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CITY OF
WOLVERHAMPTON
C O U N C I L

Children and Young People Scrutiny Panel
31 January 2024

Report title	Education Performance in Wolverhampton Schools and Settings 2022-2023
Cabinet member with lead responsibility	Cllr Jacqui Coogan
Wards affected	All
Accountable director	Alison Hinds, Director of Children's Services
Originating service	Education Excellence
Accountable employee(s)	Phil Leivers Tel 01902 552538 Email phil.leivers@wolverhampton.gov.uk
Report to be/has been considered by	Education Leadership Team 7 December 2023 Strategic Executive Board 12 December 2023 Cabinet Member Briefing Education and Skills 12 January 2024

Recommendation(s) for action or decision:

The Scrutiny Panel is recommended to:

1. Recognise and celebrate the positive outcomes of Wolverhampton's children and young people in the summer 2023 assessments.

2. Review and comment upon the performance of schools and academies up to summer 2023.

1.1 **Purpose**

1.1   To provide an overview of education outcomes for Wolverhampton schools' 2023 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 2022-2023 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 2023 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.

2.4   Outcomes for Wolverhampton's children and young people in care and care leavers for the academic year 2022-2023, and how the council, schools and other key partners have supported these, are reported in the Virtual School Head Annual Report.

3.0   Ofsted Judgements

3.1   During 2022-23, Ofsted carried out inspections or monitoring visits in 39 schools and academies in the city. The School Improvement Advisors (SIAs) supported school leaders and represented the Local Authority during interviews with Ofsted inspection teams in 21 schools, most of which were local authority schools where the SIAs have detailed information about provision. Many academy schools have their own school improvement services / advisors, and therefore the LA allocated SIA does not typically attend.

3.2   At the end of the 2022-23 academic year 89% of schools in Wolverhampton were judged by Ofsted to be Good or better. This indicates an 19% increase since 2014, putting Wolverhampton schools above the West Midlands average of 87% 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 31 October 2023

109 schools currently with an Ofsted Judgement *	Oct 2023
3 Schools judged to be Inadequate **	3%
9 Schools judged to be Require Improvement	8%
79 Schools judged to be Good	72%
18 Schools judged to be Outstanding	17%
97 Schools judged to be Good or Outstanding	89%

* 110 schools in the city but Woodfield Primary School joined St Bartholomew's MAT in 2019 and has not yet had an inspection.

** For the 3 schools which are currently judged inadequate:

Midpoint Pupil Referral Unit – monitoring visit in July 2023 – the KS4 PRU is making progress towards the removal of special measures. Also extensive support from the Yes Trust has been accessed, as well as LA support from a variety of teams, with a view to academisation for the whole of Lawnswood Campus during Spring 2024.

Smestow – The school were part of Greenheart Learning Partnership Multi Academy Trust when they were judged to be inadequate. The school is now part of Matrix Academy which came into effect 1 January 2023.

St Patrick's Catholic Primary - The school belongs to the St Francis and St Clare (SSFC) Multi Academy Company and is receiving support through the academy offer who have dedicated school improvement services. The school make good use of support from the Citizenship, Language and Learning (CLL) team and statutory support for maths and Early Years. The Education Excellence team anticipate the removal of special measures when Ofsted visit.

3.4   Out of the 9 schools deemed to Require Improvement, 3 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 2023
Nursery Schools judged either Good or Outstanding	100%
PRUs Schools judged either Good or Outstanding	75%
Special Schools judged either Good or Outstanding	88%
Primary, Infant & Junior Schools judged either Good or Outstanding	90%

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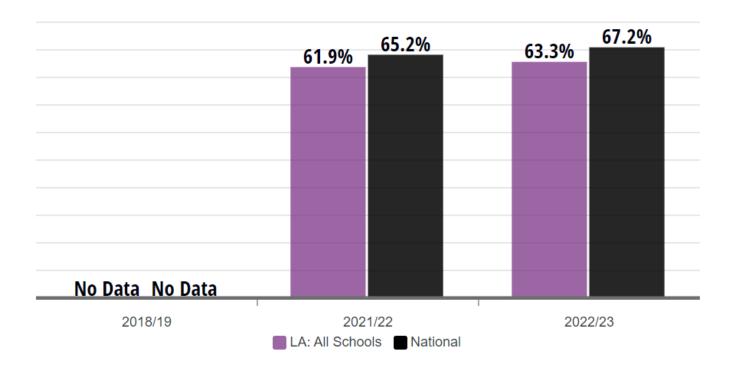|	
Secondary Schools judged either Good or Outstanding	85%
All types judged either Good or Outstanding	**89%**

