

Decision Maker: CHILDREN, EDUCATION AND FAMILIES POLICY
DEVELOPMENT AND SCRUTINY COMMITTEE

Date: Wednesday 20 March 2024

Decision Type: Non-Urgent Non-Executive Non-Key

Title: EDUCATION OUTCOMES FOR CHILDREN IN BROMLEY
SCHOOLS 2022/23

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Chief Officer: Jared Nehra, Director of Education

Ward: All Wards

1. Reason for decision/report and options

- 1.1 This report summarises the 2022/23 education outcomes for children attending Bromley schools. The report draws on the outcomes of statutory teacher assessments, tests and examinations across the early years, primary and secondary phases in Bromley, making comparisons with national and regional (London or outer London) data where these are available.

2. **RECOMMENDATION(S)**

- 2.1 The Committee is asked to note and comment on the education outcomes for children in Bromley schools for the academic year 2022/23.

Impact on Vulnerable Adults and Children

1. Summary of Impact: Improving educational outcomes and progress is a vital way in which vulnerable children can be supported to achieve better life chances. Schools have a significant role to break the link between disadvantage and performance by supporting disadvantaged pupils to achieve their full potential.
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1. Policy Status: Not Applicable
 2. Making Bromley Even Better Priority:
(1) For children and young people to grow up, thrive and have the best life chances in families who flourish and are happy to call Bromley home.
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Financial

1. Cost of proposal: Not Applicable
 2. Ongoing costs: Not Applicable
 3. Budget head/performance centre: N/A
 4. Total current budget for this head: N/A
 5. Source of funding: N/A
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Personnel

1. Number of staff (*current and additional*): N/A
 2. If from existing staff resources, number of staff hours: N/A
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Legal

1. Legal Requirement: Statutory Requirement
 2. Call-in: Not Applicable
-

Procurement

1. Summary of Procurement Implications: N/A
-

Property

1. Summary of Property Implications: N/A
-

Carbon Reduction and Social Value

1. Summary of Carbon Reduction/Sustainability Implications: N/A
-

Impact on the Local Economy

1. Summary of Local Economy Implications: N/A
-

Impact on Health and Wellbeing

1. Summary of Health and Wellbeing Implications: N/A
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Customer Impact

1. Estimated number of users or customers (*current and projected*): N/A
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Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments: N/A

3. COMMENTARY

3.1 Introduction

In Bromley, 94 of 100 state-funded schools are academies and operate outside of local authority control. Nevertheless, the Council retains important statutory duties in respect of children's education. The Government's Education White Paper in 2022¹, recognised the role of local authorities as the champions for children in their local area and as having a '*unique capacity to coordinate across local services to improve outcomes for children*'. This report summarises the 2022/23 education outcomes for children attending Bromley schools. It draws on the outcomes of statutory teacher assessments, tests and examinations across the early years, primary and secondary phases in Bromley, making comparisons with national (England) and regional (London or outer London) data where these are available.

In addition to 'headline' figures, this report highlights the differing attainment of pupils with different characteristics. Most notably, it includes analysis of the achievement of children in disadvantaged groups compared to their peers, the so-called 'disadvantage gap'. Disadvantaged pupils are defined as those who have been registered as eligible for Free School Meals at any point in the last six years, children from 'Service families', children looked after by a Local Authority, and children who have left Local Authority care through adoption, a Special Guardianship Order, a Residence Order, or a Child Arrangements Order. A glossary is included at the end of the report for ease. The London Borough of Bromley has dedicated considerable resources to ensuring young people have the opportunity to succeed and fulfil their potential no matter their background. Looking at the performance of these different groups can help us understand how well we are achieving this goal.

This report also summarises absence and exclusion outturns, pupil destinations after completing KS4, and the outcomes of Ofsted inspections of Bromley schools in 2022/23.

3.2 Data quality and sources

It must be noted that almost all data in this report is provisional, rather than final data, and the Department for Education will continue to release further updates to the results of each key stage and to the attendance data into 2024.

Attendance, inclusion, attainment, and progress data only relates to state-funded schools and excludes any private, voluntary, and independent schools (PVI's).

National and regional comparator data for all key stages comes largely from DfE statistical releases. Where this is not the case – for example where measures have been calculated from a sub-set of Local Authorities - this is clearly stated in the report.

The number of pupils in the categories within some subgroups can be small. Where this is the case, a difference in percentage indicators may not be statistically (or educationally) significant and should be regarded with caution.

Percentile rankings are calculated by NCER Nexus, a web-based platform that enables Local Authorities to analyse and report on their key education data. Local Authorities are given a percentile ranking from 1st (best-performing) to 100th (worst-performing) percentile by comparing their performance to other Local Authorities for whom NCER Nexus has data. Please note that these represent percentile rankings and not absolute rankings; if Bromley receives a percentile ranking of 23rd this is not the same as saying that Bromley is the 23rd-best-performing Local Authority. Instead, it signifies that roughly 77% of Local Authorities performed below Bromley regarding the performance measure in question.

¹ DfE: Opportunity for all: strong schools with great teachers for your child 2022

3.3 Headlines

The table below summarises performance against headline indicators, comparing Bromley with national and regional averages and showing the change from last year.

Academic year:	2018/19	2021/22	2022/23	Trend from 2021/22	National 2022/23	London 2022/23	National percentile ranking
Early Years Foundation Stage							
% Pupils reaching a Good Level of Development	-	71.9%	72.3%	↔	67.2%	69.1%	11th
Phonics							
Year 1: % pupils meeting the Expected Standard	86%	81%	83%	↑	79%	81%	13th
End of Year 2: % Pupils meeting the Expected Standard	94%	89%	91%	↑	89%	89%	10th
Key Stage 1							
% pupils achieving the Expected Standard in Reading	80%	71%	72%	↔	68%	71%	17th
% pupils achieving the Expected Standard in Writing	76%	65%	66%	↔	60%	64%	14th
% pupils achieving the Expected Standard in Maths	80%	73%	75%	↑	70%	73%	15th
Key Stage 2							
% pupils achieving Expected Standard in Grammar, Punctuation and Spelling	83%	79%	78%	↔	73%	79%	-
% pupils achieving Expected Standard in Reading	81%	81%	80%	↔	73%	77%	9th
% pupils achieving Expected Standard in Writing	86%	78%	79%	↔	72%	77%	8th
% pupils achieving Expected Standard in Maths	85%	79%	81%	↑	73%	79%	15th
% pupils achieving Expected Standard in Reading, Writing and Mathematics (combined)	75%	69%	70%	↔	60%	67%	6th
KS1 to KS2 Progress Score - Reading	0.89	0.66	0.94	↑	0.04	0.70	13th
KS1 to KS2 Progress Score - Writing	0.96	1.00	0.86	↓	0.04	0.99	20th
KS1 to KS2 Progress Score - Maths	0.92	0.88	1.00	↑	0.04	1.37	22nd
Key Stage 4							
Attainment 8 Score	50.8	53.9	51.1	↓	46.2	50.5	23rd
% achieving 5+ in GCSE English and Maths	51.1%	59.8%	55.0%	↓	45.3%	53.9%	16th
Progress 8 Score	0.03	0.00	0.04	↑	-0.03	0.27	43rd
Post 16							
% pupils achieving at least 2 A-levels	81.1%	89.8%	88.8%	↔	86.6%	89.5%	-

4. Early Years Foundation Stage (EYFS)

4.1 Background

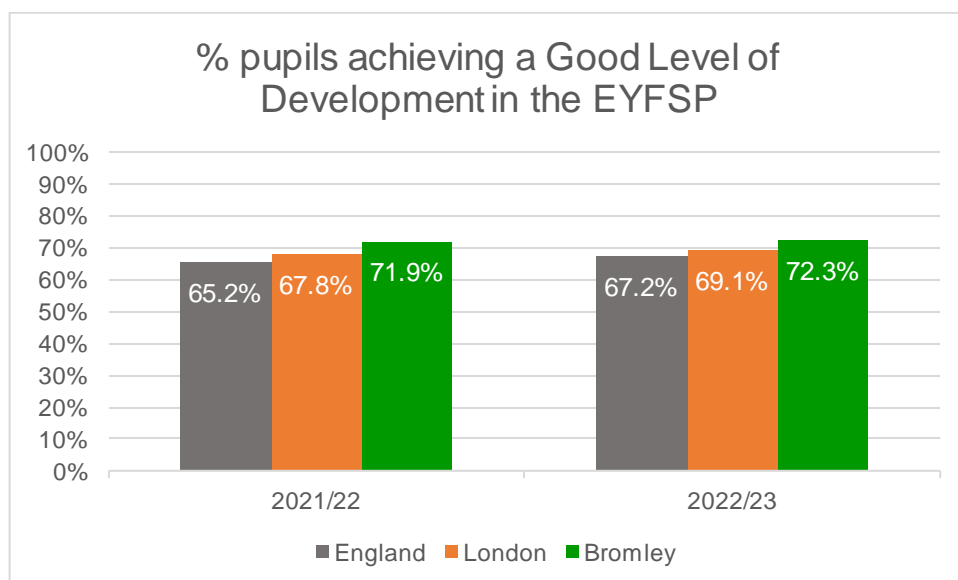
According to the Department for Education, the statutory EYFS framework “sets the standards and requirements that all early years providers must follow to ensure all children have the best start in life and are prepared for school.”²

In the Early Years Foundation Stage Profile (EYFSP), teachers assess pupils' achievement against a series of 17 Early Learning Goals (ELGs). These assessments are completed and reported for each child by the end of Reception, the year in which they reach the age of 5. Pupils are judged to have achieved a Good Level of Development if they have reached the expected level for 12 ELGs within the 5 areas of learning related to communication and language; personal, social and emotional development; physical development; literacy; and mathematics. EYFSP reforms were introduced in the 2021/22 academic year, and it is therefore not possible to directly compare 2021/22 and 2022/23 assessment outcomes with earlier years.

To ensure consistency in cohorts, the data in this section comes from NCER Nexus, a web-based platform that enables Local Authorities to analyse and report on their key education data.

4.2 Headlines

In the 2022/23 academic year, 72.3% of Bromley pupils assessed using the EYFS profile were deemed to have achieved a Good Level of Development. This is a small increase of 0.4% since the 2021/22 academic year. The Department for Education suggests that improvements since last year are likely attributable to a “*gradual recovery from the disruption caused by the COVID-19 pandemic and practitioners having greater familiarization with the new assessment framework.*”²



While Bromley continues to perform above the National average (which was 67.2% in 2022/23; 5.1 percentage points lower than Bromley), the gap between Bromley and National has closed slightly this year, from a gap of 6.7 percentage points last year. This is reflected in Bromley's percentile rankings; while Bromley sat in the 7th percentile last year, it has dropped down to the 11th percentile this year.

² <https://explore-education-statistics.service.gov.uk/find-statistics/early-years-foundation-stage-profile-results>

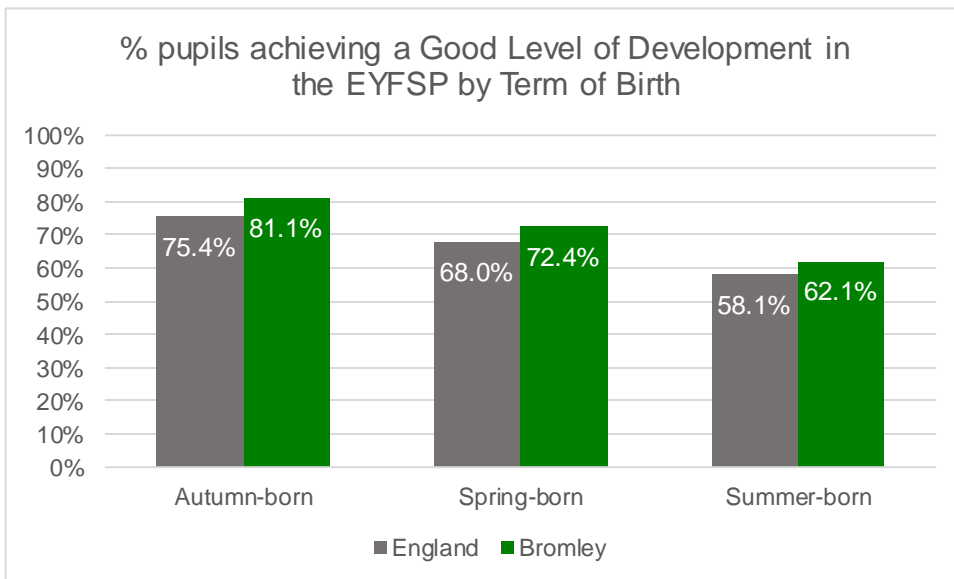
4.3 Gender inequalities

The gender attainment gap refers to the pattern of girls having higher academic attainment across the key stages.

Last year, Bromley's gender gap was higher than the National and London gender gap. 79.2% of girls achieved a good level of development compared to 65.1% of boys; a gap of 14.1 percentage points. In 2021/22 this gap was 13.2 percentage points nationally and 12.4 percentage points in London. This year, the gender gap has narrowed in Bromley to 11.9 percentage points, putting it below the National and London gender gaps (which are 13.6 percentage points and 12.9 percentage points respectively). This narrowing is due to an increase in the proportion of boys achieving a GLD (from 64.9% in 2022 to 66.6% in 2023) and a slight decrease in the proportion of girls achieving a GLD in Bromley (from 79.3% in 2022 to 78.5% in 2023).

4.4 Term of Birth

'Term of birth' refers to the period of the year in which children are born, and children are split into 3 categories; autumn-born (oldest), spring-born (middle) or summer-born (youngest). Children develop incredibly fast through their early years, and being an older child within a class comes with a greater likelihood of meeting the expected standard across the Early Learning Goals. Bromley follows the national pattern of autumn-born children performing better than spring- and summer-born children, although all three groups perform better in Bromley than the national average for each group.



4.5 Free School Meal eligibility

There is also a significant gap in attainment between those eligible to receive Free School Meals, a proxy indicator for disadvantage status. Nationally, the FSM-gap in the proportion of children achieving a Good Level of Development was 19.9 percentage points, a slight decrease since 2021/22 (20.4 percentage points). In Bromley, however, this gap increased markedly between 2022 and 2023, with a FSM-gap of 27.6 percentage points in 2023 compared to 18.6 percentage points in 2022.

% achieving GLD	England		Bromley	
	2021/22	2022/23	2021/22	2022/23
Eligible for free school meals	49.1%	51.6%	55.7%	48.0%
Not eligible for free school meals	69.5%	71.5%	74.3%	75.6%
Gap	20.4%	19.9%	18.6%	27.6%

4.6 Phonics Screening Check

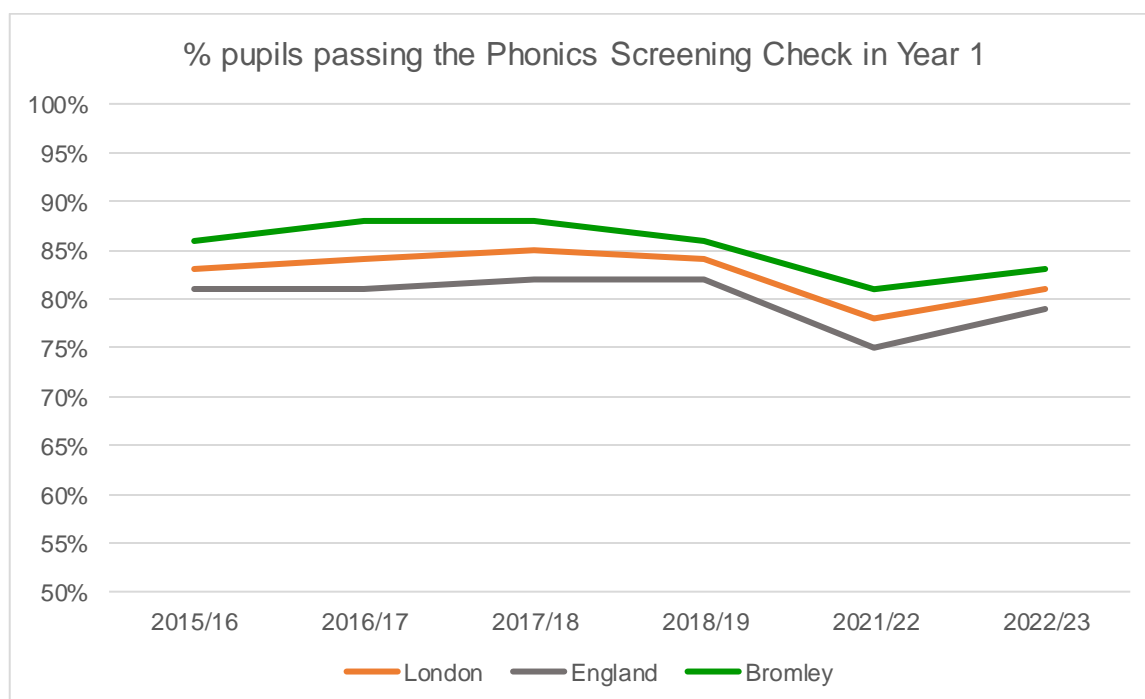
The Phonics screening check is a reading test based on pupils' ability to recognise words and sounds using phonic decoding strategies. Pupils' performance is reported on the basis of whether they have achieved the expected standard or not; there are no grades.

Pupils take the phonics screening check at the end of year 1, typically aged 6. All pupils in year 1 are expected to be checked unless they have no phoneme/grapheme correspondence (i.e. they are unable to link letters on the page to the sound they make). Pupils who do not meet the expected standard take the check again at the end of year 2, typically aged 7.

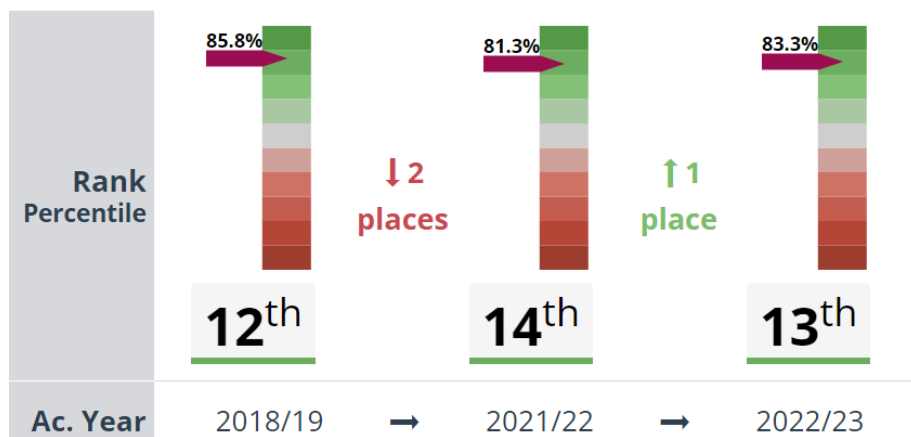
There were no assessments in 2020 and 2021 due to the pandemic.

4.7 Headlines

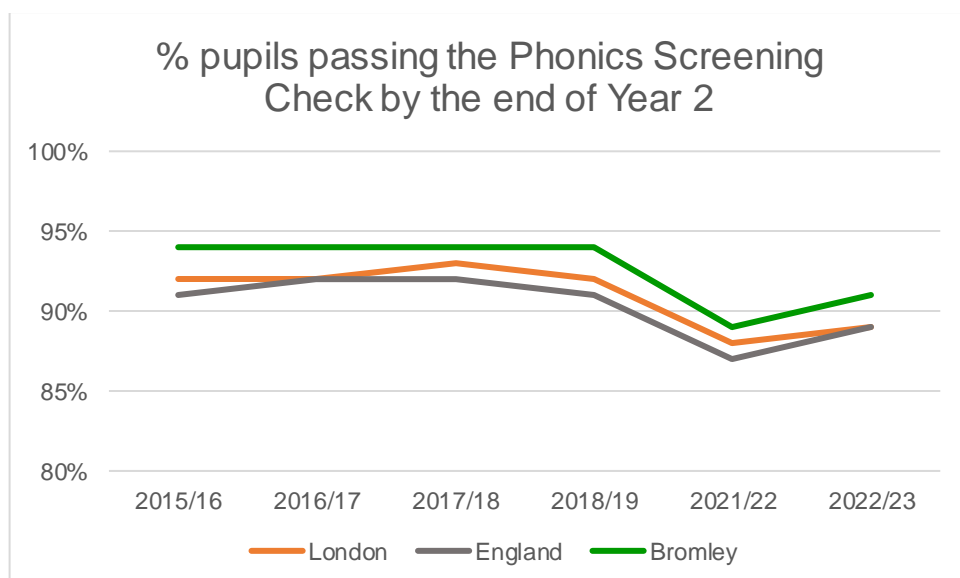
The percentage of Bromley pupils who passed the check in Year 1 was 83%, 4 percentage points higher than the national average of 79%. This maintains Bromley's strong performance, ranking in the 13th percentile in England.



