



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

Report to:	Children and Young People Scrutiny Committee
Date:	8 March 2024
Subject:	Lincolnshire School Performance 2022-23

Summary:

This report provides an update regarding standards within the sector led system. The report uses validated performance data from Lincolnshire schools national testing and examinations in 2023. The report will cover outcomes at Early Years Foundation Stage (EYFS), Key Stage 1, Key Stage 2 and Key Stage 4.

Pupil group level data is delayed through Department for Education (DfE) system change.

Actions Required:

The Committee is invited to review and seek assurance on the outcomes for Lincolnshire schools for the academic year 2022/23.

1. Background

Educational Outcomes

It should be noted that due to changes in assessment methodology, direct comparisons between 2019 data and 2023 should not be made.

Statutory National Curriculum Assessment and Examinations as at 2023 Local Performance Data

a) Early Years Foundation Stage (EYFS) Profile

The Good Level of Development (GLD) is used as the key measure to judge outcomes for children at the end of the foundation stage. The EYFS profile is a statutory assessment of children's development at the end of the academic year in which children turn 5. It is not intended to be used for entry level assessment for early years in schools nor is it an accountability measure for schools. Children are defined as having reached a good level of development at the end of the EYFS if they achieve 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.

Since this, the GLD in Lincolnshire was 67.5% in 2023 compared to 64.1% in 2022. This is higher than pupils in the East Midlands (66.8%) and that of the national average (67.3%). The percentage of children achieving a good level of development has increased by 3.4% since 2022.

The validated data was released by the DfE on 30 November 2023:

[Early years foundation stage profile results: 2022 to 2023 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2022-to-2023)

GLD	2019 Validated	2022* Validated	2023 NCER
National	71.80%	65.20%	67.3%
East Midlands	70.30%	64.60%	66.8%
Lincolnshire	69.60%	64.10%	67.5%
Gap (Lincolnshire and National)	-2.2%	-1.2%	0.2%

*in 2022 there was a drop in GLD Nationally due to the revision of the EYFS and changing some of the goals

We are pleased with the increased outcomes at the end of the foundation stage, placing Lincolnshire above the national average. Lincolnshire has been below the national average since 2017. We recognise that the increase is due to a combination of factors. The Early Childhood Strategy has brought together our collective ambitions to improve the good level of development for Lincolnshire’s children and the momentum for this improvement has been actioned through the steering group.

b) Key Stage Summary

Since 2022:

- At Key Stage (KS) 1, the gap between Lincolnshire and national has narrowed in all subjects and the combined measure.
- At KS2, the gap between Lincolnshire and national has narrowed in Reading and Writing and has remained steady for mathematics.
- At KS4, Lincolnshire has closed the gap with national for progress.

c) KS1 (Aged 7)

This is a local measure of Reading, Writing and Mathematics. Lincolnshire’s KS1 performance remains well below national by 3% on average across every subject, but the gaps are narrowing in all subjects by around 1% per year. In the combined measure of Reading, Writing and Maths (RWM), 4% more pupils attained the expected standard compared with 2022.

Maintained schools continue to outperform academies for a second year. All districts increased performance at KS1 in 2023. North Kesteven is the highest performing District Council based on outcomes.

d) Phonics (Aged 6)

Similarly, 3% more children attained the expected standard compared with 2022. However, the national trend is greater and so our gap with national has widened slightly for this measure. Maintained schools continue to perform better than academies for a second consecutive year in phonics at Year 1. Academies gap in attainment to maintained schools narrowed compared to last year.

e) KS2 (Aged 11)

This is a national measure of RWM combined (a pupil achieved age related or above in all three subjects). Nationally, outcomes have risen from a low base in 2019, and this is reflected in Lincolnshire. Over 60% of Lincolnshire's primary schools are maintained by the Local Authority. Lincolnshire's KS2 performance remains below national and regional neighbours by 2% on average across every subject.

