



Open Report on behalf of Heather Sandy, Executive Director - Children's Services

Report to:	Lincolnshire Schools' Forum
Date:	19 January 2023
Subject:	Schools Sector Led Update

Summary:

This report is presented to Schools' Forum to give an update on the sector led system over the past 12 months since the previous report. It explains the position in Lincolnshire for outcomes data from validated performance data from 2022 and current data on Ofsted inspections compared with national averages. It goes on to give an update on the Lincolnshire Learning Partnership and Teaching School Hub.

Recommendation(s):

It is recommended that Schools' Forum members note the contents of the report.

Background

Ofsted

School inspection outcomes

Routine school inspections recommenced in September 2021 following the break in routine inspection due to the pandemic. As of 30 November 2022, the proportion of Lincolnshire schools judged as good or better by Ofsted is 82.7% which is below statistical neighbours at 86.3% and the national average of 88.5%.

70.4% of secondary schools and 83.9% of primary schools are judged as good or better. 76.7% of academies are judged as good or better compared with 89.1% of maintained schools.

The highest proportion of secondary schools judged as good or better is in Lincoln with 85.7% judged as good or better with the lowest proportion of secondary schools judged as good or better in Boston at only 40%. The highest proportion of primary schools judged as good or better is West Lindsey with 93.3% compared with the lowest proportion of primary schools judged as good or better in South Holland at 69.4%.

Outcomes

Statutory National Curriculum Assessment and Examinations

As expected, there has been an impact on the outcome of pupils in all statutory testing due to the pandemic. Comparisons between 2022 and 2019 should be approached with caution as different areas of the country will have been impacted differently by the pandemic. Direct comparison between 2019 and 2022 should be avoided due to significant changes to the Framework between these years, comparing Lincolnshire's gap to national between the years is recommended instead.

Early Years (Aged 5)

Good Level of Development (GLD) is used as the key measure to judge outcomes for children at the end of the Early Years Foundation Stage (EYFS). Children are defined as having reached a 'Good Level of Development' at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning; personal, social and emotional development, physical development and communication and language, and the early learning goals in the specific areas of mathematics and literacy.

The Good Level of Development in Lincolnshire was 64.1% in 2022 compared to 69.6% in 2019. Lincolnshire closed the gap by 1.1 % against national. For those who achieved the expected level across all early learning goals, the gap closed by 1.3%.

Phonics Screening Check (Aged 6)

The proportion of pupils meeting the expected standard by Year 1 was 74.0% compared to a national figure of 75.0%. This is in line with Statistical neighbours and below national by 1%. The gap remains the same. 87% of pupils met the expected standard in Year 2, in line with national and statistical neighbours.

Key Stage 1 (Aged 7)

The gap between Lincolnshire and national remains broadly the same though widened in writing. The proportion of pupils meeting the expected standard in writing, Lincolnshire was 53% compared with national 58%; reading was 63% compared to a national figure of 67%; Maths was 65% compared with national 68%.

Key Stage 2 (Aged 11)

The proportion of pupils achieving the expected standard in Reading, Writing and Mathematics combined was 55% compared with the national average of 59.9%. The gap between Lincolnshire and national has remained broadly the same compared to 2019, though the gap closed slightly in Reading and Maths. In Writing the gap with national has widened.

KS2 2022	% EXS (>=) in Reading	% EXS (>=) in Writing	% EXS (>=) in Maths	% EXS (>=) in RWM	% EXS (>=) in GPS	% Higher standard in Reading	% Higher standard in Writing	% Higher standard in Maths	% Higher standard in RWM	% Higher standard in GPS
Lincs Academy	69%	64%	67%	53%	67%	23%	10%	17%	5%	24%
Lincs Maintained	73%	69%	71%	57%	72%	25%	11%	19%	5%	24%
Lincs Overall	71%	66%	68%	55%	69%	23%	10%	18%	5%	24%
National	74%	69%	71%	58%	72%	28%	13%	22%	7%	28%

Key Stage 4 (Aged 16)

A standard pass is deemed a grade 4 and a good pass a grade 5. The subjects are grouped to give Attainment 8 and Progress 8 scores. The eight subjects include double weighted English, Mathematics and then a combination of Science or Computer Science, Geography or History and a Modern Foreign Language along with a wider choice of subject areas to complete the eight subjects.

Lincolnshire's average Attainment 8 score was 48.5 in 2022 which was in line with national at 48.8.

The Average Progress 8 score in Lincolnshire is -0.02. We are in line with national.

KS4 2022	Progress 8	Attainment 8	EBacc Average Point Score	% Entering EBacc	% 5+ in English & Maths	% 4+ in English & Maths
Lincs Academy	-0.02	48.03	4.19	37%	46%	67%
Lincs Maintained	0.11	59.30	5.66	82%	74%	79%
Lincs Overall	-0.02	48.50	4.24	39%	47%	67%
National	-0.03	48.80	4.28	39%	50%	69%

Data Summary

There remains a wide spread of performance across schools and districts in the county. City Of Lincoln followed by Boston remain the lowest performing districts by most measures for schools and Boston district the lowest for EYFS. North Kesteven generally performs the best at all key stages and measures. Lincoln and Boston are both districts with some of the highest levels of deprivation affecting children and North Kesteven the least.

