

Report of: Interim Corporate Director of Children's Services

Meeting of:	Date:	Ward(s):
Children's Services Scrutiny	28 March 2022	All

Delete as appropriate:	Exempt	Non-exempt

SUBJECT: Education Outcomes 2021
1. Synopsis

- 1.1** Following the cancellation of statutory national curriculum assessments due to be held in summer 2021 at Key Stage 1 and Key Stage 2, the DfE will not publish any national, regional, local or constituency statistics for any primary school assessments for the 2020 to 2021 academic year.

As in the 2019 to 2020 academic year, the DfE has published national, regional, and local authority level educational performance data for Key Stage 4 and 16 to 18 for the 2020 to 2021 academic year. **It has not been published at school level.**

The publication of the data at a Local authority level is welcomed and it supports the rationale for the emerging Islington Education Strategy.

2. Recommendations

- 2.1** To note the LA level data for KS4 and KS5 in Islington Secondary Schools together with the limitations of the data in particular the caution against comparisons with previous years or with London and national averages.
- 2.2** To note further assessment arrangements for all phases in primary and secondary educational settings.

3. Background
3.1 GCSE and A Levels:

Due to the COVID-19 pandemic, the secondary school summer exam series for the 2020/21 academic year were [cancelled](#).

Instead, for 2020/21, pupils were assessed by their teachers on the content they had been taught for each course. Schools were given flexibility to decide how to assess their pupils' performance, for example, through mock exams, class tests, and non-exam assessment already completed. This meant that the method of assessment varied across both schools and regions. GCSE and A level grades were then determined by

teachers based on the range of evidence available. This process is referred to as teacher-assessed grades (TAGs).

This was a different process to that of 2019/20 when pupils were awarded either a centre assessment grade (known as CAGs, based on what the school or college believed the pupil would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two.

The changes to the way GCSE grades have been awarded over the last two years (with CAGs and TAGs replacing exams) mean **2020/21 pupil attainment data should not be directly compared to pupil attainment data from previous years for the purposes of measuring year on year changes in pupil performance.**

There is no Progress 8 measure due to the differences in assessment creating inaccurate calculations against KS2 outcomes.

Key Stage 1 and 2:

The Standards and Testing Agency (STA) cancelled all primary assessments due to the COVID-19 pandemic.

All KS1 and KS2 primary assessments will be undertaken in May 2022. The Year 4 multiplication check will be undertaken in June 2022.

Statutory moderation of KS1 and KS2 Writing will be undertaken by the local authority in June 2022.

3.2 Assessment of Phonics at KS1:

The Standards and Testing Agency (STA) cancelled all phonics assessments due to the COVID-19 pandemic.

The screening check was reintroduced as a statutory requirement in September 2021. All primary schools were required to administer the phonics screening check to pupils in Y2 by the end of the Autumn Term 2021. These results have been submitted to the DfE. Pupils who did not achieve the expected standard, will be required to re-sit the assessment in June 2022. Pupils currently in Y1 will also be required to undertake the screening check in June 2022. Results will be published in September 2022.

3.3 Assessment of Early Years – Good Level of Development (GLD):

The Standards and Testing Agency (STA) cancelled all primary assessments due to the COVID-19 pandemic.

In September 2021, all pupils in Reception undertook the new baseline assessment ([RBA](#)). The RBA is an age-appropriate assessment of early mathematics and literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception.

3.4 Local authority support was provided to Islington secondary schools in preparation for GCSE and A Level Teacher Assessments (TAGs).

This included:

- facilitating meetings with Exam Boards – online training with a focus on marking
- establishing assessment windows from September 2020 – to build a consistent profile of individual learners
- establishing “in school” moderation opportunities and introducing the use of “blind marking” (pupil details were removed)
- targeting support to those teachers who were new to teaching (NQT) and required to mark exams for the first time
- providing additional support to those schools who were judged as requiring improvement
- establishing regular online meetings with the school improvement team and Heads of Departments to review progress
- delivering unconscious bias training to all schools. Schools engaged positively in the offer.

Pupil Characteristics for GSCE DATA:

2021 Year 11 Contextual Breakdown



The LA pupil characteristic data is summarised above. The most significant difference to national data is the number of pupils eligible for Pupil Premium, Free School Meals and the number of pupils classified as EAL.

