16% of pupils are working at greater in Reading which is below the national and regional and above our statistical neighbours.
- 4.6.5 The tables below show how Wolverhampton compares to England, West Midlands and our statistical neighbours and gives our ranking nationally.

% of Pupils achieving Key Stage 1 Reading Expected Standard				
Local Authority, Region and England	2019	2020	2021	2022
Wolverhampton	74.00	-	-	64.00
West Midlands	74.00	-	-	66.00
Statistical Neighbours	71.50	-	-	62.50
England	75.00	-	-	67.00
Trend	Change from previous year	Latest National Rank	Quartile Banding	
↔	-	114	D	

- 4.6.6 In Writing, Wolverhampton is below the national and in line with regional and above our statistical neighbours for this measure. This gives us a national ranking of 83.
- 4.6.7 8% of pupils are working at greater depth which is in line with national and above regional and our statistical neighbours.

% of Pupils achieving Key Stage 1 Writing Expected Standard				
Local Authority, Region and England	2019	2020	2021	2022
Wolverhampton	69.00	-	-	57.00
West Midlands	68.00	-	-	57.00
Statistical Neighbours	65.70	-	-	53.20
England	69.00	-	-	58.00
Trend	Change from previous year	Latest National Rank		Quartile Banding
↔	-	83		C

4.6.8 In Maths, Wolverhampton is below the national and regional and above our statistical neighbours for this measure. This gives us a national ranking of 114.

4.6.9 13% of pupils are working at greater depth which is below national and regional and above our statistical neighbours.

% of Pupils achieving Key Stage 1 Maths Expected Standard				
Local Authority, Region and England	2019	2020	2021	2022
Wolverhampton	75.00	-	-	65.00
West Midlands	75.00	-	-	67.00
Statistical Neighbours	73.20	-	-	64.00
England	76.00	-	-	68.00
Trend	Change from previous year	Latest National Rank		Quartile Banding
↔	-	114		D

4.6.10 In all Key Stage 1 subjects more girls reached the expected standard than boys. The biggest gap in attainment by gender was in writing where it was 13% between girls (63%) and boys (50%), this reflects the national picture.

4.6.11 In reading the gender gap was 8% with 68% of girls and 60% of boys reaching the standard. The gap was narrowest in Maths at 3%, where 67% of girls reached the expected standard compared to 64% of boys. This gap reflects the national picture.

4.6.12 41% of disadvantaged pupils reached the expected standard in all three subjects of Reading, Writing and Maths in 2022, this is significantly higher than the NCER national of 37% and the regional of 38%.

4.6.13 10% of pupils receiving SEN support reached the expected standard in all three subjects of Reading, Writing and Maths, this is below the NCER national.

4.6.14 55% of pupils with English as an additional language reached the expected standard in RWM compared to 53% of those with English as a first language. This is above the NCER national average for EAL pupils.

4.7 Key Stage 2 – provisional data

4.7.1 These statistics cover the attainment of year 6 pupils who took assessments in summer 2022. These pupils experienced disruption to their learning during the pandemic, particularly at the end of Year 4 and in Year 5.

4.7.2 The tables below show how Wolverhampton compares to England, West Midlands and our statistical neighbours and gives our ranking nationally.

4.7.3 In Reading, Writing & Maths combined (RWM), Wolverhampton is above the national, regional and our statistical neighbours for this measure. This gives us a national ranking of 48.

4.7.4 8% of pupils achieved the higher standard in RWM which is above national, regional and our statistical neighbours.

Key Stage 2 - Percentage in reading, writing and mathematics - Expected standard All Pupils				
Local Authority, Region and England	2019	2020	2021	2022
Wolverhampton	64.00	-	-	60.00
West Midlands	63.00	-	-	57.00
Statistical Neighbours	61.50	-	-	53.90
England	65.00	-	-	59.00
Trend	Change from previous year	Latest National Rank	Quartile Banding	
↔	-	48	B	

4.7.5 In Reading, Wolverhampton is above the national, regional and our statistical neighbours for this measure. This gives us a national ranking of 58.

4.7.6 28% of pupils achieved the higher standard in Reading which is in line with national, and above regional and our statistical neighbours.

