

JSNA Health and Wellbeing Profile 2024/25

Education

Summary points

- 68.4% of children (under 5) in Bristol were assessed as having a good level of development at the end of the Early Years Foundation Stage, in line with the England average (2024).
- 56% of Key Stage 2 pupils (age 10/11 yrs) reached the expected standard in Reading, Writing and Maths combined for 2024, below the England average of 61%.
- The average Attainment 8 score for Bristol was 45.2, lower than the England average of 46.1.
- Across all educational phases, outcomes for pupils living in the 10% most deprived areas of Bristol are achieving below other pupils, with a wide gap between the highest and lowest performing wards.
- Performance gaps exist at all phases for key groups: boys, disadvantaged pupils, pupils with SEN and some Black and Minority Ethnic groups.

Early Years

The Early Years Foundation Stage Profile (EYFSP) is a teacher assessment of children's development (4-5 year olds) at the end of the academic year in which the child turns 5, and measures development against the early learning goals.

In 2024, 68.4% of children (under 5) in Bristol were assessed as having a good level of development at the end of the Early Years Foundation Stage, just above the England average (67.7%), and higher than 2023 (66%).

Across Bristol, in 2024 (Fig 1) this ranged from 51.3% in Central to 91.3% in Cotham.

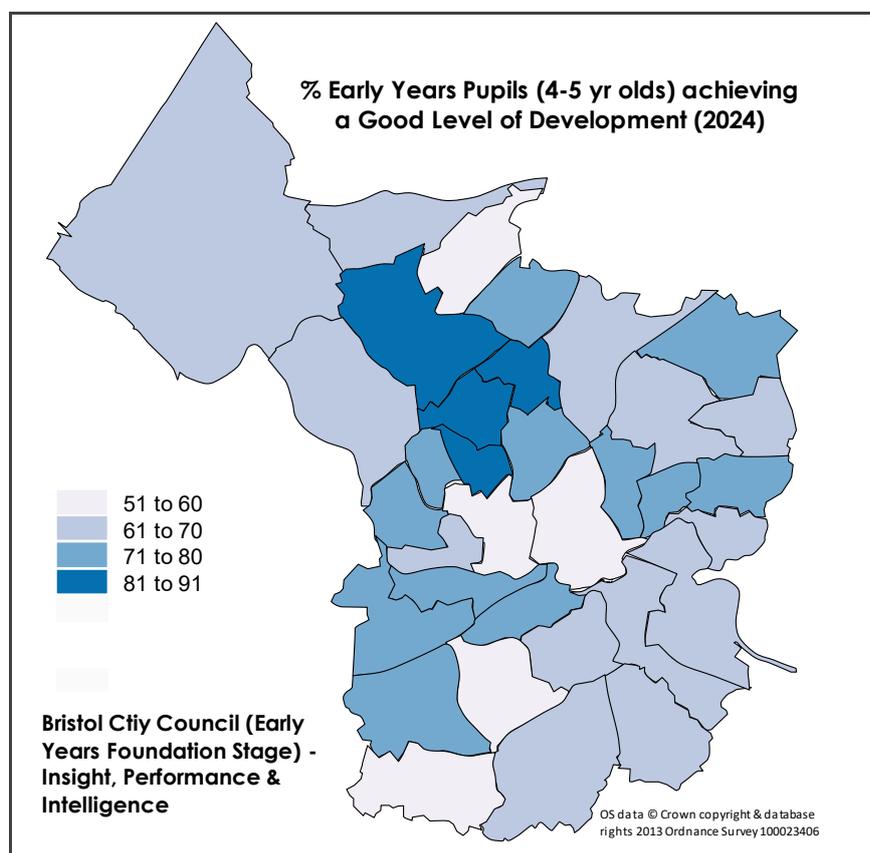


Figure 1 Source: Bristol City Council. Insight, Performance and Intelligence Team.

Gender: 74.7% of girls achieved a good level of development, compared to 62.3% of boys.