Who is eligible for Pupil Premium?

In 2021-22, funding is being allocated as follows:

- **Disadvantaged pupils:** children recorded in the school census as eligible for free school meals (FSMs) at any point in the last six years (referred to as Ever 6 FSM). £1,345 is being allocated for each primary pupil; £955 was allocated for each such pupil in years 7 to 11.
- **Looked after and previously looked after children:** £2,345 for each child currently looked after by an English local authority, or who left the care of a local authority in England or Wales because of adoption, a special guardianship order, a child arrangements order, or a residence order (sometimes referred to as Pupil Premium Plus).
- **Service children:** a Service Premium of £310 per eligible pupil paid in respect of children who have been recorded as having a parent serving in the regular armed forces in any school census in the last six years (referred to as Ever 6 service children). It is also paid in respect of children in receipt of a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme after their parent died or was injured while serving in the armed forces.

For a pupil to attract Pupil Premium funding for disadvantaged children, their parent or carer must be in receipt of a qualifying benefit and have made a request for free school meals.

Who is eligible for free school meals?

Free school meals are available to pupils in receipt of, or whose parents are in receipt of, one or more of the following benefits:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit

- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on – paid for four weeks after you stop qualifying for Working Tax Credit

4. LA Level Data for Secondary Outcomes at KS4 GCSE and KS5 A Levels

The summary of local authority data represents the following Islington schools:

Community Schools:

- Central Foundation School
- Elisabeth Garret Anderson
- Beacon High
- Highbury Fields
- Arts and Media Islington
- St Aloysius

Academies:

- St Mary Magdalene
- City of London Highgate Hill
- City of London Highbury Grove
- City of London Islington

The data summary compares Islington with Inner London and National outcomes. The changes to the way GCSE grades have been awarded over the last two years (with CAGs and TAGs replacing exams) mean **2020/21 pupil attainment data should not be directly compared to pupil attainment data from previous years for the purposes of measuring year on year changes in pupil performance.**

The DfE advises that the "increases seen in the headline statistics likely reflect the changed method for awarding grades rather than demonstrating a step change improvement in standards"

4.1 KS4 Summary

There are four headline measures reported for KS4 in 2021

KS4 – Percentage English & Maths at Grade 5+ (good pass)- 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.

KS4 – Attainment 8 - A student's Attainment 8 score is calculated by adding up their points for their eight subjects and **dividing by 10 (English and Maths count twice)** to get their Attainment 8 score. Students don't have to take eight subjects, but they score zero for any unfilled slots. A score of 40.0 equates to attaining a Level 4 (pass) average across 8 subjects. A score of 50.0 equates to attaining a Level 5 (good pass) average across 8 subjects.

KS4- Percentage EBacc entry- The percentage of pupils entered for all five EBacc components (English, maths, a science, a language and either history or geography)

KS4 – Ebacc Average Point Score (APS) per pupil- The EBacc average point score (APS) is a new headline measure introduced in 2018. An average of 4.0 equates to a good pass (Grade 4) across the EBacc suite of subjects - English, maths, science, a language, and history or geography.

As outlined above the DfE have advised that: "*Given the unprecedented change in the way GCSE results have been awarded in the summers of 2020 and 2021 and the resulting significant changes to the distribution of the grades received (in comparison to exam results), **pupil level attainment in 2020/21 is not***

comparable to that in 2019/20 and to that of the previous exam years for the purposes of measuring changes in pupil performance.

The increases seen in the headline statistics likely reflect the changed method for awarding grades rather than demonstrating a step change improvement in standards.”

4.2 Summary of outcomes

Data on the 2021 outcomes for the headline measures outlined above in Islington is included as **Appendix** Key points are summarised below:

