

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

Report to:	Children and Young People Scrutiny Committee
Date:	04 March 2022
Subject:	Schools' Standards and Recovery

Summary:

This report provides an update regarding standards within the sector led system and the recovery response following the Covid-19 pandemic. An overview of validated performance data from Lincolnshire Schools and Early Years for 2018/2019 will be covered. The report will cover outcomes at Early Years, Key Stage 1, Key Stage 2 and Key Stage 4.

Analysis of needs and areas for development has been shared with the sector and partners to assist with targeted support programmes of professional development.

Actions Required:

The Committee is invited to review and comment on the issues and information contained in the report.

1. Background

Ofsted

Schools: As of 1 November 2021, 83.9% of Lincolnshire's schools have been judged as good or better. This is lower than our statistical neighbours of 84.1% and the national average of 86.6%. 75.9% of secondary schools and 84.2% of primary schools are good or better. 78% of academies are judged as good or better compared with 91.4% of maintained schools. Boston and East Lindsey have the highest proportion of schools judged to be less than good. City of Lincoln has the lowest proportion of schools not judged to be good or better.

Ofsted conducted a limited number of remote inspections of schools during the pandemic and have returned to routine inspections from September 2021.

Early Years: As of March 2021, 97% of Lincolnshire’s early years settings were judged good or better compared to the national of 96%.

Disapplication of Setting Inspection

Scheduled Ofsted inspections in early years and childcare providers were cancelled at the start of the pandemic and routine inspections did not take place although regulatory work continued.

Autumn Term Ofsted Visits to Settings

Ofsted carried out ‘interim visits’ to early years and childcare providers from 28 September to 21 December 2020, for those providers with a less than good outcome at their previous inspection. These visits did not result in any changes to setting inspection grades.

Routine Inspections

Ofsted resumed their routine inspections in April 2021 and have focussed their visits on those providers who have yet to have their first inspection and those who have a less than good inspection outcome. Since that date there have been 45 inspections of Early Years and Childcare Providers in Lincolnshire; 39 have been judged as Good (or met where there are no Early Years children); four have been judged as Requires Improvement or Not Met, and one was judged as Inadequate by Ofsted. It is worth noting that this means that those currently being inspected are either those with a previous less than good judgement or those that are having their first inspection, which might be more likely to result in lower outcomes at inspection.

Outcomes

Statutory National Curriculum Assessment and Examinations

The Government stated it was not mandatory for practitioners to complete the Early Years Foundation Stage Profile (Aged 5) assessment in 2020.

No external examination or qualification data has been made available to Local Authorities throughout the pandemic, i.e., 2020 or 2021, due to the cancellation of school-based examinations at GCSE and A Level. For this reason, the data presented is for the years to 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.

This 'Good Level of Development' in Lincolnshire was 69.6% in 2019 compared to 69.1% in 2018. This is lower than pupils in the East Midlands (70.3%) and that of the statistical neighbour (71.1%). National has 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%.

Boston and East Lindsey saw the greatest increase in GLD outcomes in 2019. Boston's GLD increased from 62.2% in 2018 to 65.5% in 2019. East Lindsey's GLD rose from 65.8% in 2018 to 68.9% in 2019. Lincoln's GLD increased by just 0.4% to 66.5% whilst West Lindsey and South Holland's GLD remained the same. North Kesteven and South Kesteven's GLD both decreased from 2018 to 2019 with South Kesteven having the biggest decrease by -1.6% to 71.7%. Boston and South Holland remain the lowest performing districts.

The Lincolnshire (32.1%) inequality gap (the difference between the lowest performing 20% of pupils and their peers) is narrower than the East Midlands (33.7%) in achievement across all Early Learning Goals, compared to National (32.4%).

Phonics Screening Check (Aged 6): The gap between Lincolnshire and percentage of pupils meeting the expected standard by Year 1 is the same as the previous year, 81.0%. However, Lincolnshire is now 1% below National and in line with Statistical Neighbour. Pupils known to be eligible for free school meals are performing as well as the same cohort in the East Midlands, better than Statistical Neighbours but less well than National.

Key Stage 1 (Aged 7): This is a local measure of Reading, Writing and Mathematics combined (a pupil achieved age related or above in all three subjects). This has 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. Pupils known to be eligible for free school meals are performing less well than National in Reading, Writing and Maths but better than Statistical Neighbours in Writing.

Key Stage 2 (Aged 11): This is a national measure of reading, writing and mathematics combined (a pupil achieved age related or above in all three subjects). Lincolnshire has improved in this measure since last year to 61% in 2019 from 60% in 2018 and has continued to see an upward trend over the last three years. National has stayed the same in 2019 as 2018 at 65%. The gap between national and Lincolnshire has narrowed from 5% in 2018 to 4% in 2019. Progress scores for Lincolnshire and Statistical Neighbour in 2019 is the same in Reading and Writing than the previous year of -0.1. Mathematics is the weakest of the three subjects.