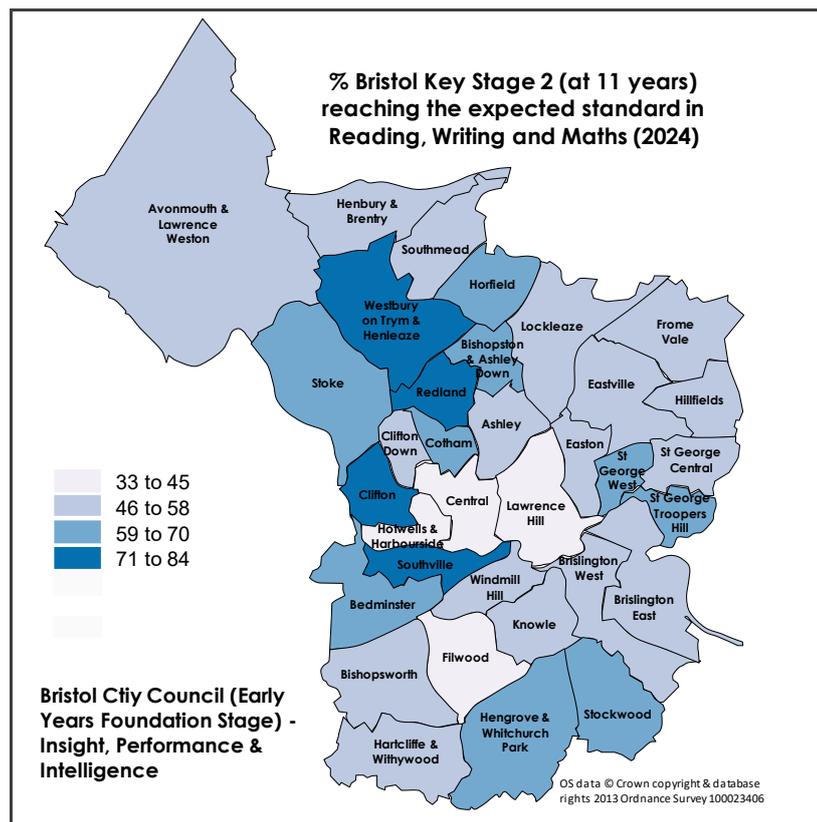
Ethnicity: Attainment was highest amongst pupils of Chinese ethnicity, where 87.1% of pupils were assessed as having a good level of development, followed by 86.7% of pupils of Irish ethnicity, 74.4% of pupils of white and Asian ethnicity and 73.5% of pupils of White British ethnicity. Attainment was lower than 60% for pupils of: African ethnicity (59.1%), Indian ethnicity (58.9%), White and Black Caribbean ethnicity (58.3%), any other Asian background

ethnicity (56.6%), Pakistani ethnicity (50.7%) and lowest for pupils of Caribbean ethnicity (44.4%).

Deprivation: Achievement amongst pupils living in the 10% most deprived areas (IMD) was 56.9%, increasing to 83.1% for pupils living in the least deprived areas.

Key Stage 2 (SATs)

SATs are a formal assessment for pupils leaving Primary school (aged 10/11 years). The main measure is the ‘% reaching the expected standard in Reading, Writing and Maths combined’.



In Bristol, 56% of Key Stage 2 pupils (assessed in Year 6) reached the expected standard in Reading, Writing and Maths combined for 2024, the same as the previous year but below the England average of 61%. Bristol is joint lowest performing amongst the core cities (with Manchester and Sheffield), which range from 56% to 63%.

Across Bristol this ranged from 33% in Hotwells & Harbourside to 84% in Redland (Fig 2).

Gender: 59% of girls, in Bristol, reached the expected standard in reading, writing and maths and 54% of boys in 2024, compared to the national average of 65% and 58% respectively.

Figure 2 - Source: Bristol City Council. Insight, Performance and Intelligence Team.

Ethnicity: In 2024, 59% of ‘White British’ pupils reached the expected standard in reading, writing and maths. Attainment was highest in pupils of Chinese ethnicity (74%) and lowest in pupils of Black Caribbean ethnicity (34%) and pupils of White Gypsy/Roma ethnicity (33%).

Deprivation: There are significant differences in achievement by deprivation, with 46.9% of pupils living in the ‘Most Deprived 10% (IMD)’ areas of Bristol, reaching the expected standard in reading, writing and maths compared to 75.9% of pupils living in the ‘Least Deprived 10%’.

SEND: In 2024, 7% of pupils with an Education, Health and Care Plan (EHCP), and 24% of pupils with Special Educational Need (SEN) support met the expected standard in reading, writing and maths, lower than the England averages of 9% and 26% respectively.

Key Stage 4 (GCSEs)

In 2016, the Department for Education introduced a new system for tracking GCSE results. Headline measures in this new system include:

- Progress across 8 qualifications (Progress 8), where a score of zero is average, a negative is worse and a positive better.
- Attainment across the same 8 qualifications (Attainment 8).
- % of pupils entering English Baccalaureate.
- % of pupils achieving grade 4 or above in English and Maths (a “standard pass”).
- % of pupils achieving grade 5 or above in English and Maths (a “strong pass”).