- There have been increases in all headline attainment measures in Islington and Inner London. The same is true nationally except for EBacc APS which marginally declined slightly nationally.
- Nationally in 2021, 51.9% of pupils achieved a grade 5 or higher in both English and maths. This is an 8.5% increase (from 43.4%) in comparison with 2019. Similarly, in Islington there has been a 11.8% increase (from 42.3%) in comparison with 2018/19. In 2021, outcomes in this measure for Islington pupils were above the national average by 2.2% (54.1%) but below Inner London by 1.3% (55.4%).
- As a consequence of the higher grades received across all GCSEs in 2020/21 the average Attainment 8 outcomes have increased compared with previous years. The average Attainment 8 score across Islington increased by 6.4 points from 45.8 (2019) to 52.2 (2021). In 2019 Islington was below National and Inner London figures. Islington figures reflect the increases seen nationally and is now above national by 1.3pts and the gap to inner London has reduced to 1.2pts from 2.6pts.
- The EBacc APS nationally has decreased by 0.02 points from 4.47 (2018/19) to 4.45 (2020/21). In Islington, EBacc APS increased and moved above national but remains below Inner London by 0.16 points

4.3 KS4 – Summary Outcomes Pupil Groups

Whilst it is not possible to compare pupil attainment across years to detect improvements in pupil performance, the data can show whether attainment gaps for pupils with particular characteristics have changed between years. **Comparisons with Inner London and National are provided for information but these must be treated with extreme caution due to the variability in assessment methodology.** The key changes are summarised below. More detailed information can be found in Appendix 1

Gender:

- In 2021, 49.0% of pupils at the end of key stage 4 were girls and 51.0% were boys. In Islington, boys accounted for 53.7% of the cohort with girls representing 46.3%.
- Nationally and locally, there were increases for all key attainment measures for both boys and girls.
- Nationally the gap for the percentage achieving grades 5 and above in English and maths has widened since 2019 from 6.6 percentage points to 7.6 percentage points. In Islington the gap reduced from 4.8pts to 0.2 pts
- Nationally the Attainment 8 gap widened slightly from 5.3 points to 5.8 points. In Islington the gap reduced from 3.6 points to 3.0.

Disadvantaged pupils: (Pupil Premium)

- Pupils are defined as disadvantaged if they are known to have been eligible for free school meals at any point in the past six years (from year 6 to year 11) if they are recorded as having been looked after for at least one day or if they are recorded as having been adopted from care.
- In 2020/21, 26.4% of pupils in England at the end of key stage 4 in state-funded schools were recorded as disadvantaged compared with 26.0% in 2019/20 and 26.5% of pupils in 2018/19. In Islington (2021) 71.4% of pupils were classified as Pupil Premium pupils compared to 63.4% in 2019.
- Nationally and locally there have been increases in the outcomes for all key attainment measures for disadvantaged students.
- Nationally the attainment gap between disadvantaged pupils and non-disadvantaged pupils has increased when comparing 2018/19 exam data with 2020/21 TAG data for both the percentage achieving grades 5 and above in English and maths and average Attainment 8 score. We did not see the same happening in Islington.

- Nationally the percentage of pupils achieving grades 5 and above in English and maths gap has widened from 25.2 percentage points to 27.5 percentage points. In Islington the gap reduced by more than half from 21.6% to 8.5% .
- Nationally the average Attainment 8 gap has widened from 13.6 points to 14.4 points. In Islington the gap narrowed from 10.9 points to 4.6 points

Pupils with SEND

- The SEN category indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Pupils with special educational needs include those with SEN support or an education, health, and care (EHC) plan.
- Across England in 2021, 15.2% of pupils at the end of key stage 4 had a special educational need compared with 14.7% in 2020 and 14.3% in 2019. In Islington in 2021, 18.0% at the end of key stage 4 has a special educational need compared with 17.7% in 2020 and 16.0% in 2019.
- Outcomes for children SEN support pupils have improved in all headline measures since 2019 but remain significantly lower than those for pupils without SEN in Islington, Inner London and nationally. 2021 outcomes for SEN support pupils in Islington are broadly in line with national although below Inner London. Outcomes for pupils with an EHCP have increased nationally and in London but decreased in Islington. It should be noted that there are an average of 71 pupils in the Islington EHCP group, the small numbers and variability in the needs of these children mean that statistical comparisons must be treated with great caution.
- Comparing 2019 exam data with 2021 TAG data, the gaps in attainment between SEN (Support) and non SEN pupils have shown that the average Attainment 8 gap has widened slightly nationally (by 0.3pts) and in Islington (by 1.3pts) For 5+ English and maths measure the gap has increased by 3.8% nationally and 9.9% in Islington.