Lincolnshire's maintained schools tend to perform relatively well, however the percentage of pupils achieving the combined measure of RWM at the expected level or above (EXS+) in maintained schools is higher on average than that seen in academies, academy converters, academy Sponsored and Multi Academy Trusts (MATs). This is reflected in reading and writing in particular.

Lincolnshire's gaps in attainment to national, for English related subjects (reading, writing and grammar, punctuation, and spelling) have narrowed in 2023 (all narrowing from around 4% below to around 3% below).

Most significantly, we have seen an improvement in the performance of pupils with Special Educational Needs and Disabilities (SEND) in mainstream settings. Pupils with Education, Health and Care Plans (EHCPs) have shown the most rapid improvement in outcomes of all pupil groups across all subjects. This is not reflected in the performance of EHCP pupils in specialist settings and SEND schools, where performance has dropped.

North Kesteven is still the top performing District Council overall in 2023 for KS2. Boston Borough and South Kesteven showed the steepest increases in KS2 performance overall in 2023. This was particularly noteworthy due to the socio-economic challenges experienced in Boston Borough. The increases were driven mainly by improvements in writing and maths.

Boston Borough is also top for KS2 progress overall. North Kesteven is top for reading progress, just edging above Boston Borough. Lincoln has also performed well for progress as the second best performing in writing and maths progress.

Lincolnshire has risen to 7th place (out of 12), against our statistical neighbours for progress in reading and now equals our statistical neighbour average. Lincolnshire is now 8th for maths and writing, improving from bottom in the tables previously.

Our overall progress for all subjects is now above our statistical neighbour’s overall average.

f) KS4 (aged 16)

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

50 of Lincolnshire’s 52 secondary schools are academies.

Lincolnshire’s average Attainment 8 score per pupil has remained steady and is ahead of East Midlands and statistical neighbours and is broadly in line with the national average.

Lincolnshire is currently above East Midlands, its statistical neighbours, and broadly in line with the national average, and below the Selective Authority average in the schools’ average of pupils achieving 9-5 and 9-4 in English and Maths GCSEs.

The average Progress 8 score in Lincolnshire has improved. We are now above National (State-Funded), East Midlands and statistical neighbour average of 0.02.

Lincolnshire ranks well against other local authorities (a rank of 1 denotes the best performing Authority).

KS4 2023	A8 RANK	% E&M 9-5 RANK	% E&M 9-4 RANK	P8 RANK
Lincs Rank Nationally (/152)	61	86	78	54
Lincs Rank in East Midlands (/10)	2	5	5	4
Lincs Rank in Stat Neighbours (/12)	1	3	3	2

Compared to the average of two other Selective Authorities, Lincolnshire is below on every outcome measure – except from Progress 8, in which we are above.

Overall, grammar schools seem to negatively impact the performance of our education sector in the county. This is due to the impact of clustering deprived pupils in non-selective schools, creaming off the most able, and attracting and retaining teachers in the grammar schools. The relatively high performance of the grammar schools is more than offset by the under-performance of the non-selective schools. A degree of this under-performance is caused by the grammar school system itself.

Pupils eligible for Free School Meals (FSM) make at least as much progress as this group achieves nationally. The gap with their advantaged peers remains.

Special Educational Needs (SEN) support pupils in Lincolnshire continue to perform above the levels of their SEN peers nationally on average. They attain at least in line with national for strong passes in English and Maths. The progress they make is also above the national average.

The progress of pupils with EHCPs is above the national average from their starting points.

g) Impact of Attendance

Our data confirms and reinforces the national picture that the less time children spend in school, the less well they achieve. At primary phase, we can see for those with less than 90% attendance, they are 1.2%-2.2% below where they are expected to be. Those with less than 75% attendance have large negative scores.