The Progress 8 Score in 2024 for Bristol was -0.01, which is compared to a national benchmark of 0.00. It is similar to the England average of -0.03 (2024).

In 2024, the average Attainment 8 score for Bristol was 45.2, slightly lower than the England average of 46.1, and similar to the previous year (45.3).

Attainment 8 scores vary significantly across the wards (based on pupil address). In 2024, scores ranged from 29.3 in Hartcliffe & Withywood to 63.3 in Westbury-on-Trym and Henleaze (Fig 3).

A ‘standard pass’ (i.e. grade 9-4) in English and Mathematics GCSEs was achieved by 63.4% of Bristol pupils, compared to an England (all schools) average of 65.4% (2024).

A ‘strong pass’ (i.e. grade 9-5) was achieved by 43.2% of Bristol pupils for English and Maths GCSEs, compared to an England (all schools) average of 46.2% (2024). Amongst the English Core Cities, Bristol ranks fourth highest for the percentage of pupils achieving a ‘strong pass’ in English and Maths, just behind Birmingham, Sheffield and Leeds.

Gender: Boys achieved an Attainment 8 score of 42.9 (England boys average 43.9) and a Progress 8 score of -0.11 (England boys average -0.15). Girls achieved an Attainment 8 Score of 47.6 (England girls average 48.4) and a Progress 8 Score of 0.10 (England girls average 0.09). Whilst 41.0% of boys achieved a ‘strong pass’ in English and Maths (England boys average 44.0%), achievement for girls was 45.3% for English and Maths (England girls average 48.5%).

Ethnicity: Pupils of Asian ethnicity had the highest average Attainment 8 score (50.8), the highest Progress 8 score (0.58) and were the highest percentage of pupils achieving a strong pass in English and Maths GCSEs (54.6%) in Bristol in 2024. Pupils of White ethnicity performed similar to the City averages for Attainment 8 (45.1) and GCSEs in English and Maths (strong pass) (43.2%), although their Progress 8 score of -0.12 was below the city average (-0.01). Pupils of Black ethnicity performed below the Bristol average for Attainment 8 (43.7) and

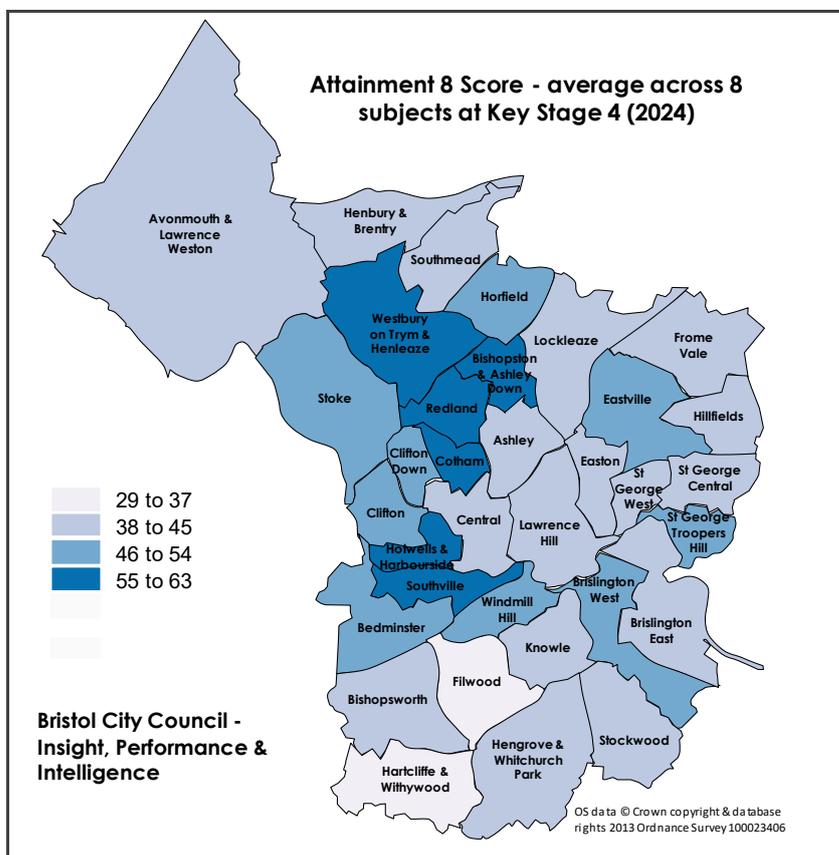


Figure 3 – Source: Bristol City Council. Insight, Performance and Intelligence Team.