Phonics: Expected Standard (Year 1) | Percentile Rank Trend



The percentage of pupils who passed the check by the end of Year 2 was 91%, 2 percentage points above the national average and an increase of 2 percentage points from Bromley's 2021/22 figure. This measure includes both those who passed the check in Year 1 in 2021/22 and those who were reassessed in Year 2 in 2022/23.

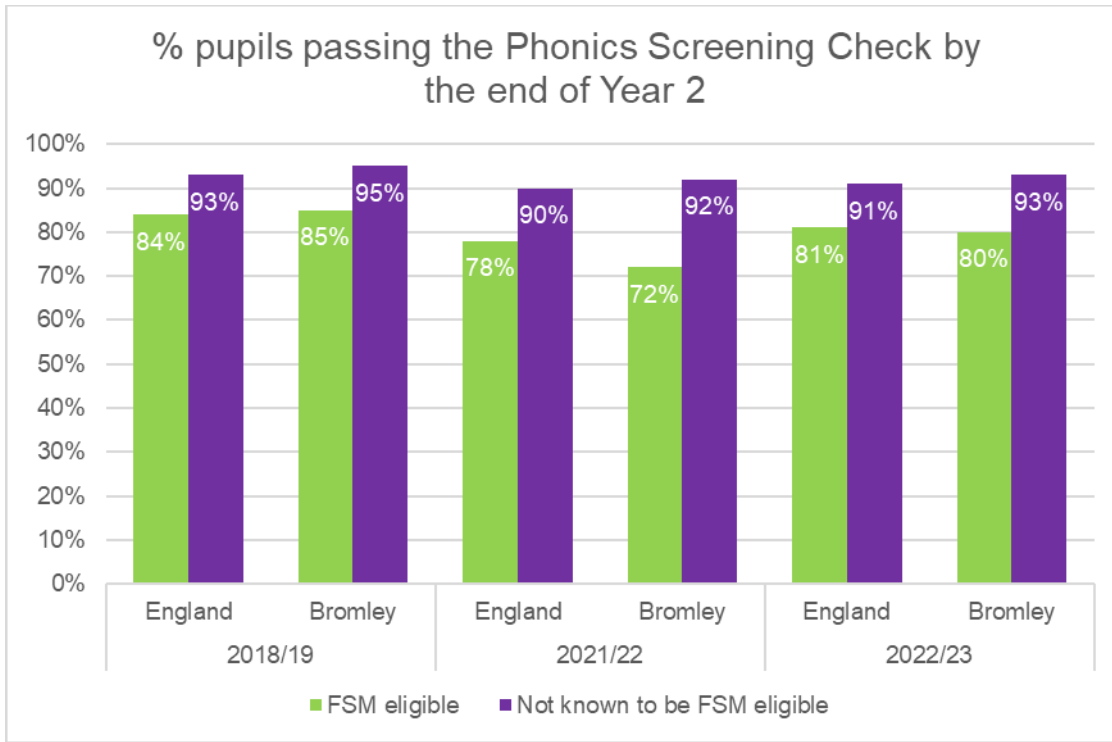


4.8 Pupil characteristics

A slightly higher proportion of girls tend to reach the expected standard in phonics than boys; in 2022/23, 93% of Bromley girls had met the expected standard at the end of Year 2 compared to 89% of boys. The gender gap in Bromley was similar this year (4 percentage points) to previous years (3 percentage points in 2021/22), and is comparable with the national gap (5 percentage points).

Data on the impact of disadvantage status is only published at a national level for phonics, so here we use eligibility for free school meals as a proxy indicator. Of the 4006 Bromley pupils eligible to be included in the 'passed by the end of Year 2' measure, 569 (14.2%) were eligible for free school meals.

The attainment gap in Bromley between FSM-eligible pupils and their peers was 13 percentage points (93% vs 80% pass rate). This gap has narrowed quite significantly since last year, when it sat at 20 percentage points, but remains wider than both the national and regional attainment gaps.



5. Key Stage 1

5.1 Background

Pupils are assessed by their teachers at the end of key stage 1 (Year 2) in reading, writing, maths and science. Teacher assessments are based on a broad range of evidence from across the curriculum.

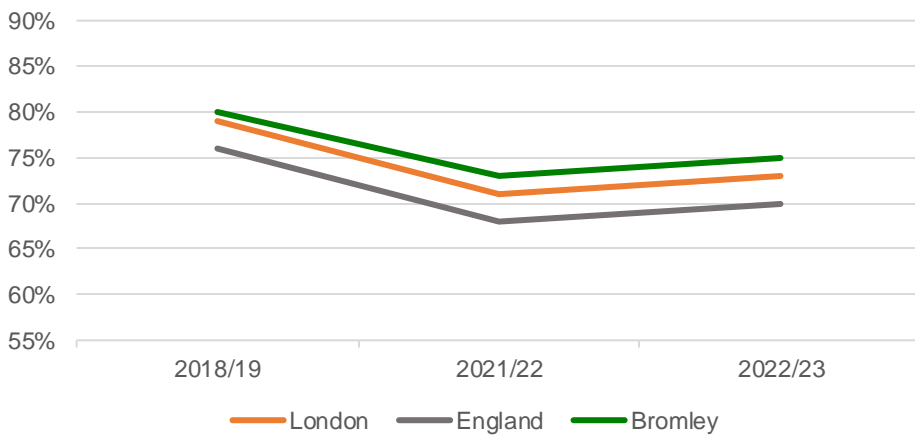
No KS1 assessments took place in 2019/20 and 2020/21 due to the COVID-19 pandemic. Changes made to the assessment framework in reading, maths and science in 2018/19 and 2021/22 mean that judgments made from 2019 onwards are not directly comparable to those made in previous years. Data prior to 2019 is therefore omitted from any graphs.

End of key stage 1 assessments will become non-statutory from the 2023/24 academic year onwards, although optional assessments will still be offered. This means that the Department for Education will cease to publish official KS1 data from this year onwards.

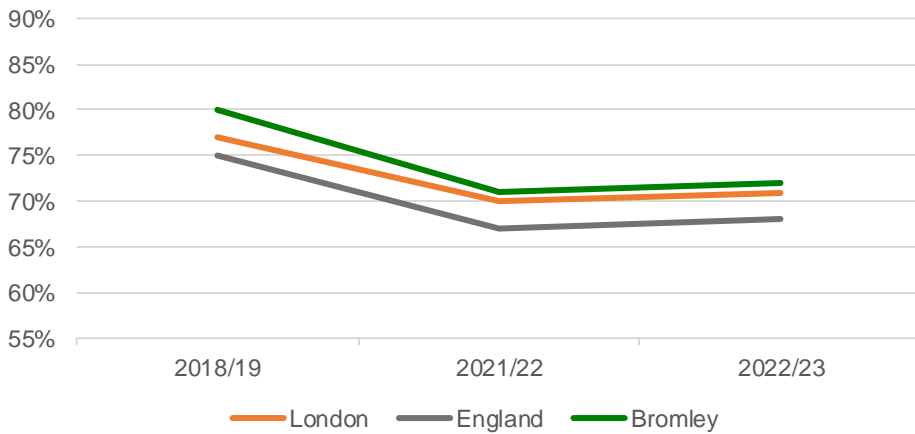
5.2 Headlines

As can be seen from the graphs, the key stage 1 outcomes of Bromley pupils have improved since the 2021/22 academic year, as have national and regional (London) outcomes. 75% of Bromley students achieved the expected standard for maths (70% National), with 72% for Reading (68% National), 66% for writing (60% National) and 83% for science (79% National).

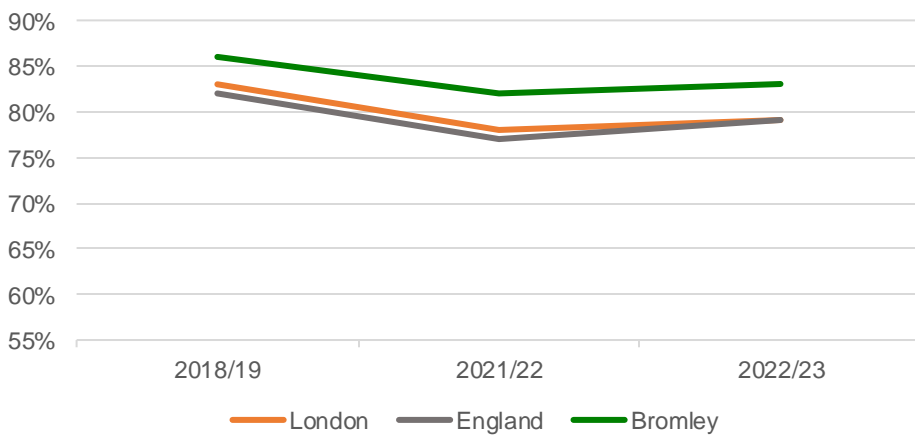
% Achieving the Expected Standard in Maths at KS1

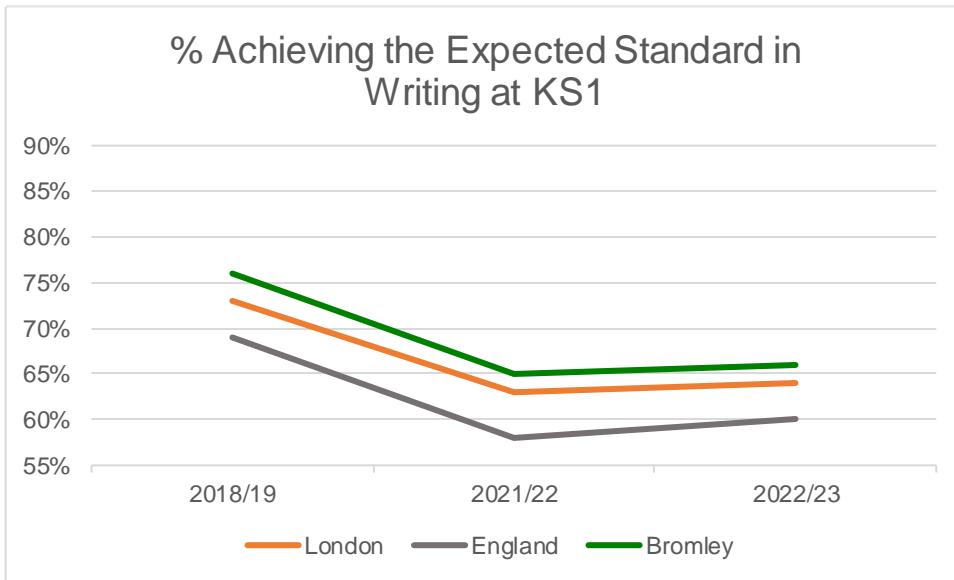


% Achieving the Expected Standard in Reading at KS1



% Achieving the Expected Standard in Science at KS1

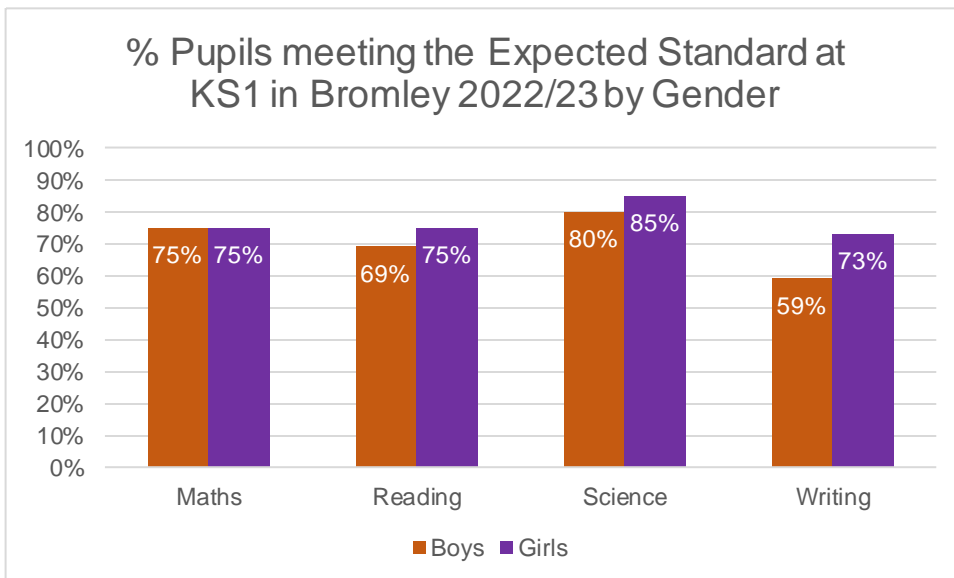




Bromley continues to perform higher than both National and Regional comparators, falling in the 17th percentile for reading, the 14th percentile for writing and the 15th percentile for maths.

5.3 Gender gap

The gender gap – i.e. the gap between the proportion of girls and boys meeting the expected standard – was highest in writing, as 73% of girls met the expected standard compared to 59% of boys (a gap of 14 percentage points). The gender gap was lowest for maths, where an equal proportion of boys and girls achieved the expected standard.



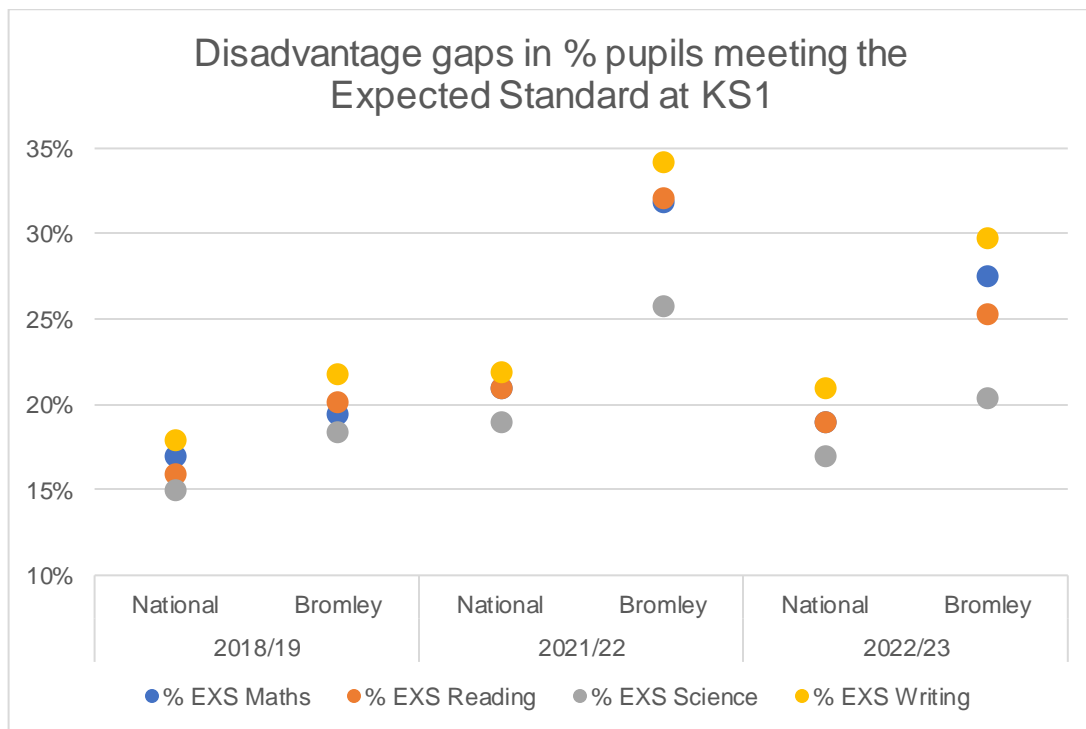
5.4 Disadvantage gap

At the end of key stage 1 in 2022/23, there were 571 pupils deemed to be disadvantaged, 14% of the total cohort. The gap in attainment between disadvantaged and non-disadvantaged groups is calculated by comparing the proportion of each group who have met the expected standard in each subject. Our aim is to reduce this gap as much as possible, so that disadvantaged and non-disadvantaged groups perform equally well across all key stages.

In Bromley, the KS1 disadvantage gap in the 2022/23 academic year was 28 percentage points for maths, 25 percentage points for reading, 20 percentage points for science and 30

percentage points for writing. To put this another way, non-disadvantaged pupils were 1.54 times more likely to meet the expected standard in maths when compared to disadvantaged pupils.

As can be seen in the graph below, Bromley’s disadvantage gap follows the national pattern insofar as science has the smallest disadvantage gap and writing has the largest. On both a national and local level, the disadvantage gap widened over the COVID-19 pandemic, and is now beginning to decrease towards pre-pandemic levels. That said, Bromley’s disadvantage gap remains significantly higher than the National disadvantage gap in every subject, as it has done for several years.



6. Key Stage 2

6.1 Background

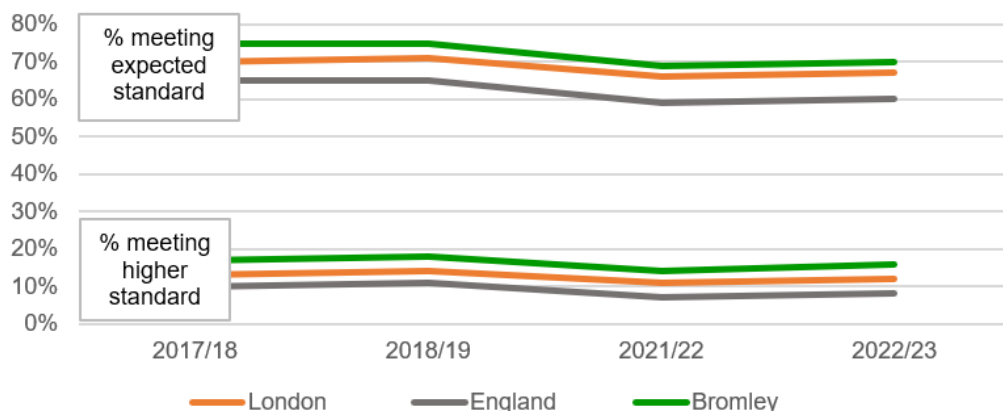
Key stage 2 tests take place in Year 6, when pupils are 10 or 11 years old. Each pupil is tested in reading, mathematics, and grammar, punctuation & spelling. Teachers also provide teacher assessments in writing and science.

Key stage 2 assessments did not take place in the 2019/20 and 2020/21 academic years due to COVID-19.

6.2 Attainment headlines

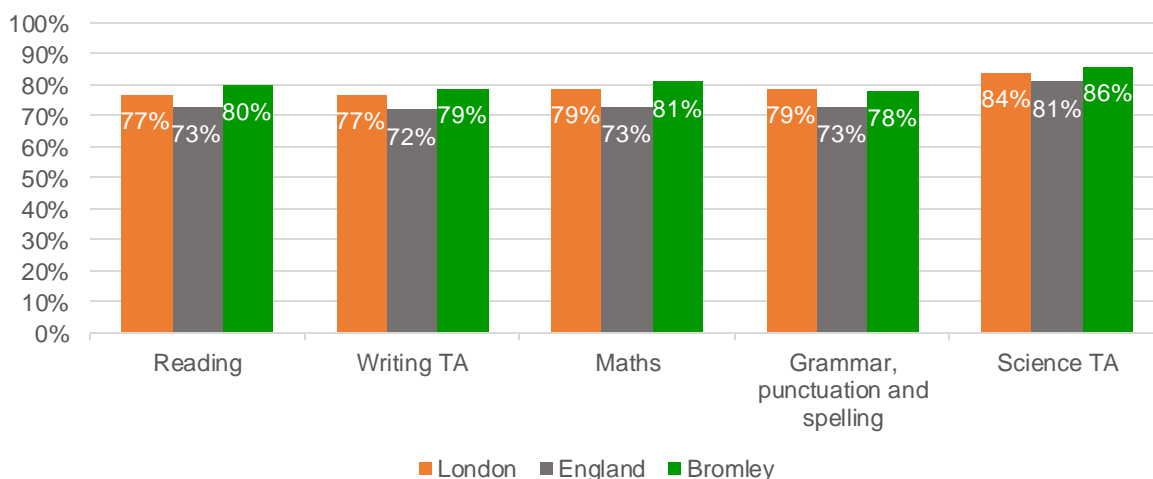
In 2022/23, 3914 Bromley pupils underwent assessment at the end of key stage 2. Of these, 2730 (70%) of Bromley’s KS2 pupils met the expected standard in Reading, Writing and Maths combined and 607 (16%) met the higher standard. The proportion of pupils meeting the expected standard and the higher standard were higher in Bromley (70%; 16%) than the national (60%; 8%) and London (67%; 12%) averages. The proportion meeting the expected standard broadly remained the same as last year, increasing by 1 percentage point from 2021/22 in Bromley, London and nationally.

% pupils meeting the Expected or Higher Standard in KS2 Reading, Writing and Maths (combined)



In fact, the percentage of students meeting the expected standard was higher in Bromley than the national and regional figures in all of the key stage 2 subjects in 2022/23.

