



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

Report to:	Children and Young People Scrutiny Committee
Date:	22 July 2022
Subject:	Schools' Standards in Lincolnshire

Summary:

This report is presented to the Children and Young People Scrutiny Committee to provide an update regarding standards within the sector led system with a specific focus on Special Educational Needs and/or Disabilities (SEND), Pupils with English as an Additional Language (EAL) and Disadvantaged pupils along with school type. The report uses validated performance data from Lincolnshire schools up to 2019. The report will cover outcomes at Key Stage 2 and Key Stage 4.

This information was requested by the Committee when it considered a report on Schools' Standards and Recovery at its meeting on 4 March 2022.

Actions Required:

The Children and Young People Scrutiny Committee is invited to review and seek assurance on the issues and information contained in the report.

1. Background

Ofsted:

Schools: As of 1 June 2022, 74.1% of Lincolnshire's schools have been judged as good or better. This is lower than our statistical neighbours at 74.6% and the national average of 87.2%.

79.7% of secondary schools are good or better which is more than our statistical neighbours at 76.9% and national at 78.8%. 83.8% of primary schools are good or better compared with our statistical neighbours at 85.7% and national of 88.5%.

Outcomes:

Statutory National Curriculum Assessment and Examinations for 2022 will be available very soon following the scrutiny of this report. 2019 data is summarised for reference only.

Key Stage 2 (Aged 11):

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 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.

Key Stage 4 (Aged 16):

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 (State-Funded) at 6.5% 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 which is below National (State-Funded) at 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.

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 pupils in Lincolnshire perform better than national SEND pupils. Compared to 2017, the gap has widened in Lincolnshire's favour.

2. Performance of Pupil Groups and Pupil Groups in relation to school type

Overview

The level of household disadvantage is the strongest driver of attainment and progress for our children overall.

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.

Schools with the highest proportions of disadvantaged pupils show the lowest levels of attainment and progress on average. There are a higher proportion of SEND pupils who come from disadvantaged backgrounds than their non-SEND peers.

Pupils categorised by SEND and Disadvantage perform better in selective schools than their peers in non-selective schools. However, overall, these groups of pupils perform less well than their peers. Too few of these groups are selected for grammar schools for the groups as a whole to benefit from the selective system.

SEND pupils appear to attain more highly and make more progress in mainstream schools than their peers in SEND specialist schools. However, numbers are small, and the nature of the needs may well be more severe in special schools.

Pupils who have English as an additional language (EAL) tend to make good progress and attain well compared to their white British peers.

Technical Detail and Statistics

Key Stage 2

Analysis of attainment for different categories of SEND pupils, including a breakdown of special schools vs mainstream schools

EHCP Pupils – Mainstream v Special Schools

Pupils with an Education, Health and Care Plan (EHCP) attending Mainstream schools make more progress in each of Reading, Writing and Maths compared to pupils nationally with the same starting point than their peers in Special schools. Since 2017, EHCP pupils in Mainstream schools have seen improved progress in each of Reading and Maths, and a

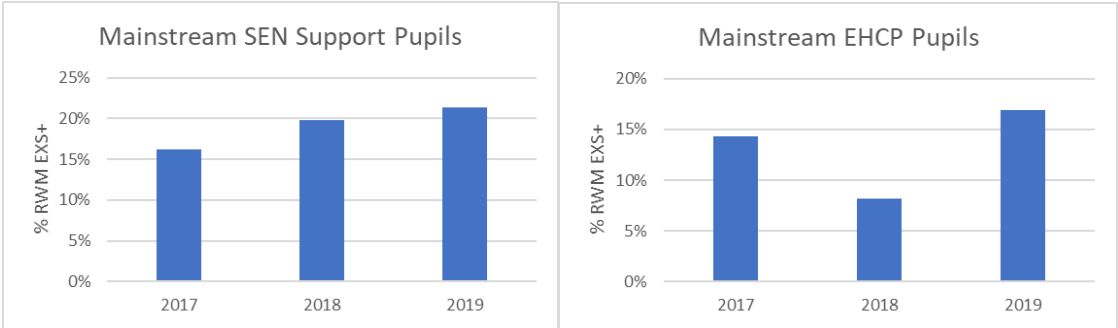
decline in Writing progress. EHCP pupils in Special schools have seen a decline in each of Reading, Writing and Maths progress.

