

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

Report to:	Lincolnshire Schools' Forum
Date:	20 January 2022
Subject:	Schools Sector Led Update

Summary:

This report is presented to School Forum to give an update on changes in the sector led system over the last year and information about the current position with schools. It explains some of the challenges faced by schools and highlights the position in Lincolnshire for outcomes data from validated performance data from 2019 and current data on Ofsted inspections compared with national averages. It goes on to give an update on the Lincolnshire Learning Partnership and explain the different way the local authority is working with its maintained schools and the changes in the system with the de-designation of Teaching Schools and the new Teaching School Hub.

Recommendation(s):

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

Background

1. Background

Ofsted

School inspection outcomes

Routine school inspections ceased during the pandemic. Ofsted conducted a limited number of inspections of schools during the pandemic and returned to routine inspections from September 2021.

As of 30 November 2021, the proportion of Lincolnshire schools judged as good or better by Ofsted has increased from 83.9% to 84.4%. This is now higher than our statistical neighbours at 84.1%. However, this remains lower than the national average of 86.8%.

75.9% of secondary schools and 84.6% of primary schools are judged as good or better.

78.6% of academies are judged as good or better compared with 90.3% of maintained schools.

The highest proportion of secondary schools judged as good or better is in Lincoln with 100% 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 North Kesteven with 91.5% compared with the lowest proportion of primary schools judged as good or better in South Holland at 72.3%.

Outcomes

Statutory National Curriculum Assessment and Examinations

No external examination or qualification data has been made available to Local Authorities throughout the pandemic for years 2020 or 2021, due to the cancellation of school-based examinations and assessments. For this reason, data presented is from 2019 only. It is reasonable to suggest that this remains broadly reflective of the current position and performance of Lincolnshire's schools and settings in relation to national and statistical neighbours.

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 69.6% in 2019 compared to 69.1% in 2018. This is lower than that of the statistical neighbours at 71.1%. National increased to 71.8% in 2019 from 71.5% in 2018. The percentage of children achieving a good level of development has increased by 0.5% since 2018 and has dropped below National by 2.2%.

Phonics Screening Check (Aged 6)

The proportion of pupils meeting the expected standard by Year 1 was 81.0% in 2019. This is in line with Statistical neighbours and below national by 1%.

Key Stage 1 (Aged 7)

The proportion of pupils achieving the expected standard in Reading, Writing and Mathematics combined decreased to 61.5% in 2019 from 62.2% in 2018. The national average in 2019 was 64.9%, decreasing from 65.3% in 2018. The gap between Lincolnshire and National is broadly the same year on year. Writing is the weakest area in this Key Stage.

Key Stage 2 (Aged 11)

The proportion of pupils reaching the expected standard in Reading, Writing and Mathematics combined improved to 61% in 2019 from 60% in 2018. Whilst there has been an upward trend over the last three years of data, Lincolnshire remains below the national average of 65%.

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 46.8 in 2019 which was above national at 44.7 and Statistical Neighbours at 45.68.

The Average Progress 8 score in Lincolnshire is -0.03. We are in line with National, East Midlands and Statistical Neighbours Average of -0.03, -0.06 and -0.06.

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

In order to support school leaders within our sector led system and to support the COVID recovery, The Strategy for School Improvement has been refreshed so that, unlike previous years, all maintained schools now receive at least one termly visit from their Education Locality Lead to ensure that their school is in a strong position moving forward.

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)
- Holiday education: summer schools
- 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 develop their curriculum so that as we begin to recover from the pandemic, pupils are able to learn from wider experiences such as educational visits and visitors to the school. Schools will be supported to prioritise their teaching so that missed content is addressed so that this will allow pupils to make sense of later work in the curriculum. Curriculum adjustments will be informed by both an understanding of the critical content for progression in each subject and what pupils do and do not know or have missed out on due to the pandemic.

Where assessments reveal significant gaps in learning, Locality Leads are working with school leaders to develop targeted support and interventions making sure that pupils catch up. The Education Team supports schools to understand how the Recovery Premium can be used to supplement high-quality teaching. The National Tutoring Programme provides additional, targeted tuition support for disadvantaged children and young people who have been hardest hit by disrupted education. Leaders are also supported to use the Education Endowment Foundation's Teaching and Learning Toolkit to identify further support.

In addition to this, the Education Team continues to work with a range of partners in the sector led model.

The Schools' Forum maintained primary school representatives supported the recommendation to use base de-delegation funding to deploy an additional school improvement professional within the sector to deliver school improvement expertise in supporting leaders and teachers. In addition, the LA is to deliver a two year programme to increase pupils' fluency in reading by year 2. Positive steps are therefore being taken to support the primary maintained school sector.

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.

The previous chair of the LLP, Suzanne Scott, Headteacher of Ellison Boulsters Church of England Academy, remained in post through the pandemic and lockdown periods combining leadership of the partnership with that of her own school. The LLPB maintained an overview of the whole system throughout the pandemic, including the coordinated response. She resigned in the summer. I would like to extend our thanks for her for her leadership of the board and remaining in post through the pandemic.