Source: Ofsted Management information report

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

4.1   Early Years Foundation Stage Profile (unvalidated data)

These statistics report on teacher assessments of children's development at the end of the Early Years foundation stage.   Outcomes cannot be compared to years prior to 2022 due to the changes in the EYFS framework. The EYFS profile is no longer an accountability measure for schools and the DfE does not publish school level results for the EYFS profile.

4.1.1   From a cohort of 3,492 pupils assessed using the Early Years Foundation Stage Profile, 63.3% achieved a Good Level of Development (GLD) a total of 2,209 pupils. This is an increase of 1.4% to last year.

4.1.2   The average total points score, in all GLD goals is 21.3 out of a possible 24.

4.1.3   Emerging NCER National outcomes indicate that 67% of pupils achieved GLD and 66% achieved GLD for the NCER emerging regional measure.

4.1.4   Fewer boys attained GLD than girls (55% compared to 72%), this was lower than their counterparts nationally resulting in a greater gender gap.

4.1.5   In the city, 54% of disadvantaged pupils achieved a GLD this is higher than the national of 52% and in line with the West Midlands average of 54%.

4.1.6   60% of pupils with English as an additional language achieved GLD which places the City below the national of 63% and regional of 62%.

4.1.7   18% of pupils with an EHCP and receiving SEN Support achieved a GLD which places the city below the national and regional of 20%.

4.1.8   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.

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EYFSP: Good Level of Development | Trend

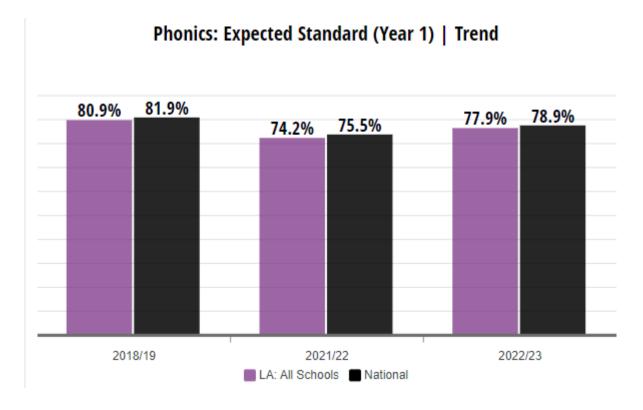|	2018/19	2021/22	2022/23
LA: All Schools	No Data	61.9%	63.3%
National	No Data	65.2%	67.2%

4.2 Phonics Screening Test (unvalidated data)

Pupils take the phonics screening check at the end of year 1, typically aged 6. Pupils who do not meet the expected standard take the check again at the end of year 2, typically aged 7.

4.2.1 From a Year 1 phonics cohort of 3,612 pupils, 77.9% of pupils achieved the expected standard of 32, a total of 2,815 pupils. This is an increase of 3.7% from 2022.

4.2.2 This shows that we are just below both the National outcomes of 79% of pupils and in line with the regional outcome of 78% but above our statistical neighbour average. This gives us a national ranking of 94.

4.2.3 The gender gap in this measure has widened to 9% with girls achieving higher than boys.

4.2.4 In the city, 70% of disadvantaged pupils reached the standard of the phonics screening this is higher than the national of 67% and in line with the West Midlands average.

4.2.5 40% of pupils with a EHCP and receiving SEN Support reached the standard of the phonics screening, this is in line with regional and just below the NCER national of 42%.
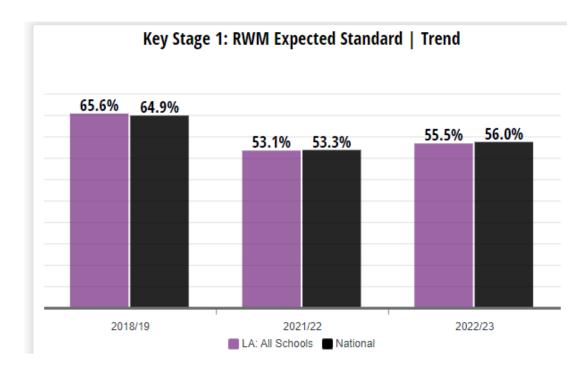
4.2.6 79% of pupils reached the expected level in the phonics screening for children who have English as an additional language. This is just above both the national and regional average for this measure.