SEN pupils by Primary SEN Type groups in Special vs Mainstream

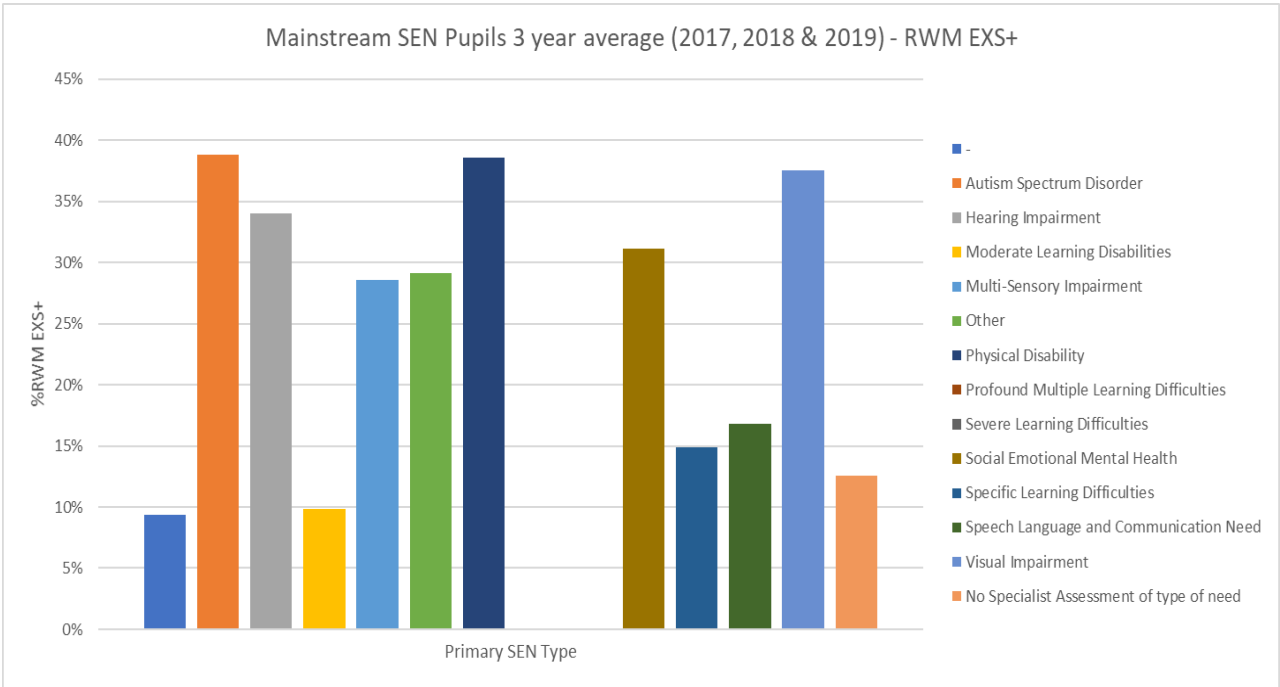


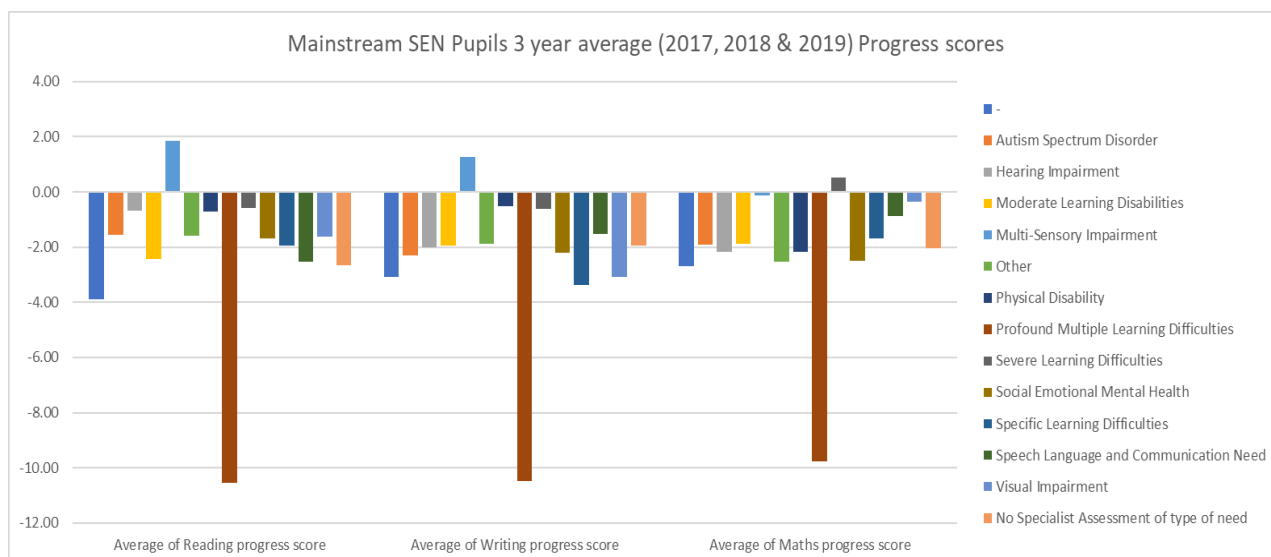
It should be noted that when we break down SEN pupils into Primary SEN Type groups, the differing nature of the needs of each group and low cohort numbers of certain groups make it difficult to assess the outcomes of the different groups fairly and with meaning.

Mainstream SEN Pupils



Since 2017 in Mainstream schools the percentage of SEN Support pupils achieving EXS+ RWM (Expected Standard or Better in Reading, Writing and Maths) has increased, as have their progress scores in each of Reading, Writing and Maths. The percentage of EHCP pupils achieving EXS+ RWM has also improved since 2017, as has their progress in Reading and Maths.





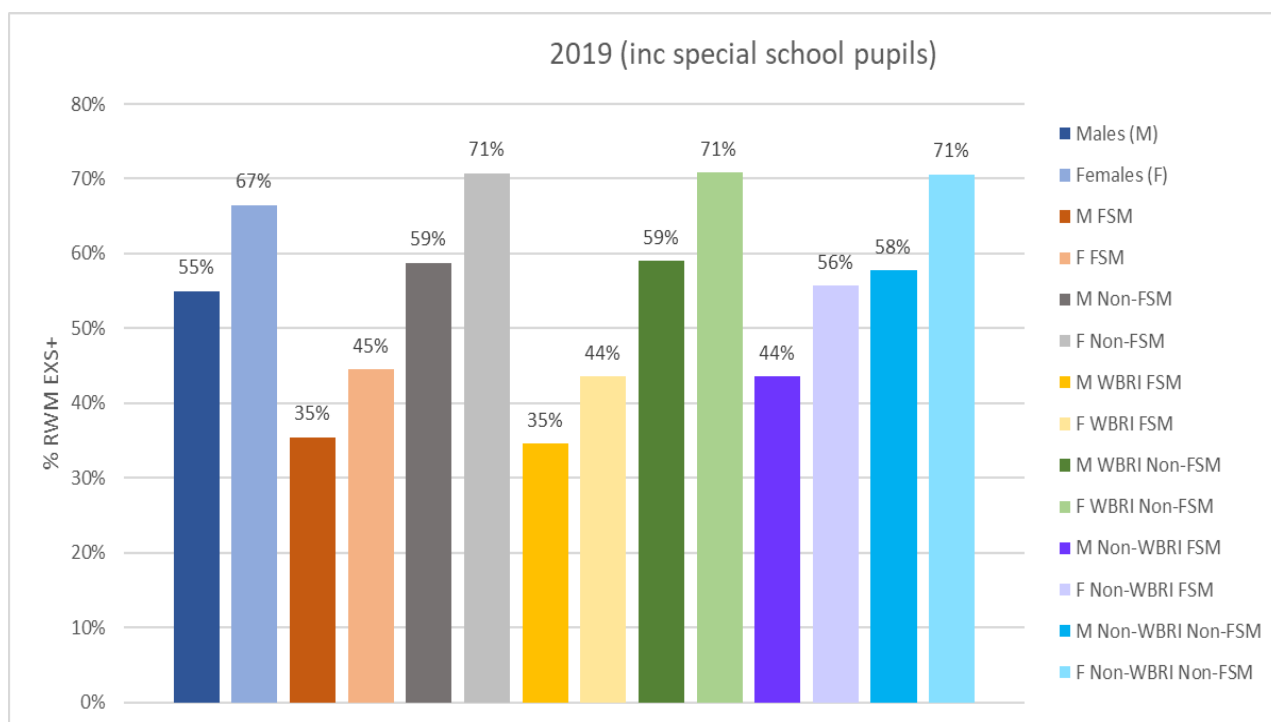
When we break down SEN pupils into Primary SEN Type groups the differing nature of the needs of each group and low cohort numbers of certain groups make it difficult to assess the outcomes of the different groups fairly and with meaning. The above charts are included for reference rather than for analysis purposes. For reference, see table below for total SEN pupil numbers included in the attainment calculations (in 2017, 2018 & 2019 combined), by SEN Type.

Primary SEN Type (Mainstream, all SEN)	Number included in RWM EXS Calculation	Number achieved RWM EXS+
-	32	3
Autism Spectrum Disorder	348	135
Hearing Impairment	47	16
Moderate Learning Disabilities	1609	158
Multi-Sensory Impairment	7	2
Other	158	46
Physical Disability	114	44
Profound Multiple Learning Difficulties	10	0
Severe Learning Difficulties	27	0
Social Emotional Mental Health	658	205
Specific Learning Difficulties	780	116
Speech Language and Communication Need	345	58
Visual Impairment	32	12
No Specialist Assessment of type of need	262	33
Grand Total	4429	828

Boys vs girls attainment, especially for FSM White British males

NB: Unknown ethnicities are included in the Non-White British group.