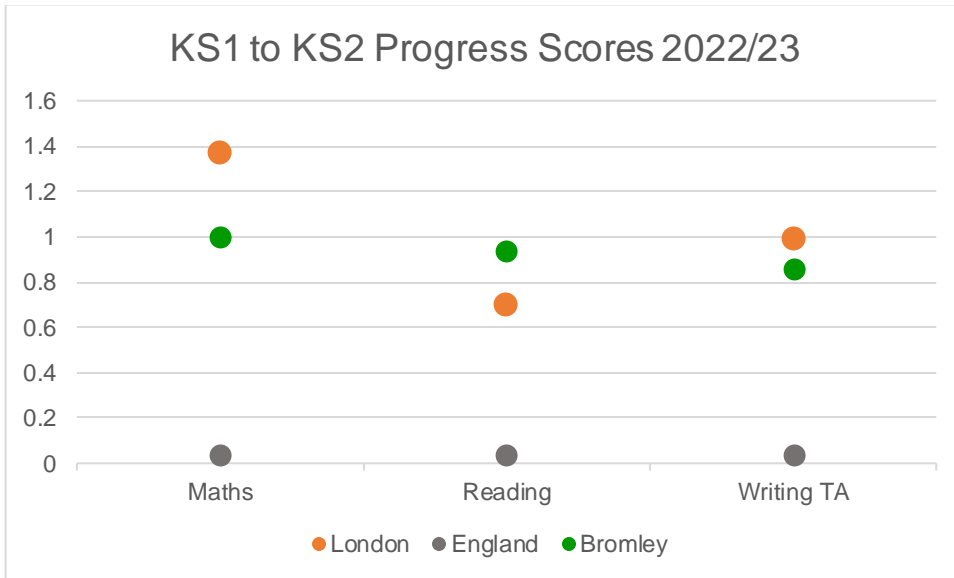
% pupils meeting the Expected Standard in KS2 Reading, Writing, Maths, GPS and Science in 2022/23



6.3 Progress headlines

The progress measure is a value-added measure which captures the progress that pupils make from the end of key stage 1 to the end of primary school by comparing their performance with other pupils who attained similarly at key stage 1. A score of zero means that pupils on average did about as well at KS2 as other pupils with similar prior attainment nationally, while a negative progress score means they performed worse (ie. made less progress) and a positive progress score means they performed better (ie. made more progress) than other pupils with similar KS1 attainment.

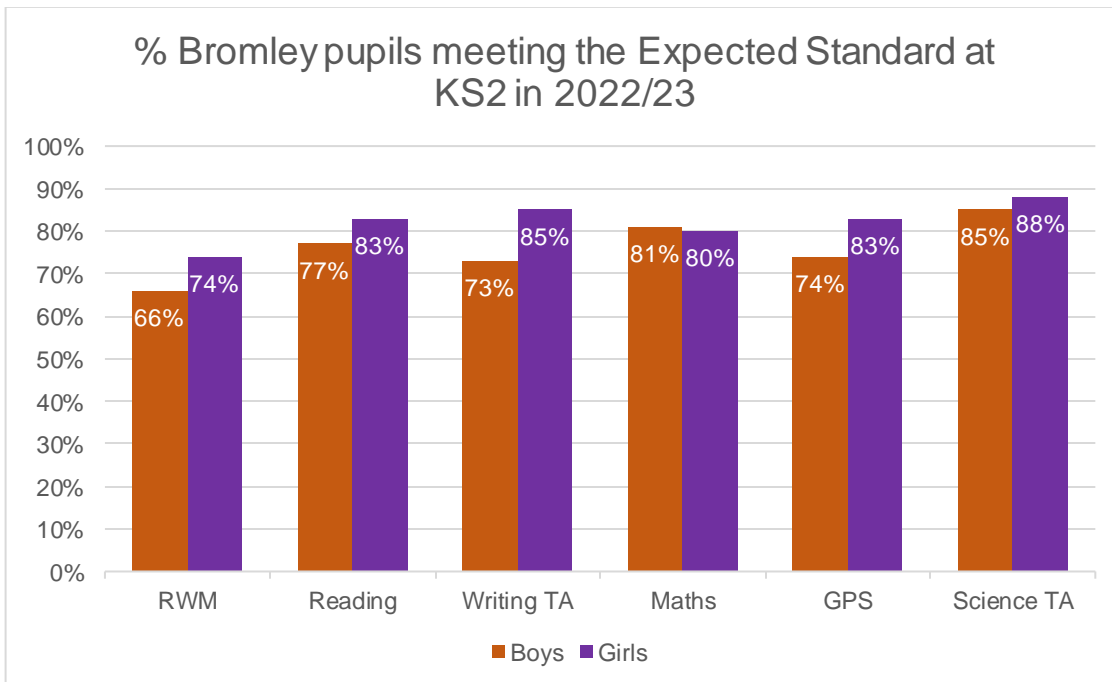
Bromley's pupils made significantly better progress in reading, writing and maths than pupils nationally. Bromley's progress scores were higher than the London average in reading but lower in maths and writing.



This suggests that Bromley's primary schools are highly successful at helping their students to develop and learn between KS1 and KS2 in all subjects.

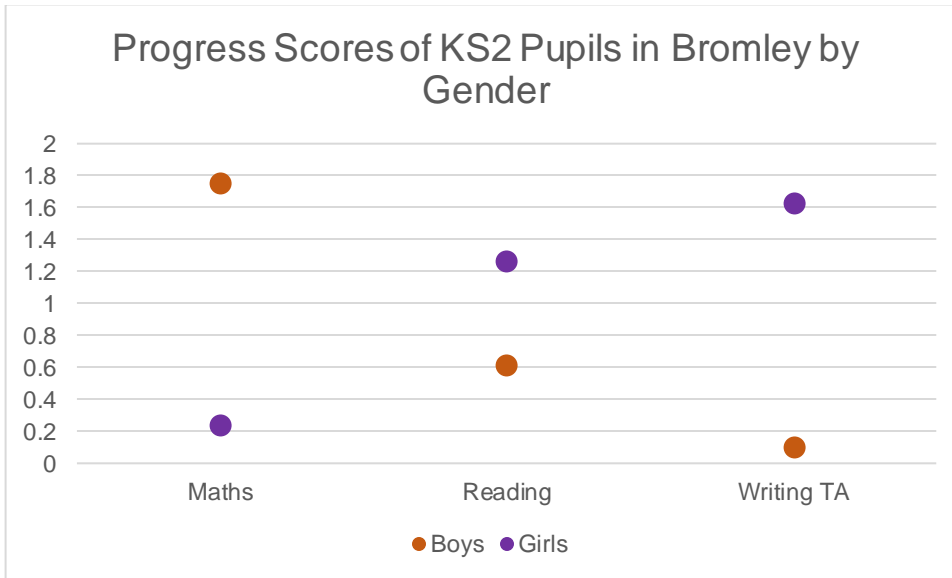
6.4 Pupil characteristics

The gender gap persists at key stage 2, with a higher proportion of girls than boys meeting the expected standard in all subjects except maths, where 1% more boys than girls achieved the expected standard. The widest gap was in writing, where 12% more girls than boys reached the expected standard.



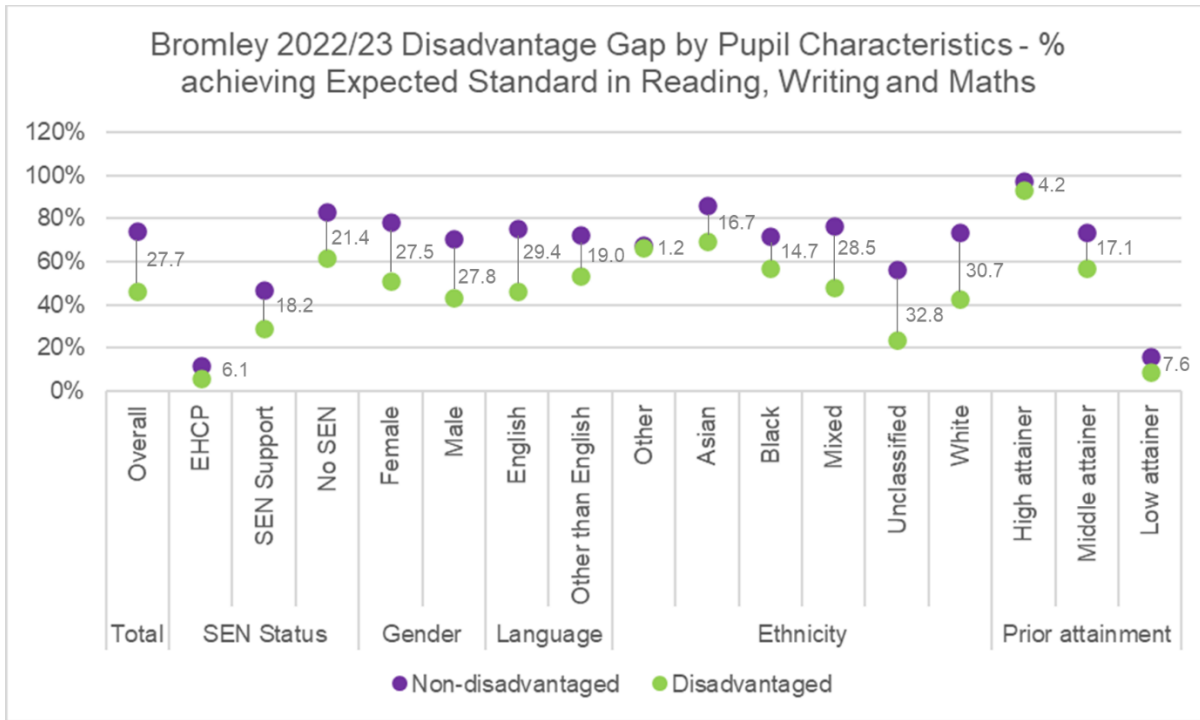
The gender gap in Bromley is similar to the gender gap nationally and in London across all subjects and measures.

Progress scores follow a similar pattern in Bromley, with girls making more progress than boys in reading (1.26 girls vs 0.62 boys; 0.64 gender gap) and writing (1.63 girls vs 0.1 boys; 1.53 gender gap) but less progress in maths (0.24 girls vs 1.75 boys; -1.51 gender gap). This also follows a similar pattern to the London and national figures.

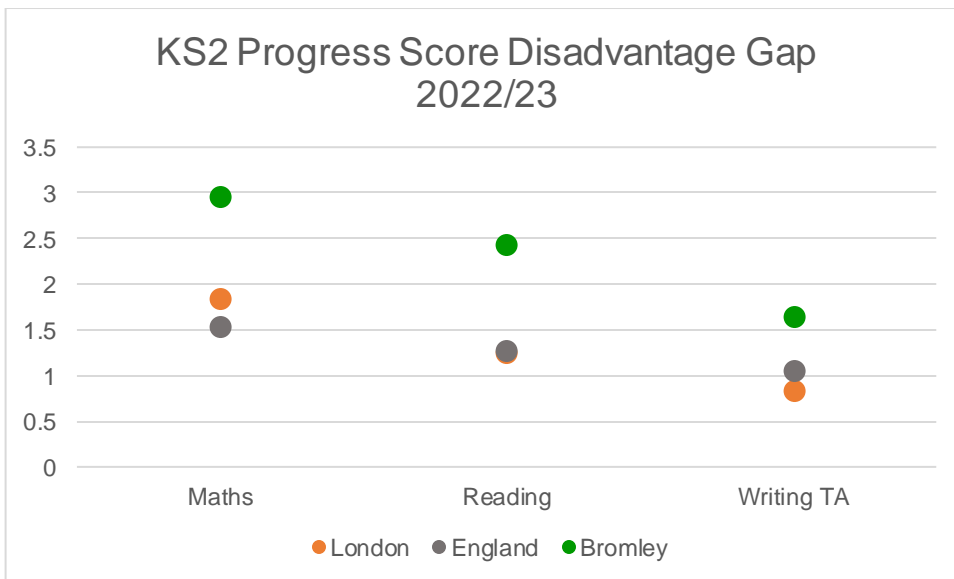


At the end of key stage 2 in 2022/23, 805 of the 3914 pupils included in the combined Reading, Writing and Maths measure were deemed to be disadvantaged, 26% of the cohort. The disadvantage gap in Bromley was 29 percentage points in 2022/23, with 47% of disadvantaged students meeting the expected standard compared to 76% of their non-disadvantaged peers. Bromley's disadvantage gap is wider than the national and London disadvantage gaps, which sit at 23 percentage points and 19 percentage points respectively for RWM. These gaps remain unchanged since last year. Bromley's disadvantage gap in 2022/23 is similar across subjects, ranging from 19 percentage points in science to 25 percentage points in maths.

The disadvantage gap is greater for some sub-groups of pupils than others. For example, in 2022/23 pupils from a white ethnic heritage had a disadvantage gap of 30.7 percentage points, while those from a black heritage had a disadvantage gap of only 14.7 points. Those with EHCPs had a smaller disadvantage gap than those with no identified SEND (6.1 vs 21.4 percentage points). Pupils with middle prior attainment seem to be more greatly affected by their disadvantage status (a gap of 17.1 percentage points) than low or high prior attainers, whose disadvantage gaps are 7.6 and 4.2 percentage points respectively. It is important to note that some sub-groups can be small, and as a result the differences can be magnified or disguised and may not be statistically significant.



The disadvantage gap in Bromley’s progress scores is also greater than the national and London gap. The largest gap in Bromley was in maths, where disadvantaged pupils had an average progress score of -1.36 and non-disadvantaged pupils had an average progress score of 1.61 (a gap of 2.97).



Bromley’s disadvantage gap increased across reading, writing and maths for the progress measure, while the London and National gaps either decreased or remained similar:

		Disadvantaged		Non-disadvantaged		Gap		Trend
		2021/22	2022/23	2021/22	2022/23	2021/22	2022/23	
Maths	Bromley	-1.01	-1.36	1.38	1.61	2.39	2.97	↑
	England	-1.15	-1.04	0.54	0.51	1.69	1.55	↓
	London	-0.13	0.16	1.81	2	1.94	1.84	↓
Reading	Bromley	-0.81	-1	1.06	1.44	1.87	2.44	↑
	England	-0.83	-0.85	0.41	0.43	1.24	1.28	↔
	London	0.02	-0.13	1.11	1.13	1.09	1.26	↑
Writing TA	Bromley	-0.19	-0.46	1.33	1.2	1.52	1.66	↑
	England	-0.76	-0.69	0.39	0.36	1.15	1.05	↓
	London	0.28	0.43	1.2	1.27	0.92	0.84	↓

7. Key Stage 4

7.1 Background

GCSE exams take place at the end of key stage 4, when pupils reach 16 years of age. The statistics included here are based on the grades received by pupils as announced on 24th August 2023. GCSEs are based on a grading system of 9-1, with 9 being the highest and 1 the lowest grade. A grade of 4 is considered a 'pass', with 5 or above representing a 'strong pass'.

GCSE exams were cancelled for the 2019/20 and 2020/21 academic years due to COVID-19, instead being replaced by centre assessed grades (CAGs) and teacher-assessed grades (TAGs). Data from these two years is omitted from this report.

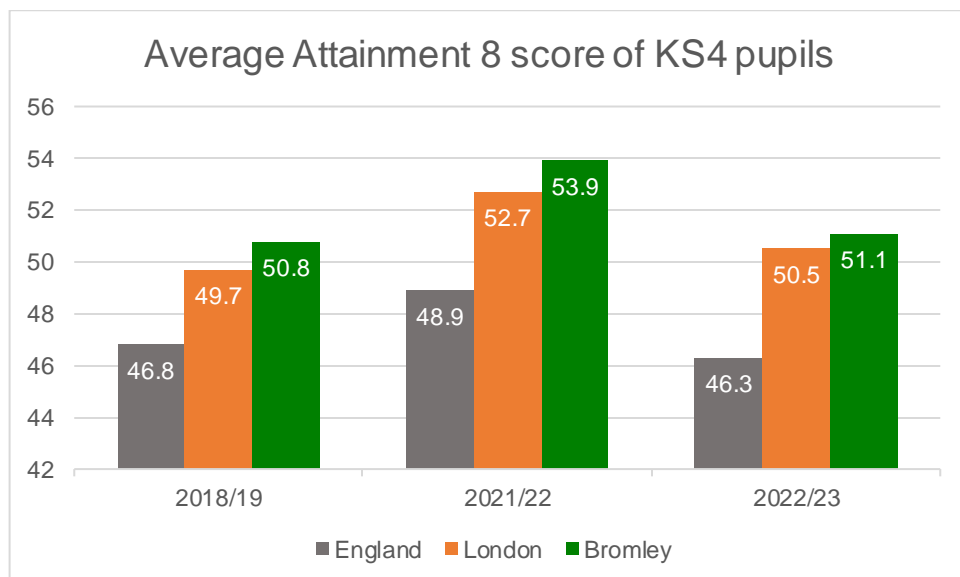
The Department for Education warn that changes in the approach to grading between 2022 and 2023 mean that we should exercise caution when making comparisons over time. They explain, "it is expected that performance in 2023 will generally be lower than in 2022. The more meaningful comparison is with 2019, the last year that summer exams were taken before the pandemic, as 2023 saw a return to pre-pandemic grading, with some protections." They further stress that "the changes seen in the headline attainment statistics likely reflect the changes in approach to grading in different years and resulting methodology changes for calculating the measures rather than demonstrating changes in standards"³. The DfE has noted, however, that trend data can still show whether attainment gaps for pupils with particular characteristics have changed between years.

7.2 Attainment headlines

A key attainment measure at key stage 4 is 'Attainment 8', measuring the average achievement of pupils in up to 8 qualifications. This includes mathematics, English, 3 further English Baccalaureate qualifications and 3 further GCSE or approved non-GCSE qualifications, with English and maths being double-weighted. The Attainment 8 score has a maximum point score of 90.

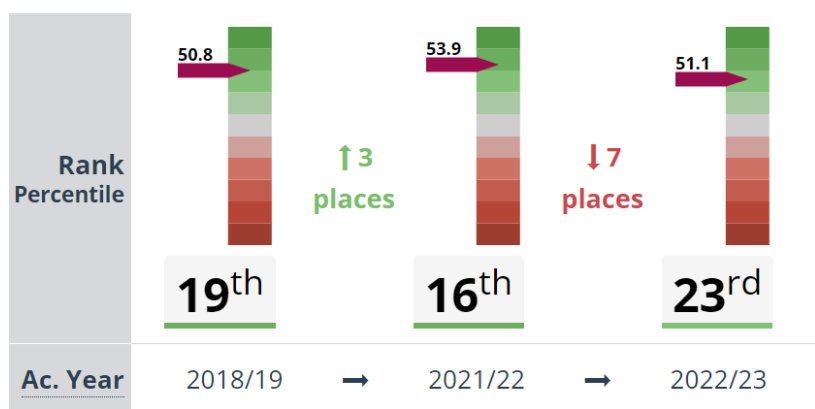
³ <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised/2022-23>

Bromley pupils' average Attainment 8 score was 51.1 in 2022/23 (based on an eligible cohort of 3693 pupils), compared to 46.2 nationally. This means that Bromley's average Attainment 8 score has dropped 2.8 points (from 53.9 in 2021/22) while the national average has dropped 2.6 points. Bromley's performance has, however, improved since 2018/19, which the DfE suggests may be a more meaningful comparison.



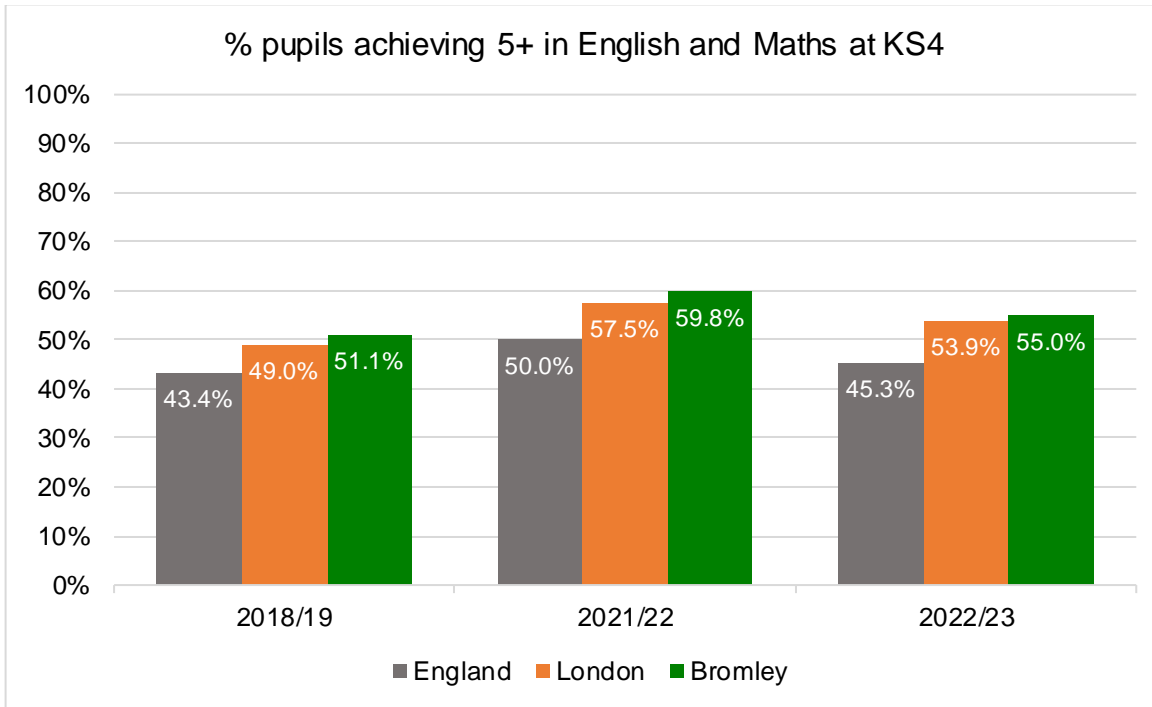
While Bromley continues to perform considerably above the national average, this year Bromley has dropped 7 places in the percentile rankings (from 16th to 23rd) when compared to all LAs nationally for Attainment 8.

