

CHAIRS OF GOVERNORS

AUTUMN TERM BRIEFING

Wednesday 7 September 2022

6.45 – 8.15pm

Via Microsoft Teams

Agenda

1. Welcome and Apologies
2. Outcomes in 2022
3. Attendance & Exclusions
4. Consultation on the admissions policy for secondary schools
5. Complaints
6. Autumn Term updates
7. A.O.B.

OUTCOMES IN 2022

Caveats – Primary Data

- Data is provisional
- Tests used had the **same thresholds as in 2019**

From 2019 to 2022:

- Good level of development fell by 8%, the same drop as GM but 1% more than national
- Year 1 Phonics fell by 5% which is a lower drop than national
- Key Stage 1 RWM expected fell by 10%, a lower drop than national, and from 8% to 3% for greater depth combined, same drop as national
- Key Stage 2 RWM expected fell by 6% and greater depth combined dipped from 8% to 4%, both drops are the same as national

Early Years Foundation Stage

- 63% pupils reached a good level of development in 2022 which is 2% **below** national. This compares with 71% in 2019
- Literacy and mathematics are 2% **below** national
- Boys are in line with boys national, girls are 4% **below** girls national
- Free school meals pupils are 1% **above** national free school meals
- SEND are 1% **below** national for SEND
- EAL pupils are 3% **below** EAL national

Bury is ranked 4th in GM and 7th out of 23 in the North West – these are both two places lower than in 2019

Year 1 Phonics

- 77% working at which is 1% **above** national, 4th in GM, 10th out of 23 NW
- Girls continue to outperform boys
- Boys 73% which is 1% **above** boys national, Girls 80% which is 1% **above** girls national

Disadvantaged

- 64% working at which is 1% **above** disadvantaged national

SEND

- 41% working at which is 3% **above** SEND national

EAL

- 75% working at which is in line with EAL national

Key Stage 1 Headlines

Expected Standard:

- RWM combined 2% **below** national at 51%, 5th in GM, 11th out of 23 in the NW
- Reading (65%) and maths (66%) 2% **below** national. Writing (55%) 3% **below** national

Greater Depth:

- RWM combined 3% **below** national at 3%, 7th in GM, 19th out of 23 in the NW
- Reading(14%) and writing (4%) both 4% **below** national. Maths (12%) 3% **below** national

Key Stage 1 Gender

- Girls 4% **below** girls national (54%) for expected standard RWM combined compared to boys (48%) who are 1% **below** boys national
- Both boys (2%) and girls (4%) are 3% **below** their respective nationals for Greater Depth RWM combined
- Gaps for individual subjects are more marked at greater depth
- Girls continue to outperform boys in reading and writing with boys stronger in maths

Key Stage 1

Disadvantaged, SEND and EAL

Disadvantaged

- RWM expected combined 1% **above** disadvantaged national at 38% with reading in line with national, writing 2% **above** and maths 1% **below** national for the group

SEND

- RWM expected combined for all SEN pupils 2% **below** SEND national at 13% with reading 5% **below** national, writing 3% **below** and maths 3% **below** national

EAL

- RWM expected combined 7% **below** EAL national at 46% with reading 6% **below** national, writing 8% **below** and maths 5% **below**

Key Stage 2 Headlines

Expected:

- RWM combined (59%) and in line with national with reading 2% **above** national, writing 2% **below**, maths 3% **above** national and GPS 1% **above** national

Greater Depth:

- RWM combined (4%) 3% **below** national with reading in line, writing 5% **below**, maths 1% **below** and GPS 1% **below** national
- **Average scaled scores in line with national for reading, maths and GPS**

Key Stage 2 Gender

- Girls in line with girls national (63%) for expected standard RWM combined compared to boys (56%) who are 1% **above** boys national
- Boys (4%) are 2% **below** and girls (4%), 5% **below** their respective nationals for Greater Depth RWM combined
- Gaps for individual subjects are more marked for greater depth particularly for girls in writing, maths and GPS
- Girls continue to outperform boys in reading (expected gap 6%, greater depth gap 8%), writing (**expected gap 12%**, greater depth gap 3%) and GPS (expected gap 6%, greater depth gap 2%) with boys stronger in maths (expected gap 4%, **greater depth gap 11%**)

Key Stage 2

Disadvantaged, SEND and EAL

Disadvantaged

- RWM expected combined is 1% **above** disadvantaged national at 44% with reading 3% **above**, writing in line, maths 3% **above** and GPS 4% **above**

SEND

- RWM expected combined for all SEND pupils is 1% **below** SEND national at 17% with reading 4% **above**, writing 1% **above**, maths 4% **above** and GPS 1% **above**.