Phonics: Expected Standard (Year 1) | Trend

4.3 Key Stage 1 (unvalidated data)

Pupils are assessed at the end of key stage 1 (year 2) in reading, writing, maths and science. End of KS1 assessments will become non-statutory from the 2023/24 academic year onwards.

4.3.1 From a cohort of 3,652 pupils, 55.5% of Wolverhampton pupils reached the expected standard in Reading, Writing and Maths combined (RWM). This is an increase of 2.4% from 53.1% last year.

4.3.2 This brings us in line with the emerging NCER national outcome of 56% and in line with the emerging NCER regional of 56%

4.3.3 7% of pupils in the city were working at greater depth in all three subjects, this is above both the emerging NCER national and regional figures.

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Key Stage 1: RWM Expected Standard | Trend

65.6%   64.9%

53.1%   53.3%

55.5%   56.0%

2018/19   2021/22   2022/23

■ LA: All Schools   ■ National

4.3.4   Reading: 66.4% of pupils achieved the expected standard or above in reading, this is an increase of 2.1% from 64.3% last year. This is below the national figure of 68% and the regional of 68%. This gives us a national ranking of 112.

16% of pupils were working at greater depth which is the same as last year.

Key Stage 1: Reading Expected Standard | Trend

74.4%   74.9%

64.3%   66.8%

66.4%   68.3%

2018/19   2021/22   2022/23

■ LA: All Schools   ■ National

4.3.4   Writing: 58.8% of pupils achieved the expected standard in Writing, this is an increase of 2.1% from 56.7% last year and is below national and regional of 60%. This gives us a

national ranking of 89.   9% of pupils are working at greater depth, this is an increase of 1.1% from 7.6% last year which is above both the national and regional figures.

Key Stage 1: Writing Expected Standard | Trend

Bar chart showing: 2018/19 — LA: All Schools 69.3%, National 69.2%; 2021/22 — LA: All Schools 56.7%, National 57.6%; 2022/23 — LA: All Schools 58.8%, National 60.1%. Legend: LA: All Schools, National.

4.3.5   Mathematics: 68.5% of pupils achieved the expected standard or above, this is an increase of 3% from 65.5% last year. This figure is just below the national of 70% and the regional of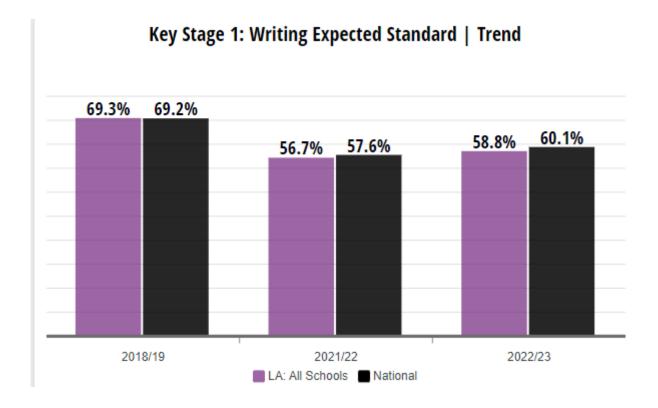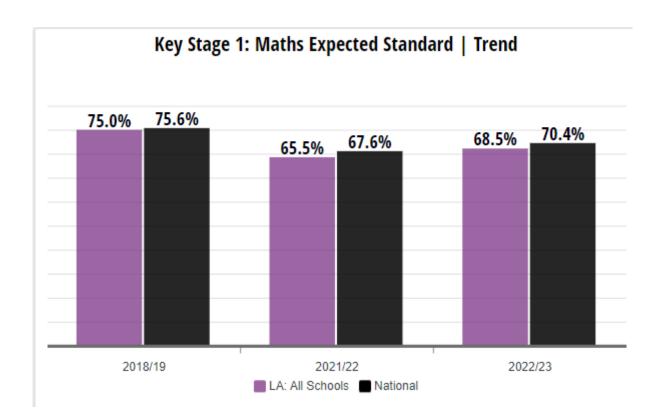 70%. This gives us a national ranking of 98. 15% achieved the greater depth which is an increase of 2% from 13% last year. This is in line with the regional figure but just below the national.