GCSE English and Maths (strong pass) (38.1%) but higher than the Bristol average for Progress 8 (0.24).

Deprivation: achievement of children living within the most deprived 10% of the population is amongst the lowest in Bristol; progress 8 score of -0.44 compared to 0.58 for children living in the 10% least deprived areas (Bristol average -0.01), and attainment 8 score of 35.9 compared to 61.0 for children living in the 10% least deprived areas (Bristol average 45.2%).

SEND: In 2024, the average attainment 8 score for pupils with SEN support was 35.3 (33.1 nationally), and for pupils with an EHC plan was 11.4, below the England average of 14.2. 25.1% of pupils with SEN support achieved grade 5 or above in English and maths GCSEs and 5.4% of pupils with an EHC plan achieved grade 5 or above, compared to a national average of 21.6% and 7% respectively.

Results by pupil characteristic (Table 4) show pupils with a first language other than English are performing similar or better than the Bristol (all pupils) average. Pupils by the other characteristics (i.e. free school meals, SEN support, dis-advantaged) are performing worse than the Bristol average

Year 2023/24	Free School Meals (pupils known to be eligible)	SEN Support (pupils receiving)	Disadvantaged pupils	Pupils whose first language is other than English	ALL PUPILS in Bristol
Progress 8 Score (average)	-0.59 (England -0.57)	-0.35 (England -0.45)	-0.59 (England -0.57)	0.49 (England 0.51)	-0.01 (England -0.03)
Attainment 8 Score (average)	31.9 (England 34.7)	35.3 (England 33.1)	31.8 (England 34.7)	46.7 (England 49.7)	45.2 (England 46.1)
% achieving 9-5 ('strong pass') in English & Mathematics	20.4% (England 26.0%)	25.1% (England 21.6%)	20.2% (England 26.0%)	43% (England 51.7%)	43.2% (England 46.2%)

Table 4: Bristol Key Stage 4 results by pupil characteristics, 2023/24. Source: Dept. for Education.

Key Stage 5 (A levels)

Provisional results for the academic year 2023/24 show that the 'Average Point Score (APS)' per A level entry in Bristol for all state-funded schools was 33.3 and the average A level result was C+. This was lower than the England average of an APS of 34.34 and the same as the average A level result of C+. Amongst the English Core Cities, Bristol had the third lowest APS, with all cities achieving an average A level result of C+. Manchester had the highest APS of 34.89 and Nottingham the lowest with an APS of 31.96.

Higher Education

This measure of participation tracks state-funded mainstream school pupils in England, looking at 16 year olds that progress to higher education. This rate of participation expresses 18 and 19 year olds entering higher education, as a percentage of their original number as Key Stage 4 pupils at age 16 in the area.

It covers those aged 16 years in state-funded mainstream schools who sat their GCSEs in the summer of 2012 to 2016, that were in higher education at the age of 18 or 19.

Within Bristol, there are wide variances in the percentage of young people leaving school aged 16 and going onto higher education. Data is only available as Middle Super Output Areas (MSOAs), so results do not sit neatly within each ward (Fig 5). Participation in higher education ranges from 8.7% in Hartcliffe and 11.6% in Highridge to 72.4% in Redland and 77.6% in Westbury Park. Due to data protection reasons (i.e. fewer than 50 Key Stage 4 pupils) Clifton Village is not reported.