EAL

- RWM expected combined is 2% **below** EAL national at 58% with reading 1% **below**, writing 4% **below**, maths in line and GPS 2% **below**

Key Stage 4 GCSE Outcomes

- Ofqual announced in September 2021 that:
Overall 2022 A level & GCSE results will be lower than they were in 2021, when grades were based on teacher assessment, but higher than those awarded in 2019. DfE states that this is in recognition of the disruption caused by the pandemic.
- Changes to examined content, coursework assessment and grade boundaries
- Early indications from self-reported GCSE and A level results is that result are generally between 2019 and 2021

Provisional results

- Attainment 8 for GCSEs is 4 points higher than 2019 and 2.8 points lower than 2021
- A good pass in both English and Maths (Grade 5+) is 9% higher than in 2019 and 4% lower than 2021

Performance of Bury Children Looked After (1)

Key Stage 2

13 pupils have been looked after for more than 12 months:

- RWM Expected = 4 pupils, 31%
- Reading Expected = 5 pupils, 38%
- Writing Expected = 5 pupils, 38%
- Maths Expected = 4 pupils, 31%

Note: 6 (46%) of the pupils had EHCPs with 4 attending special schools and a further 2 pupils were on SEN support.

Performance of Bury Children Looked After (2)

Key Stage 4

17 of the 25 pupils sat GCSEs. The remaining 8 followed alternative curriculum pathways and achieved other qualifications (7 of these have EHCPs).

- 8 pupils attained a standard pass (Grade 4+) in English and Maths - 32% of the cohort, 47% of those who sat GCSEs. The national figure in 2019 was 18%
- 4 pupils achieved a good pass (Grade 5+) or above in English and Maths - 16% of the cohort, 24% of those who sat GCSEs. The national figure in 2019 was 7%
- There were a number of individual successes at higher grades

ATTENDANCE

Working Together to improve attendance

- New [Guidance](#) from September 2022 to be followed
- Guidance to become statutory from September 2023
- Promoting good attendance is a matter for the whole school community
- Our approach, in line with Ofsted's research can be summarised as '*listen, understand, empathise and support – but do not tolerate*'
- Parent, school, governors/ trustees and LA responsibilities for all pupils and specific groups are summarised by DfE and can be accessed [here](#)