4.3.6   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 14% between girls (66%) and boys (52%), this reflects the national picture.

4.3.7   In Reading the gender gap was 10% with 71% of girls and 61% of boys reaching the standard. The gap was narrowest in Maths at 2%, where 70% of girls reached the expected standard compared to 68% of boys. This gap reflects the national picture.

4.3.8   48% of disadvantaged pupils reached the expected standard in all three subjects of Reading, Writing and Maths in 2023, this is significantly higher than the national of 40% and the regional of 43%.

4.3.9   10% of pupils with an EHCP and receiving SEN support reached the expected standard in all three subjects of Reading, Writing and Maths, this is below the NCER national and regional.

4.3.10 56% of pupils with English as an additional language reached the expected standard. This is above the NCER national and regional average for EAL pupils.

Key Stage 1: Maths Expected Standard | Trend

	2018/19	2021/22	2022/23
LA: All Schools	75.0%	65.5%	68.5%
National	75.6%	67.6%	70.4%

4.4   Key Stage 2 (unvalidated data)

These statistics cover the attainment of year 6 pupils who took assessments in Summer 2023. Attainment in 2023 is compared to 2022 and previous years where possible. There were no assessments in 2020 and 2021. These pupils experienced disruption to their learning during the pandemic.

4.4.1   From a cohort of 3,798 pupils at the end of Key Stage 2, 63% achieved the expected standard in Reading, Writing & Maths combined (RWM) a total of 2,378 pupils. This is an increase of 2% since last year and is above the National of 59% regional of 58% and statistical neighbour of 56%. This gives us a national ranking of 29 and a quartile band of A.

4.4.2   8.3% achieved a higher standard in RWM and has increased by 0.5%, from 7.8% last year. This is slightly higher than National and above the regional figure.

Key Stage 2 - Percentage in reading, writing and mathematics - Expected standard All Pupils

Local Authority, Region and England	2019	2020	2021	2022	2023 (prov)	Change from previous year
Wolverhampton	64.00	-	-	61.00	63.00	2.00
West Midlands	63.00	-	-	57.00	58.00	1.00
Statistical Neighbours	61.50	-	-	55.00	55.60	0.60
England	65.00	-	-	59.00	59.00	0.00

	Quartile bands					
	Change from previous year	Latest National Rank	Quartile Banding			
	2.00	29	A			

4.4.3 In Reading, 75% of pupils achieved the expected standard which is above the national average of 73% and the regional of 71%. This gives us a national ranking of 35 and a quartile band of B.

4.4.4 27% achieved a higher standard in Reading which is below the National and the same as the regional figure.

Key Stage 2 - Percentage reaching the Expected standard Reading - All Pupils						

Local Authority, Region and England	2019	2020	2021	2022	2023 (prov)	Change from previous year
Wolverhampton	72.00	-	-	76.00	75.00	-1.00
West Midlands	72.00	-	-	74.00	71.00	-3.00
Statistical Neighbours	69.40	-	-	71.20	68.00	-3.20
England	73.00	-	-	75.00	73.00	-2.00

	Quartile bands					
	Change from previous year	Latest National Rank	Quartile Banding			
	-1.00	35	B			

4.4.5 In Writing, 73% of pupils were assessed at the expected standard or above, this is an increase of 3% from 70% from last year. This is above the National average of 71% and the regional of 70%. This gives us a national ranking of 42. 15% achieved the greater depth in Writing which has increased by 2% from 13% last year. This is above both the National of 13% and regional of 12%.

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Key Stage 2 teacher assessments - Percentage reaching the expected standard Writing - All Pupils						
Local Authority, Region and England	**2019**	**2020**	**2021**	**2022**	**2023 (prov)**	**Change from previous year**
Wolverhampton	79.00	-	-	70.00	73.00	3.00
West Midlands	78.00	-	-	69.00	70.00	1.00
Statistical Neighbours	75.90	-	-	65.70	68.10	2.40
England	78.00	-	-	69.00	71.00	2.00
		Quartile bands				
	Change from previous year	**Latest National Rank**				**Quartile Banding**
	3.00	42				B

4.4.6 In Mathematics, 74% of pupils achieved the expected standard which is 1% higher than last year from 73% and above the National average of 73% and regional of 72%. This gives us a national ranking of 57 and a quartile band of B. 25% achieved the higher standard in Maths, this has increased by 3% from 22% last year. This is above both the National average of 24% and the regional of 22%.