The Strategy for School Improvement

As in the last academic year, The Strategy for School Improvement endeavours to ensure that all maintained schools receive at least one termly visit from their Education Locality Lead to ensure that every school is in a strong position moving forward within our sector led system.

Locality Leads also support schools to engage with and benefit from the Government's range of programmes and funding to support recovery in schools, which include:

- Training for Early Years Staff
- Nuffield Early Language Intervention (NELI)

- Catch Up Premium (Summer catch up)
- Recovery Premium (Disadvantaged pupils)
- HAF Programme (Holiday Activity and Food Programme)
- National Tutoring Programme
- Early Career Framework Training and new suite of NPQs
- CPD for teachers
- 16 to 19 Tuition fund.

Education Locality Leads are supporting school leaders to ensure they adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. Termly agendas support, monitor and challenge leaders in their evaluation against the OFSTED framework. The extent to which the curriculum meets the needs of learners is prioritised, with a particular emphasis on how the curriculum is adjusted to meet the needs of pupils with SEND.

The Education Team continues to work with a range of partners in the sector led model to ensure that schools are signposted to access the right support at the right time.

The Lincolnshire Learning Partnership (LLP)

The Lincolnshire Learning Partnership (LLP) is a vital part of a sector-led model of school improvement. All Lincolnshire schools and academies are part of the LLP.

The Lincolnshire Learning Partnership Board (LLPB) is a strategic board of Lincolnshire headteachers from a range of schools and academies, who alongside colleagues from Lincolnshire County Council and the Diocese of Lincoln, represent a partnership of over 360 Lincolnshire schools and academies.

The LLPB mission is that:

- All children and schools in Lincolnshire are our collective responsibility
- Every child and school is known, valued and supported to achieve
- No school is more important than an individual child's needs

The LLPB acts as our governance of the system and has been instrumental in driving policy change in Lincolnshire and in ensuring that headteachers have a collective voice. Catherine Stratton, Headteacher of Saxilby Church of England Primary School, chairs the board and has endeavoured to develop the way the board functions, refreshing its work for the next stage of our sector-led system in Lincolnshire.

To support the Lincolnshire Learning Partnership Board (LLPB) fulfil its ambition of making a positive contribution to the education system in Lincolnshire, the Schools' Forum supported the Local Authority proposals to use Dedicated School Grant (DSG) underspends in two separate requests of £0.5m in April 2015 and October 2016. In addition, a further proposal was supported by Schools' Forum to fund sector-led school improvement by an additional £0.5m in 2018/19 and 2019/20. Due to the pandemic,

allocation of remaining funds (£0.673m) was delayed. At the November 2022 LLPB meeting, it was agreed to allocate funds to implement four projects with particular focus on leadership development, SEND and a locality project. These are in the planning stages.

LLPB, supported by the Local Authority, provides regular leadership briefings for school leaders which continue to be well attended by leaders in both maintained schools and academies.

We are proud of the relationships across the sector with both maintained schools and academies. Chief Executive Officers in national academy groups are positive about the relationships with the Local Authority in Lincolnshire. The LLPB is continuing to work alongside the Local Authority education team, LEAD Teaching School Hub and the CEO network (who represent our Multi Academy Trusts) to review the progress we have made in developing a sector-led system of education provision, and school improvement.

L.E.A.D. Teaching School Hub Lincolnshire

Our Teaching School Hub continues to work strategically in partnership with the Local Authority and LLPB to ensure joined up working and to respond to the needs of the sector. They engage with partners to provide a central front door for access to DfE programmes such as Early Career Teachers (previously NQTs) and the new National Professional Qualifications (NPQs) which span specialist NPQs such as NPQLT which is for leading teaching or NPQLBC focussing on leading behaviour and culture to the NPQH for headship and NPQEH for Executive Headship. The Teaching School Hub is also the central place for schools to access other curriculum hubs and nationally designated specialist centres. The Hub also provides DfE approved and quality assured additional professional development programmes for teachers. Beyond the DfE remit, the Teaching School Hub have been central in the sector led school improvement arena and continue to respond to the needs of the sector and Local Authority identified priorities.

A Local Authority officer sits on the strategic group for the Teaching School Hub to ensure joined up working in the authority. The Local Authority, LLPB and the Teaching School Hub are working closely together to ensure that we build on the strengths of the sector led system moving forward against a strategic plan which aims to collectively raise outcomes for pupils through the development of the education workforce across Lincolnshire.

Conclusion

The service that the Local Authority provides in partnership with LLPB and the Teaching School Hub remains an essential and effective provision in the landscape of education and school improvement.

Consultation

a) Risks and Impact Analysis

N/A

Background Papers

No background papers as defined in the Local Government Act 1972 were relied upon in the writing of this report.

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