Key Stage 2 - Percentage reaching the Expected standard Reading - All Pupils				
Local Authority, Region and England	2019	2020	2021	2022
Wolverhampton	72.00	-	-	75.00
West Midlands	72.00	-	-	73.00
Statistical Neighbours	69.40	-	-	70.30
England	73.00	-	-	74.00
Trend	Change from previous year	Latest National Rank	Quartile Banding	
↔	-	58	C	

4.7.7 In Writing, Wolverhampton is above the national, regional and our statistical neighbours for this measure. This gives us a national ranking of 54.

4.7.8 13% of pupils achieved the higher standard in Writing which is in line with national, and above regional and our statistical neighbours.

Key Stage 2 teacher assessments - Percentage reaching the expected standard Writing - All Pupils				
Local Authority, Region and England	2019	2020	2021	2022
Wolverhampton	79.00	-	-	70.00
West Midlands	78.00	-	-	68.00
Statistical Neighbours	75.90	-	-	64.80
England	78.00	-	-	69.00
Trend	Change from previous year	Latest National Rank	Quartile Banding	
↔	-	54	B	

4.7.9 In Maths, Wolverhampton is above the national, regional and our statistical neighbours for this measure. This gives us a national ranking of 63.

4.7.10 22% of pupils achieved the higher standard in Maths which is in line with national, and above regional and our statistical neighbours.

Key Stage 2 - Percentage reaching the Expected standard Maths - All Pupils				
Local Authority, Region and England	2019	2020	2021	2022
Wolverhampton	76.00	-	-	72.00
West Midlands	78.00	-	-	70.00
Statistical Neighbours	76.80	-	-	67.30
England	79.00	-	-	71.00
Trend	Change from previous year	Latest National Rank		Quartile Banding
↔	-	63		B

4.7.11 In Grammar, Punctuation and Spelling, Wolverhampton is above the national, regional and our statistical neighbours for this measure. This gives a national ranking of 39.

4.7.12 30% of pupils achieved the higher standard in GPS which is above national, regional and our statistical neighbours.

Key Stage 2 - Percentage reaching the Expected standard Grammar, Punctuation & Spelling - All Pupils				
Local Authority, Region and England	2019	2020	2021	2022
Wolverhampton	79.00	-	-	75.00
West Midlands	78.00	-	-	72.00
Statistical Neighbours	76.20	-	-	69.40
England	78.00	-	-	72.00
Trend	Change from previous year	Latest National Rank		Quartile Banding
↔	-	39		B

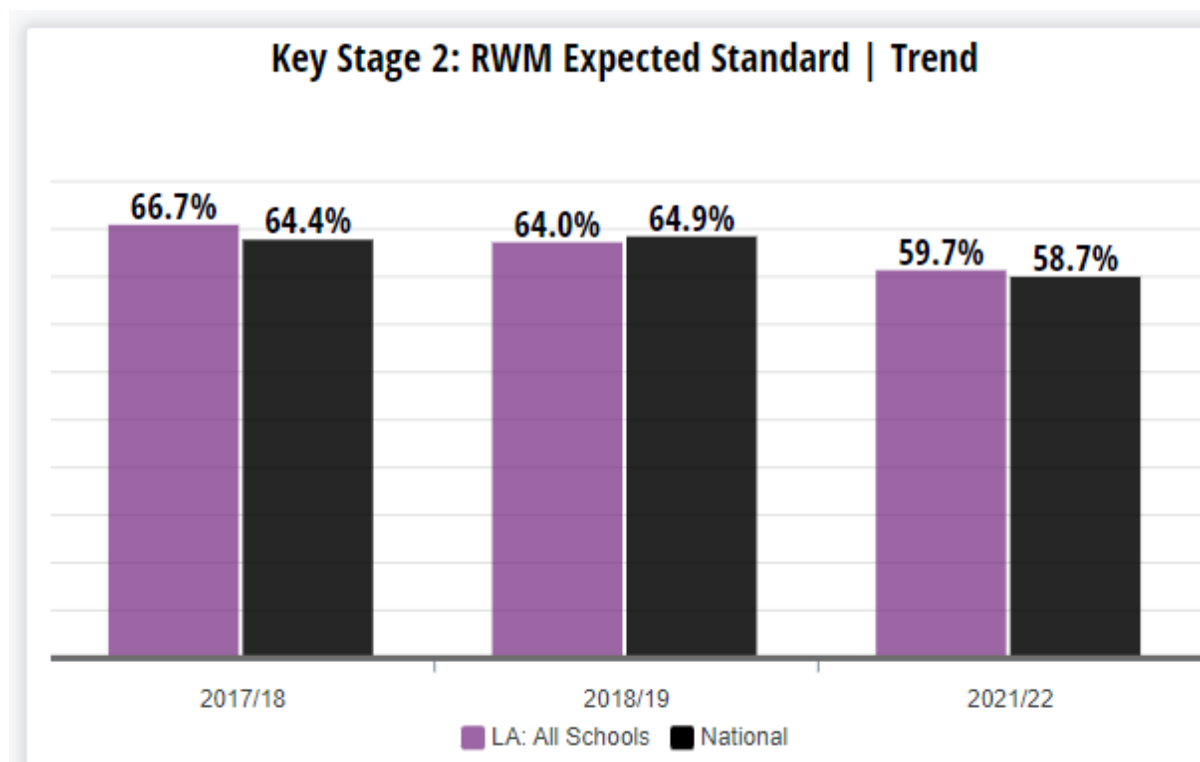
4.7.13 The gap between attainment for boys and girls for RWM combined was 8%, with 56% of boys at the expected standard in all three subjects compared to 54% for boys nationally. Whereas 64% of girls achieved RWM combined, which is slightly above national.