Key Stage 4: Attainment 8 | Percentile Rank Trend



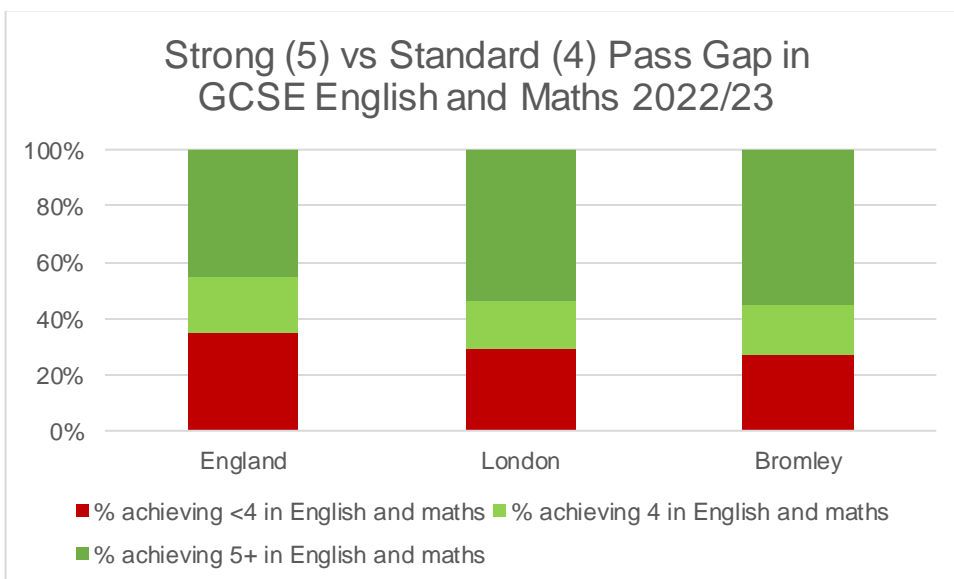
Schools are ranked 1 - 100, 1 being the highest achieving School.

Bromley also performs above the national and London average on another key attainment measure, the proportion of pupils who achieve a grade 5 or above (a 'strong pass') in both English and maths.



55.0% of Bromley pupils achieved a grade 5 or higher in English and maths, compared to 45.3% nationally. This represents a drop since last year, when 59.8% of pupils achieved this measure, however, the national average also underwent a drop of the same magnitude, so Bromley retained its percentile ranking of 16th on this measure. Making comparisons to the 2018/19 year as suggested by the DfE presents a more optimistic picture; while the proportion of students achieving a strong pass in both English and maths increased by 1.9 percentage points, in Bromley it increased by 3.9 percentage points.

For GCSEs, a grade of 4 is considered a 'standard pass' while a grade of 5 is considered a 'strong pass'. Looking at the 'strong/standard pass gap' in Bromley, compared with nationally, reveals that the higher pass rates in Bromley come from a greater proportion of students achieving a grade 5 or above, rather than a standard pass of 4.



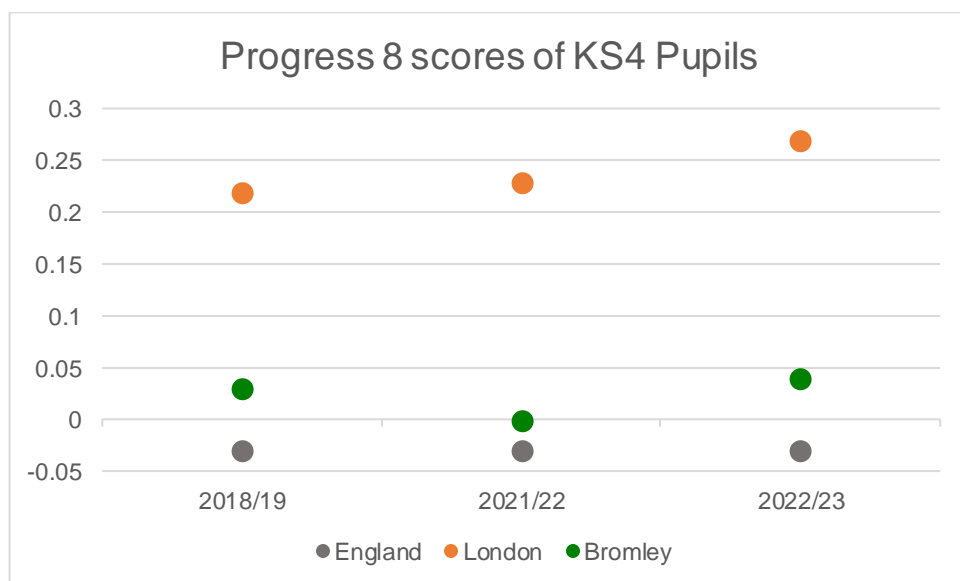
7.3 Progress headlines

In addition to looking at pupils' attainment data, it is also important to understand the value added by schools pupils' progress scores.

Progress 8 is a value-added measure which compares pupils' key stage 4 achievements to those of pupils nationally who performed similarly in key stage 2. Pupils are divided into 'fine levels' depending on their key stage 2 outcomes, with each fine level being given a predicted Attainment 8 score. A progress measure is calculated by comparing a pupil's actual Attainment 8 score with their predicted Attainment 8 score, by subtracting their estimated score from their actual score and dividing it by 10 to arrive at a 'Progress 8' score. Extremely negative pupil progress scores are capped so they do not disproportionately affect schools with smaller cohorts. Progress 8 is a relative measure, so national average Progress 8 scores for mainstream schools are by definition close to 0.

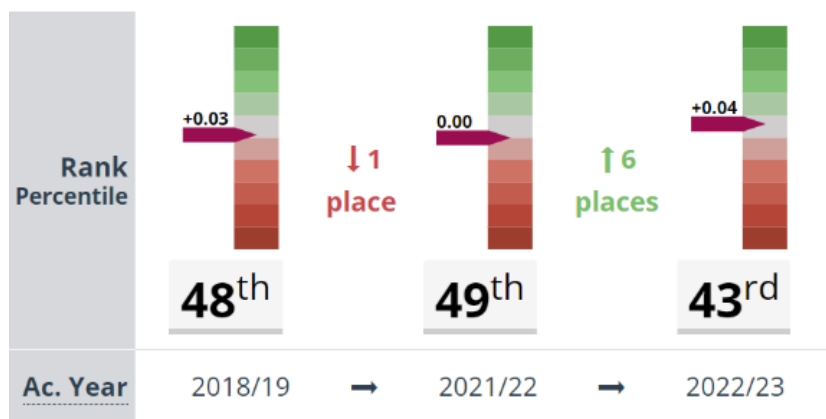
The average Progress 8 score for Bromley in 2022/23 was +0.04, based on an eligible cohort of 3478 pupils. 25.6% of pupils achieved a Progress score of greater than or equal to 1. A score of 1 equates to a pupil achieving 1 grade higher per subject than other pupils with similar KS2 outcomes.

Bromley's 2022/23 Progress 8 score of +0.04 is higher than the national average Progress 8 score, which sits at -0.03. Bromley does, however, sit well below the London average progress score of 0.27. While the national progress score remains the same as last year, Bromley's Progress 8 score has increased by 0.04, up from 0.0 last year. Unlike Bromley's attainment scores, Bromley's progress scores have improved more than the national progress scores.



Bromley's percentile ranking for Progress 8 has therefore improved 6 places, up from the 49th percentile in 2021/22.

Key Stage 4: Progress 8 | Percentile Rank Trend

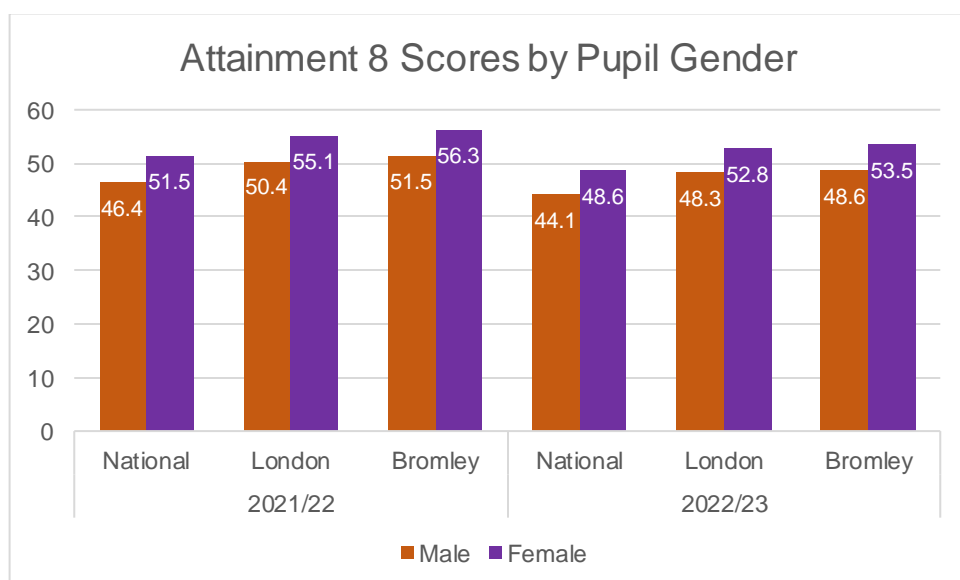


Schools are ranked 1 - 100, 1 being the highest achieving School.

Despite this improvement, Bromley remains much stronger on attainment measures than progress measures at key stage 4. This suggests that although pupils in Bromley tend to achieve more highly at KS4 than the national average, this is in part a reflection of the already-high-achieving pupils entering our secondary schools; while Bromley secondary schools provide valuable contributions, their overall impact aligns with the standards observed on average across secondary schools in England.

7.4 Gender gap

Generally, female pupils tend to have higher attainment than male pupils. While the gap between girls' and boys' Attainment 8 scores has reduced this year nationally (from 5.1 to 4.5) and in London (4.7 to 4.5), Bromley's gap has increased slightly (from 4.8 to 4.9), becoming wider than the national gap for the first time in the last 3 years.



Similarly, Bromley's gender gap for the Progress 8 measure has increased this year to 0.34 from 0.29 in 2021/22. This year, the average progress score for boys in Bromley was -0.13, compared to +0.21 for girls. This means that this year, Bromley's gender gap for progress is

wider than the national average, although both boys and girls in Bromley make more progress than the national average:

	2021/22			2022/23			Trend
	Boys	Girls	Gap	Boys	Girls	Gap	
England	-0.21	0.15	0.36	-0.17	0.12	0.29	↓
London	0.07	0.4	0.33	0.14	0.41	0.27	↓
Bromley	-0.15	0.14	0.29	-0.13	0.21	0.34	↑

7.5 Disadvantage gap - Attainment

At the end of key stage 4, Bromley had 711 pupils deemed to be disadvantaged (19% of the total cohort, compared to 22% of the national cohort). The gap between the attainment and progress scores of disadvantaged students in Bromley remains bigger than the gap nationally and particularly in London. That said, Bromley's disadvantage gap reduced across both measures in the 2022/23 academic year, even though this was not the case regionally and nationally.

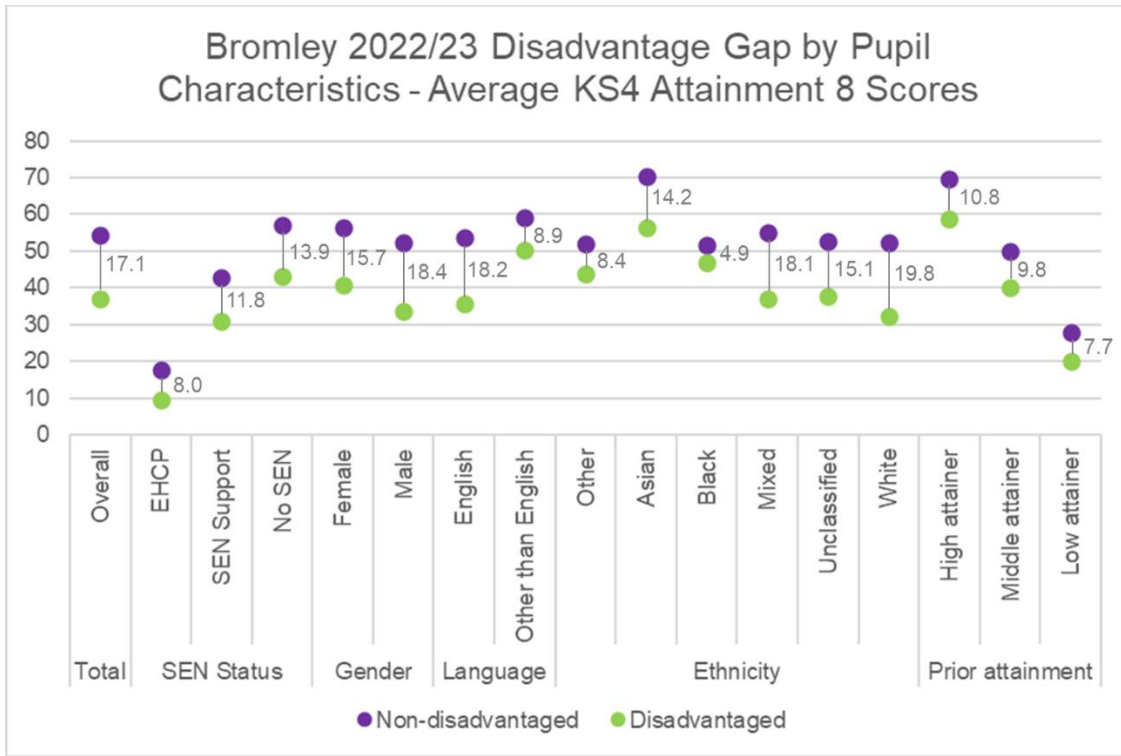
Bromley's Attainment 8 disadvantage gap was 17.4 points, compared to 12.6 in London and 15.2 nationally. It decreased from 18.5 last year.

Average Attainment 8 scores:

	Average Attainment 8 Scores						Trend
	2021/22			2022/23			
	Disadvantaged	Non-disadvantaged	Gap	Disadvantaged	Non-disadvantaged	Gap	
England	37.7	52.9	15.2	35.1	50.3	15.2	↔
London	44.5	56.6	12.1	41.9	54.5	12.6	↑
Bromley	39.2	57.7	18.5	37	54.4	17.4	↓

Similarly to key stage 2, the disadvantage gap is greater for pupils sharing certain characteristics compared to others. For example, not only do pupils with English as an additional language have higher average Attainment 8 scores than pupils whose first language is English, but the disadvantage gap is considerably smaller at 8.9 points compared to 18.2 points. Although non-disadvantaged pupils with high prior attainment perform better than both disadvantaged and non-disadvantaged pupils with low or middle prior attainment, disadvantage status seems to have a slightly greater bearing on this group, with a disadvantage gap of 10.8 points for high prior attainers compared to 9.8 and 7.7 points for middle and low prior attainers respectively.

Black pupils are significantly more likely to be disadvantaged than white and Asian pupils (30.8% vs 16.6% and 8.2% respectively), yet the disadvantage gap for average Attainment 8 scores is significantly smaller (4.9 points) for Black pupils than for white (19.8 points) and Asian (14.2 points) pupils. Ethnicity and disadvantage status thus appear to interact, with white disadvantaged pupils achieving by far the lowest Attainment 8 scores (32.4 on average) when compared to both disadvantaged and non-disadvantaged groups of all ethnic backgrounds.



7.6 Disadvantage gap - Progress

Bromley’s disadvantaged pupils made less progress than the national average for pupils with similar key stage 2 outcomes, shown through a negative Progress 8 score of -0.62. However, the gap in progress scores between Bromley’s non-disadvantaged and disadvantaged students decreased slightly from 0.9 last year to 0.82 this year. While the progress scores of our non-disadvantaged pupils increased only slightly since last year (from 0.18 to 0.2), the progress scores of our disadvantaged pupils increased by slightly more, from -0.72 to -0.62.

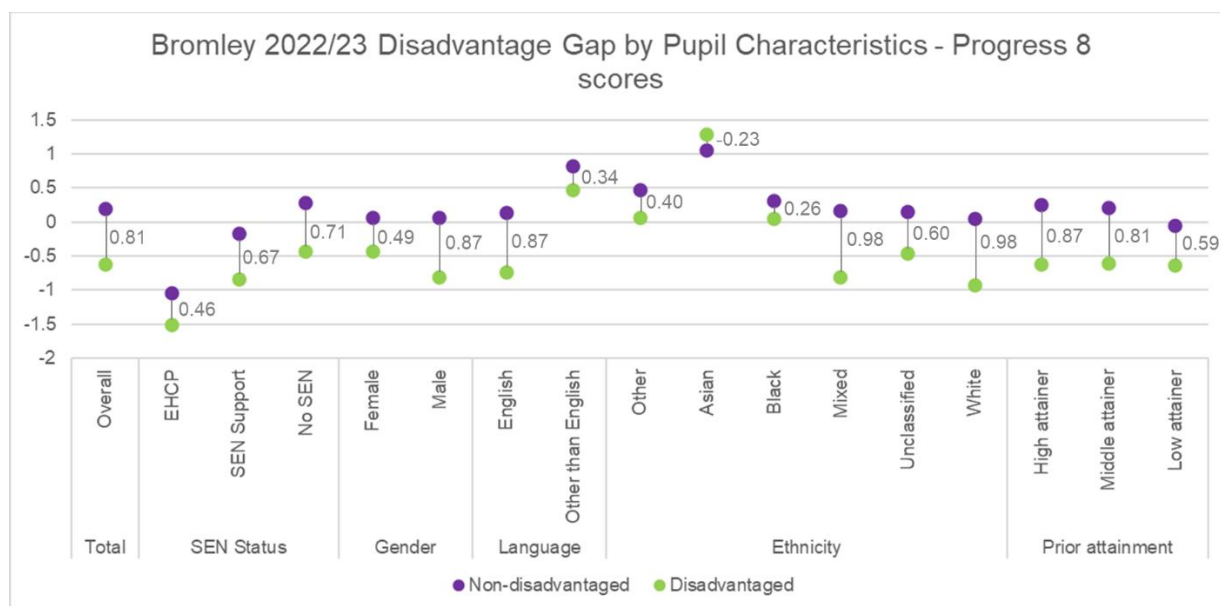
	Average Progress 8 Scores						Trend
	2021/22			2022/23			
	Disadvantaged	Non-disadvantaged	Gap	Disadvantaged	Non-disadvantaged	Gap	
England	-0.55	0.15	0.70	-0.57	0.17	0.74	↑
London	-0.15	0.42	0.57	-0.13	0.46	0.59	↑
Bromley	-0.72	0.18	0.90	-0.62	0.2	0.82	↓

There remains substantial work to be done in this area and this positive progress in Bromley does tentatively suggest that some of the measures that have been put in place to reduce our disadvantage gap have begun to have a quantifiable effect on Bromley’s disadvantaged student population.

Again, pupil characteristics seem to be associated with varying disadvantage gaps; for example although both disadvantaged and non-disadvantaged pupils with EHC Plans make less progress than their peers with no identified SEND, the gap between the progress scores of disadvantaged vs non-disadvantaged pupils is smaller in this group (0.46) is smaller in those with EHCPs than those with no SEND (0.71).