Key Stage 2 - Percentage reaching the Expected standard Maths - All Pupils						
Local Authority, Region and England	**2019**	**2020**	**2021**	**2022**	**2023 (prov)**	**Change from previous year**
Wolverhampton	76.00	-	-	73.00	74.00	1.00
West Midlands	78.00	-	-	70.00	72.00	2.00
Statistical Neighbours	76.80	-	-	68.20	70.20	2.00
England	79.00	-	-	71.00	73.00	2.00
		Quartile bands				
	Change from previous year	**Latest National Rank**				**Quartile Banding**
	1.00	57				B

4.4.7 In Grammar, Punctuation and Spelling, 76% of pupils achieved the expected standard or above, this is significantly above the national average and the regional of 73%. This gives us a national ranking of 29 and a quartile band of A. 35% achieved the higher standard in GPS, this has increased by 5% from 30% last year. This is above National average of 30% and the regional of 31%. This gives us a national ranking of 28 and a quartile band of A.

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Key Stage 2 - Percentage reaching the Expected standard Grammar, Punctuation & Spelling - All Pupils						
Local Authority, Region and England	2019	2020	2021	2022	2023 (prov)	Change from previous year
Wolverhampton	79.00	-	-	76.00	76.00	0.00
West Midlands	78.00	-	-	73.00	72.00	-1.00
Statistical Neighbours	76.20	-	-	70.00	70.10	0.10
England	78.00	-	-	72.00	72.00	0.00

Quartile bands				
	Change from previous year	Latest National Rank		Quartile Banding
	0.00	29		A

4.4.8   Disadvantaged Pupil Performance (unvalidated data)

In reading, writing and maths (combined), 54% of disadvantaged pupils met the expected standard in 2023. This is considerably higher than both national and regional at the same measure. This is 12.0% lower than the national Non-Disadvantaged cohort at 65.9%. Our gap to Non-Disadvantaged pupils nationally has improved by 2.8% from -14.8% in 2021/22, to -12.0% in 2022/23. Our Disadvantaged cohort's Reading, Writing & Maths Expected Standard has increased by 3.1% from 50.8% in 2021/22, to 53.9% in 2022/23.

GAP TO:
National: Non-Disadvantaged

-12.0%

National: Disadvantaged

+9.9%

LA: Non-Disadvantaged

-16.0%

Achievement of KS2 (RWM) for disadvantaged pupils (Expected Level)						
Local Authority, Region and England		2019	-	-	2022	2023
336	Wolverhampton	56.00	-	-	51.00	54.00
	West Midlands	51.00	-	-	44.00	46.00

	England	51.00	-	-	43.00	44.0

4.4.9   Performance of other groups

4.4.10 The gap between attainment for boys and girls for RWM combined was 5%, with 60% of boys at the expected standard in all three subjects compared to 56% for boys nationally. Whereas 65% of girls achieved RWM combined, which is above national.

4.4.11 18% of pupils with an EHCP and receiving SEN support achieved this standard in RWM combined which is in line with the regional average but below national.

4.4.12 68% of pupils with English as an additional language achieved the expected standard in RWM combined. This is well above the national average of 61% and the regional average of 59%. The positive impact of the work of the Local Authority's Citizenship, Language and Learning Team is visible in this data.

4.4.13 Key Stage 2 School level data will be published on the DfE Find School and College Performance data website in December.

4.5   Key Stage 4/GCSE 2022/23 (provisional data)

The tables below show how Wolverhampton compares to England, West Midlands and our statistical neighbours and gives our ranking nationally. Throughout this data release, comparisons are made with 2022 and with 2019. The more meaningful comparison is with 2019, the last year that summer exams were taken before the pandemic, as 2023 saw a return to pre-pandemic grading, with some protections. In 2022 outcomes broadly reflected a mid-point between 2019 and 2021, to take account of the impact of the pandemic and in line with Ofqual's approach to grading in 2022. It is expected that performance in 2023 will generally be lower than in 2022. For this reason, users need to exercise extreme caution when considering comparisons over time, as they may not reflect changes in pupil performance alone.

4.5.1   Attainment 8

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 following link: DfE approved list.

