

CHILDREN AND LIFELONG LEARNING SCRUTINY PANEL

DATE	27/02/2023
REPORT OF	Sally Jack Assistant Director Education and Inclusion
SUBJECT	Academic Outcomes 21/22
STATUS	Open

CONTRIBUTION TO OUR AIM

The provision of high-quality education in North East Lincolnshire's schools and academies directly supports the Council's aims, Stronger Economy and Stronger Community. These are key to ensure residents, especially children, young people and families experience sustainable communities, whilst enjoying the educational and wellbeing benefits that our schools provide.

The Council has developed an Outcomes Framework which sets out five high level outcomes that the Council and its partners aspire to deliver to ensure prosperity and wellbeing for residents of North East Lincolnshire. High quality education and improving academic attainment will contribute towards achieving these outcomes, i.e. all people in North East Lincolnshire will:

- fulfil their potential through skills and learning
- benefit from sustainable communities,
- enjoy good health and wellbeing, and
- help to grow our strong economy.

EXECUTIVE SUMMARY

This report outlines the attainment outcomes achieved by our schools in the academic year ending August 2022, and covers the following data sets:

- Early Years Foundation Stage Profile (EYFSP)
- Phonics Screening Check – Year 1
- Key Stage 1 SATs – Year 2
- Key Stage 2 SATs – Year 6
- GCSE Results – Year 11

1. BACKGROUND AND OUTCOMES 2022

- 1.1 The Covid-19 pandemic had profound implications for children in all schools across the nation. Schools were forced by legislation to limit the number of children attending schools, for long periods of time throughout 2020/21, to those who were vulnerable or children of key workers. The Yorkshire and Humber region was one of the areas worst affected by Covid-19 throughout 2020/21, and children suffered, on average, an overall loss of learning of 3 months in reading and up to 5 months in maths.
- 1.2 As a result of the Covid-19 pandemic, government decided that statutory tests and teacher assessment in primary schools, and GCSE and A level examinations would not take place in the academic years 2019/2020 and 2020/21. 2022 saw a full return of statutory assessment, testing and

examinations.

- 1.3 The Department for Education (DfE) decided that assessments and examinations taken in academic year 2021/22 would not be published in performance tables. Results have been released to individual school settings and Trusts, and to Local Authorities for school improvement purposes. The DfE has advised that performance data for 2022 should not be compared with 2019 or earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by Covid-19. As this information is not in the public domain, individual schools have not been named in this report.
- 1.4 The **EYFSP** is a system of assessing a child's readiness for school and is reported in the summer of the reception year. Outcomes in the EYFSP were only slightly below national, which is positive overall given the impact of Covid-19 on the region. The following table shows the percentage of children achieving the expected standards for the EYFSP.

EYFSP 2022	National	Regional	LA	LA Difference from National
Prime Learning Goals	74.2%	73.7%	72.7%	-1.5
Good Level of Development	65.2%	64.4%	64.3%	-0.9
All EYFSP Goals	63.4%	62.2%	63.1%	-0.3
Communication and Language	79.5%	79.3%	78.6%	-0.9
Personal, Social and Emotional Development	83%	82.6%	82%	-1
Physical Development	84.9%	83.9%	82.9%	-2
Literacy	68%	66.6%	67%	-1
Maths	75.9%	74.5%	74.8%	-1.1

- 1.5 The **Phonics Screening Check** is an assessment of a child's ability to decode words correctly and is taken at the end of Year 1. It is also taken at the end of Year 2 for all children who did not meet the expected standard in the Year 1 check. The check is marked out of 40, and in 2022, the pass mark was 32. Overall, results across the authority as a whole were pleasing, being slightly above national, however, there was a large difference in results between the highest and lowest performing schools. The highest performing school achieved 97.5% whilst the lowest performing school achieved 43.5%. The table below shows the percentage of children who achieved the standard in Year 1.

Phonics Screening	National	Regional	LA	LA Difference
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Check 2022				from National
Year 1	75.6%	75.7%	75.8%	+0.2

- 1.6 Assessment at the end of **Key Stage 1** is made via a blend of statutory tests of English Reading and Maths, and teacher assessment of English Writing and Science. Schools may also use the Optional Grammar, Punctuation and Spelling tests. The LA's results for 2022 were higher than national in the main, with only Maths at Expected Standard being slightly lower. This aligns with the higher loss of learning in Maths throughout the pandemic. The table below shows the percentage of children achieving the expected and greater depth standards for Reading, Writing and Maths.