Male v Female by FSM/Non-FSM and White British (WBRI)/Non-White British



Expected standard or better in Reading, Writing and Mathematics (EXS+ RWM)

In 2019 for the percentage achieving EXS+ RWM, Girls outperform Boys. WBRI FSM Boys perform in line with All FSM Boys.

While the WBRI characteristic seems to play a part as an indicator of poorer performance, and as stated above Girls outperform Boys, **the FSM characteristic appears to be the driving factor**.

Progress

Looking at Key Stage (KS) 1-2 Progress measures for 2019, in Reading and Writing progress, Girls outperform Boys. The WBRI FSM Boys perform poorest, closely followed by the All FSM Boys group.

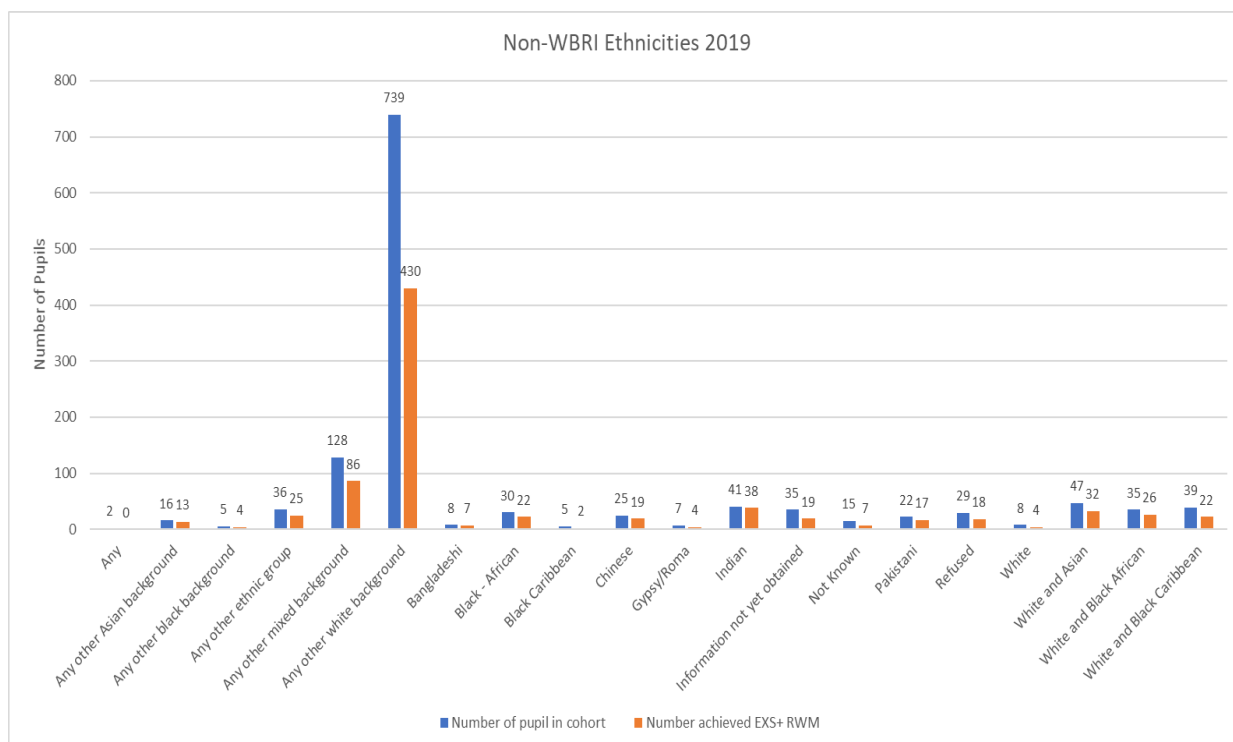
In Maths progress the Boys outperform the Girls. The WBRI FSM Girls perform poorest, closely followed by the All FSM Girls group.

The driving factor in the progress measures appears to be the FSM characteristic.

Ethnic Groups

Ethnicities

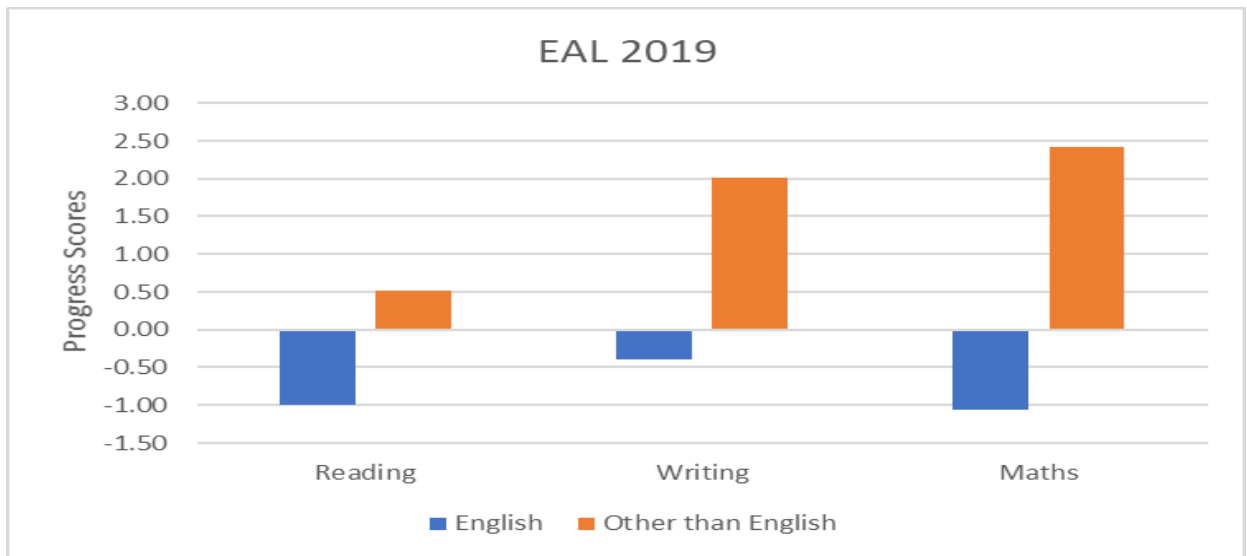
Ethnicities other than White British account for approximately 15% of a KS2 Year 6 cohort. The majority of this group consists of pupils recorded as “Any other white background”.