The provisional average Attainment 8 score per pupil is 45.6 an increase of 0.5 since 2019. This is above the National all schools figure of 44.6 and above the regional and our statistical neighbour score. This improves our ranking nationally to 74 (76 in 2022) and a quartile banding of C.

Average Attainment 8 score per pupil					
Local Authority, Region and England	**2019**		**2022**	**2023**	**Change from previous year**
Wolverhampton	**45.10**		**48.00**	**45.60**	**-2.40**
West Midlands	**45.60**		**47.60**	**44.80**	**-2.80**
Statistical Neighbours	**43.63**		**45.80**	**43.08**	**-2.72**
England	**44.70**		**47.00**	**44.60**	**-2.40**
	Quartile bands				
	Change from previous year	**Latest National Rank**			**Quartile Banding**
	-2.40	**74**			**C**

4.5.2   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. Reformed GCSEs are graded 1 (low) to 9 (high). Grade 5 is a similar level of achievement to a high-grade C or low grade B in the old grading.

At the end of Key Stage 4, 39% achieved a strong (Grades 9-5) pass in English and Maths. This is an increase since 2019. This is below the National schools average and West Midlands average, but above our statistical neighbour average.

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 and regional averages.

Percentage of pupils achieving 9-5 pass in English and Maths					
Local Authority, Region and England	**2019**		**2022**	**2023**	**Change from previous year**
Wolverhampton	**35.10**		**45.10**	**39.10**	**-6.00**
West Midlands	**40.00**		**47.20**	**41.60**	**-5.60**
Statistical Neighbours	**35.97**		**43.64**	**38.23**	**-5.41**
England	**40.10**		**46.50**	**42.20**	**-4.30**
	Quartile bands				
	Change from previous year	**Latest National Rank**			**Quartile Banding**
	-6.00	**121**			**D**

4.5.3   Attainment in English and maths at grade 4 or above

This measure looks at the percentage of pupils achieving grade 4 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. Reformed GCSEs are graded 1 (low) to 9 (high). Grade 4 or above is a similar level of achievement to a grade C or above in the old grading.

At the end of Key Stage 4, 59% achieved a standard (Grades 9-4) pass in English and Maths. This is an increase since 2019. This is below the National all schools average and West Midlands average, but just above our statistical neighbour average.

Percentage of pupils achieving 9-4 pass in English and Maths				
Local Authority, Region and England	**2019**	**2022**	**2023**	**Change from previous year**
Wolverhampton	**57.60**	**64.90**	**58.90**	**-6.00**
West Midlands	**62.30**	**66.60**	**61.80**	**-4.80**
Statistical Neighbours	**57.77**	**63.12**	**58.47**	**-4.65**
England	**59.80**	**64.10**	**60.50**	**-3.60**
Quartile bands				
	Change from previous year	**Latest National Rank**		**Quartile Banding**
	-6.00	**129**		**D**

4.5.4   Progress 8

This score shows how much progress pupils at this school made between the end of key stage 2 and the end of key stage 4, compared to pupils across England who got similar results at the end of key stage 2. This is based on results in up to 8 qualifications, which include English, maths, 3 qualifications including sciences, computer science, history, geography and languages (see link: English Baccalaureate opens in a new window) and 3 other additional subjects (see link: approved qualifications opens in a new window).

Based on an eligible cohort of 3,166 pupils at the end of Key Stage 4, the LA achieved a Progress 8 score of -0.02. 51.5% of this cohort achieved a progress score greater than or equal to 0, with 22.1% having a score greater than or equal to 1. 48.5% of this cohort achieved a progress score below 0, with 22.1% having a score less than -1. This gives us a national rank of 67 with a quartile band of B.

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Average Progress 8 score per pupil						
Local Authority, Region and England	2019	2020	2021	2022	2023	Change from previous year
Wolverhampton	-0.01	-	-	0.02	-0.02	-0.04
West Midlands	-0.06	-	-	-0.06	-0.09	-0.03
Statistical Neighbours	-0.13	-	-	-0.10	-0.14	-0.04
England	-0.08	-	-	-0.06	-0.06	0.00
			Quartile bands			
	Change from previous year	Latest National Rank				Quartile Banding
	-0.04	67				B

4.5.5 Disadvantaged Pupil Performance

Attainment 8

The Wolverhampton Disadvantaged cohort of 1,435 pupils have an average Attainment 8 Score of 38.3 this is above the national disadvantaged of 35.1 and the regional of 35.5. This is 12.1 lower than the national Non-Disadvantaged cohort at 50.4
The gap to Non-Disadvantaged pupils nationally has decreased by 0.6 from -11.5 in 2021/22, to -12.1 in 2022/23. The Disadvantaged cohort's Attainment 8 Score has decreased by 3.0 from 41.3 in 2021/22, to 38.3 in 2022/23.