Perhaps most noteworthy is the apparent interaction between disadvantage status and ethnicity; while disadvantaged white students make substantially less progress than non-

disadvantaged white students (average Progress 8 scores of -0.92 vs 0.06; a gap of 0.98), disadvantaged Asian students actually make more progress than non-disadvantaged Asian students (average Progress 8 scores of 1.29 vs 1.06; a gap of 0.23 in favour of disadvantaged students). While these figures must be interpreted with caution due to the small number of pupils in some subgroups (the smallest being 23 disadvantaged Asian pupils), they are certainly worth noting.



8. 16 to 18

8.1 Background

Performance measures at key stage 5 depend on the type of qualifications pupils are studying. Here we present 3 key cohorts:

- A-level cohort – students taking A-levels only
- Tech level cohort – students wishing to specialise in a specific industry or occupation who have taken rigorous Level 3 tech-level qualifications
- Applied general cohort - rigorous level 3 qualifications for post-16 students who wish to continue their education through applied learning

Like Key Stage 4, the Department for Education suggest that comparisons between 2022/23 data and previous results should be interpreted with caution and recommend that 2019 – the last year that summer exams were taken before the pandemic – may be a more meaningful comparator year.

8.2 Headlines

The following table, which looks at pupils in state-funded schools only, shows the Average Point Score per entry (and grade equivalent) for these 3 cohorts in Bromley and nationally. In 2022/23 Bromley performed either similarly to or better than the national average across the 3 cohorts.

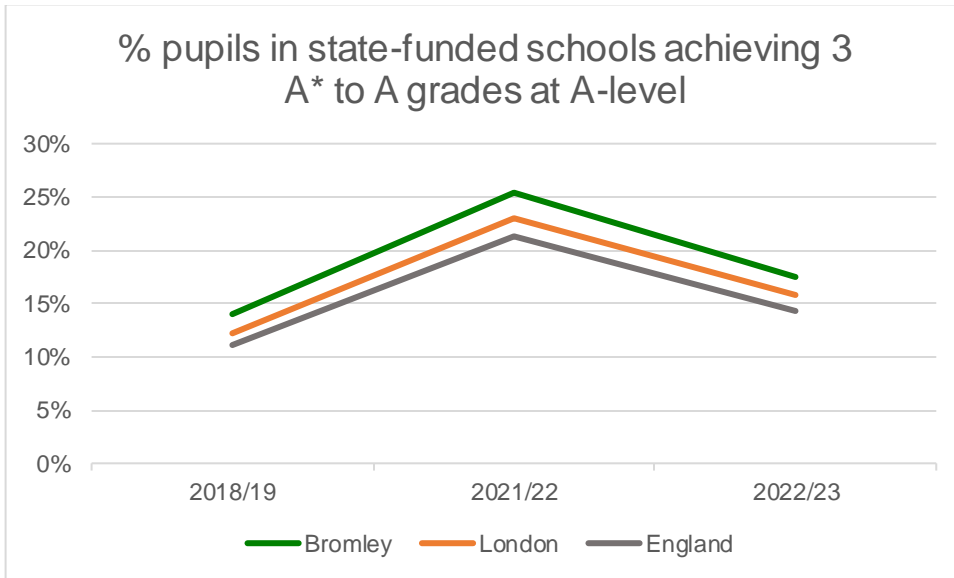
	Bromley 2023 cohort	APS per entry and Average Grade per entry					
		2018/19		2021/22		2022/23	
		Bromley	National	Bromley	National	Bromley	National
A-level students	2364	33.5 C+	32.9 C+	39.38 B	38.19 B-	35.73 B-	34.51 C+
Tech level students	72	29.19 Merit+	32.12 Dist-	37.66 Dist+	34.94 Dist	34.12 Dist	33.16 Dist-
Applied General students	727	26.59 Merit	29.21 Merit+	32.09 Dist-	33.26 Dist-	30.65 Dist-	30.92 Dist-

The Average Point Score of Bromley pupils decreased since last year for all three types of qualifications, but still remain better than the 2018/19 outcomes which DfE suggest may be a more accurate comparator year. Bromley has performed similarly to or better than London and national averages across all three cohorts.

Of the 2364 Bromley pupils who took at least 1 A-level, 25.0% achieved grades of AAB or higher, with 17.4% achieving three * to As.

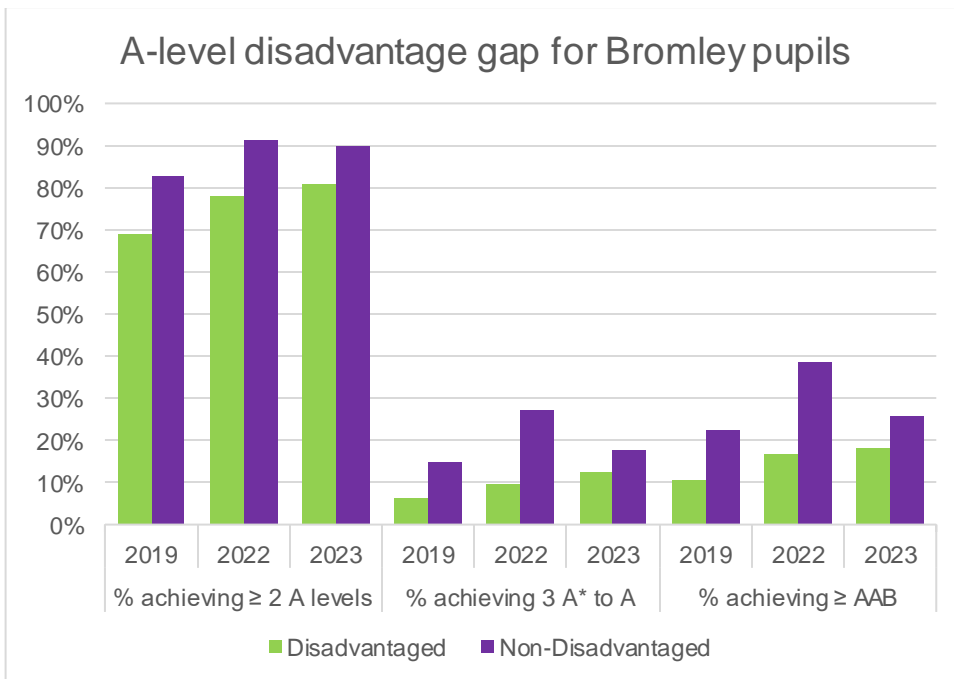
	2018/19			2021/22			2022/23		
	Bromley	London	England	Bromley	London	England	Bromley	London	England
APS per 'Best 3' entries	33.88	33.78	32.98	40.17	39.3	38.77	36.46	35.94	35.17
APS per 'Best 3' entries (grade)	C+	C+	C+	B	B	B	B-	B-	B-
% achieving ≥ 2 A levels	81.1%	79.8%	79.1%	89.8%	90.7%	88.0%	88.8%	89.5%	86.6%
% achieving ≥ AAB	21.1%	20.0%	18.7%	36.6%	34.4%	32.6%	25.0%	25.3%	23.3%
% achieving 3 A* to A	14.0%	12.2%	11.1%	25.4%	23.0%	21.3%	17.4%	15.8%	14.3%

The outcomes of Bromley A-level pupils are broadly similar to the outcomes of pupils nationally and in London. The measure in which Bromley consistently performs better than regional and national averages is the proportion of students achieving three A* to A grades at A-level, which is consistent with the pattern of Bromley having a higher proportion of high-achieving students.



8.3 Disadvantage gap

Disadvantaged pupils in Bromley have achieved more highly this year than in the 2018/19 and 2021/22 academic years in terms of the proportion of pupils achieving at least two A-levels, achieving AAB or better, and achieving three A* to A grades. Non-disadvantaged students performed worse on average than last academic year. Between these two trends, the disadvantage gap has markedly narrowed since last academic year; for example, the gap in the percentage of pupils achieving AAB or higher was 21.7 percentage points in the 2021/22 academic year but only 7.7 percentage points in 2022/23.



In 2022/23 Bromley's disadvantage gap was slightly wider than the national disadvantage gap for the percentage of pupils achieving at least 2 A-levels (9.2 vs 8.4 percentage points) but was narrower than the national gap on the percentage of pupils achieving AAB or better (7.7 vs 10.2 percentage points) and percentage achieving 3 A* to A grades (5.3 vs 7.4 percentage points). Both the disadvantaged and non-disadvantaged groups performed better in Bromley than their respective groups nationally.

		Bromley	England
% achieving \geq 2 A levels	Disadvantaged	80.7%	79.4%
	Non-Disadvantaged	89.9%	87.8%
	Gap	9.2pp	8.4pp
% achieving \geq AAB	Disadvantaged	18.0%	14.4%
	Non-Disadvantaged	25.7%	24.6%
	Gap	7.7pp	10.2pp
% achieving 3 A* to A	Disadvantaged	12.6%	7.8%
	Non-Disadvantaged	17.9%	15.2%
	Gap	5.3pp	7.4pp

9. Attainment and Progress of pupils with Black, Asian and Minority Ethnic (BAME) Heritage

9.1 Background

The majority of pupils in state-funded schools in Bromley are of a white background (62.9%), followed by mixed ethnic heritage (12.7%), black (10.8%) and then Asian (9.8%) backgrounds.

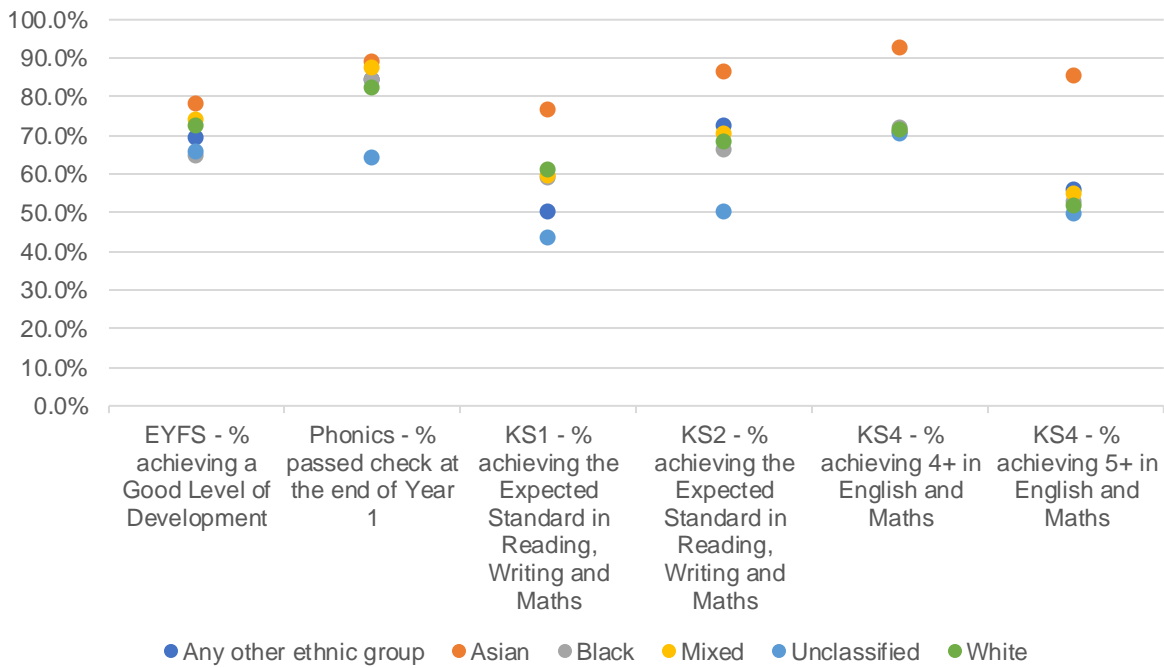
The number and proportion of pupils from different ethnic groups in each school phase as of January 2023 can be seen in this table:

	Alternative Provision		Primary		Secondary		Special		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%
Asian	0	0.0%	2789	10.1%	2387	9.8%	49	5.6%	5225	9.8%
Black	6	10.9%	2458	8.8%	3195	13.0%	120	13.8%	5779	10.8%
Mixed	12	21.8%	3728	13.3%	2848	11.6%	136	15.7%	6724	12.7%
White	35	63.6%	17849	64.3%	14967	61.0%	528	60.8%	33379	62.9%
Any other ethnic group	1	1.8%	454	1.6%	392	1.6%	12	1.4%	859	1.6%
Unclassified	1	1.8%	523	1.9%	716	2.9%	23	2.6%	1263	2.4%

9.2 Attainment Headlines

Children of Asian heritage achieve more highly in Bromley in 2022/23 across all key stages than children from other ethnic groups, pulling even further ahead with increasing age. Pupils with black, white and mixed and other ethnic heritages performed broadly similarly, with those falling outside these main ethnic groups performing somewhat worse. Those whose ethnicity was unknown tended to perform worst as a group.

Bromley Key Stage Results in 2022/23 by Ethnic Group



Looking at key stage 2 attainment of pupils on a finer level reveals that pupils of Gypsy/Roma/Traveller (GRT) heritage perform substantially worse than pupils of any other ethnic background, followed by those of unknown ethnic heritage ('unclassified' group) and then those from a black Caribbean background. Please note that given the small numbers of pupils in some of these groups (including the GRT group) may render the differences between them statistically non-significant so these figures should be interpreted with caution.

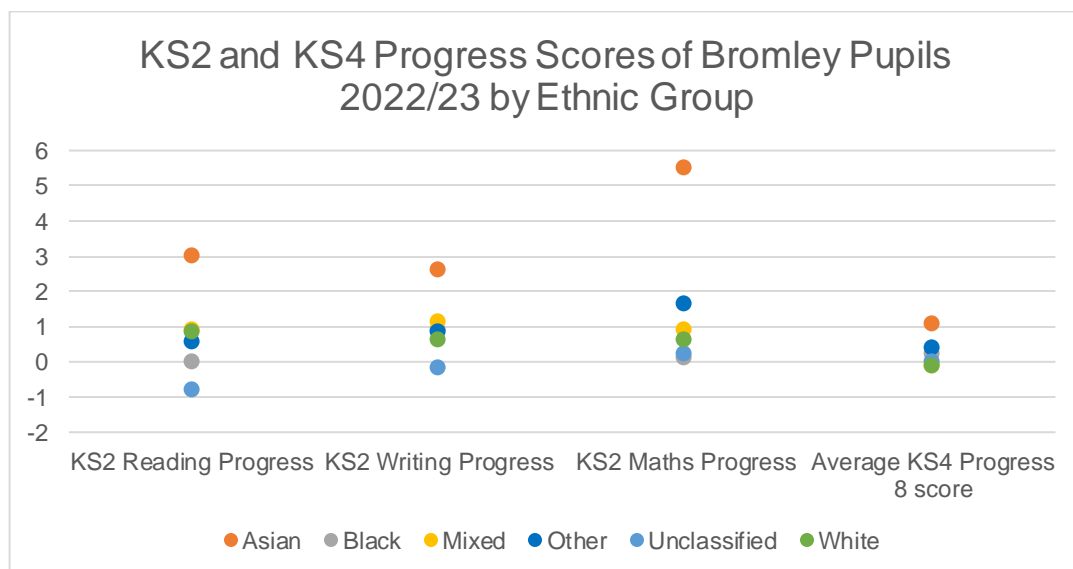
	Number of eligible pupils in RWM	% pupils achieving expected standard in RWM	% pupils achieving higher standard in RWM
Asian - Any other Asian background	76	86%	25%
Asian - Bangladeshi	25	76%	12%
Asian - Chinese	71	85%	35%
Asian - Indian	154	89%	36%
Asian - Pakistani	21	81%	14%
Black - Any other Black background	45	80%	7%
Black - Black African	218	68%	14%
Black - Black Caribbean	98	57%	5%
Mixed - Any other Mixed background	214	68%	17%
Mixed - White and Asian	102	85%	29%
Mixed - White and Black African	59	64%	10%
Mixed - White and Black Caribbean	132	64%	9%
White - Any other White background	353	70%	17%
White - Gypsy / Roma	11	18%	0%
White - Irish	26	69%	8%
White - Traveller of Irish heritage	4	25%	0%
White - White British	2,172	69%	14%

Any other ethnic group	61	72%	15%
Unclassified	72	50%	6%

*the small cohort numbers in some sub-groups may skew the data, potentially rendering the differences non-significant

9.3 Progress Headlines

A broadly similar pattern emerges when looking at progress figures at key stage 2 and key stage 4; pupils of Asian heritage make the greatest progress, with pupils of unknown ethnic heritage performing the worst.



10. Attainment and Progress of pupils with Special Educational Needs and/or Disability (SEND)

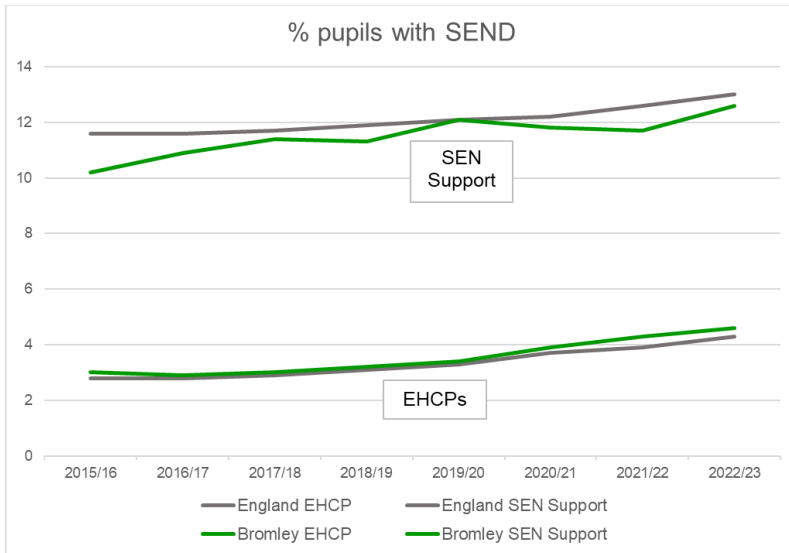
Children with Special Educational Needs and/or Disabilities (SEND) are grouped by the level of support they receive, which in turn is determined by their needs.

The Department for Education defines SEN Support as “*support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school’s usual curriculum offer.*”⁴

For those pupils with higher needs, Local Authorities can issue an Education, Health and Care Plan (EHCP). In such a plan, the Local Authority considers the pupil’s special educational needs (SEN) and any relevant health and social care needs, setting out long-term outcomes and specifying a provision which will deliver additional support to meet those needs.

The rate of SEN amongst pupils in all schools has been increasing both nationally and in Bromley over recent years.

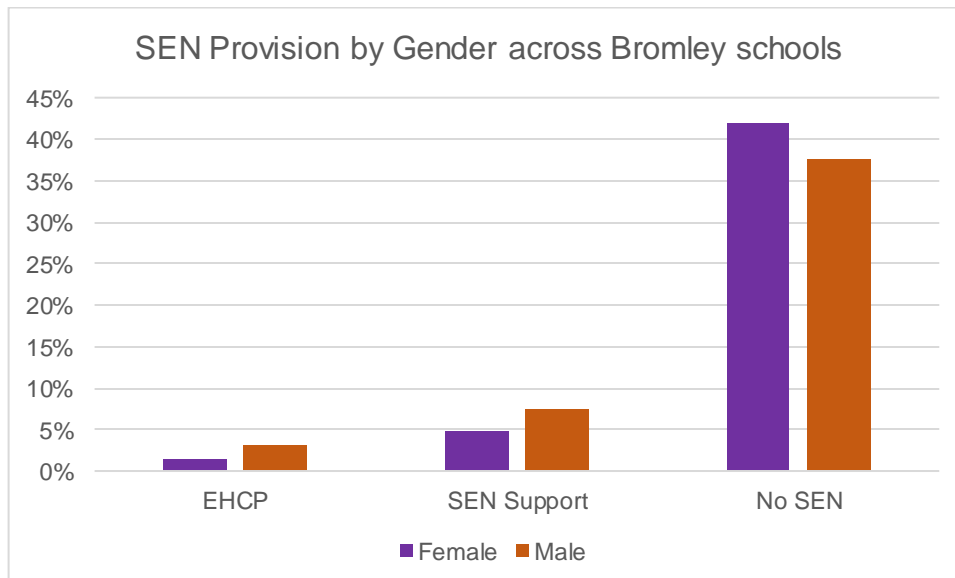
⁴ <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>



In May 2023, 9258 Bromley students in state-funded primary, secondary, special schools and pupil referral units were identified as having SEND, 17.3% of pupils in state-funded schools.