EAL

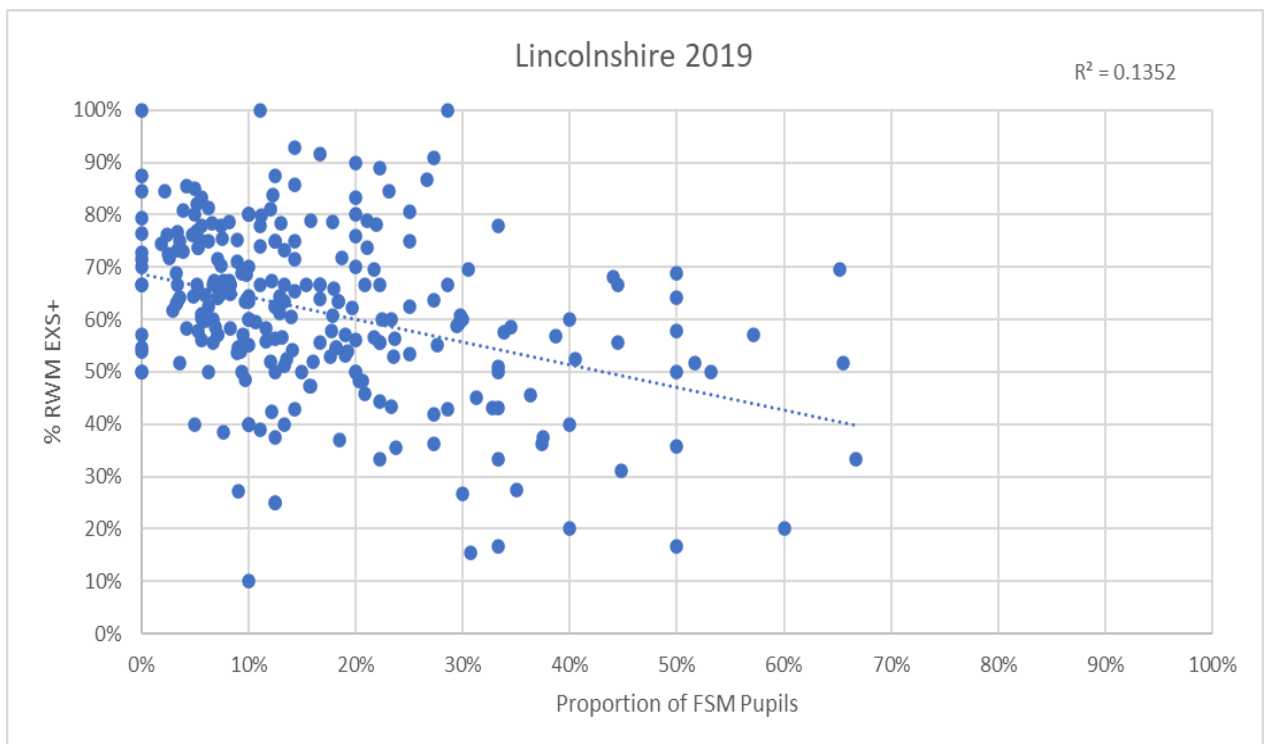
In 2019 in the % EXS+ RWM measure, pupils recorded with a first language of “Other than English” performed broadly in line with those recorded as having English as their first language, at 60% compared to 61%.

The same is not true in the progress measures (see below chart), where pupils recorded with a first language of “Other than English” outperformed those recorded as having English as their first language in each of Reading, Writing and Maths. The majority of this difference will be due to EAL pupils catching up with their peers during KS2 from a lower KS1 starting point than their peers.



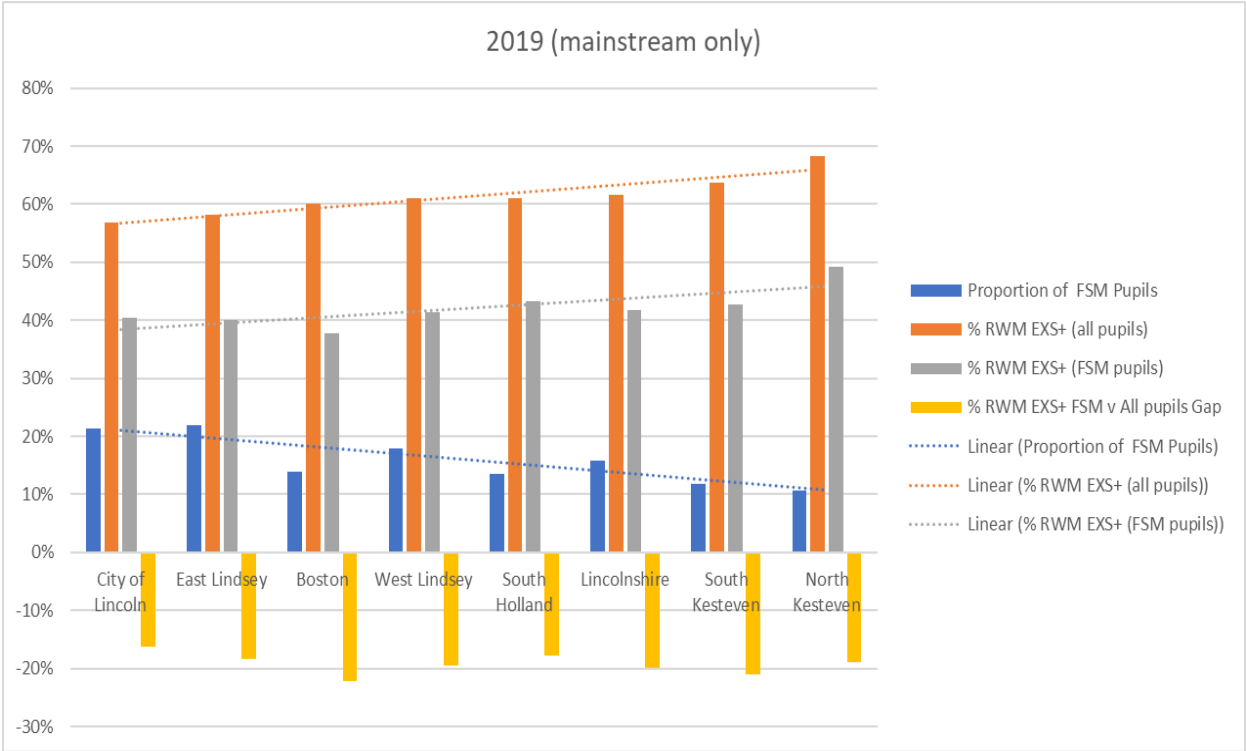
Analysis of links/correlation between deprivation and educational attainment

- We exclude special schools from the correlation analysis.
- Here we use the proportion of FSM pupils as an indicator of deprivation is the higher the proportion of FSM pupils, the higher the level of deprivation.