4.7.14 In Reading, Writing and Maths combined, 51% of disadvantaged pupils achieved the expected level compared to 42% nationally. This is strength and demonstrates the impact of the work schools are doing to support the most disadvantaged pupils.

4.7.15 50% of pupils eligible for FSM achieved the expected level in RWM combined, compared to 41% of FSM pupils nationally.

4.7.16 21% of pupils receiving SEN support (non EHCP children) achieved this standard in RWM combined which is in line with the national average.

4.7.17 63% of pupils with English as an additional language achieved the expected standard in RWM combined. This is above the national average. The positive impact of the work of the Local Authority's Citizenship, Language and Learning Team is visible in this data.



4.7.18 This good performance at KS2 is to be celebrated coming after the impact of the pandemic. This data is shared with secondary schools to support transition to prevent a possible dip in year 7.

4.7.19 Schools with subjects that have underperformed will receive additional support either from Education Excellence advisers and/or high performing schools.

4.7.20 To support improvements of children and young people with additional needs Special Education Needs Coordinator networks will continue with support from Inclusion and Empowerment, to ensure SEN leads are well supported.

4.7.21 New Headteachers and deputy headteachers will continue to receive support through the Headteacher Induction offer delivered by Council teams, school leaders and partners.

4.7.22 For Education colleagues to further share intelligence with wider teams to facilitate an holistic approach to supporting schools.

4.8 Key Stage 4/GCSE – unvalidated data

- 4.8.1 This academic year saw the return of the summer exam series, after they had been cancelled in 2020 and 2021 due to the impact of the COVID-19 pandemic, where alternative processes were set up to award grades (centre assessment grades, known as CAGs, and teacher assessed grades, known as TAGs). As part of the transition back to the summer exam series adaptations were made to the exams (including advance information) and the approach to grading for 2022 exams broadly reflected a midpoint between results in 2019 and 2021.
- 4.8.2 Comparisons are made with both 2021, the most recent year, and 2019, because it is more meaningful to compare to the last year summer exams were sat. Given the unprecedented change in the way GCSE results were awarded in the summers of 2020 and 2021, as well as the changes to grade boundaries and methods of assessment for 2021/22, users need to exercise caution when considering comparisons over time, as they may not reflect changes in pupil performance alone.
- 4.8.3 The tables below show how Wolverhampton compares to England, West Midlands and our statistical neighbours and gives our ranking nationally.
- 4.8.4 Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 (KS2) to the end of KS4. It compares pupils' achievement – their Attainment 8 score – with the national average Attainment 8 score of all pupils who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero. It can be used to compare the progress of different pupil characteristic and geographical breakdowns.
- 4.8.5 Provisional outcomes for indicate that the Progress 8 measure has improved from 2019 at 0.00.

Average Progress 8 score per pupil				
Local Authority, Region and England	2019	2020	2021	2022
Wolverhampton	-0.01	-	-	0.00
West Midlands	-0.06	-	-	-0.06
Statistical Neighbours	-0.13	-	-	-0.10
England	-0.08	-	-	-0.06
Trend	Change from previous year	Latest National Rank	Quartile Banding	
↔	-	59	B	

- 4.8.6 Attainment 8 measures the average achievement of pupils in up to 8 qualifications. This includes: English language; English literature (if only one GCSE in English is taken then it is double weighted); 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](#).