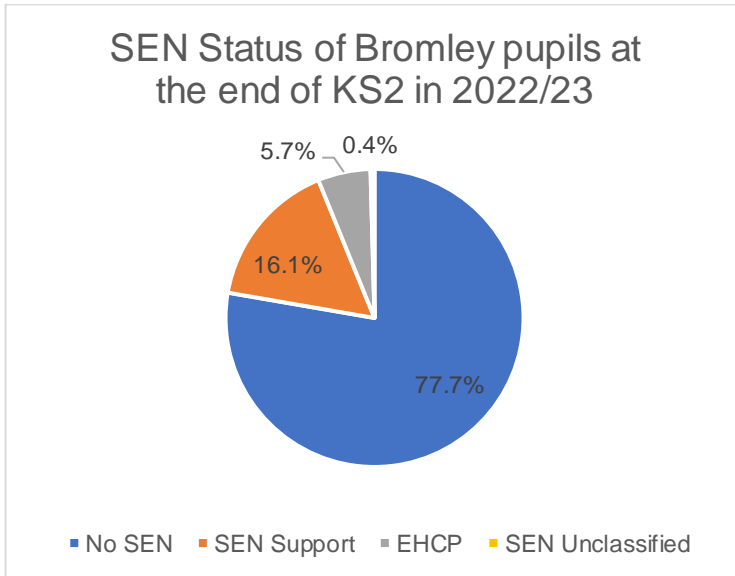
	EHCP		SEN Support		No SEN	
	Number	%	Number	%	Number	%
PRU/Alternative Provision	1	1.56%	57	89.06%	6	9.38%
Primary	1037	3.71%	3520	12.58%	23432	83.72%
Special	871	99.77%	2	0.23%	0	0.00%
Secondary	572	2.35%	3198	13.12%	20613	84.54%
Total	2481	4.65%	6777	12.71%	44051	82.63%

More boys than girls have identified SEND, with boys making up 70.9% of pupils with EHCPs and 61.35% of pupils in receipt of SEN support in Bromley.

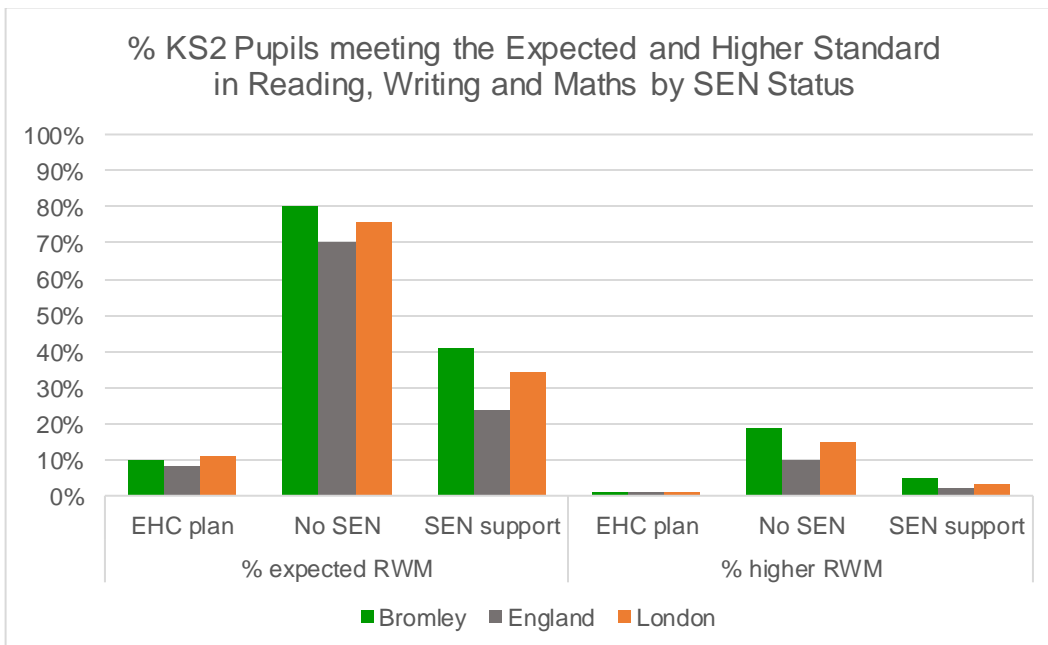


10.1 Key Stage 2

Of the 3914 pupils who undertook key stage 2 assessments in 2022/23, 631 (16.1%) were in receipt of SEN Support, 224 (5.7%) had an EHC Plan and 17 (0.4%) had a status of 'SEN unclassified'.

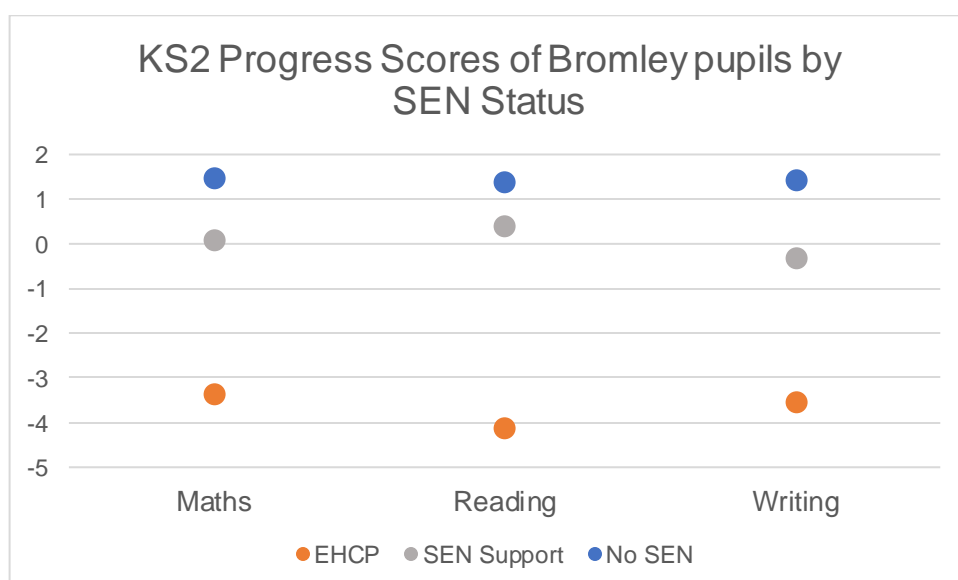


While 80% of pupils in Bromley with no identified SEN met the expected standard in reading, writing and maths, only 41% of those with SEN support and 10% of those with EHC Plans met this same standard. Although the gap between those with EHCPs and no identified SEN is higher in Bromley than nationally (70 percentage points vs 62 percentage points), all 3 groups (those with EHCPs, SEN Support and no SEN) had higher pass rates in Bromley than the national rates.



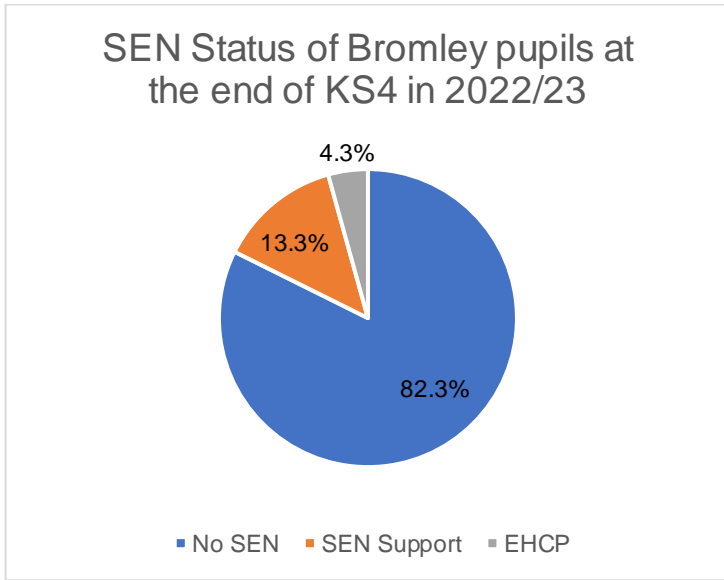
		EHC plan			SEN support			No SEN		
		2018/19	2021/22	2022/23	2018/19	2021/22	2022/23	2018/19	2021/22	2022/23
% Expected RWM	Bromley	14%	10%	10%	40%	35%	41%	83%	79%	80%
	England	9%	7%	8%	25%	21%	24%	75%	69%	70%
	London	12%	9%	11%	34%	31%	34%	80%	76%	76%
% Higher RWM	Bromley	3%	0%	1%	4%	4%	5%	21%	17%	19%
	England	1%	0%	1%	2%	1%	2%	13%	9%	10%
	London	1%	1%	1%	2%	2%	3%	17%	13%	15%

Bromley pupils with EHC Plans made less progress across maths (progress score -3.33), reading (-4.08) and writing (-3.50) than pupils in receipt of SEN support (0.09 maths; 0.44 reading; -0.31 writing) who in turn made less progress than pupils with no identified SEN (1.49 maths; 1.39 reading; 1.43 writing). The size of the gap between the progress of children with EHCPs and no identified SEN is similar in Bromley to the size of the gap nationally and in the London region.



10.2 Key Stage 4

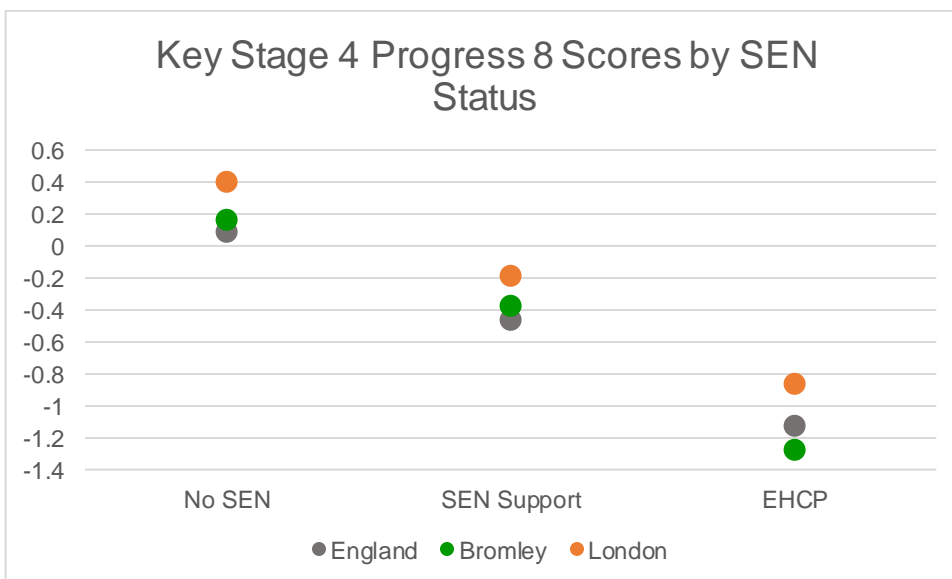
There were 652 pupils with SEND at the end of key stage 4 in 2022/23, 17.7% of the total cohort of 3693 pupils. Of these, 159 pupils had ECHPs and 493 received SEN Support.



Pupils with SEND had significantly lower attainment at key stage 4 than pupils with no identified SEND both in Bromley and nationally in 2022/23. Pupils receiving SEN Support performed much better in Bromley than the national average, with those on EHCPs performing marginally worse than the national average in 2022/23:

	Average Attainment 8 score		
	No identified SEN	SEN Support	ECHP
England	50.1	33.2	14.0
Bromley	54.9	39.5	13.7

Pupils with SEND also had lower Progress 8 scores than pupils without SEND, following a similar pattern to attainment scores:



It is important to remember that the Progress 8 measure already takes into consideration prior attainment; pupils are compared only to other pupils who attained similarly at the end of KS2.

11. Attendance

11.1 Background

There is a legal duty placed on parents to ensure their child attends school regularly. Schools also have a continuing responsibility to “*proactively manage and improve attendance across their school community.*” Absence affects pupils ability to get the most out of their school experience, ultimately affecting their wider life chances; the DfE note that “*the pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.*” They also note that regular attendance is an important protective factor for vulnerable pupils, as school attendance provides opportunities for needs to be identified and support provided⁵. It is therefore desirable to reduce absence rates as much as possible but this has proven difficult since the COVID-19 pandemic, which significantly disrupted attendance habits⁶. This has led to the DfE producing guidance called ‘Working Together to Improve School Attendance’ which sets out ways that schools can support children and their families to spend as much time in school as possible.

The overall absence rate is the total number of sessions missed due to absence for all pupils as a percentage of the total number of possible sessions for all pupils. One session is equal to half a day.

Authorised absence is absence with permission from a teacher or other authorised school representative – including absences where a satisfactory explanation has been provided. Unauthorised absence is absence without permission from the school, including all unexplained or unjustified absences and arrivals after registration has closed⁷.

Persistent absence is when a pupil’s enrolment’s overall absence equates to 10% or more of their possible sessions (i.e. their attendance is below 90%). Severe persistent absence is when a pupil’s absence is more than 50%.

Full-year absence data is only available until the 2021/22 academic year. The published 2022/23 data only includes the Autumn 2022 and Spring 2023 terms, and not the Summer 2023 term.

11.2 Primary Schools

Absence rates in Bromley primary schools were slightly lower in 2022/23 (5.7%) than the national (6.0%) and outer London (6.1%) figures. While the authorised absence levels are the same (4.5%), the unauthorised absences in Bromley are slightly lower (1.2% in Bromley vs 1.4 nationally).

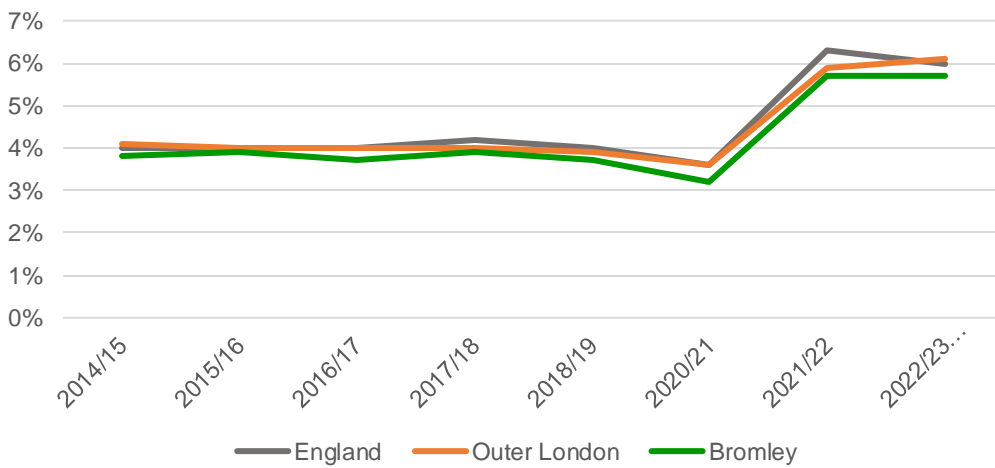
Across Bromley Primary schools in Autumn and Spring 2022/23 absence rates varied from 3.8% to 10.2%.

⁵https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf

⁶ <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance>

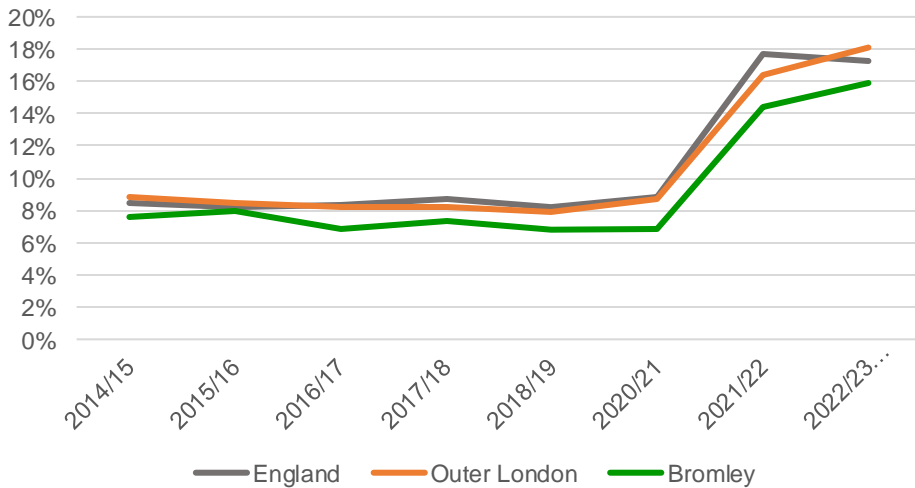
⁷ <https://explore-education-statistics.service.gov.uk/methodology/pupil-absence-in-schools-in-england>

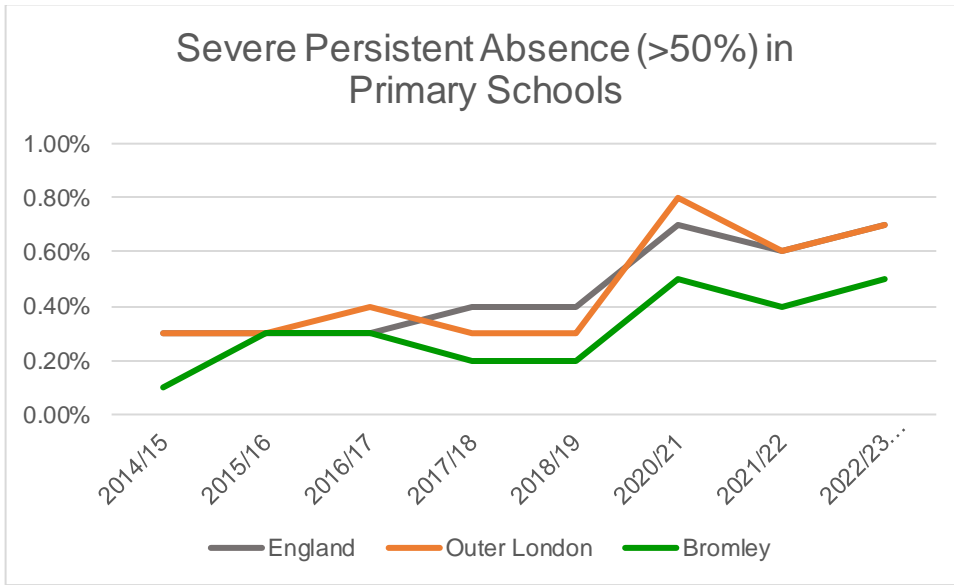
Overall Absence Rates in State-funded Primary Schools



In the autumn and spring terms of the 2022/23 academic year, there were 3,825 persistently absent primary pupils with attendance of 90% or less; this is 15.9% of the total cohort. Of these, 114 (0.5% of the total cohort) showed ‘severe persistent absence’, meaning they were present for less than 50% of the possible sessions. Rates of persistent absence in Bromley primary schools varied between 5.5% and 36.0%. Bromley has fewer persistently absent pupils than national and outer London averages.