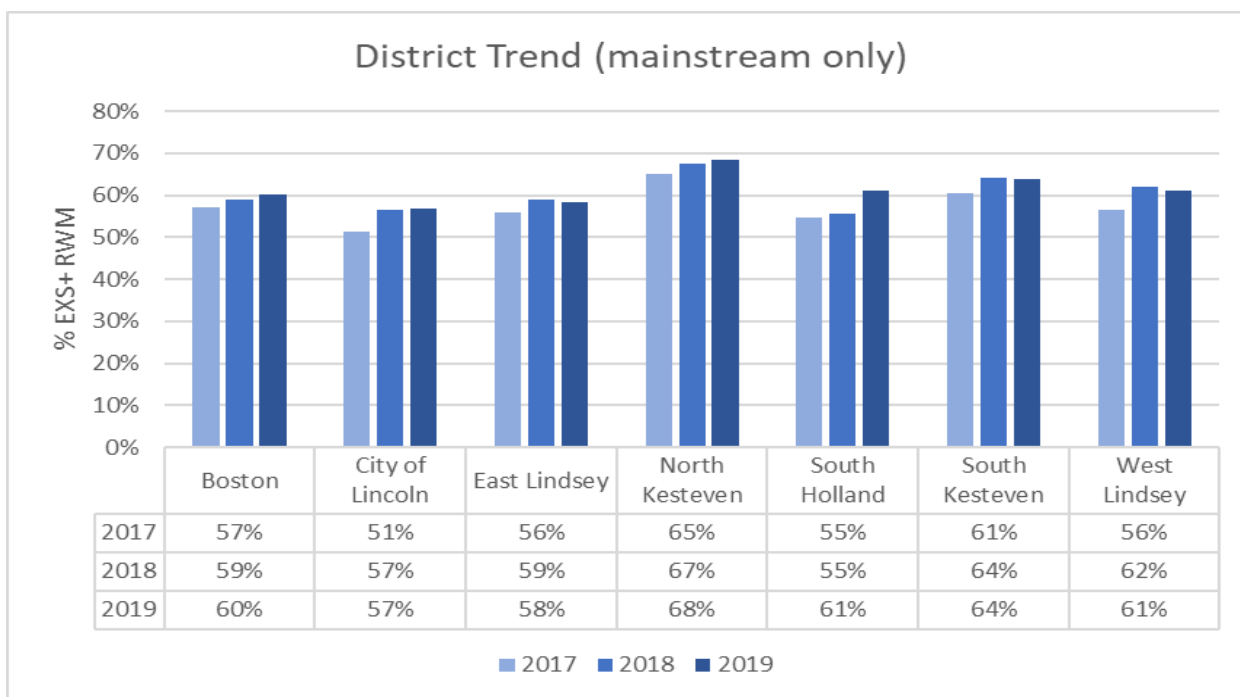
There is a strong negative correlation between Lincolnshire's proportion of FSM pupils and the percentage of pupils achieving EXS+ in RWM. That is to say – the more disadvantaged pupils there are as a proportion of a school cohort, the lower the outcomes overall.

We can see this reflected across districts. That is to say, that we can see broadly that as the trend for % EXS+ RWM increases, the trend in the proportion of FSM pupils decreases. The chart below plots a number of variables for each district and for Lincolnshire overall.



Boston and Lincoln compared with East Lindsey and South Holland - who have improved

Regarding the query as to whether there are “any lessons that Boston and Lincoln could learn from East Lindsey and South Holland who have improved”: at Key stage 2 the below chart indicates that South Holland did indeed make strong improvements in % EXS+ RWM in 2019 compared to other districts; the same however cannot be said for East Lindsey.



As per below chart, the same is true for South Holland for KS1-2 Progress in each of Reading, Writing and Maths. East Lindsey saw an improvement in Writing Progress but worsened in Reading and Maths Progress (as did South Kesteven and West Lindsey).



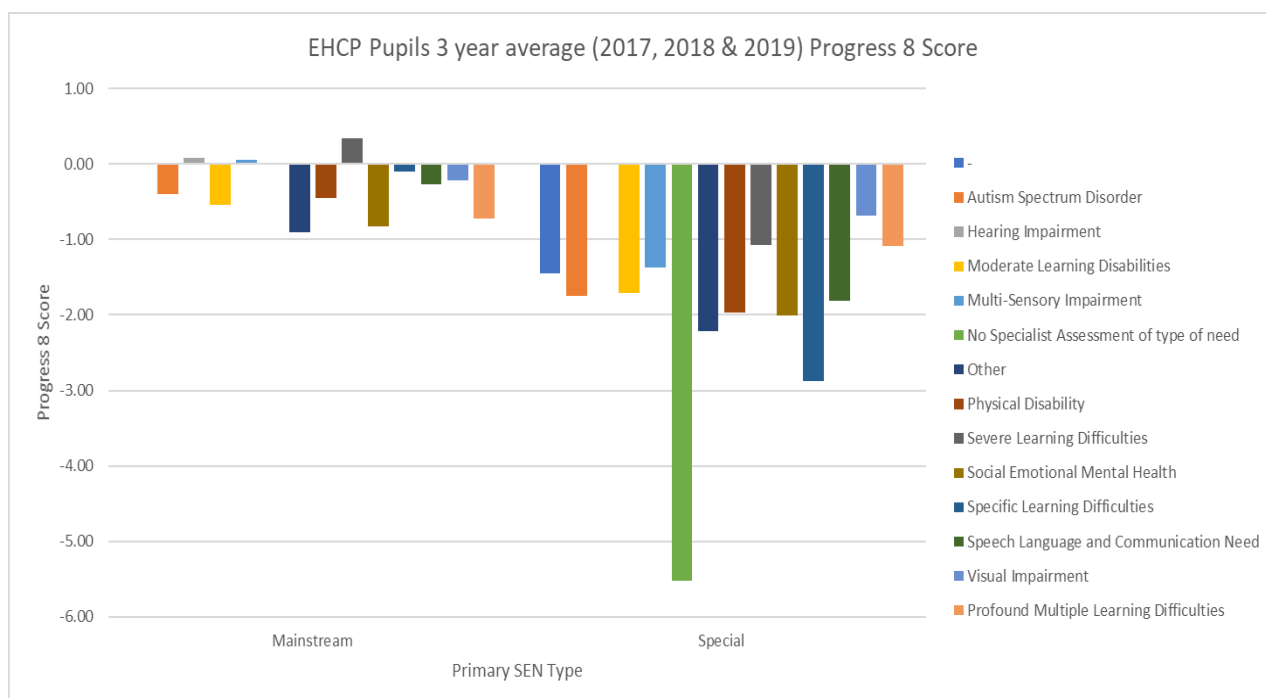
Key Stage 4

Analysis of attainment for different categories of SEND pupils, including a breakdown of special schools vs mainstream schools

When we break down SEN pupils into Primary SEN Type groups the differing nature of the needs of each group and low cohort numbers of certain groups make it difficult to assess the outcomes of the different groups fairly and with meaning. Most analysis has been based on three year averages of results in order to provide at least a small measure of statistical validity.

Pupils with an Education, Health and Care Plan (EHCP Pupils) – Mainstream v Special Schools

Pupils with an EHCP attending Mainstream schools make more progress compared to pupils nationally with the same starting point than their peers in Special schools. Since 2017 EHCP pupils in Mainstream schools have seen slightly reduced progress. EHCP pupils in Special schools have also seen a slight decline in progress.



The numbers of pupils in each category are very low and so should not be used for analysis or statistical purposes. The table above is for reference only.

Mainstream SEN Pupils

Since 2017 in Mainstream schools the percentage of SEN Support pupils achieving Grade 5+ (a good GCSE pass or better) including English and Maths (G5+ E&M) has increased slightly; their Progress 8 score has made strong improvements (from -0.56 in 2017 to -0.31 in 2019).