Pupils known to be eligible for free school meals (FSM) are performing less well than National, East Midlands and Statistical Neighbours in Reading, Writing and Maths in 2019 as in previous years.

The gap between the Lincolnshire FSM cohort and the National FSM cohort was similar in 2018 and 2019. A lower proportion of Lincolnshire FSM pupils (39%) achieve the expected standard than the National FSM cohort (48%).

The outcomes of EAL (English as an additional language) pupils in Lincolnshire improved in 2019 by 3% and now stand only 1% below non EAL pupils. However, Lincolnshire EAL pupils still perform below National rates.

Progress has continued to improve in Reading, Writing and Maths since 2017. This picture is reflected in the East Midlands.

The highest performing Districts in 2019 were North Kesteven and South Kesteven, the lowest performing District was the City of Lincoln. The most improved District since 2017 is South Holland (+6%) and the least improved is East Lindsey (+1%).

Girls continue to perform better than boys; this reflects the picture nationally and in the East Midlands.

Key Stage 4 (Aged 16): A standard pass is deemed a grade 4 and a good pass being a grade 5. This is then calculated into Attainment 8 and Progress 8 scores. The subjects included are double weighted English and Mathematics and then 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. Lincolnshire is currently lower than National but higher than East Midlands and Statistical Neighbour in the percentage of pupils achieving 9-5 in English and Maths GCSE.

In 2019 Lincolnshire's English Baccalaureate Average Point Score per Pupil of 4.10 is higher than National, East Midlands and Statistical Neighbour. The English Baccalaureate Average Point Score in Lincolnshire for pupils known to be eligible for free school meals is 2.80. We are below National (State-Funded) of 2.92, and in line with regional East Midlands figure and our Statistical Neighbour Average of 2.76 and 2.72.

The percentage of pupils achieving the English Baccalaureate (strong 9-5) in Lincolnshire is 18.7%. This is well above National (State-Funded) by 1.5%, East Midlands by 3.1% and Statistical Neighbour Average by 5.1%.

The percentage of pupils achieving 9-5 strong pass in English Baccalaureate in Lincolnshire for pupils known to be eligible for free school meals is 5.7%. This compares favourably to our Statistical Neighbour Average of 4.0%. We are below National of 6.5% (State-Funded) and above the regional East Midlands figure of 5.0%.

Lincolnshire's average Attainment 8 score per pupil is in line with National but above East Midlands and Statistical Neighbour. The Average Attainment 8 score per Pupil in Lincolnshire for pupils known to be eligible for free school meals is 33.7. We are below National (State-Funded) of 35.0 and above regional East Midlands figure and our Statistical Neighbours Average of 33.3 and 32.8.

The Average Progress 8 score in Lincolnshire is -0.03. We are in line with National (State-Funded), East Midlands and Statistical Neighbours Average of -0.03, -0.06 and -0.06. The Average Progress 8 score in Lincolnshire for pupils known to be eligible for free school meals is -0.53. We are in line with National (State-Funded) and below regional East Midlands figure and our Statistical Neighbours Average of -0.53, -0.60 and -0.62.

South Kesteven and West Lindsey are the strongest districts, performing above the national average in both the percentage achieving grades 9-4 in English and Maths (70% and 72% respectively) and the percentage achieving grades 9-5 (51% and 52% respectively).

The least well performing districts in terms of the percentage achieving grades 9-4 in English and Maths are Lincoln City at 58%, Boston at 60% and East Lindsey at 60%. These districts continue to underperform compared to other district areas in Lincolnshire and the national average.

Girls continue to perform better than boys. In 2019, 70% of girls in Lincolnshire achieved grades 9-4 GCSEs in English and Maths, compared to 60% of boys. The gap is slightly narrower for the percentage achieving grades 9-5 in English and Maths; 47% of girls achieved these grades compared to 38% of boys.

At GCSE, our FSM cohort does not perform as well as their non-FSM peers; 37% compared to 68% respectively achieved grades 9-4 in English and Maths, and 19% compared to 46% respectively achieved grades 9-5 in English and Maths. This puts disadvantaged pupils at risk of not getting the best start to the world of work and readiness for adulthood when they leave school.

EAL pupils in Lincolnshire perform less well at Key Stage 4 than EAL pupils nationally; 61% compared to 65% respectively achieved grades 9-4 in English and Maths. The gap is wider for the percentage achieving grades 9-5 in English and Maths, 37% compared to 43% respectively. The attainment gap between National and Lincolnshire EAL has narrowed for the grades 9-4 and widened for the grades 9-5 measures, compared to previous years.