Black Caribbean and White UK FSM

- Nationally and in Islington outcomes for Black Caribbean pupils have increased in key measures since 2019. The same is true for white UK pupils entitled to FSM.
- In 2021 outcomes for Black Caribbean pupils in Islington are below those for Black Caribbean pupils nationally. It should be noted that this group comprises an average of 88 pupils in Islington across each of the last four years. The small numbers leads to much greater expected statistical variability in outcomes for the group. Outcomes for white UK pupils entitled to FSM in Islington are above those of similar pupils nationally and the gaps are narrower than in 2019.

4.3 Key Stage 5 - A Level Outcomes:

The summary of local authority data represents the following Islington schools:

- Central Foundation School
- Highbury Fields
- Arts and Media Islington
- St Mary Magdalene
- City of London Highbury Grove
- City of London Islington
- City and Islington

The data summary compares Islington with London and National outcomes.

Due to the impact of the COVID-19 pandemic, the summer exam series was cancelled in both 2020 and 2021, and alternative processes were set up to award grades.

In both 2019/20 and 2020/21 attainment shows increases compared to 2018/19, higher than would be expected in a typical year. This likely reflects the changes to the way GCSE and A/AS and VTQ grades were awarded rather than improvements in student performance. **This means the 2019/20 and 2020/21 data should not be directly compared to attainment data from previous years for the purposes of measuring change in student performance.**

- A Level outcomes increased nationally in London and Islington. Islington APS (42.86) in 2021 is above London (41.06) and National (40.40). This reflects a reversal from 2019 with Islington having

an APS of 31.01. Islington 3 A* - A remains below London and National, however since 2019 the Islington percentage has increased from 4.0% to 23.9%

- The average A level score per entry is also higher in 2021 than it was when there were externally assessed examinations in 2018/19. This three year trend is reflected across Islington, London and nationally.
- In 2021 outcomes for boys (41.1) are above boys in London (40.1) and nationally (40.5). Likewise, outcomes for Islington girls (44.8) were higher than Inner London (41.8) and nationally (42.5).
- In Islington, disadvantaged student outcomes in 2021 have increased since 2019 by 13.3 APS and are higher than those for disadvantaged students in London and nationally. The gap to non disadvantaged students has narrowed to 0.7 APS from 3.0 APS.

5. Implications

Assessments in the current academic year and beyond (2022 onwards):

The DfE recognises the uneven impact on schools and colleges of the pandemic and will ensure clear messages are placed on the performance tables to advise caution when considering data from 2021/22. This will include strongly discouraging users of the data from drawing comparisons with performance data from previous years.

There may be further complications caused by the impact of the roll-out of Universal Credit on the size and characteristics of the cohort of pupils entitled to Free school meals and the pupil Premium. The changing profile of pupils (due to the pandemic and UC transitional arrangements) who are disadvantaged is likely to result in an apparent improvement in the average attainment of this group, which will make it very difficult to interpret what might be driving any changes in the attainment gap over time [Investigating the changing landscape of pupil disadvantage \(nfer.ac.uk\)](https://www.nfer.ac.uk/research/2021/04/28/investigating-the-changing-landscape-of-pupil-disadvantage/)

Accountability arrangements for primary school tests and assessments in 2022:

Primary school tests and assessments are designed for use in accountability and to enable benchmarking between schools. As these assessments will be returning for the first time since 2019, without any adaptations, **the results will not be published in key stage 2 (KS2) performance tables in the academic year 2021 to 2022.**

The DfE will still produce the normal suite of KS2 accountability measures at school level and share these securely with primary schools, academy trusts, local authorities and Ofsted for school improvement purposes and to help identify schools most in need of support. **This will be a transitional arrangement for the first year in which primary assessments return.** We intend to publish primary assessment data in performance tables again in the academic year 2022 to 2023. Until this point, KS2 performance data for the academic year 2018 to 2019 will continue to be publicly available on [compare school and college performance](https://www.compare-school-performance.com/).

KS2 results from 2021 to 2022 will also be used to calculate Progress 8 baselines for future institution-level progress measures.