The percentage of EHCP pupils achieving Grade 5+ including English and Mathematics has remained broadly steady, whereas their Progress 8 score has declined since 2017.

There is a strong link between poverty and SEND. Children from low-income families are more likely than their peers to be born with inherited SEND, are more likely to develop some forms of SEND in childhood and are less likely to move out of SEND categories while at school.

At the same time, children with SEND are more likely than their peers to be born into poverty, and also more likely to experience poverty as they grow up. Across the United Kingdom (UK), children with SEND from low-income families face particular barriers that prevent them from growing up into more affluent adults.

Many factors play a role, including:

- the outcomes they achieve and qualifications they gain as part of their education – they leave school with particularly low attainment.
- their wellbeing as children.
- access to support for their needs.
- their diminished chances of finding well-paid work as an adult.

Pupils from low-income families are more likely to be identified as having SEND, but at the same time are less likely to receive support or effective interventions that might help to address their needs. This is partly because their parents are less likely to be successful in seeking help. They are also less likely to receive help from their schools, and more likely to end up excluded from school or dropping out of education. As such, children with SEND from low-income families face multiple disadvantages and increased vulnerability from the very start of their lives. (*LKMco Ltd 2016 - First published February 2016 by the Joseph Rowntree Foundation PDF ISBN 9781 91078 3351*)

Boys vs girls attainment, especially for Free School Meals/Disadvantaged (FSM) White British (WBRI) males (M) with an analysis of performance by grammar/selective schools vs non-grammar/non-selective schools also included

Male v Female by FSM/Non-FSM and White British (WBRI)/Non-White British

% Achieving G5+ E&M

While the WBRI characteristic seems to play a part as an indicator of poorer performance, the FSM characteristic appears to be the driving factor. This is evidenced by observing that WBRI Non-FSM Boys & WBRI Non-FSM Girls are broadly in line with their Non-WBRI peers in this measure.

Progress 8

Looking at the Progress 8 measure for 2019, the driving factor would appear to be the FSM characteristic.

Male v Female by FSM/Non-FSM and White British (WBRI)/Non-White British split by Selective/Non-Selective

% Achieving G5+ E&M

The gap between pupils in groups containing the FSM characteristic and their peers in the respective Non-FSM groups is marginally wider in Selective schools than the gap in Non-Selective schools.

The FSM characteristic appears to be the driving factor.

Progress 8

Looking at the Progress 8 measure for 2019, pupils in Selective schools outperform those in Non-Selective schools.

The progress gap between Boys in groups containing the FSM characteristic and their peers in the respective Non-FSM groups is much narrower than for FSM v Non-FSM Girls in Selective schools compared to the gaps in Non-Selective schools.

It is not clear as to whether selective schools are doing something to reduce the progress gap between the Male FSM v Male Non-FSM progress gap compared to Non-Selective schools.

The FSM characteristic appears to be the key driving factor. This is evidenced by observing that there is little difference between the performance of the WBRI FSM cohorts and the All FSM cohorts.

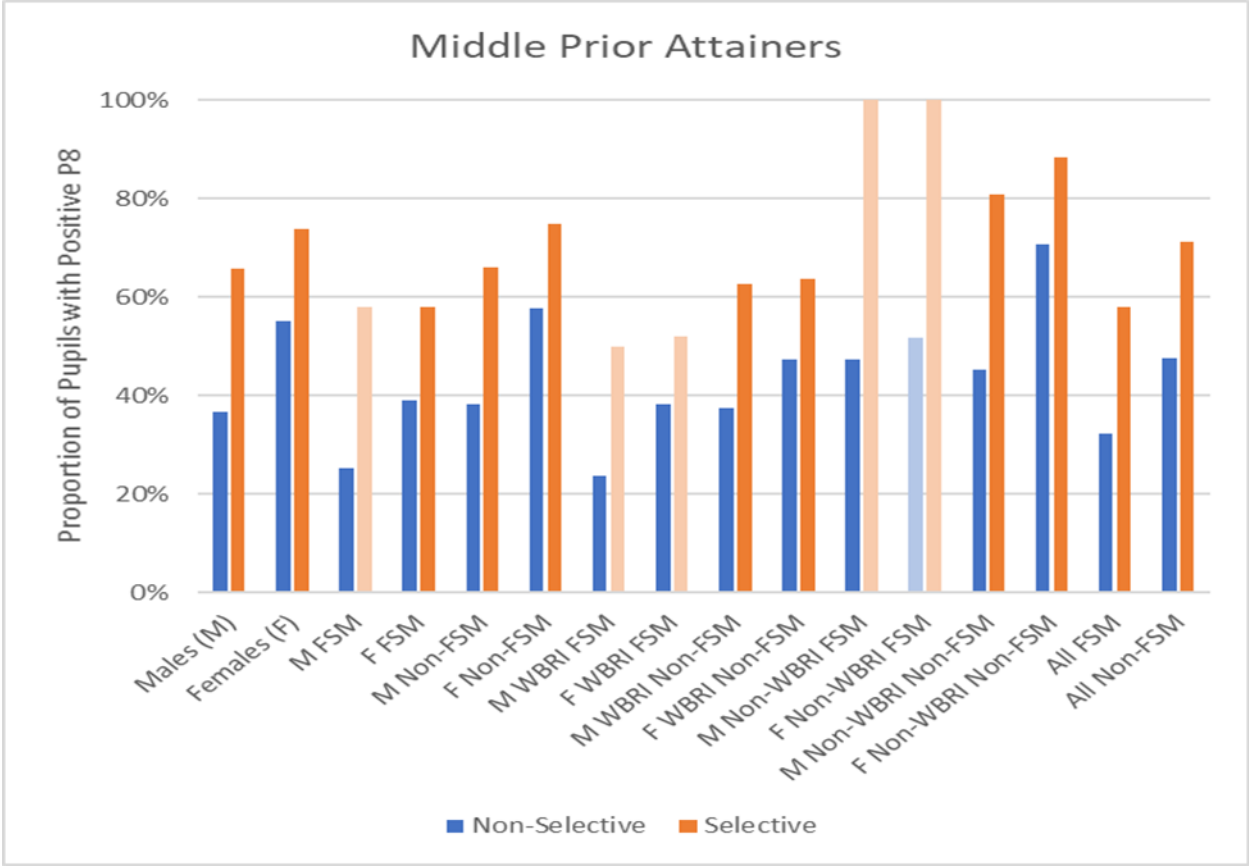
Performance of groups by Prior Attainment