Persistent Absence (>10%) Rates in Primary Schools

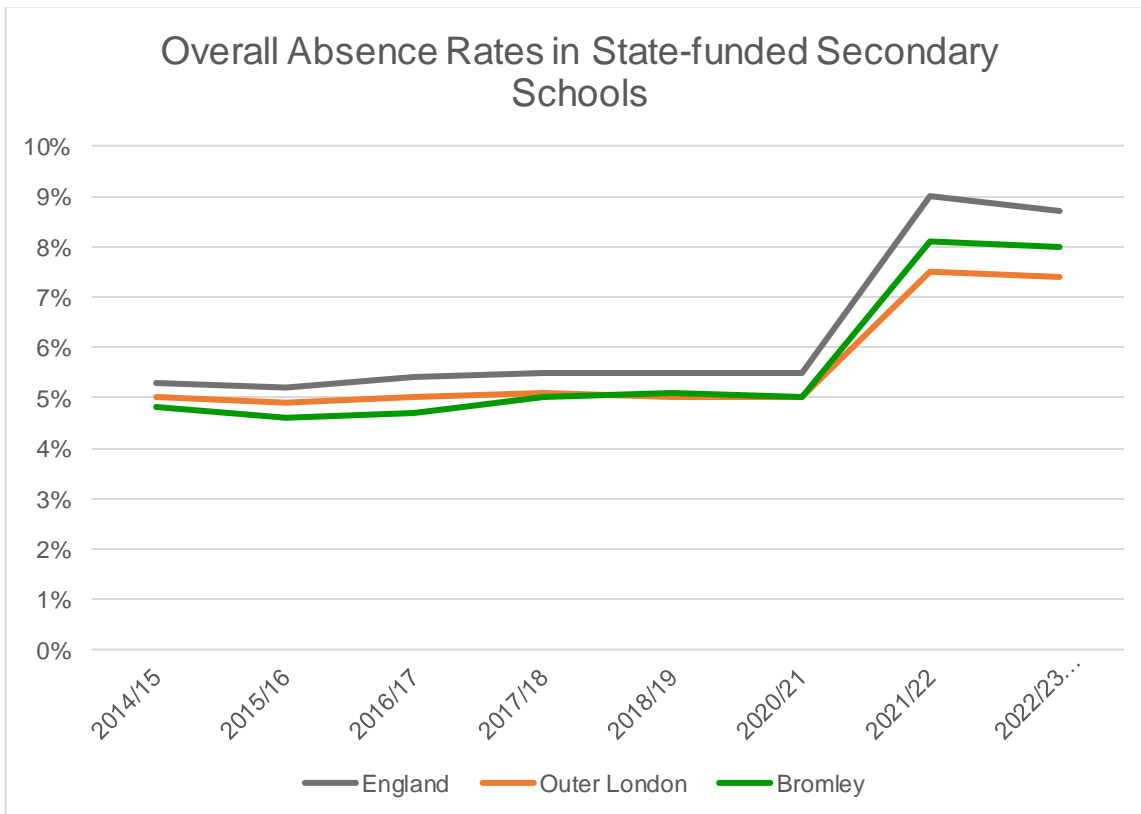




11.3 Secondary Schools

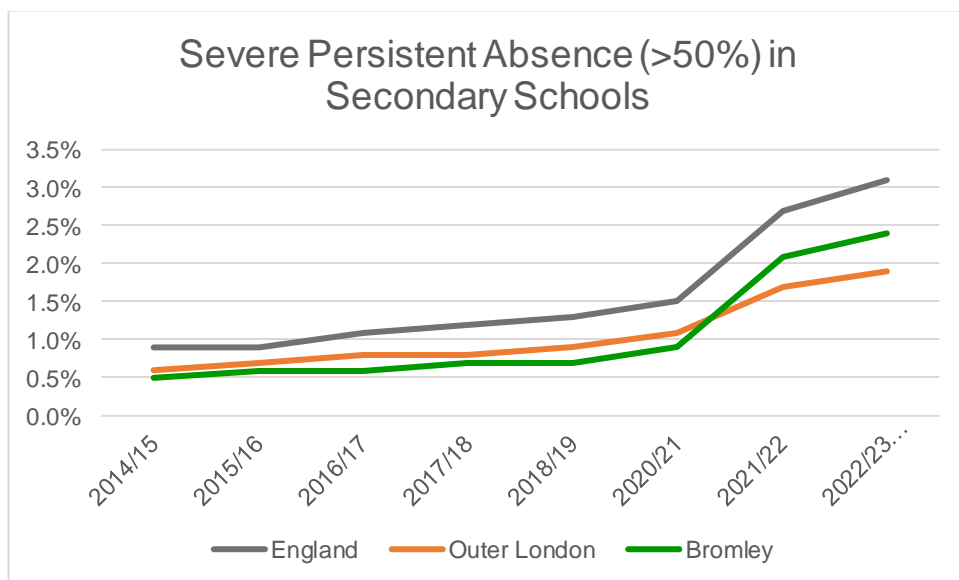
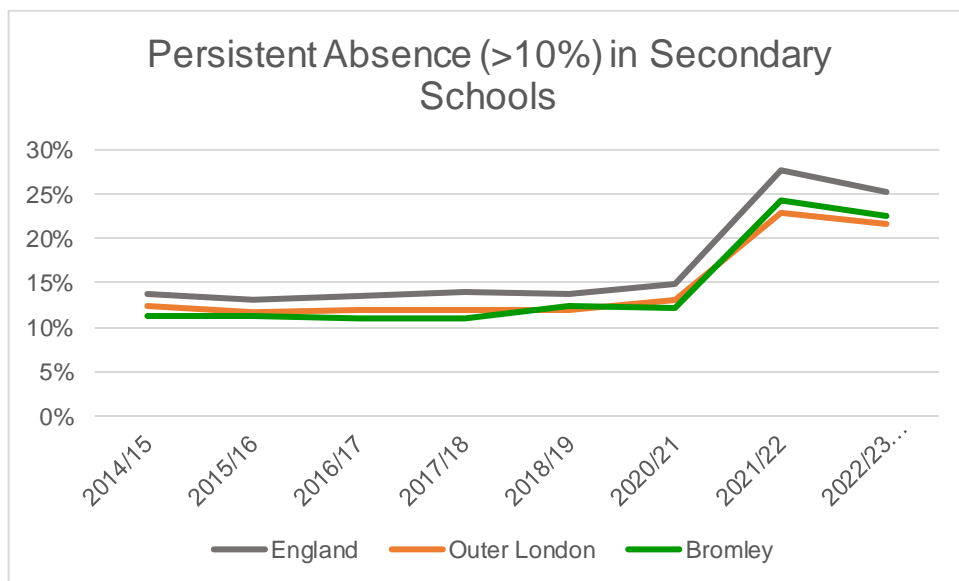
Bromley's secondary school absence rate sits at 8.0%, between the national figure of 8.7% and the outer London figure of 7.4%. Both the authorised and unauthorised absence rates sit roughly halfway between the national and outer London figures.

Across Bromley secondary schools, absence rates varied between 4.3% and 16.3%.



In the autumn and spring terms of the 2022/23 academic year, there were 4391 persistently absent secondary school pupils with attendance of 90% or less; this is 22.5% of the total cohort. Of these, 459 (2.4% of the total cohort) showed 'severe persistent absence', meaning they were

present for less than 50% of the possible sessions. The persistent absence rate in Bromley secondary schools varied between 6.4% and 48.8%. These rates are slightly better than the rates nationally but poorer than the rates for outer London.



12. Exclusions and suspensions

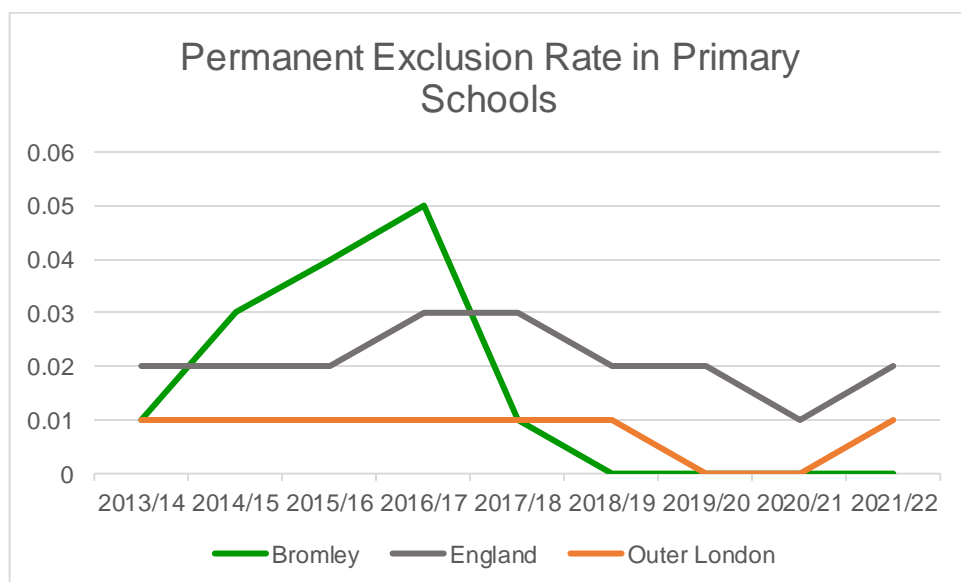
12.1 Primary Schools

12.2 Permanent exclusions

The number of permanent exclusions from primary schools in Bromley has historically been high, reaching a peak of 15 permanent exclusions in 2016/17.

In the 2022/23 academic year, only one child was permanently excluded from a Bromley primary school. This makes Bromley's exclusion rate 0.00, better than the national rate of 0.02 (provisional figure, based on 109 LAs submitting data). Bromley ranks in the 10th percentile among the 109 Local Authorities who submitted data.

Full, final national and regional data is only available up until the 2021/22 academic year. At this time, Bromley's permanent exclusion rate for primary schools was also lower than the national and outer London averages, with only one permanent exclusion having occurred in the 2021/22 academic year.

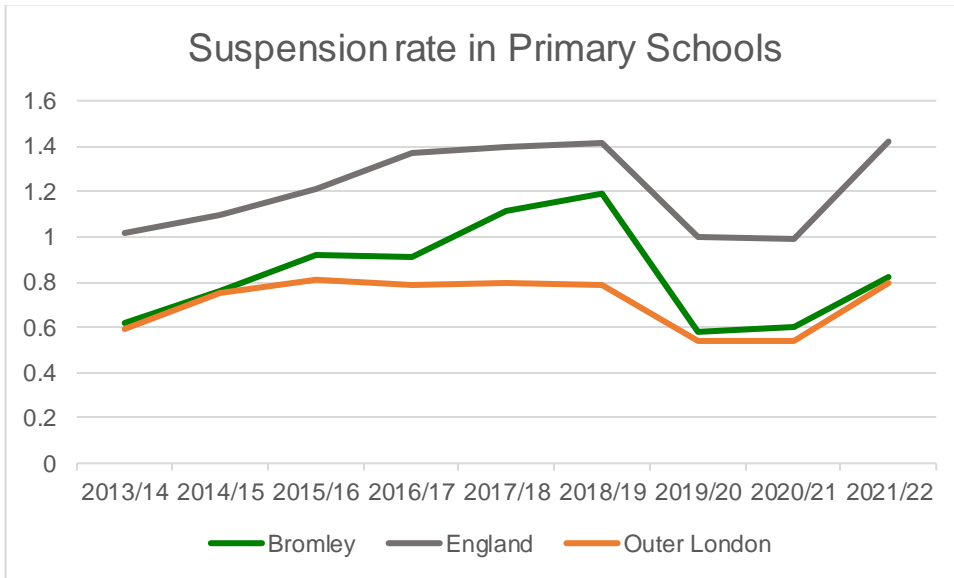


Permanent exclusion rates were lower in the 2019/20 and 2020/21 academic years as pupils spent less time in school due to COVID-19. The increase in the National and Regional 2021/22 figures therefore simply indicates a return to pre-pandemic rates. Impressively, Bromley has maintained its much lower permanent exclusion rate.

12.3 Suspensions

In the 2022/23 academic year, 263 suspensions were reported by Bromley primary schools. 137 pupils received suspensions, with 60 of these pupils receiving two or more suspensions within the academic year. The average number of suspensions was 1.92, and each suspension lasted an average of 5.64 sessions (two sessions per day). The most common reason for receiving a suspension was 'persistent disruptive behaviour', followed by 'physical assault of an adult' and then 'physical assault on a pupil'.

Full, final national and regional data is only available up until the 2021/22 academic year, where Bromley had 228 suspensions from primary schools (a rate of 0.82). This is much lower than the national rate of 1.42.

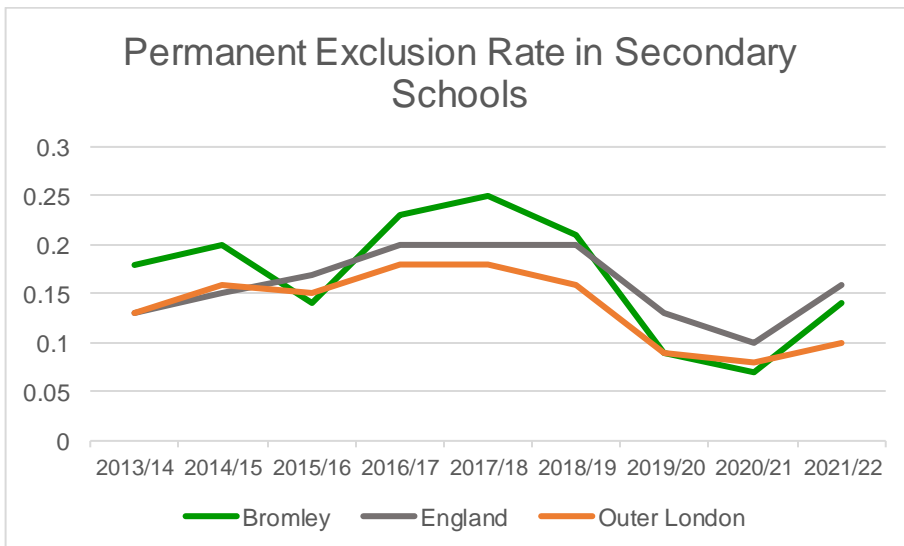


12.4 Secondary Schools

12.5 Permanent exclusions

There were a total of 45 permanent exclusions from Bromley secondary schools in the 2022/23 academic year, which is an exclusion rate of 0.18. This is an increase on the previous academic year (0.14) and is also 0.01 lower than the National exclusion rate of 0.19, placing Bromley in the 36th percentile (calculated from data provided to NCER Nexus by 128 Local Authorities). The most common reason for a pupil to be excluded in Bromley in 2022/23 was ‘persistent disruptive behaviour’, followed by ‘physical assault of a pupil’.

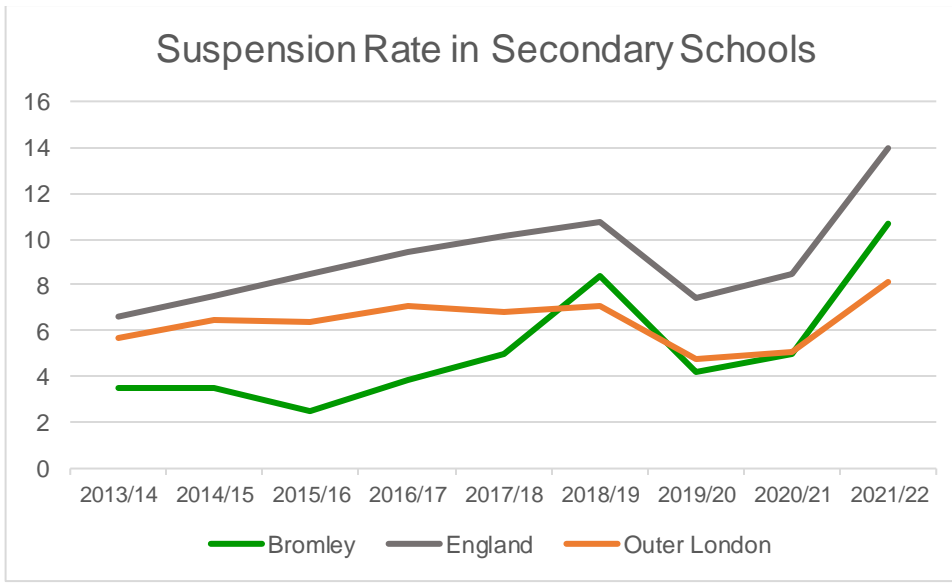
Full national and regional data is only available up until the 2021/22 academic year. At this time, Bromley’s permanent exclusion rate for secondary schools (0.14; 34 permanent exclusions) was comparable to the national (0.16) and outer London (0.10) averages. Permanent exclusion rates were lower in the 2019/20 and 2020/21 academic years as pupils spent less time in school due to COVID-19. The increase in 2021/22 therefore simply indicates a return to pre-pandemic rates rather than a noteworthy increase.



12.6 Suspensions

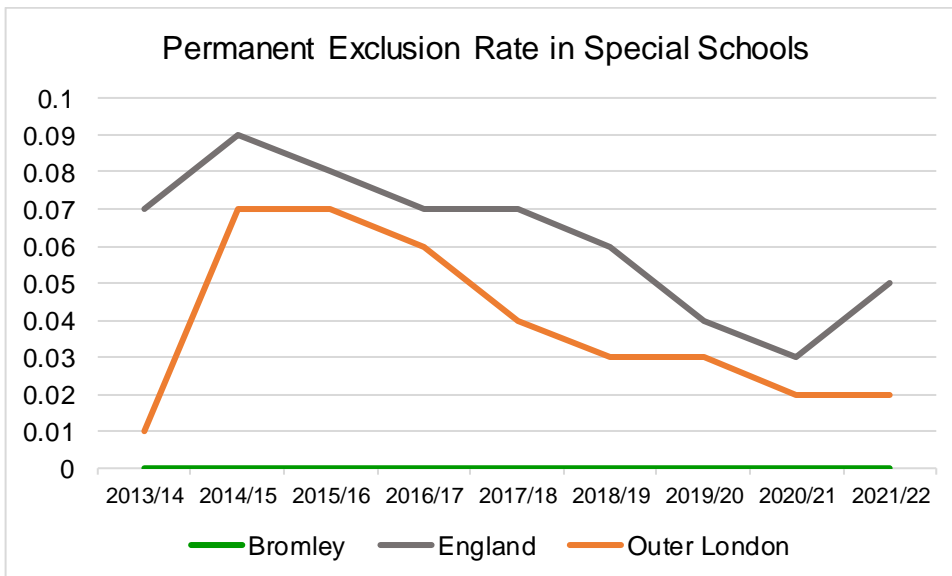
1072 Bromley secondary school pupils received a total of 2149 suspensions in 2022/23. 432 pupils received two or more suspensions within the academic year, and each suspension lasted for an average of 9.51 sessions (two sessions per day). The most common reason for receiving a suspension was 'persistent disruptive behaviour', followed by 'physical assault of a pupil' and then 'verbal abuse towards an adult'.

Full, final national and regional data is only available up until the 2021/22 academic year, where Bromley had 2603 suspensions from primary schools (a rate of 10.67). This is lower than the National rate of 13.96 but higher than the outer London rate of 8.13.



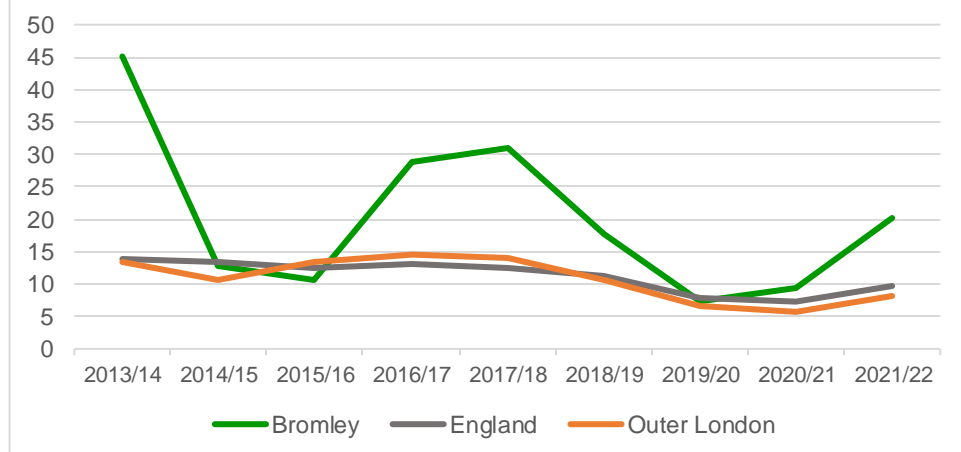
12.7 Special Schools

Special schools in Bromley have a low rate of permanent exclusions, with no permanent exclusions recorded in the 2022/23 academic year or the 10 years prior.



Bromley's special school suspension rate (20.31) was more than double the national (9.6) and regional (8.14) rates in 2021/22.

Suspension Rate in Special Schools in England



While no official data has been published for the 2022/23 academic year, provisional data suggests that Bromley's suspension rate has now dropped to 14.4, a total of 125 suspensions, closer to the provisional national 2022/23 figure of 8.73.

12.8 Pupil characteristics

Pupils' characteristics – including their gender, FSM-eligibility, and ethnicity – have an impact on their likelihood of being excluded or suspended from school. Given the small number of permanent exclusions in Bromley, differences between groups may not be statistically significant and should be interpreted with caution.

In the 2021/22 academic year, pupils eligible for free school meals nationally were 3.7 times more likely to be suspended than pupils who were not eligible for free school meals, and 5 times as likely to be permanently excluded. This pattern seems to be amplified in Bromley, where FSM-eligible pupils are 5.3 times more likely to be suspended and 6 times more likely to be permanently excluded.