- 4.8.7 From 2018, Attainment 8 has had a maximum point score of 90, compared to a maximum of 87 in 2017 and 80 in 2016. This is a consequence of the phased introduction of reformed GCSEs graded on the 9-1 scale. These differences should be considered when comparing Attainment 8 scores between 2016-2019.
- 4.8.8 The provisional average Attainment 8 score per pupil is 47.7 an increase since 2019. This is below the National of 48.9 but above the regional and our statistical neighbour score.

Average Attainment 8 score per pupil				
Local Authority, Region and England	2019	2020	2021	2022
Wolverhampton	45.10	49.20	50.00	47.70
West Midlands	45.60	49.00	49.50	47.50
Statistical Neighbours	43.63	46.82	47.04	45.68
England	46.70	48.00	48.90	48.90
Trend ↓	Change from previous year -2.30	Latest National Rank 78		Quartile Banding C

- 4.8.9 Attainment in English and maths at grade 5 or above: This measure looks at the percentage of pupils achieving grade 5 or above in both English and maths GCSEs. To count for this measure a pupil would have to achieve a grade 5 or above in either English literature or English language. There is no requirement to sit both.
- 4.8.10 From a cohort of 3,218 pupils at the end of Key Stage 4, 45% achieved a strong (Grades 9-5) pass in English and Maths. This is an increase since 2019. This is below the national average and West Midlands average, but above our statistical neighbour average.

Percentage of pupils achieving 9-5 pass in English and Maths				
Local Authority, Region and England	2019	2020	2021	2022
Wolverhampton	35.10	44.50	47.30	45.00
West Midlands	40.00	46.70	48.70	47.00
Statistical Neighbours	35.97	42.26	43.73	43.48
England	43.20	46.30	48.40	49.90
Trend ↓	Change from previous year -2.30	Latest National Rank 111		Quartile Banding D

4.8.11 The attainment gap between the performance of boys and girls at this measure is significant with 10 percentage points gap for achieving a strong pass at 9-5. Both figures are wider than the national, regional, and statistical neighbour averages.

4.8.12 The Attainment 8 score for disadvantaged pupils is 41.1 (38.9 in 2019). This is higher than the national of 37.6 and regional of 38.5. This ranks Wolverhampton 28 with a quartile banding of A.

4.8.13 30% of disadvantaged pupils achieved a strong pass in English and Maths (9-5) compared to 29% nationally.

4.8.14 For pupils with SEN support, the Attainment 8 score is 35.1 This is above national and the regional score. 18% of pupils with SEN support achieved a strong pass in English and Maths at 9-5.

4.8.15 The Attainment 8 score for pupils with an EHCP is 13.3 compared to 14.3 nationally.

4.8.16 Pupils with English as an additional language had an Attainment 8 score of 50.2, this is below the national figure of 51.2 and just above the regional score. 49% of pupils who have English as an additional language achieved a strong pass in English and Maths (9-5), this is below the national and regional average.

4.8.17 EBacc average point score (EBacc APS): The EBacc APS measures pupils' point scores across the five pillars of the EBacc - English, maths, science, a language, and history or geography – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

4.8.18 Wolverhampton has an EBacc APS of 3.95 which is an increase since 2019.

English Baccalaureate Average Point Score				
Local Authority, Region and England	2019	2020	2021	2022
Wolverhampton	3.69	4.13	4.16	3.95
West Midlands	3.94	4.23	4.27	4.11
Statistical Neighbours	3.72	4.00	4.03	3.92
England	4.07	4.17	4.24	4.28
Trend ↓	Change from previous year -0.21	Latest National Rank 121		Quartile Banding D

4.8.19 A priority area for improvement is maximising the performance of young people to achieve at least grade 5 in both English and mathematics. This will secure their further progress in education and employment.