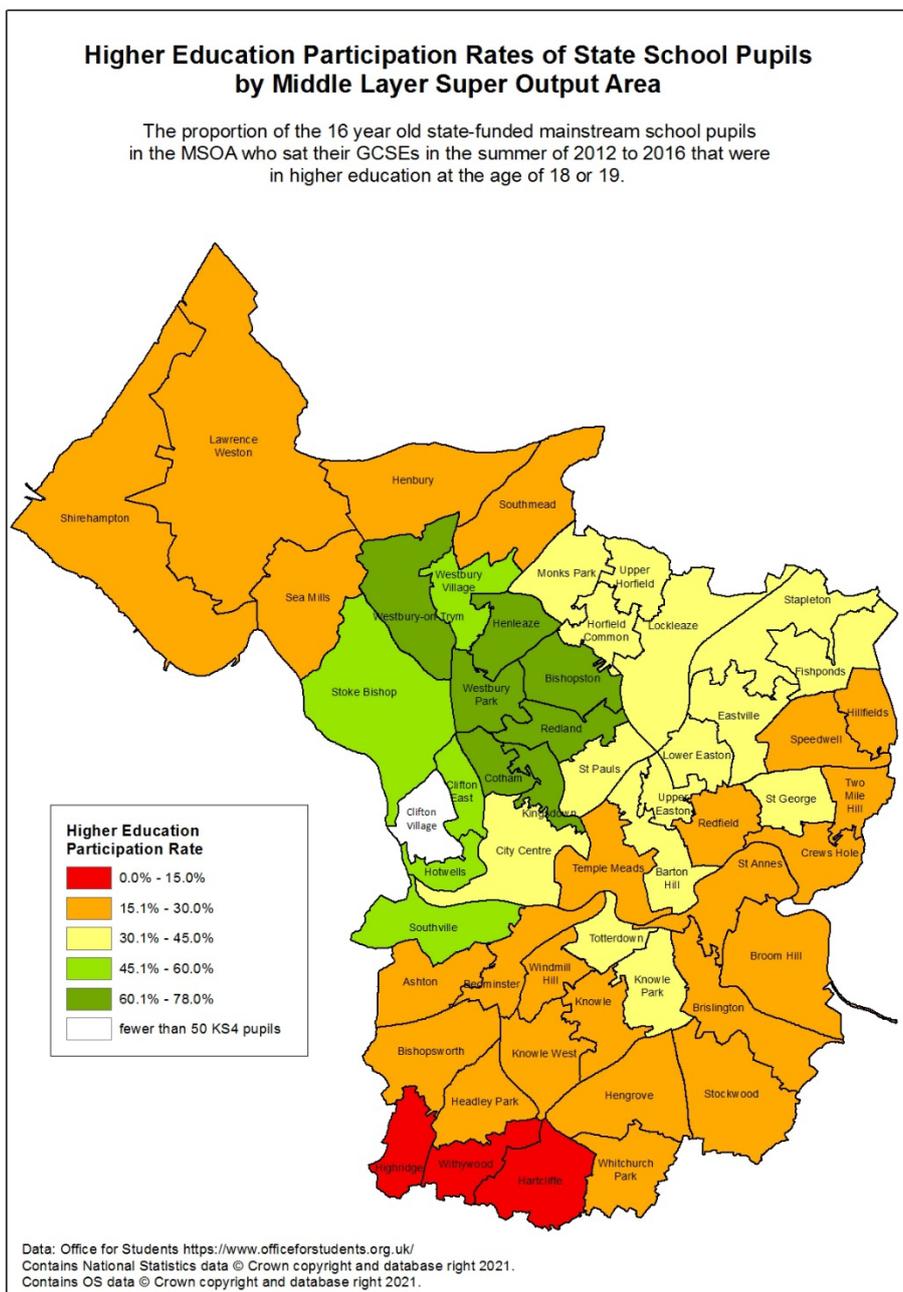


Figure 5 – Source: Office for Students, tracking underrepresentation by area (TUNDRA)

Covid-19 impact:

A report by the Education Endowment Foundation on ‘[The Impact of COVID-19 on Learning: A review of the evidence](#)’, summarised their findings as follows:

- COVID-19-related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds.
- There is evidence that the attainment gap between disadvantaged students and their classmates has grown.
- There is some evidence that in primary schools, younger year groups (Key Stage 1 pupils) have been the most significantly affected, with lower attainment than previous cohorts across all subjects. Other recent research shows particularly negative impacts for pupils in KS3 (DfE, 2021, 2022).
- Most evidence shows that despite some recovery by summer 2021, on average pupils were not performing as well in both maths and reading as pre-pandemic cohorts.
- Aside from the impact on attainment, teachers have frequently reported concerns around the effect on pupil wellbeing. There is also emerging evidence that suggests the pandemic has negatively impacted children's mental health.

Further data / links:

- Early years data: www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile.
- Key Stage 2 data: www.gov.uk/government/collections/statistics-key-stage-2.
- Key Stage 4 data: www.gov.uk/government/collections/statistics-gcses-key-stage-4.
- A Level results: www.gov.uk/government/collections/statistics-attainment-at-19-years.
- Higher Education: www.officeforstudents.org.uk/data-and-analysis/young-participation-by-area/ . Data published March 2021.
- JSNA section: [Special Educational Needs and Disability \(SEND\)](#)
- JSNA section: [Pupil Absence](#)

Date updated: January 2025**Date of next update** January 2026