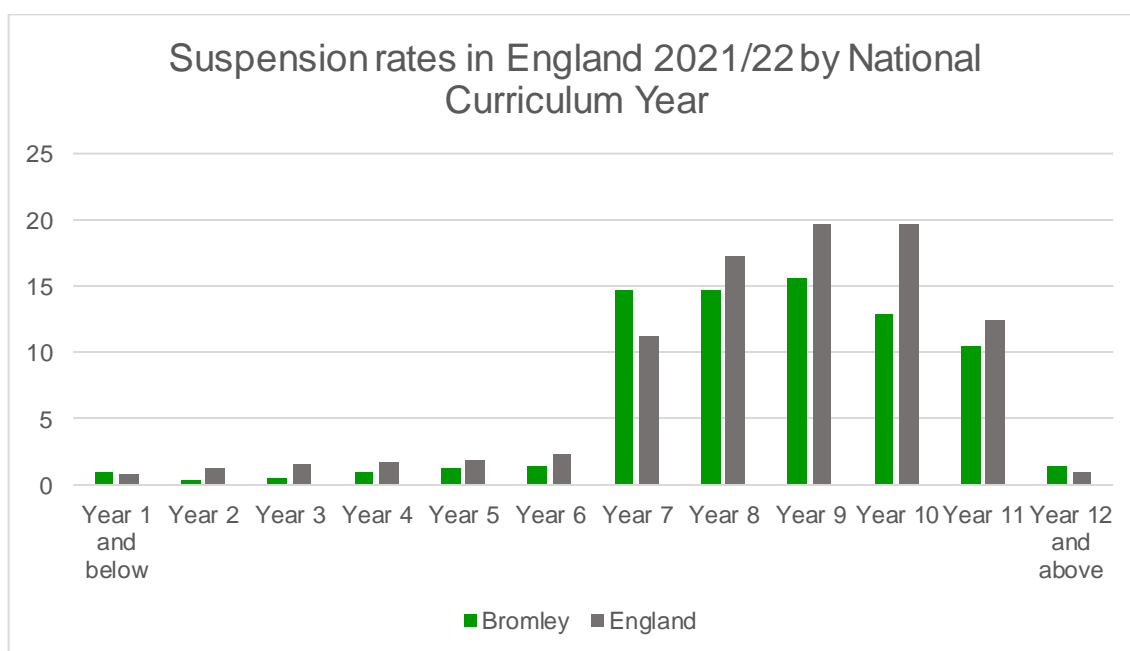
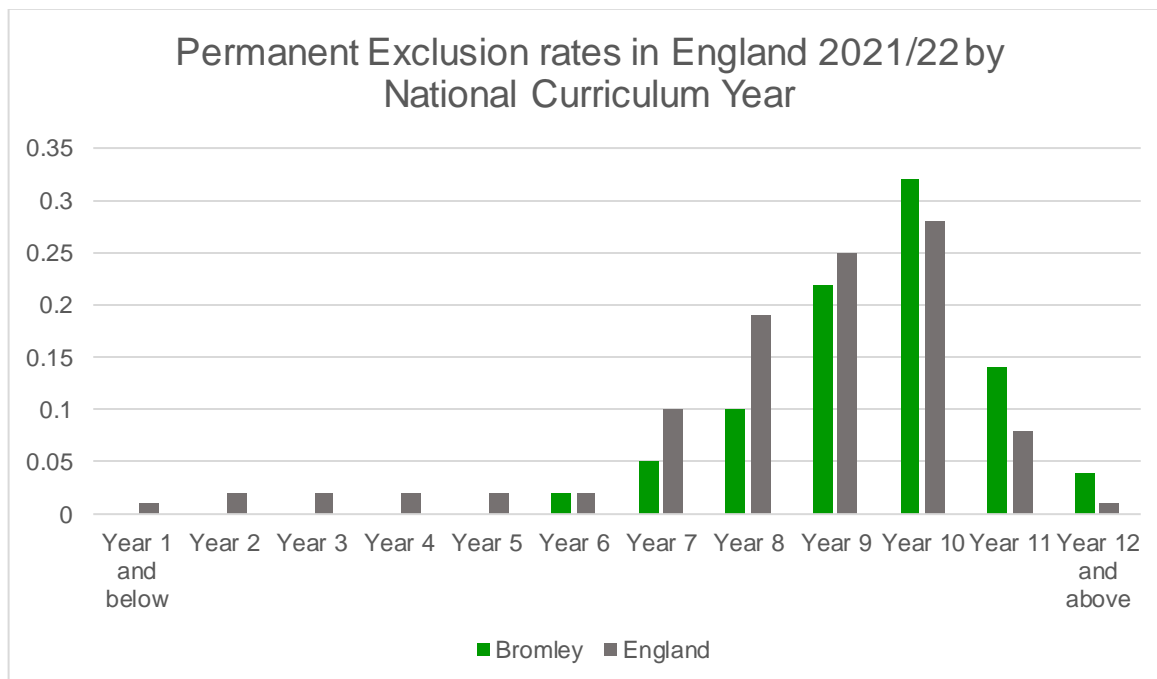
	Suspension rate 2021/22		Permanent exclusion rate 2021/22	
	FSM-eligible	Not FSM-eligible	FSM-eligible	Not FSM-eligible
Bromley	18.36	3.45	0.24	0.04
England	16.02	4.26	0.2	0.04

In Bromley boys were twice as likely to be suspended as girls, and 2.25 times as likely to be permanently excluded. These figures are comparable to the national gap, where boys are 1.87 times more likely to be suspended and 2.75 times more likely to be permanently excluded:

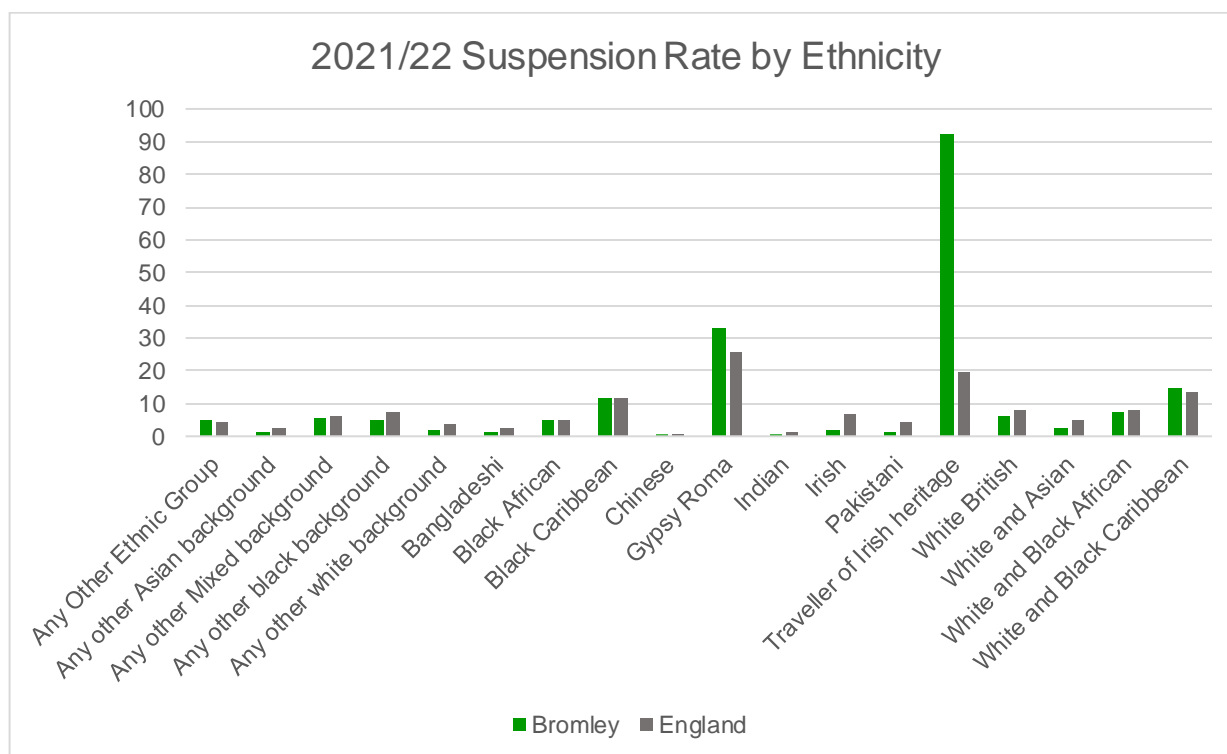
	Suspension rate 2021/22		Permanent exclusion rate 2021/22	
	Boys	Girls	Boys	Girls
Bromley	7.55	3.76	0.09	0.04
England	8.96	4.78	0.11	0.04

Nationally, suspension and permanent exclusion rates tend to increase with age, peaking at around age 14. The same pattern can be seen in Bromley for permanent exclusions, but a slightly different pattern emerged for suspensions in 2021/22; pupils were almost equally likely

to be suspended in Year 7, Year 8 and Year 9 before a gentle decrease in suspension rates for year 10 and year 11.



Exclusion and suspension rates also vary with ethnicity, both in Bromley and nationally. Permanent exclusions by ethnicity in Bromley does not indicate disproportionality, according to government data last published in February 2023.⁸



In 2021/22 in Bromley, pupils who are Travellers of Irish Heritage were 15.5 times more likely to be suspended than White British pupils (the most populous group) and 243 times more likely to be suspended than Indian pupils (the group with the lowest suspension rate).

13. Young People Not in Education, Employment or Training (NEET) and Destination measures

13.1 Background

Destination measures provide information on the success of schools in helping young people to continue in education, apprenticeships or employment.

This data covers the proportion of pupils continuing to a sustained education, apprenticeship or employment destination in England the year after completing key stage 4 Study (after year 11) from state-funded secondary schools, special schools and PRUs. ‘Sustained’ means that the pupil has been recorded as being engaged in the activity for at least six months in the year following the end of key stage 4 (year 11).

Data for the 2022/23 year has not yet been published; this data therefore covers students who left key stage 4 study in 2020/21 and follows their destinations in 2021/22.

⁸ <https://www.ethnicity-facts-figures.service.gov.uk/education-skills-and-training/absence-and-exclusions/permanent-exclusions/latest/>

13.2 Headlines

Of a cohort of 3399 pupils who completed key stage 4 in 2021/22 in a Bromley secondary school, special school or PRU, 3207 (94.4%) were in a sustained education, employment or apprenticeship destination.

This is close to the figure for London, which sits at 94.2% and slightly higher than the national figure of 93.2%. This is also a slight improvement on last year, where Bromley's figure was 93.2%.

80% of pupils who completed 16-18 study in state-funded mainstream schools and colleges in Bromley went on to a sustained education, apprenticeship or employment destination in 2021/22.

	KS4 % Staying in Education or Employment for at least 2 terms	KS5 % Staying in Education or Employment for at least 2 terms after 16-18 study
Bromley	94.4%	80.0%
National	93.2%	82.6%
London	94.2%	82.3%

13.3 Pupil characteristics

This data focuses on pupils attending mainstream secondary and special schools, excluding those in PRUs.

Non-disadvantaged pupils were more likely to be in sustained education, employment or apprenticeships after KS4 (96.4%) compared to their disadvantaged peers (87.9%) – a gap of 8.5 percentage points. In comparison, London has a much smaller gap of 3.8%, with 95.9% of non-disadvantaged and 92.1% of disadvantaged pupils in a sustained employment or education destination after key stage 4.

Pupils with SEND are also less likely to be in a sustained destination after key stage 4; in Bromley this is 95.7% of pupils with no identified SEN, 89.5% of pupils with SEN Support and 89.5% of pupils with an EHCP. There is a slight difference in gender, with 93.8% of male and 95.6% of female pupils in a sustained destination in Bromley.

13.4 NEET

Data in this section is calculated by South London CCIS Service.

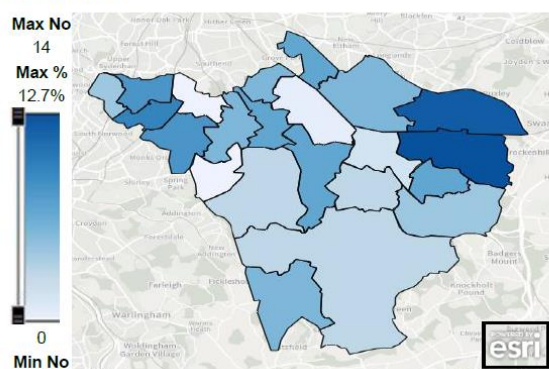
At the end of August 2023, there were 223 young people (3.1% of Bromley's 16-17 year old cohort) who were either recorded as NEET (110; 1.5%) or whose destination was not known (113; 1.6%). When compared with national benchmarking, Bromley's NEET performance is within quintile 1, ranking 19th nationally (out of 151 participating Local Authorities).

This NEET cohort is disproportionately male (62.7%). Several vulnerable groups are disproportionately represented within the NEET group when compared to overall cohort:

Group	Number	% of NEET cohort	Number	% of overall cohort
SEN EHCP	11	10.0%	306	4.3%
CLA	3	2.7%	25	0.4%
Teenage mother	3	2.7%	4	0.1%
Pregnant	2	1.8%	2	0.0%
Supervised by YJS	6	5.5%	19	0.3%
Substance misuse	1	0.9%	1	0.0%
Carer	2	1.8%	4	0.1%
SEN Support	29	26.4%	985	13.8%
Mental health difficulties	4	3.6%	5	0.1%

A larger-than-average proportion of NEET young people are resident in the Cray Valley and Clock House wards, making up 29.1% of the NEET cohort.

NEET Totals



65.5% (72 young people) of the NEET Group are available to the Labour Market. Of the 38 who are not, 32 (84.2%) of these are NEET due to illness.

14. Ofsted Inspections of Schools

As of 31st August 2023, there were 100 state-funded schools in Bromley, 29 of which have an 'Outstanding' inspection judgment, 69 of which have a 'Good' judgment and only 2 of which have a 'Requires Improvement' judgment. No Bromley schools have a judgment of 'inadequate'.

School Phase	Number of schools	Outstanding	Good	Requires Improvement
Primary	76	20 (26%)	55 (72%)	1 (1%)
PRU	1	0 (0%)	1 (100%)	0 (0%)
Secondary	19	6 (32%)	12 (63%)	1 (5%)
Special	4	3 (75%)	1 (25%)	0 (0%)
Total	100	29 (29%)	69 (69%)	2 (2%)

Of the 14 Bromley schools receiving a Section 5 inspection between September 2022 and August 2023, 3 received a judgment of 'Outstanding', 10 received 'Good' and only 1 received

'Requires Improvement'. Of these, 2 schools improved from 'requires improvement' to 'good', 1 improved from 'good' to 'outstanding', 1 dropped from 'outstanding' to 'good' and 1 dropped from 'good' to 'requires improvement'. The other 23 schools received a Section 8 (ungraded) inspection.

The table below lists the schools who were inspected between 1st September 2022 and 31st August 23, with their current and previous Ofsted judgments.

School name	Overall effectiveness	Previous overall effectiveness
Hayes School	Outstanding	Outstanding
Highfield Junior School	Good	Outstanding
St George's, Bickley, Church of England Primary School	Outstanding	Good
Langley Park School for Girls	Good	Good
Leesons Primary School	Requires improvement	Good
Warren Road Primary School	Outstanding	Outstanding
Bromley Trust Alternative Provision Academy	Good	Good
Bullers Wood School for Boys	Good	-
Cudham Church of England Primary School	Good	Good
Bickley Primary School	Good	Good
Tubbenden Primary School	Good	Good
Harris Academy Orpington	Good	Requires improvement
Charles Darwin School	Good	Good
St Paul's Cray Church of England Primary School	Good	Requires improvement
St Peter and St Paul Catholic Primary School	N/A	2
Chislehurst School for Girls	N/A	2
St Joseph's Catholic Primary School	N/A	2
St Mark's Church of England Primary School	N/A	2
Coopers School	N/A	2
La Fontaine Academy	N/A	2
Stewart Fleming Primary School	N/A	1
Biggin Hill Primary School	N/A	2
St. Mary Cray Primary Academy	N/A	2
St Mary's Catholic Primary School	N/A	2
Harris Academy Beckenham	N/A	1
Holy Innocents Catholic Primary School	N/A	2
Balgowan Primary School	N/A	2
Manor Oak Primary School	N/A	2
Trinity Church of England Primary School	N/A	2

Hayes Primary School	N/A	2
Marjorie McClure School	N/A	1
St Philomena's Primary School	N/A	2
Marian Vian Primary School	N/A	2
Ravens Wood School	N/A	2
St Nicholas Church of England Primary	N/A	2
Hawes Down Primary School	N/A	2
Raglan Primary School	N/A	2

The proportion of schools judged to be 'good' or better increased to 98%. This places Bromley 9 percentage points above the national figure.

% schools judged as being 'Good' or 'Outstanding'	31st August 2017	31st August 2018	31st August 2019	31st August 2022	31st August 2023
Bromley	85%	90%	96%	97%	98%
London	91%	92%	93%		95%
National	87%	86%	86%	88%	89%

15. Priorities for Improvement 2023-24

1.1 Closing education gaps: Educational gaps for disadvantaged pupils and other vulnerable groups widened during the Covid-19 Pandemic. Despite a gradual recovery from the disruption caused, educational gaps continue to be an area of focus across all phases of education. This includes the gender gap and the FSM gap seen in the early years, and in key stage one; through to the attainment and progress gaps of vulnerable pupils seen in key stage two and into secondary education. Closing gaps in education is a key priority for all Bromley schools and is strongly reinforced through the work of the Bromley Schools Standards Team and will be the primary focus of the forthcoming Head Teacher Conference in March.

1.2 Securing good attendance: Schools continue to face barriers in tackling absence, such as parents' and pupils' anxieties and challenges such as parents not understanding the latest rules or taking holidays during term time. Securing good attendance and tackling persistent absence in the borough is a key educational priority, also reflected in national Government policy. A live attendance system has been commissioned by the local authority, Studybugs, providing oversight and pupil-level data for teams and services across the directorate to review patterns across locations, trusts, schools, and hone in on cohorts of children and young people that might require additional support to secure good attendance.

1.3 Mental health and wellbeing: In Bromley, our commitment to mental health support is anchored in a comprehensive joint strategy (Mental Health and Wellbeing Strategy 2020-25). Promoting and supporting mental health and wellbeing in schools is key priority in the borough, despite operating in a challenging context where needs surpass available support. By working in collaboration with other council services and with our schools and colleagues across the partnership, we look to adapt and enhance our efforts to address the changing needs locally. All schools in Bromley have identified a Mental Health & Wellbeing Lead (MHWL) attending termly peer network meetings that has gained widespread acclaim, evolving into a highly regarded forum for our schools. MHWLs are provided with access to evidence-based resources and training offers commissioned by the local authority, in addition to regular communication relating to the subject, highlighting new training opportunities, support, pertinent service offers, and timely reminders on relevant topics.

1.4 English as an Additional Language (EAL): An emerging focus in Bromley following collaborative efforts across the council, and with local schools and partners, to support Ukrainian guests and refugees from other countries to settle in the borough. Assistance with accessing education and supporting pupils is prioritised by the Access to Education & Inclusion Service, with identification of language needs at the earliest opportunity. This includes the family learning programme offer facilitated by the Educational Effectiveness Service and run by adult education tutors in primary schools, which has been a resounding success. The local authority has facilitated two EAL training days to date for primary and secondary schools, empowering schools to share innovative ways to assist our children and young people with EAL needs to access the curriculum and achieve their outcomes.

1.5 Inclusion: The local authority is devising a comprehensive inclusion dashboard to add further context to existing data and identify required support to our schools where pupils may struggle to access mainstream school for a variety of reasons. The inclusion dashboard is informed by DfE, Studybugs, and census data. The local authority utilises the information acquired to provide support and ensuring appropriate intervention and provision is in place for our children and young people through close working relationships with our education settings, following DfE guidance and procedures and with a particular focus on those that are deemed most vulnerable.

1.6 The Ofsted Annual Engagement meeting: The Ofsted Annual Engagement meeting took place on 2nd March 2023, covering both Education and Children's Social Care. The Council always welcomes the opportunity to showcase to our regulators the work taking place within Bromley and the progress being made on our key shared objectives. The Director of Children's Services, Assistant Directors of Children's Social Care, Assistant Director of Strategy and Performance, and the Director of Education provided Senior Her Majesty's Inspectors (SHMI) with a presentation on the following key topics:

- Impact of leadership, management, and governance
- Current financial and political context
- An overview of the current local landscape across early years, primary, secondary, specialist provision, post-16 education, provision for young people aged 16 to 25 with SEND and elective home education.

GLOSSARY

APS	Average points score
BME	Black and Minority Ethnic heritage
DfE	Department for Education
EHCP	Education, Health and Care plan
ELGs	Early Learning Goals – against which 5-year-olds are assessed
EYFS	Early Years Foundation Stage – provision for 3–5-year-olds
EBacc	English Baccalaureate - a set of subjects at GCSE deemed to keep young people's options open for further study and future careers. The EBacc is English language and literature; maths; the sciences; geography or history; and a language
FSM	Free School Meals – eligibility is used as a proxy indicator for social and economic deprivation
GCSE	General Certificate of Secondary Education
GLD	Good Level of Development – expected standard for 5-year-olds
KS1	Key Stage 1 - Provision for 5 – 7-year-olds
KS2	Key Stage 2 - Provision for 7 – 11-year-olds
KS3	Key Stage 3 - Provision for 11 – 14-year-olds
KS4	Key Stage 4 - Provision for 14 – 16-year-olds
KS5	Key Stage 5 - Provision for 16 – 19-year-olds
LA	Local authority
NEET	Not in education, employment, or training
Ofsted	Office for Standards in Education – national inspection agency
PA	Persistent absence – absence from school for 10% or more sessions
RWM	Reading, writing and mathematics combined
SEN	Special Educational Needs
SENDCo	Special educational needs coordinator – designated lead in a school for provision for children with special educational needs and / or disability
SEND	Special educational needs and / or disability

Non-Applicable Headings:	Policy Implications, Financial Implications, Personnel Implications, Legal Implications, Procurement Implications, Property Implications, Carbon Reduction/Social Value Implications, Impact on the Local Economy, Impact on Health and Wellbeing, Customer Impact, Ward Councillor Views
Background Documents: (Access via Contact Officer)	