4.9 Key stage 5/ A level - provisional data

- 4.9.1 This academic year saw the return of the Summer exam series, after they had been cancelled in 2020 and 2021 due to the impact of the COVID-19 pandemic, where alternative processes were set up to award grades. As part of the transition back to the Summer exam series adaptations were made to the exams (including advance information) and the approach to grading for 2022 exams broadly reflected a midpoint between results in 2019 and 2021.
- 4.9.2 Comparisons are made with both 2021, the most recent year, and 2019, because it is most meaningful to compare to the last year Summer exams were sat. Given the unprecedented change in how A level and vocational and VTQ grades were awarded in 2020 and 2021, as well as changes to the grade boundaries and methods of assessment for 202-22, users need to exercise caution when considering comparisons over time, as they may not reflect changes in student performance alone.
- 4.9.3 The tables below show how Wolverhampton compares to England, West Midlands and our statistical neighbours and gives our ranking nationally for KS5 headline measures.
- 4.9.4 The APS per A level entry has increased this year to 32.6 since 2019, this is below the national, regional and our statistical neighbours. This is for all students at the end of 16-18 study who entered and A level or AS level.
- 4.9.5 The average point score per entry is calculated by dividing the total number of points achieved by students in a particular cohort by the total size of entries for those students.

Average point score per entry A Level Cohort				
Local Authority, Region and England	2019 (prov)	2020 (prov)	2021 (prov)	2022 (prov)
Wolverhampton	28.37	35.78	38.48	32.58
West Midlands	31.26	37.27	39.41	36.80
Statistical Neighbours	30.10	36.29	38.60	35.43
England	33.77	39.51	41.60	38.77
Trend ↓	Change from previous year -5.90	Latest National Rank 146		Quartile Banding D

- 4.9.6 The APS per entry at Technical level has increased this year to 28.9 since 2019 although below national, regional and our statistical neighbours.
- 4.9.7 This is for all students at the end of 16-18 study who entered a tech level.
- 4.9.8 The average point score per entry is calculated by dividing the total number of points achieved by students in a particular cohort by the total size of entries for those students.

Average point score per entry - Tech Level				
Local Authority, Region and England	2019 (prov)	2020 (prov)	2021 (prov)	2022 (prov)
Wolverhampton	27.39	27.55	31.57	28.94
West Midlands	26.81	29.89	31.70	29.94
Statistical Neighbours	27.99	28.70	30.48	30.27
England	28.43	29.77	31.76	30.61
Trend ↓	Change from previous year -2.63	Latest National Rank 106		Quartile Banding C

4.9.9 The reported measure below is a way for to DfE recognise excellent A level results in subjects that keep students' options open and support progression to top universities.

4.9.10 This has increased in 2022 to 14.1% placing the city below national, regional and our statistical neighbours.

Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects				
Local Authority, Region and England	2019 (prov)	2020 (prov)	2021 (prov)	2022 (prov)
Wolverhampton	11.00	19.50	25.80	14.10
West Midlands	11.80	20.30	24.70	19.50
Statistical Neighbours	10.13	17.89	21.94	17.09
England	15.80	24.20	28.60	23.00
Trend ↓	Change from previous year -11.70	Latest National Rank 119		Quartile Banding D

4.9.11 The performance reported above only relates to those in school sixth forms and does not include the City of Wolverhampton College data. A review of post 16 qualifications and pathways has begun facilitated by City of Wolverhampton Council's education colleagues and includes the College, schools and other providers. This is due to report recommendations by March 2023.

5.0 Summary

5.1 Children's Scrutiny Panel is recommended to celebrate the education performance of children and young people in Wolverhampton note the performance of City schools. These outcomes support the Our City, Our Plan objective 'Strong Families where children grow up well and achieve their full potential.'

- 5.2 The performance of children and young people who are 'on roll' of the Virtual School is reported on in more detail in the Annual Report of the Virtual School Headteacher.
- 5.3 The continuing improvements in education performance overall reflect the impact of schools responding to catch up priorities post pandemic; support and challenge through the Education Excellence Strategy; an holistic approach to improvement delivered by all services in Education and the Families directorate approach.
- 5.4 The analysed data is shared with schools to support improvement planning at each Key Stage, in individual subjects, targeting specific groups e.g., boys, the more able, and those with SEND support.

6.0 Financial implications

- 6.1 There are no direct financial implications from the recommendations of this report.
[JB/03012022/L]

7.0 Legal implications

- 7.1 No legal implications.
[CS/04012023/2]

8.0 Equalities implications

- 8.1 There are differences in performance between various groups. Generally, girls perform better than boys. Children from disadvantaged backgrounds perform less well than those from non-disadvantaged. However, it should be noted that in Wolverhampton performance is better than that for statistical neighbours and national figures. Further analysis will be completed as ethnicity data becomes available.