



North Lincolnshire Annual Education Report 2015

Peter Thorpe
Assistant Director: Education

Version	Date	Author	Review date
Approved by Cabinet Member decision: validated data	7 April 2016	Tina Page <i>Last updated by Linda Tyler</i>	July 2016 to incorporate validated data

1 Purpose of this report

This report provides a synopsis of education standards in North Lincolnshire. Results are compiled from the latest available data. Trends of performance are identified over a three-year period and, where possible, outcomes are compared to national standards for benchmarking purposes. The report draws out the key areas for action. The purpose is **to provoke debate about local education priorities**, rather than determine the means by which improvements should be made.

2 A reminder of our ambition

Excerpt from North Lincolnshire Education Strategy for Schools: All Our Children (October 2013)

“Across North Lincolnshire as a whole, education outcomes need to improve faster if we are to catch up and overtake national averages. We firmly believe that this is possible and that we can make the necessary changes so that collectively we:

- **exceed national average outcomes by all measures within two years**
- **achieve top quartile performance within four years.”**

3 Headlines for 2015

3.1 Teacher assessment, test and examination results

There has been strong improvement in results at every stage of children and young people’s education leading to our best year ever. Outcomes are above national averages for most indicators and in the top quartile nationally for many. The majority of inequality gaps have narrowed again.

3.2 Ofsted outcomes for schools and other settings

The proportion of children and young people attending provision judged to be good or outstanding by Ofsted is our highest ever. The very large majority of schools were graded good for overall effectiveness in their most recent inspection, with no primary schools judged to be inadequate and both main college providers judged to be good.

4 Summary of key points

4.1 Early Years Foundation Stage

In 2015 the **large majority of children aged 5 in North Lincolnshire achieved a Good Level of Development**. This was a further increase on the previous year and above the national outcome again. The result placed this local authority in the **top 25% of all local authorities** in England and **first out of eleven when compared to our statistical neighbours**.

North Lincolnshire was also in the **top quartile nationally for children eligible for Free School Meals achieving a Good Level of Development** and for our three-year improvement ranking for narrowing the inequality gap at age 5. In addition, the **attainment gap for boys has narrowed and is now one of the narrowest in England**.

Whilst children in North Lincolnshire are as ready for school as any of their peers nationally, **writing continues to be the limiting factor** for achieving a Good Level of Development - followed by reading and number. These key skills still require further strengthening as the pre-requisites of effective progression into school age education and good attainment by the end of Key Stage 1.

4.2 Year 1 Phonics

The **large majority of children met the required standard in phonic decoding** in 2015. This was a modest but further increase on the previous year and above the national outcome again. The result placed this local authority in the top half of all local authorities in England and third out of eleven when compared to our statistical neighbours.

The **attainment gap for children eligible for Free School Meals narrowed and was narrower than national, placing outcomes for children in the top quartile nationally**. The gender gap remained the same.

It should be noted **most children in North Lincolnshire had met the required standard in phonics by the end of Year 2**, following the re-checking exercise for those that had not met it previously.

We must now ensure the above average outcomes in phonic decoding are translated into above average outcomes, in **reading and spelling** in particular, by the end of Key Stage 2.

4.3 Key Stage 1

There is a **strong three-year trend of improvement** in outcomes for children aged 7 in North Lincolnshire. Outcomes are now **above or at national for every measure** in reading, writing and mathematics at Level 2 or above, Level 2b or above and Level 3.

In 2015, **most children attained Level 2 or above in reading, writing and in mathematics**, as a result of further increases on the previous year. This placed us **first out of eleven for attainment in reading and writing** when compared to our statistical neighbours, and in the **top 25% of all local authorities for the improvements in reading and writing** over the last three years.

Attainment gaps for children eligible for Free School Meals narrowed and were narrower than national in all three subjects. Attainment gaps for boys either narrowed or stayed the same, and were either narrower or the same as national.