Assessment	National	LA	LA Difference from National
Reading EXS	67%	67.1%	+0.1
Reading GDS	18%	18.9%	+0.9
Writing EXS	57.8%	58.2%	+0.4
Writing GDS	8%	10.7%	+2.7
Maths EXS	67.8%	66.4%	-1.4
Maths GDS	15.1%	15.3%	+0.2

- 1.7 **Key Stage 2** assessment is made through statutory testing of English Reading, English Grammar, Punctuation and Spelling and Maths, and teacher assessment of English Writing and Science. The LA's results for the expected standards were very positive and above national for Writing and Maths. However, results suggest that reading (both at expected and higher standards) was the subject area most affected in the pandemic years, as well as Maths at the higher standard. The table below shows the percentage of children achieving expected and higher standards for combined Reading, Writing and Maths (RWM), as well as for the individual subjects.

Assessment	National	LA	LA Difference from National
RWM EXS	58.7%	60.1%	+1.4
RWM Higher	7.2%	7%	-0.2
Reading EXS	74.6%	72.5%	-2.1
Reading Higher	27.8%	24%	-3.8
Writing EXS	69.5%	73.7%	+4.2
Writing GDS	12.8%	16%	+3.2
Maths EXS	71.4%	72.6%	+1.2
Maths Higher	22.4%	19.4%	-3

- 1.8 **GSCE Results** cover a range of subjects across a broad curriculum, which can differ slightly from school to school. The main subjects that are used to assess performance standards are: Basics (English and Maths) at grades 4+ and Grade 5+; Progress 8 Score; Attainment 8 Score; and EBACC at grades 4+ and 5+. Results for 2022 were below national in all performance areas. The table below shows the scores and percentages achieved by children across

the authority overall against the main GCSE performance measures.

Measure 2022	National	LA	LA Difference from National
Ave. A8 Score	48.7	41.7	-7
Ave P8 Score	-0.03	-0.44	-0.41
Ave. Ebacc APS	4.27	3.62	-0.65
Ebacc 4+	26.7%	19.6%	-7.1
Ebacc 5+	20.2%	13.5%	-6.7%
Basics E&M 4+	68.6%	58.1%	-10.5%
Basics E&M 5+	49.6%	36.4%	-13.2%

The highest Progress 8 score achieved by a school was +0.52 and the lowest Progress 8 score achieved by a school was -0.86. The highest Basics grade 5+ achieved by a school was 57.2%, and the lowest Basics grade 5+ achieved by a school was 22%.

2. RISKS AND OPPORTUNITIES

- 2.1 A risk exists in that GCSE results are below national average across the local authority, meaning that children could be disadvantaged when applying for college or university places or jobs compared to children nationally.
- 2.2 A further risk exists in the disparity of educational attainment outcomes across schools in the local authority, across all key stages.

3. REPUTATION AND COMMUNICATIONS CONSIDERATIONS

- 3.1 There are potential positive and negative reputational implications for the Council resulting from the outcomes across all key stages of education, and especially at KS4. At KS2, outcomes are positive overall, but disappointing overall at KS4. The Council has limited influence over the primary and secondary schools in the area; there are only 7 maintained primary schools out of 48, and all of the secondary schools are academies. Whilst some schools are performing exceptionally well, too many are achieving below the national average. There is more work to be done to ensure that all children and young people are able to achieve good outcomes throughout each stage of their educational journey.
- 3.2 The Council has developed its Education and Inclusion Strategy which

has at its heart the commitment to develop strong partnerships across all education settings to drive forward improvements in outcomes at all levels.

4. FINANCIAL CONSIDERATIONS

- 4.1 The Council has historically received a nominal grant to support school improvement activities for its maintained schools, however, the government will cease to provide this grant from April 2023, and all school improvement activities will need to be funded by schools' and academies' budgets.
- 4.2 The DfE has provided partial-funding for all schools to deliver effective catch-up programmes and one to one tuition for children who need additional support to achieve their targets. Schools are encouraged to register for the National Tutoring Programme to source resources to deliver catch up.

5. CHILDREN AND YOUNG PEOPLE IMPLICATIONS

- 5.1 Children and young people across all geographical areas of the local authority who are aged 4 to 16 years and require more support to achieve their academic targets are eligible to take part in the National Tutoring Programme and benefit from the increased funding provided to schools for catch-up.

6. CLIMATE CHANGE AND ENVIRONMENTAL IMPLICATIONS

- 6.1 There are no climate change and environmental implications for the Council.

7. MONITORING COMMENTS

- 7.1 In the opinion of the author, this report does not contain recommended changes to policy or resources (people, finance or physical assets). As a result, no monitoring comments have been sought from the Council's Monitoring Officer (Chief Legal Officer), Section 151 Officer (Director of Finance) or Strategic Workforce Lead.

8. WARD IMPLICATIONS

- 8.1 All wards are affected by the quality of education in schools and by the educational outcomes of its children and young people.

9. BACKGROUND PAPERS

- 9.1 No background papers have been submitted as publication of individual schools' data is restricted for academic year 2021/22.

10. CONTACT OFFICER(S)

- 10.1 Wendy Jackson Head of Standards and Effectiveness

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