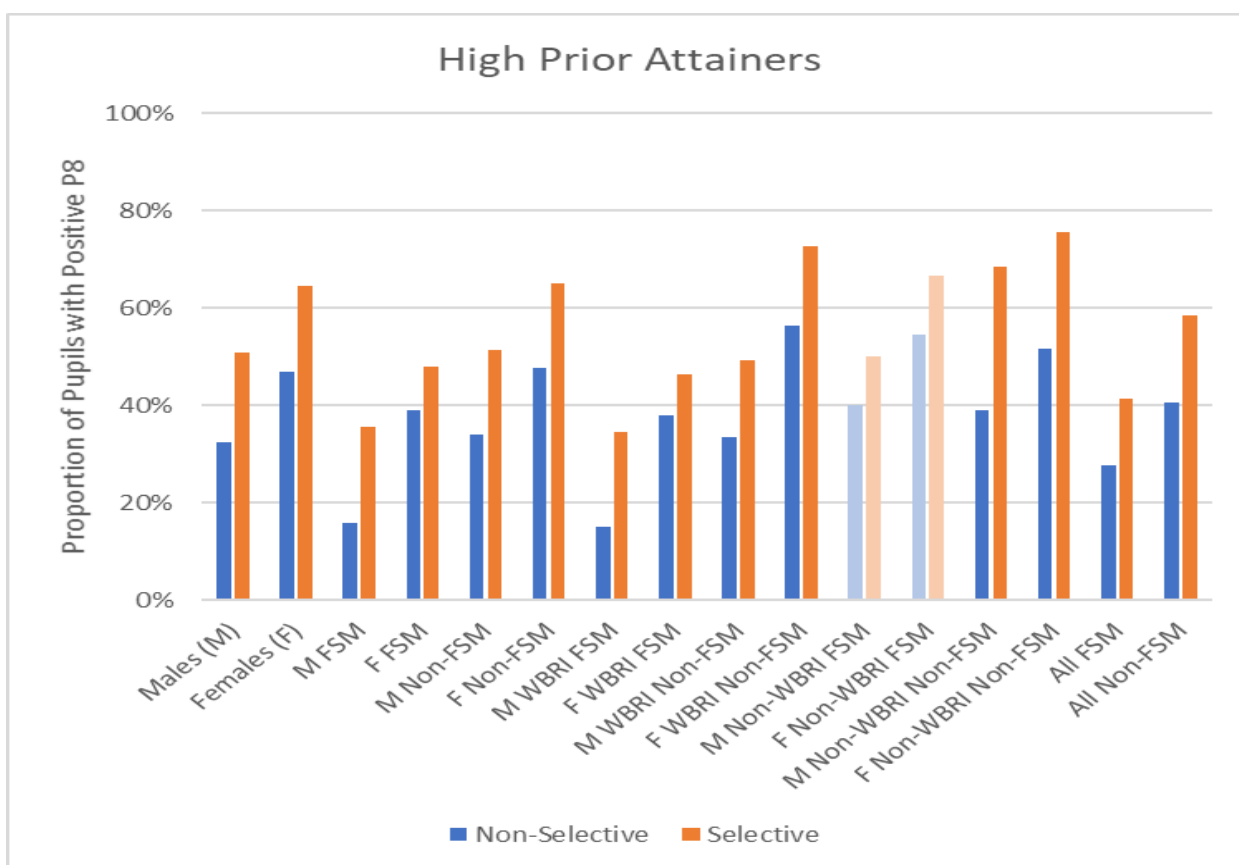
This is challenging due small cohort numbers for certain compound groups, even if we look at data for 2017, 2018 and 2019 combined:

- In selective schools there were only 19 FSM Boys with middle prior attainment.
- In selective schools there were only 31 FSM Girls with middle prior attainment.
- In selective schools there were only 16 WBRI FSM Boys with middle prior attainment.
- In selective schools there were only 27 WBRI FSM Girls with middle prior attainment.
- In selective schools there were only three Non-WBRI FSM Boys with middle prior attainment, and only six in this group with high prior attainment. In Non-selective schools there were only five in this group with high prior attainment.
- In selective schools there were only four Non-WBRI FSM Girls with middle prior attainment, and only six in this group with high prior attainment. In Non-selective schools there were only 11 in this group with high prior attainment.

This in of itself demonstrates a certain variation of access to grammar schools for different groups including FSM/disadvantaged groups.

See the charts below for the proportion of pupils achieving a positive Progress 8 score (2017, 2018 & 2019 data combined, mainstream schools only). Those cohorts with fewer than 30 pupils have a lighter shading and care should be taken not to infer too much from comparisons with their results.





For every group, a higher proportion of pupils achieve a positive Progress 8 score in selective schools than the same group in non-selective schools.

What complicates our analysis is that we do not know how well schools of either type do in helping these groups to make positive progress. Also, we do not know which pupils are predisposed to perform better than their peers with similar KS2 starting points.

On average for 2017, 2018 and 2019 Year 11 cohorts:

- High prior attainers make up 80% of the selective cohort, compared to 28% of the non-selective cohort
- Middle prior attainers make up 14% of the selective cohort compared to 52% of the non-selective cohort
- Low prior attainers make up 0.2% of the selective cohort, compared to 15% of the non-selective cohort

Attainment and progress in the majority of Lincolnshire’s Grammar schools is, as might be expected, higher than in most secondary modern and comprehensive schools.

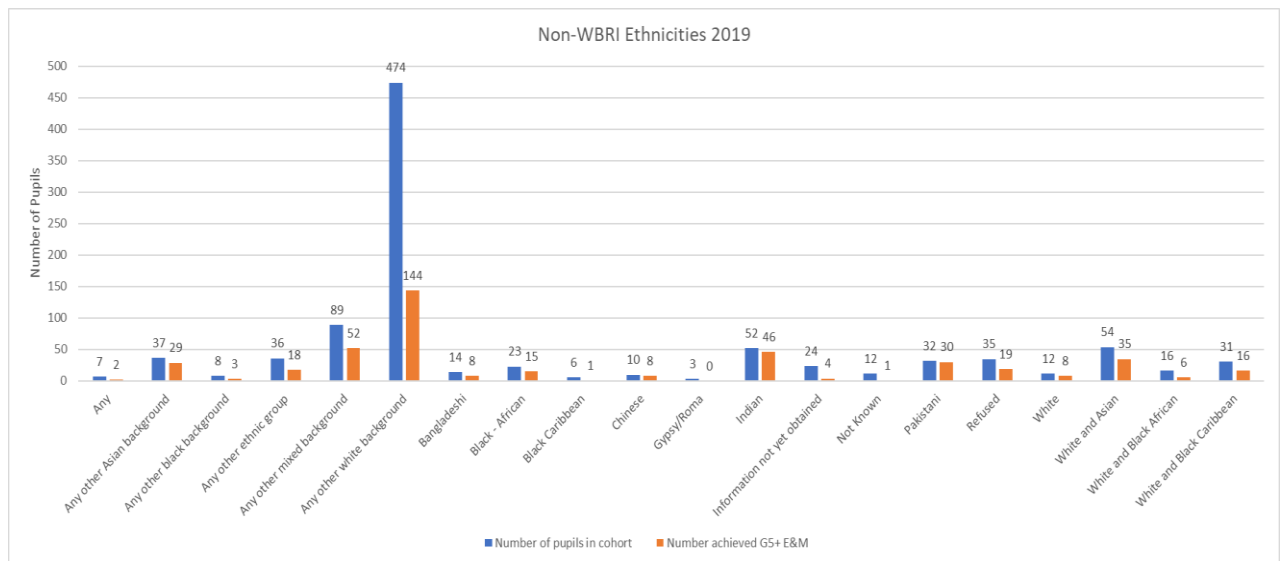
Disadvantaged pupils attain highly in grammar schools but often make less progress than their peers. Disadvantaged pupils make less progress and attain lower outcomes on average in all non-grammar schools. This reflects the national picture.