We have a new chair for the LLPB, Catherine Stratton, Headteacher of Saxilby Church of England Primary School, who is looking to support the board refreshing its work for the next stage of our sector-led system in Lincolnshire. The LLPB convened twice as a board in the autumn term and they continue to assess the conditions that school leaders face. Their main aim at the current time is to first and foremost understand the challenges school leaders face in running their school, supporting them and planning for the future system.

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.

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.

The LLPB is currently working alongside the County Council, LEAD Teaching School Hub and the CEO network (who represent our Multi Academy Trusts) to continue to review the progress we have made in developing a sector-led system of education provision and school improvement.

In addition to the board's existing funding commitments, the County Council also committed £0.670m to address identified schools needs at a system-wide scale. This has meant that the LLPB has not utilised its remaining funds of £0.683m at this stage. The table below shows funds identified funding agreed by the board for specific projects.

Item	Term	Annual Cost	Total
Chair of the LLPB	5 Years	£15000.00	£75000.00
Annual Conference	5 Years	£20000.00	£100000.00
LLP Recovery Conference	1 Year	£50000.00	£50000.00
TOTAL			£225000.00

The LLPB continue to be aware of the pressure school leaders are facing due to the pandemic. The pandemic has lasted longer than expected and the LLPB has not committed their remaining funds at this point to allow them to understand the landscape with the new Teaching School Hub and national programmes of support in place to help recovery such as Covid-19 Catch Up Premium funding and the National Tutoring Programme. The

LLPB will revisit the use of their remaining funding this year once the impact of the pandemic on schools in Lincolnshire is understood to support schools on their next stage of improvement and to improve outcomes in the future.

Teaching Schools Commissioned Support

Our Teaching Schools were the Local Authority's strategic partner for school improvement activity until August 2021 when the national designation of Teaching Schools ended. They worked closely together as Lincolnshire Teaching Schools Together to ensure there was a joined-up offer for schools. The Teaching Schools were commissioned by the LLPB to deliver a programme of work developing research-informed practice in schools. In the initial year, this looked at the development of Teaching Assistants in schools and more recently offered a broader range of research-led programmes to schools.

During the pandemic, the programme was amended to deliver trauma-informed training for teachers to support pupils returning to school. These focused on trauma-informed transition, staff well-being and behaviour as communication and were well attended by schools.

We amended our school improvement commission to focus on 'Recover Lincolnshire' with bespoke sessions for school leaders supporting them in dealing with the pandemic and the additional challenges they faced. We focused programmes on curriculum recovery, particularly in English and mathematics with specialised programmes for small schools.

A project was commissioned to support schools in the City of Lincoln. This is focused around four aims and continues to run this year. The aims are to create and build a team around the city connecting school leaders, business and charity leaders, higher and further education as well as city and council services together to create a city which is a great place to be and be from. The second aim is the team around the school ensuring schools leaders are supported to lead great schools. The third aim is the team around the teacher ensuring teachers have access to high quality professional development and the fourth aim is the team around the learner focusing on transitions.

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

We are proud that one of our Teaching Schools was successful in their application to the DfE as a Teaching School Hub and that we have a Lincolnshire school as a key strategic partner in this new DfE initiative. There have been 87 Teaching School Hubs designated across the country with L.E.A.D Teaching School Hub Lincolnshire designated to provide teacher and leadership development to schools within Lincolnshire.

Our Teaching School Hub has worked 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 National Professional Qualifications (NPQs) which span specialist NPQs such as NPQLT which is for leading teaching or NPQLBC which is about leading on 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.

The Local Authority has an officer 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.

Local Authority School Improvement Monitoring and Brokering Grant

The Department for Education (DfE) launched a consultation between 29 October to 26 November 2021 on removing the funding for Local Authorities School Improvement Monitoring and Brokering Grant for school improvement activities supporting maintained schools. The estimated grant value had expected to be £0.585m in 2022/23. The DfE consultation proposes a 50% reduction in 2022/23 and the removal of the funding entirely in 2023/24. The DfE proposal was that this is funded by maintained schools delegations. The Council has responded strongly to this consultation opposing such a change, as have Council's across the country. The Council has raised concerns over the rationale of removing the grant funding; the inequity this will provide when comparing the Regional Schools Commissioner role in supporting academies; the short timescales for responding to such a significant change in funding; the impact this will have on maintained schools including our small schools, and the Council does not agree with the DfE solution of maintained schools bearing an additional financial burden on their schools budgets. The outcome of this consultation was released on 11 January and unfortunately, despite much challenge across the country, the decision has been made to withdraw this funding with the proposal that maintained schools fund this. It should be noted the 50% reduction will commence from April 2022.

The Council considers its investment in the education sector as a strategic priority to enable all children to prosper across all Lincolnshire schools, and supports the continuation of the current delivery, which is considered a lean school improvement support model. The Council has an important role in driving standards and joined up arrangements in the local area, which has been evident throughout the pandemic in supporting all schools on the ground when they most needed it. The Council overall will manage the impact of any grant funding changes at this time and will consider longer term implications of this grant withdrawal.

3. Consultation

a) Risks and Impact Analysis

This is an update paper on the current position so this is not required.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Early Years Foundation Stage Profile Lincolnshire Outcomes 2019
Appendix B	Key Stage 4 Revised Statistical Release 2019 Main
Appendix C	Key Numbers Report 2019

5. Background Papers

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

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