GAP TO:

National: Non-Disadvantaged

-12.1

National: Disadvantaged

+3.2

LA: Non-Disadvantaged

-12.6

4.5.6 English & Maths 5+

25.1% of the Disadvantaged cohort achieved a grade of 5 or greater in English & Maths, 360 pupils out of 1,435 this is in line with the national disadvantaged of 25.2% and above the regional of 24.7%. This is 27.5% lower than the national Non-Disadvantaged cohort at 52.6%. The gap to Non-Disadvantaged pupils nationally has decreased by 0.9% from -26.6% in 2021/22, to -27.5% in 2022/23. The Disadvantaged cohort's English & Maths 5+ percentage has decreased by 5.3% from 30.4% in 2021/22, to 25.1% in 2022/23.

GAP TO:
National: Non-Disadvantaged

-27.5%

National: Disadvantaged

-0.1%

LA: Non-Disadvantaged

-24.1%

4.5.7   English & Maths 4+

44.3% of the Disadvantaged cohort achieved a grade of 4 or greater in English & Maths, 636 pupils out of 1,435 this is above the national disadvantaged of 43.4% and above the regional of 43.1%. This is 28.7% lower than the national non-Disadvantaged cohort at 73.0%.

The gap to non-Disadvantaged pupils nationally has decreased by 4.5% from 24.2% in 2021/22, to - 28.7% in 2022/23. The Disadvantaged cohort's English & Maths 4+ percentage has decreased by 7.6% from 51.9% in 2021/22, to 44.3% in 2022/23.

GAP TO:
National: Non-Disadvantaged

-28.7%

National: Disadvantaged

+1.0%

LA: Non-Disadvantaged

-25.2%

4.5.8   Performance of other groups

4.5.9   For students with an EHCP and receiving SEN support, the Attainment 8 score is 29.5 This is above national and the regional score. 14% of pupils with any SEN achieved a strong pass in English and Maths at 9-5, this is below the national and regional average.

4.5.10 25.8% of the SEN Support & EHCP cohort achieved a grade of 4 or greater in English & Maths, this is below the national and regional average.

4.5.11 Students with English as an additional language had an Attainment 8 score of 48.8, this is just below the national figure of 49.3 and above the regional score.

4.5.12 45% 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.

4.5.13 65% of pupils who have English as an additional language achieved a standard pass in English and Maths (9-4), this is below the national and in line with the regional average.

4.6   Key stage 5 / A level (provisional data)

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4.6.1 In 2022/23 there was a return to pre-pandemic standards for GCSEs, AS and A levels, with protection built into the grading process to recognise the disruption that students have faced.

4.6.2 Comparisons are made with 2022 and with 2019. The more meaningful comparison is with 2019, which is the last year that summer exams were taken before the pandemic, as 2023 saw a return to pre-pandemic grading, with some protections. In 2022, outcomes broadly reflected a mid-point between 2019 and 2021, to take account of the impact of the pandemic and in line with Ofqual's approach to grading in 2022. It is expected that performance in 2023 will generally be lower than in 2022.

4.6.3 For this reason, users need to exercise extreme caution when considering comparisons over time, as they may not reflect changes in student performance alone.

4.6.4 The tables below show how Wolverhampton compares to England, West Midlands and our statistical neighbours and gives our ranking nationally for KS5 headline measures.

4.6.5 The APS per A level entry has increased this year to 29.3 since 2019, this is below the national, regional and in line with our statistical neighbours. This gives us an Average A level result of C which is slightly below the national and regional of C+.

4.6.6 Girls performed better in this measure with an APS per A level entry of 30.2 compared to 27.9 for boys.

4.6.7 Disadvantaged students had an APS per A level entry of 25.29 which is below both national and regional.

4.6.8 For students with SEN support – currently unavailable for this measure.

4.6.9 Students with English as an additional language had an APS per A level entry of 27.93 which is below national and regional.

