

CHILDREN AND LIFELONG LEARNING SCRUTINY PANEL

DATE	06/03/2025
REPORT OF	Jennifer Steel, Service Director Education, Inclusion and Integration
SUBJECT	Academic Outcomes 23/24
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 2024, and covers the following data sets:

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

1. BACKGROUND AND OUTCOMES 2024

- 1.1 The academic year 2023/24 saw the removal of statutory assessments at the end of Key Stage 1. Schools had the option to complete the assessments but did not need to submit data.
- 1.2 As primary tests and assessments were cancelled in academic years 2019/20 and 2020/21 due to COVID-19 disruption, there will be no relevant KS1 data which is required to calculate primary progress measures for 2023/24 and 2024/25. As such, the DFE will not be producing or publishing primary progress measures for 2023/24 and 2024/25 and instead will only publish the usual attainment measures.

- 1.2 The **EYFSP** is a system of assessing a child's readiness for school and is reported in the summer of the reception year. The following table shows the percentage of children achieving the expected standards for the EYFSP (data taken from DFE Explore education statistics and NEXUS). There has been a slight decline in the percentage of children achieving a GLD, dropping from 68.8% in 22/23 to 66% of children this year. When comparing the schools within our LA there was a difference of 57.9% between our highest performing school for GLD (88.9%) and our lowest performing school (31%). The Literacy ELG has seen a decline for the second year and shows the biggest gap between national data and children achieving within our LA.

1.3

EYFSP 2024	National	Regional	LA	LA Difference from National
Prime Learning Goals	74.9%	74%	74.7%	-0.2%
Good Level of Development	67.7%	66.3%	66%	-1.7%
All EYFSP Goals	66.2%	64.4%	65.4%	-0.8%
Communication and Language	79.3%	78.8%	78.6%	-1.3%
Personal, Social and Emotional Development	82.9%	82.3%	83.3%	+0.4%
Physical Development	84.8%	83.7%	83.3%	-1.5%
Literacy	70%	68.3%	67.6%	-2.4%
Maths	77%	75.5%	76.5%	-0.5%

- 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 2024, the pass mark was 32. Overall, results across the authority were roughly in line with national; however, although there were only 3ppts difference between the highest and lowest performing attaining regions, North East Lincolnshire was one of the lowest performing regions at 79%. Within our LA there was a 58.1% difference between our highest performing school for PSC data (100%) and the lowest performing school (41.9%).

The table below shows the percentage of children who achieved the standard in Year 1 (data taken from DFE Explore education statistics).

Phonics Screening Check 2024	National	Regional	LA	LA Difference from National
Year 1	80.2%	80.7%	79.1%	-1.1%

- 1.6 **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 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 (data taken from DFE Explore education statistics). Children within our LA performed higher than national in achieving the combined expected standard for RWM. This was 2% above national and an increase of 1% from last year's data. Data for all key stage 2 subjects shows that we are roughly in line with national data, and although we have seen a 1% increase in our reading data from last year, as a LA this is the subject that is below national. When making comparisons on the combined results within our LA, there is a 63.3% difference between the highest performing school (Stallingborough C of E - 93.3%) and the lowest performing school (Western Primary School - 30%). LA support has been implemented to drive forward standards and attainment for the lowest performing school.

Assessment	National	LA	LA Difference from National
RWM EXS	61%	63%	+2%
RWM Higher	8%	8%	-
Reading EXS	75%	73%	-2%
Reading Higher	29%	28%	-1%
Writing EXS	72%	74%	+2%
Writing GDS	13%	15%	+2%
Maths EXS	74%	75%	+1%
Maths Higher	24%	22%	-2%

- 1.7 **GCSE 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 2024 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 (taken from DFE Explore education statistics). As a LA we have performed lower than national in all data sets. The biggest disparity in LA to National data is for English and Mathematics at both Grade 4+ and Grade 5+. Humberston Academy had the highest percentage of pupils entering the EBacc with 82.2% compared to Beacon Academy with the lowest entry of pupils at 1.1%. Healing Academy had the highest number of pupils achieving a Grade 5+ in English and Maths with 50.5% and Beacon Academy had the lowest percentage with

14.3% of pupils. John Whitgift Academy was the only secondary school in our LA to achieve a positive progress 8 score of 0.21. Healing Academy were in line with the National progress 8 score of -0.03; however, the other secondary schools were all below with scores ranging from -0.13 to -0.83.

Measure 2024	National	LA	LA Difference from National
Ave. A8 Score	46.1	39.8	-6.3
Ave P8 Score	-0.03	-0.48	-0.45
Ave. Ebacc APS	4.09	3.49	-0.60
Ebacc 4+	25.4%	17.9%	-7.5%
Ebacc 5+	18.1%	10.6%	-7.5%
Basics E&M 4+	65.4%	55.5%	-9.9%
Basics E&M 5+	46.2%	32.9%	-13.3%

2. RISKS AND OPPORTUNITIES

- 2.1 A risk exists in that GCSE results remain below national average for the third consecutive year 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 4 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.

4. FINANCIAL CONSIDERATIONS

- 4.1 The support grant for schools to voluntarily convert to an academy ended on 1st January, 2025. Of the four maintained primary schools within our LA, this may have financial implications should they wish to convert.

5. CHILDREN AND YOUNG PEOPLE IMPLICATIONS

It is essential that all of our schools and academies deliver the best possible academic outcomes for all of our children and young people so that they can succeed, thrive and secure their career of choice.

6. CLIMATE CHANGE, NATURE RECOVERY AND ENVIRONMENTAL IMPLICATIONS

- 6.1 There are no climate change, nature recovery 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. CONTACT OFFICER(S)

- 9.1 Laura Smith, Statutory Assessment and Moderation Officer

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