Attendance	Number of pupils	Average Reading	Average Writing	Average Maths
≥ 95%	5093	-0.04	0.33	0.01
≥ 90%	7378	-0.21	0.16	-0.24
All	8616	-0.35	-0.11	-0.50
< 90%	1238	-1.24	-1.79	-2.21
< 75%	168	-3.51	-4.65	-5.20

h) Ofsted

Outcomes show that an increasing percentage (87%) of maintained schools are Good or Better compared with only 75% of academies.

i) Collaborations

As a result of the collaboration with the Teaching School Hub (TSH), after only 18 months of project and CPD delivery, 2023 data shows the following outcomes for maintained schools:

- Active English/Spelling Schools had 3% higher outcomes in spelling, punctuation and grammar (SPAG) than non-Active schools.
- Schools receiving school-to-school support from the Hub had 5.7% higher RWM combined KS2.
- Reading was 4.7% higher at KS2 than those who did not participate in CPD or project.

- Writing was 2.2% higher at KS2 than those who did not participate in CPD or project.

A TSH Strategic Board report shows very positive impact in all areas.

2. Actions to Improve Educational Outcomes

Improving educational outcomes for all children in the Early Years

Early Years and Childcare Support (EYCC) analyse Early Years Foundation Stage (EYFS) data alongside the local Early Years teams in the Autumn term so they can focus on the needs of their own areas, so that delivery in local children centres and support for early years settings can be focussed on specific areas of learning. EYCC have officers who provide support for schools with Early Years Foundation Stage Profile (EYFSP) assessment through training and teachers who are new to the EYFS and termly agreement trialling, yearly sector led moderation opportunities and through an annual quality assurance process.

EYCC colleagues work closely with the TSH to share data and research that bespoke support can be offered to reception classes in schools focussing on key areas such as early language and skills. A pilot project has been commissioned with the TSH to focus on targeted support for nine schools with significantly lower GLD outcomes at the end of the EYFS 2023.

EYCC coordinates a universal training offer to all early years providers focussing on mandatory training and courses linked to national and local initiatives, safeguarding and analysis of patterns of need following Ofsted inspections.

EYCC are working closely with the DfE and local providers to support the delivery of the Stronger Practice Programmes, which the government has announced as a package of measures to support children's educational recovery after the pandemic in the early years.

Lincolnshire's children achieve well overall. There remains a spread of performance across schools and districts in the county and support for education improvement is essential to maintain our trajectory of improvement and to support communities and children. Challenges persist with our influence and engagement across the academy sector.

Educational Locality Leads maintain regular contact with their colleagues within their districts such as SEND, pupil regeneration team (PRT), Early Help/Family Hubs and EYCC. They collaborate to share real time information about factors affecting families, schools, and their localities. In doing so, they build robust knowledge of their geographical areas and communities. They use this, as part of Teams Around the Schools and Districts, to guide and inform school leaders on strategies for improvement and to signpost to the best avenues of support.

Education Locality Leads each have an area of lead responsibility and link with different service areas in Lincolnshire County Council Children's Services and attend link meetings and steering groups as appropriate to ensure education retains an active voice in support for

children and families. This also enables them to bring back up to date intel and knowledge to the rest of the team.

We believe that the Education Team is ideally placed to link with operational multi-agency teams within the Families First Pathfinder initiative to enhance the 'Team around the Family' model and link out to the 'Team Around the School'. The team could offer the support and monitoring for school leaders to secure more robust intelligence for school staff and to guide the team's delivery.

The Education Improvement Strategy

The Lincolnshire Education Team works very closely with our two main partners in the sector, the Partnership of Schools Group (PSG) and the TSH, along with the Lincoln Diocese (DBE). Together, representatives of each group work on our Lincolnshire Education Group (LEG) to steer and drive our Education Strategic One Plan (ESOP). A key part of this is The Education Improvement Strategy.

All maintained schools continue to receive at least one termly visit from their Education Locality Lead, to ensure that their school is in a strong position moving forward. LEG now provides regular leadership briefings for school leaders which are well attended by leaders in both maintained schools and academies.