4.6.10 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.

	A Level APS per Entry			Difference	
	2019 revised	**2022 revised**	**2023 prov**	**2023-2019**	**2023-2022**
Wolverhampton	28.7	32.8	29.3	0.5	-3.5
West Midlands	31.5	36.9	32.8	1.3	-4.1
Statistical Neighbour Average	28.7	32.8	31.7	3.0	-1.1
England All state funded schools and colleges	32.6	37.8	34.1	1.4	-3.7
England All students	33.8	38.8	35.2	1.4	-3.6

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Wolverhampton ranked 144 out of 152 LAs (146 in 2022)

4.6.11 The APS per entry at Technical level has increased slightly this year to 27.8 since 2019 although below national, and in line with our regional and our statistical neighbours. This gives us an Average tech level result of Merit+ which is below the national of Distinction- and in line with regional.

4.6.12 Boys performed better in this measure with an APS per Tech level entry of 28.1 compared to 27.2 for girls.

4.6.13 Disadvantaged students had an APS per Tech level entry of 25.41 which is below both national and regional.

4.6.14 For students with SEN support – the APS per Tech level entry is 24.0 this is below both national and regional averages.

4.6.15 Students with English as an additional language had an APS per Tech level entry of 25.53 which is above national and regional.

4.6.16 This is for all students at the end of 16-18 study who entered a tech level.

4.6.17 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.

	Tech Level APS per Entry				Difference	
	2019 revised	2022 revised	2023 prov		2023-2019	2023-2022
Wolverhampton	27.7	29.1	27.8		0.1	-1.2
West Midlands	26.8	29.9	27.9		1.1	-2.0
Statistical Neighbour Average	27.7	29.1	28.4		0.7	-0.7
England All state funded schools and colleges	28.4	30.6	28.5		0.1	-2.1
England All students	28.4	30.6	28.5		0.1	-2.1

Wolverhampton ranked 88 out of 152 LAs (102 in 2022)

4.8.18 The percentage of students achieving at least 2 A levels has increased this year to 74.1% since 2019 although below national, regional and our statistical neighbours.

4.8.19 Girls performed better in this measure with 79% achieving at least 2 A levels compared to 68% for boys.

4.8.20 65.6% of disadvantaged students achieved at least 2 A levels which is below both national and regional.

4.8.21 For students with SEN support, 78% achieved at least 2 A levels. This is below the national and the regional score.

4.8.22 74% of students with English as an additional language achieved at least 2 A levels which is below national and regional.

	Percentage of students achieving at least 2 A levels				Difference	
	2019 revised	2022 revised	2023 prov		2023-2019	2023-2022
Wolverhampton	**69.5**	**79.6**	**74.1**		**4.6**	**-5.5**
West Midlands	**77.5**	**86.1**	**83.9**		**6.4**	**-2.2**
Statistical Neighbour Average	**69.5**	**79.6**	**74.1**		**4.6**	**-5.5**
England All state funded schools and colleges	**79.2**	**87.5**	**86.0**		**6.8**	**-1.5**
England All students	**80.7**	**88.3**	**87.0**		**6.3**	**-1.3**

Wolverhampton ranked 143 out of 152 LAs (132 in 2022)

4.8.23 14.2% of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects. This shows an increase this year, placing the city below national, regional and above our statistical neighbours with an increased ranking of 74 (119 in 2022) and a quartile banding of B. This measure is a way for the DfE to recognise excellent A level results in subjects that keep students' options open and support progression to top universities.

5   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.

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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, those eligible for pupil premium funding, and those with SEND support.

6.0   Financial implications

6.1   There are no financial implications for this report.
[PG/04122023/O]

7.0   Legal implications

7.1 There are no legal implications for this report.
[TC/04122023/A]

8.0   Equalities implications

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.

9.0   Climate change and environmental implications

9.1   There are no climate change and environmental implications for this report.

10.0   Health and Wellbeing Implications

10.1   There are no health and wellbeing implications for this report.

11.0   Human resources implications

11.1   There are no HR implications for this report.

12.0   Corporate landlord implications

12.1   There are no corporate landlord implications in this report.

13.0   Covid Implications

13.1   There are no Covid implications arising from the recommendation(s) of this report.

14.0   Schedule of background papers

14.1   no accompanying background papers