The role of governing bodies and trust boards

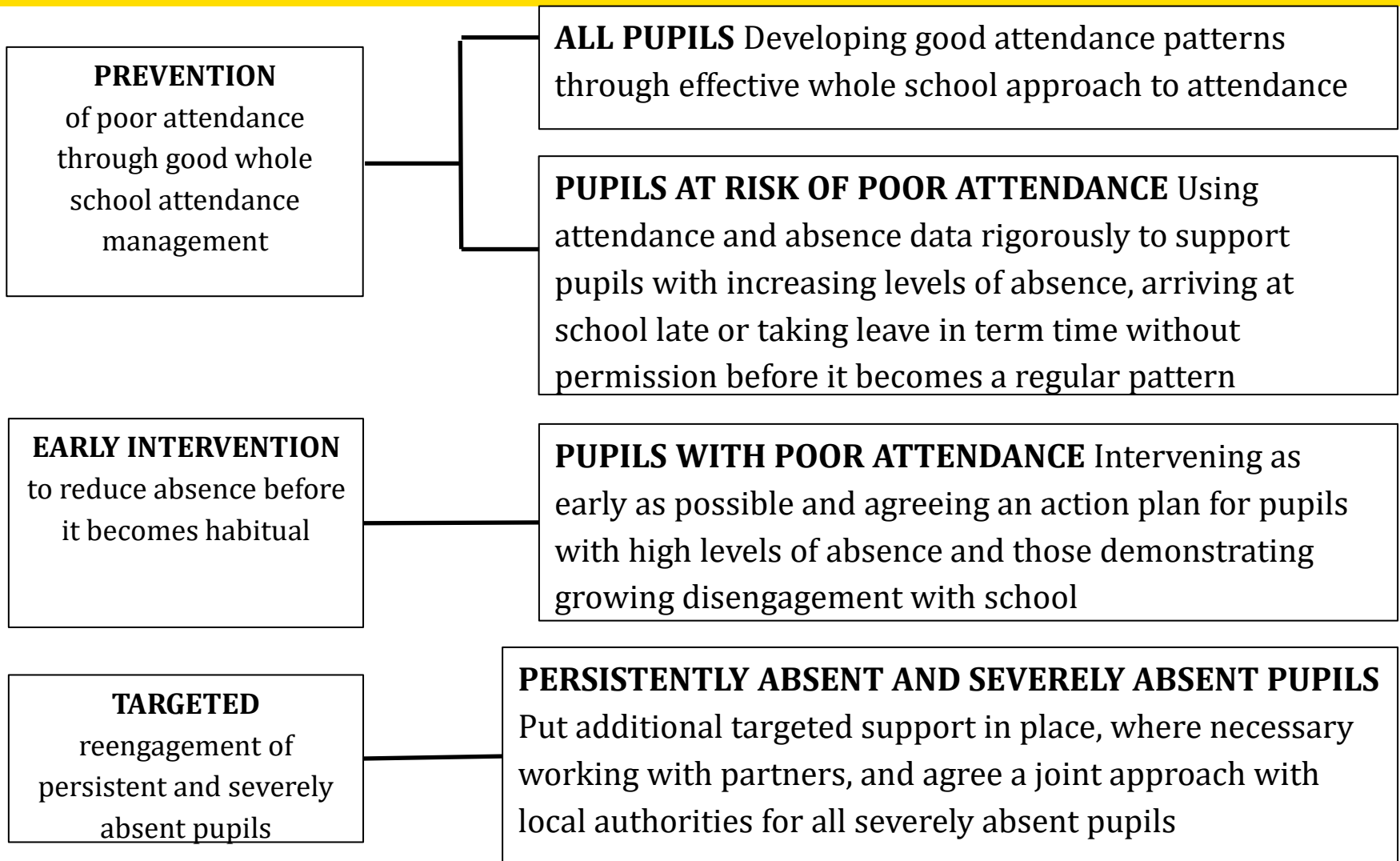
- Take an active role in attendance improvement, supporting schools to prioritise attendance, and work together with leaders to set whole school cultures
- Ensure school leaders fulfil expectations and statutory duties
- Regularly review attendance data, discussing and challenging trends, and helping school leaders focus improvement efforts on individual pupils/ cohorts who need it most
- Ensure school staff receive adequate training on attendance

We strongly encourage schools having a named (link) governor for attendance

The role of schools

- Develop and maintain a whole school culture that promotes the benefits of high attendance
- Have a clear school attendance policy which all staff, pupils and parents understand which is published on the school's website (*Bury LA has issued a draft policy which needs to be personalised or used as a check*)
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence and poor punctuality
- Regularly monitor and analyse attendance and absence data to identify pupils/ cohorts that require support and put strategies in place
- Build strong relationships with families, listen to and understand barriers to attendance
- Share information and work collaboratively with other schools, LAs and other partners when absence is at risk of becoming persistent or severe

Summary of School Approach



Persistent absence is absent for 10% or more sessions
Severely absence is absent for 50% or more sessions

Transitional Year for schools & the LA

- The role of the LA is changing to meet new requirements
- Honour SLAs, in relation to the new guidance, for this term to enable those schools to prepare
- Each school to have a named point of contact
- Draft policy to be finalised following consultation. To be supported by comprehensive guidance.

LAs are expected to:

- Rigorously track local attendance data
- Have a School Attendance Support Team which:
 - Provides communication and advice
 - Holds termly Targeting Support Meetings with each school
 - Provide access to multi-disciplinary support for families
 - Takes forward attendance legal intervention
- Monitor and improve the attendance of children with a social worker through the Virtual School

Attendance Data

- Access to live attendance data, thank you to Bury schools. There have been challenges, work in progress
- DfE new system under development, currently 63 Bury schools have signed up
- DfE guidance states "***All schools are now strongly advised to sign up...SoS intends to make this a statutory requirement***" Is your school signed up?

Bury's Data 2022 v 2019

	% absence Bury		% absence National		Commentary
	2019	2022	2019	2022	
All schools	4.5	6.9	4.5	7.3	Absence increased by 2.4%, national by 2.8%
Primary	3.8	5.5	3.8	6.1	Absence increased by 1.7%, national by 2.3%
Secondary	5.4	8.4	5.2	8.6	Absence increased by 3.0%, national by 3.4%

Whilst the increase in absence is a concern, Bury's absence figures are below national based on data for the Autumn & Spring terms

Why the focus on attendance?