Education Locality Leads continue to support school leaders to develop their curricula so that pupils are able to learn from wider experiences such as educational visits and visitors to the school. Curriculum adjustments will be informed by an understanding of the critical content for progression in each subject.

Where assessments reveal significant gaps in learning, Locality Leads are working with school leaders to develop targeted support and interventions making sure pupils catch up. The Education Team supports schools to understand how the Recovery Premium can be used to supplement high-quality teaching.

In addition to this, the Education Team now supports or works collaboratively with our key partners within the education sector.

Teaching School Hub

We are proud that we have a Lincolnshire school as a key strategic partner in this new DfE initiative. The Education Team has strong links with the TSH – e.g. Heads of Service sit on the TSH Strategic Board – and through information sharing, support targeted support for schools most in need, through the TSH offer.

Our TSH has collaborated with partners to provide a central front door for access to DfE programmes such as Early Career Teachers (what used to be called NQTs) and the New Professional Qualifications (NPQs) as well as being a central place for schools for access to other hubs and nationally designated specialist centres. The Hub also has DfE approved, and quality assured, additional professional development programmes for teachers.

The Education Team commissions projects from the TSH to address key issues identified by the sector and the team itself. These projects are delivered alongside the universal offer for the TSH.

Working with the TSH, we are now part way through the delivery of a two-year programme to increase pupils' fluency in reading by Year 2 and develop pedagogical approaches of practitioners in relation to communication and language and early reading and to provide a sustainable model to ensure the on-going development of these approaches in Lincolnshire, including the development of reading and language frameworks and assessment approaches. This programme was commissioned in the context of Lincolnshire's children performing less well than the majority of their peers nationally and has already had a positive impact on outcomes as our data is showing.

The focus of the service is on intervening early and supporting schools in driving school improvement activity. We can already see positive impact of our work with maintained schools. The percentage of pupils achieving RWM EXS+ in Maintained schools is higher on average than those in Academies, Academy Converters, Academy Sponsored and MATs. Reading progress in Maintained schools for the majority of pupil groups is higher than their peers in Academies, Academy Converters, Academy Sponsored and MATs. Since September 2022, there are 25 maintained schools who were previously less than good, are good or better or have remained good after an ungraded inspection.

We are planning to continue supporting this journey of improving education standards for primary maintained schools by commissioning further work with the TSH. Academy liaison generally falls to the Assistant Director for Education through keeping in touch meetings and the MAT CEO network meetings.

Currently, there are three projects underway:

- **Early Reading into KS1:** This links to the EYCC Reading Development Project. One year completed.
- **Strengthening Leadership:** This links to Leadership Pathways and National Professional Qualification for Headship (NPQH), focusing on Deputy Leaders as well as Head Teachers. One month completed.
- **SEND Leadership Development:** This links to the SEND workforce development project commissioned with LEARN as part of the SEND Strategy. One year completed.

We are commissioning a new project to develop robust and enhanced Assessment for Learning (AfL) in schools which will link social context and other service provision to in-school provision to support closing the attainment gap.

In addition to this, the Education Team has commissioned a consultant Head Teacher to lead the Gainsborough Aspiration Project (GAP). This project is focussing on drawing together local services and local authority service provision and schools in order to address factors outside

of schools, support families and raise aspirations and ultimately improve outcomes for young people in one of our most deprived areas.

The legacy of the projects will be that schools are more effective in providing support for all pupils and attainment gaps are closing across the county, with a cadre of school-based colleagues on hand to offer support to their peers.

3. Conclusion

Children are now getting a good start as they enter education. Although starting points are below what we hope for in KS2, by the end of KS4 young people catch up and outcomes are broadly in line with national.

Challenges remain in the capacity of the Education Team to scale up projects across all schools, to engage fully with the academy sector and to provide ongoing hands-on advice to all school leaders.

Developing our strategies and services to support schools and to support families in localities will be a key driver of improvement in the future.

4. Consultation

a) Risk and impact analysis

Not applicable

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of the report.

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