Key stage 4 and 16 to 18 performance measures in 2022:

The DfE will need to adjust the way that some performance measures at both KS4 and 16 to 18 stages for 2021 to 2022 are calculated to take account of the fact that results of qualifications achieved in 2020 and the 2020 to 2021 academic year will not be included. **At 16 to 18, the DfE will not be able to use KS4 baseline data from 2020 or 2021, which will affect the 16 to 18 value added measure and the English and maths progress measure in 2021 to 2022 and future years.**

The DfE will published information about the adjustments that will be made to the way calculations of KS4 performance measures for 2021 to 2022 will be undertaken. The DfE have also published information about the adjustments that will be made to the way 16 to 18 performance measures are calculated, and which 16 to 18 measures will be published for 2021 to 2022. These changes to methodology have been designed to

minimise the impact of gaps in data for schools and colleges, as far as possible. We will ensure messages are placed on performance tables to highlight the changes in methodology and the potential impact this might have on a school or college's performance measures.

Use of 2022 data at all key stages:

As before the pandemic, data will be used by schools, academy trusts, local authorities and others for improvement purposes and by Ofsted to inform inspections. As always, inspection judgements will not be based on any single piece of data alone and Ofsted will use this data with caution and take the COVID-19 context into account when forming a rounded judgment about a school or college.

5.1 Financial implications:

There are no direct financial implications to this report. By way of background, schools currently receive the following government funding targeted at improving educational outcomes. This funding is on top-of their main source of funding, the Dedicated Schools Grant.

- Pupil Premium. The Pupil Premium has been in place for several years and is provided for pupils that are disadvantaged (determined by free school meal eligibility at any point in the last 6 years), looked after children / previously looked after children, and service children (pupils who have been recorded as having a parent in the regular armed forces in the last 6 years).
- One-off universal catch-up premium for the 2020/21 academic year to support children and young people to catch-up on missed learning caused by the pandemic.
- One-off national tutoring programme funding for the 2020/21 academic year to provide additional targeted support to those children and young people who need the most help. This funding provided a programme for 5 to 16 year olds, 16 to 19 year olds (expended to 26 year olds for those with an education health and care plan), and an oral language intervention programme for reception aged children.
- School-led tutoring programme for the 2021/22 and 2022/23 academic years. State-funded schools are provided with a ring-fenced grant to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to the pandemic. This programme is targeted at pupil premium eligible pupils.
- Recovery premium for the 2021/22 and 2022/23 academic years to provide additional funding for targeted at pupil premium eligible pupils. This funding is intended to build on the pupil premium, by helping schools to deliver evidence-based approaches for supporting disadvantaged pupils.

Pupil Premium allocations in Islington are as follows:

Pupil Premium Element	2021/22 Actual £k	2022/23 Estimate £k
Primary pupils	7,689	8,082
Secondary pupils	4,479	4,590
Service children	2	5
Previously looked after children	284	323
Looked after children	542	560
Total	12,996	13,560

The following covid recovery grants have been received:

Grant	2020/21 £k	2021/22 £k	Total £k
Catch-up funding	1,058	755	1,813
National Tutoring Programme – Academic Mentors	24	83	107
School-led tutoring grant	0	765	765
Recovery premium	0	814	814
	1,081	2,417	3,498

Further funding for schools has been committed to by the DfE for future years – estimated allocations are below:

Grant – estimated allocations	2022/23 £k	2023/24 £k	2024/25 £k	Total £k
School-led tutoring grant	1,249	642	145	2,036
Recovery premium	1,918	1,105		3,023
	3,167	1,747	145	5,059

5.2 Legal Implications:

There are no direct legal implications to this report

5.3 Environmental Implications

The actions proposed in this report do not have any environmental implications beyond those associated with standard office usage and are unlikely to significantly change the existing impacts of the services.

5.4 Equalities Impact Assessment:

The council must, in the exercise of its functions, have due regard to the need to eliminate discrimination, harassment and victimisation, and to advance equality of opportunity, and foster good relations, between those who share a relevant protected characteristic and those who do not share it (section 149 Equality Act 2010). The council has a duty to have due regard to the need to remove or minimise disadvantages, take steps to meet needs, in particular steps to take account of disabled persons' disabilities, and encourage people to participate in public life. The council must have due regard to the need to tackle prejudice and promote understanding.

An EQIA screening tool is not required.

6. Reason for recommendations

6.1 This report details the LA Level Data that is available for the Children's Scrutiny Committee to consider the national guidance.

Final report clearance:

Signed by: Interim Corporate Director of Children's Services

Date

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