- Increase in absence and persistent absence during the pandemic

If pupils are not in school **when they should be** then:

- they are not accessing the curriculum
- there may be known, or unknown, safeguarding concerns that need support
- They may be Children Missing Education (CME)

Children's Commissioner Report (Sept 22), attendance audit states:

- 24% of **children with a social worker** were absent from school on average in each week between March 2020 and July 2022

Based on analysis of autumn 21 data from 3 MATs:

- A child with an **EHCP** will have on average **four additional days** of absence
- A child on **pupil premium** will have on average **three additional days** of absence

Autumn 21/ Spring 22 data

0 – 4 days missed	98 – 100% attendance	PREVENTION Whole school approach/ celebrating good attendance	26% 6795 pupils
5 – 9 days missed	95– 97.9% attendance	PREVENTION Pupils at risk of poor attendance	27% 6898 pupils
10– 19 days missed	90.1 –94.9% attendance	EARLY INTERVENTION Pupils with poor attendance	27% 7094 pupils
20 or more days missed	90% or below attendance	PERSISTENTLY ABSENT 10% or more absence SEVERELY ABSENT 50% or more absence	20% 5239 pupils, 1.3% or 329 pupils severely absent

Exclusions

- We have seen an increase in fixed term exclusions (suspensions) and permanent exclusions in the last 12 months, having all worked together successfully to reduce exclusions in the past
- Principles of prevention, early intervention and targeted intervention apply (as for attendance)
- Children's Commissioner Report (September 2022) states: *"Any exclusion, regardless of whether it is an internal exclusion, a fixed term suspension or permanent exclusion, should be seen as a moment for intervention – including the provision of individual support from school or from wider services."*
- Governor role here 'Has everything been done that can be done?', 'What interventions have we tried, what was the impact?', 'What support have we accessed so far?', 'Is there any other external support that would help?'

CONSULTATION ON ADMISSIONS

Consultation on the changes to the admission policy for community secondary schools & non-faith academies in Bury (1)

- Cabinet approval to consult on proposed changes
- Consultation will launch on 3 October, and close on 5 December 2022
- Proposal - to remove catchment areas and the associated oversubscription criterion giving pupils residing in a designated catchment area priority for admission to Community secondary schools in the borough
- In agreement with Multi-Academy Trusts, the LA is also consulting on behalf of non-faith academies
- The changes, if adopted, would come into effect for applications for secondary school places for the academic year 2024/25 and would apply to all Community secondary schools and non-faith academies in the borough

Consultation on the changes to the admission policy for community secondary schools & non-faith academies in Bury (2)

The proposed new policy would be:

- Children with Education, Health and Care Plan (EHCP) will be given a place at the school named in their plan.
- Children in public care (Looked after children) and previously looked after children.
- Children who have an older brother or sister in the school in the September of the year of admission. For this purpose, a brother or sister may be a full or step-brother or a full or step-sister, living at the same address at the time of admission.
- Other children

If there is over-subscription in any category, places will be offered using straight line distance from the child's home address to the school as a tiebreaker. The distance will be measured using the Local Authority's computerised mapping system, which measures from the address point of the home to the address point of the school using the local land and property gazetteer. Those living closer to the school will receive the higher priority.

Consultation on the changes to the admission policy for community secondary schools & non-faith academies in Bury (3)

- Effective engagement with all stakeholders is critical in the consultation process and we would welcome your input in promoting this
- Admission arrangements to be determined by 28 February for entry in September the following calendar year
- Following consultation, responses will be analysed and recommendations made to Cabinet
- In February 2023, Cabinet will be required to determine the 2024 admission policy for community secondary schools

DEALING WITH COMPLAINTS

Dealing with complaints about Maintained Schools

- Guidance document on Dealing with Complaints for school leaders of maintained schools
- Includes a model complaints procedure and a model policy for managing serial and unreasonable complaints, both based on the [DfE latest documentation](#)
- Model policy for consideration to be adopted, and ratified, by the governing body
- Publication on the school website
- Summary complaints flow chart for parents/carers
- Lessons learnt and support available - Quality Standards and Performance

AUTUMN TERM UPDATES

Autumn Term Updates

- Revised Ofsted inspection school handbook – ‘graded’ and ‘ungraded’ inspections, use of ‘best fit’ approach (replacing transitional arrangements). Useful summary table of types of inspection can be found [here](#)
- Universal QEP offer will include a focus on attendance, part-time timetables etc., governors are encouraged to attend
- Headteacher Appraisal - governing body must appoint an external adviser to provide advice and support

A.O.B.