The higher the proportion of disadvantaged pupils there are in a school, the lower the attainment and progress on average.

Grammar schools admit significantly fewer disadvantaged pupils than non-grammar schools.

A comparison of Ethnic groups

Ethnicities

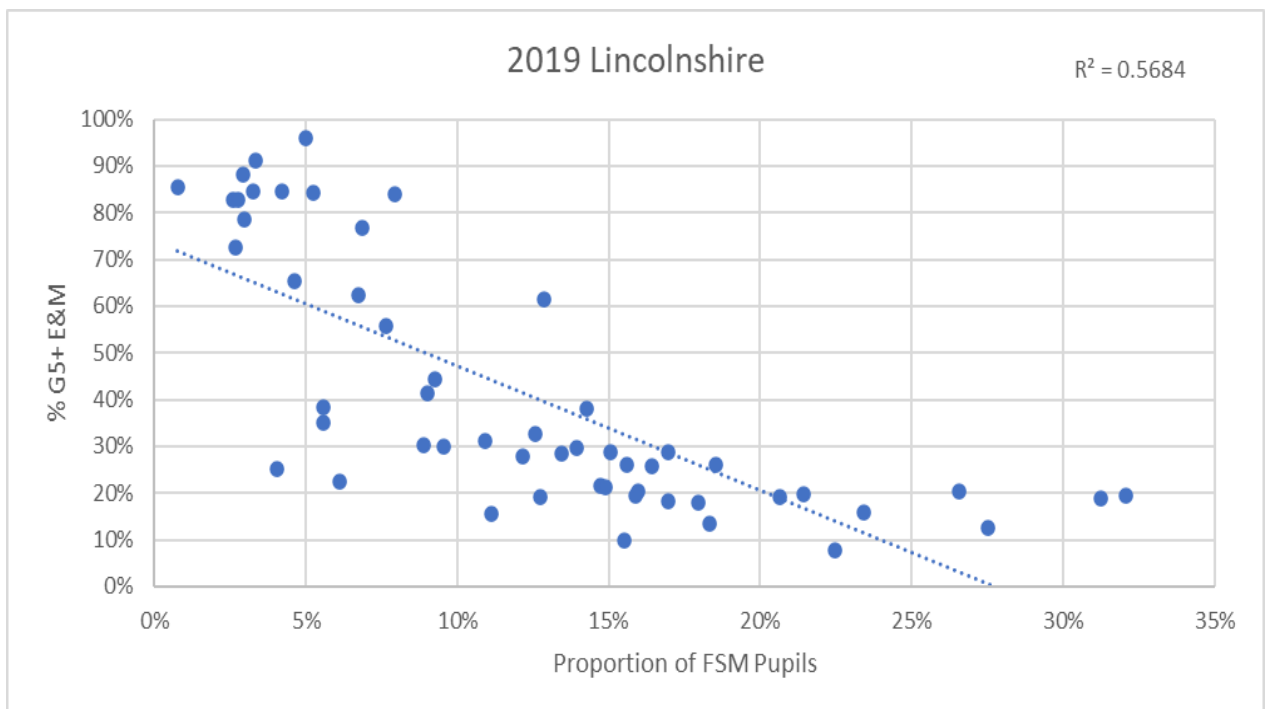


EAL

In 2019 in the % G5+ E&M measure, pupils recorded with a first language of “Other than English” performed less well than those recorded as having English as their first language, at 37% compared to 43%.

The same is not true in the Progress 8 measure, where pupils recorded with a first language of “Other than English” outperformed those recorded as having English as their first language, at 0.46 compared to -0.07. The majority of this difference will be due to EAL pupils catching up with their peers during KS3 and KS4 from a lower KS2 starting point than their peers. This is unsurprising for those children that remain in this country after settling here and therefore make gains in English speaking, language and communication.

Analysis of links/correlation between deprivation and educational attainment



There is a reasonably strong negative correlation between Lincolnshire's proportion of FSM pupils and the percentage of pupils achieving G5+ E&M.

What we notice is that as the performance of the whole cohort improves across the different districts, the performance of the FSM cohort does not keep pace. Districts which perform better overall have larger negative attainment gaps between FSM pupils and All pupils.

Boston and Lincoln compared with East Lindsey and South Holland

Regarding the question "are there any lessons that Boston and Lincoln could learn from East Lindsey and South Holland who have improved?", assuming this was referencing KS4, neither South Holland nor East Lindsey made strong improvements in % G5+ E&M in 2019. Compared to other districts, Boston made the greatest year-on-year improvement between 2018 and 2019.

Looking at Progress 8, the district with most improved average Progress 8 Score in 2019 was South Kesteven, followed by East Lindsey. All districts improved somewhat in 2019, apart from South Holland which remained stable in this measure.

3. Summary and Conclusion

Summary

The level of household disadvantage is the strongest driver of attainment and progress for our children overall.

Schools with the highest proportions of disadvantaged pupils show the lowest levels of attainment and progress on average.

There are a higher proportion of SEND pupils who come from disadvantaged backgrounds than their non-SEND peers.

SEND pupils appear to attain more highly and make more progress in mainstream schools than their peers in SEND specialist schools.

Pupils who have English as an additional language tend to make good progress and attain well compared to their white British peers.

Conclusion

Disadvantage i.e., low income (and associated indices of deprivation), is the biggest driver of under-achievement for all groups of pupils in all settings in Lincolnshire including SEND. Improving the outcomes of the disadvantaged is a challenge nationally as well as locally.

Educational under-achievement perpetuates economic under-performance; and the cycle continues.

There are many strategies that the Department for Education (DfE) have and are scheduled to put in place to address under-performance in schools and support 'levelling up'. These include the Recovery Premium for Schools, Pupil Premium funding and the aspiration and actions laid out in the Schools Bill 2022 and the Opportunities for All White Paper 2022. Lincolnshire will also benefit from the additional investment provided by being an Education Investment Area.

The county's SEND Transformation and Valuing SEND programmes and expansion of provision for SEND pupils will give opportunity to support those children that need specialist provision to obtain it and for more pupils to return to mainstream schools when appropriate.

Our Education Team is working closely with our key partners at the Teaching School Hub to ensure that there are an appropriate range of DfE and locally funded courses and support for teachers and leaders in the county.

Lincolnshire's maintained school sector has a greater proportion of good or better schools than the academy sector.

The joint education, skills and recovery working taking place across the Local Authority will continue to drive opportunities to improve education, economic output and productivity and support the aspiration of the Government to 'level up'.

4. Consultation

a) Risks 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 this report.

This report was written by Matt Spoors who can be contacted on 07826 959326 or by e-mail at matt.spoors@lincolnshire.gov.uk.