In both the percentage of grades 9-4 and grades 9-5 in English and Maths measures, SEND (Special Educational Needs and Disabilities) pupils in Lincolnshire perform better than national SEND pupils. Compared to 2017, the gap has widened in Lincolnshire's favour.

2. Conclusion and Actions

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 Free School Meal (FSM) cohort is a strong indicator for disadvantage. At the end of primary and secondary school, Lincolnshire's FSM cohort does not perform as well as their non-FSM peers. This puts disadvantaged pupils at risk of not getting the best start to move onto their next stage of education or employment. This reflects the national picture.

It is the goal of the Education team to break the cycle of poverty and under-achievement.

Children who do not reach the Good Level of Development go onto do less well than their peers at all key stages. We see that this gap in attainment widens as children get older. Our priority for challenge and support is guided by these data and the necessity to work predominantly with maintained schools rather than academies.

The Strategy for School Improvement: In order to support school leaders within our sector led system and to support the Covid-19 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 (National Professional Qualifications)
- CPD (Continuing Professional Development) for teachers
- 16 to 19 Tuition fund

Education Locality Leads are supporting school leaders to develop their curriculums so that as we begin to recover from the effects of 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 teaching missed content that 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 now supports or works collaboratively with an additional range of partners from the education sector:

The Lincolnshire Learning Partnership (LLP): The 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. We have a new chair for the LLPB who is looking to support the Board with refreshing its work for the next stage of our sector-led system in Lincolnshire.

We are proud of the relationships across the sector with both maintained schools and academies. Chief Executive Officers (CEOs) in national academy groups are positive about the relationships with the local authority in Lincolnshire.

The LLPB, supported by the local authority, provides regular leadership briefings for school leaders which are well attended by leaders in both maintained schools and academies.

Teaching Schools Commissioned Support: Our Teaching Schools were our strategic partner for school improvement activity until September 2021; and 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 first aim is 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.

Teaching School Hub: We are proud that one of our Teaching Schools was successful in their application to the Department for Education (DfE) as a Teaching School Hub and have a Lincolnshire school as a key strategic partner in this new DfE initiative.

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 Newly Qualified Teachers (NQTs)) and the new National 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 Local Authority has an officer on the strategic group for the Teaching School Hub to ensure joined up working in the authority.

Early Years and Childcare team (EYCC): This team has also re-focussed their support for early years and childcare providers based on recovery following the easing of the Covid pandemic restrictions. In particular, this is to ensure providers are able to maintain compliance with EYFS safeguarding, welfare and related requirements yet enable children to have maximum opportunities to learn and develop. In many cases, the requirements limited the way providers organise their provision which may have restricted children's development and providers will need support to consider how to re-organise in a way that is safe but also promotes development opportunities.

Following the impact of the pandemic and the concern that quality may drop in the absence of external support, EYCC has focussed support on those most likely to be inspected through bespoke packages for those with a less than good inspection (currently nine providers), those awaiting their first inspection (currently 38 group providers and 52 childminders), and support for new managers (currently six).

A report by Ofsted last year outlined the impact on children and early years provision. As a result, all providers are being offered a development visit around the requirements of the EYFS to ensure providers are confident they are compliant and offering quality provision.

As well as the targeted support above, EYCC also provides a universal offer of support for all early years providers including:

- Termly Leadership and Management Briefings for group childcare providers and childminders
- Drop-in sessions for all early years providers
- Termly Early Years SENCo (Special Educational Needs Coordinator) networks
- Early Years Designated Safeguarding Leads Networks
- Termly Partnership Meetings (School Readiness) for schools and early years providers
- Early Years Training brochure including training for child development and mandatory training
- Self-Referral process for all providers

The next publication of EYFS Profile outcomes is expected in the Autumn term 2022; this will be following the submission of data in summer 2022. This will be the first year of a new assessment process at the end of the foundation stage with new early learning goals and no Local Authority moderation following the publication of the revised Statutory Early Years Foundation Stage Framework.

EYCC has delivered county wide training to schools, early years providers and professionals who work with children in early years to ensure there is confidence in the new guidance.

Locality early years colleagues focus their support for providers to meet the needs of children who are vulnerable through targeted work, and universal advice and guidance on the SEND Code of Practice and the graduated approach.

3. Consultation

a) Risks and Impact Analysis

Not applicable

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Lincolnshire Early Years Foundation Stage Profile Outcomes 2019
Appendix B	Covid-19 series: briefing on early years, November 2020
Appendix C	Key Stage 4 Performance, 2019 - Revised Statistical Release
Appendix D	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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