Encouragingly, our **children achieved even better at the more secure Level 2b or above** in 2015. Most children attained Level 2b or above in reading and mathematics, and the large majority attained level 2b or above in writing. This meant we **moved up the local authority rankings by thirty or more places in all three subjects**, and were placed in the **top quartile nationally and first out of eleven against statistical neighbours for writing and mathematics.**

The figures for **Level 3** (i.e. above age related expectations) also **increased for all subjects** in 2015, and were either **equal to or higher than national** outcomes.

Our children do very well at Key Stage 1. It is **vital, therefore, that this success is built on in Key Stage 2 and converted to above average attainment by the end of Key Stage 2.**

4.4 Key Stage 2

Attainment by the end of Key Stage 2 has **continued to rise in all subjects at most of the key levels** (4, 4b and 5). In addition, the proportion of pupils at age 11 attaining Level 4 or above in reading, writing and mathematics **combined continues to increase at a faster rate than nationally** - and the **large majority of pupils in North Lincolnshire met this key benchmark in 2015.** However, although close, we have **not yet drawn level with the national outcome.**

Although we remain in bottom quartile for several indicators, we have moved up the local authority rankings and are in **top quartile nationally for three-year improvement** for:

- percentage of pupils attaining **L4+ in reading, writing and mathematics combined**
- percentage of pupils attaining **L4+ in writing**
- percentage of pupils attaining **L4+ in mathematics**
- percentage of pupils making **expected progress in reading from KS1 to KS2**
- percentage of pupils making **expected progress in writing from KS1 to KS2**
- percentage of pupils making **expected progress in mathematics from KS1 to KS2.**

Pupils across North Lincolnshire performed **best in the reading test** and **worst in the grammar, punctuation and spelling test.** Indications are that it was pupils' spelling that let them down in the latter.

Attainment gaps for pupils eligible for Free School Meals have narrowed, and there is evidence of this happening for boys.

It is clear that **attainment by the end of Key Stage 2 should continue to be a key priority for further improvement** in this local authority.

4.5 Key Stage 4

It is at Key Stage 4 that North Lincolnshire has seen its **most notable improvements**, leading to the local authority receiving a **letter of congratulations** from Ofsted's Regional Director.

In 2015 the **majority** of pupils attained 5 or more A* - C grades including English and mathematics and another GCSE. This was an increase on the previous year and **above the national outcome for the first time, placing the LA in Quartile B**. It increased our local authority ranking nationally by thirty three places, and moved North Lincolnshire up to **first out of eleven when compared to our statistical neighbours**.

When compared to all local authorities in England, outcomes for 16 year olds results placed North Lincolnshire:

- **first for 3-year improvement** in percentage of pupils attaining **A*-C in En & Ma**
- **first for 3-year improvement** in percentage of pupils making **expected progress in En**
- in the **top quartile for 3-year improvement** in **5+ A*-C incl. En & Ma & another GCSE**
- in the **top quartile for year-on-year improvement** in **5+ A*-G**
- in the **top quartile for year-on-year improvement** in **5+ A*-G incl. En & Ma**.

The free school meal attainment **gap has closed by nearly 3 percentage points** and is now slightly narrower than the national attainment gap. However, the **attainment gap between boys and girls meeting the key benchmark widened**.

4.6 Key Stage 5

In 2015 **almost all** A-level examination entries in North Lincolnshire resulted in **A*-E grades**. This was an **increase** on the previous year and just **above the national average**. The result placed the local authority **second out of eleven when compared to our statistical neighbours**.

Average point score per entry increased and was **just below the national average**. This is an important measure because it indicates the **quality** of student performance at A-level.

Average point score per student also increased, against a drop nationally, but was **below national**. There is a link between this measure and the **quantity** of qualifications taken.

The **very large majority** of students gained at least **two substantial Level 3 qualifications**. This was an **increase** on the previous year, against a drop nationally, **but remains below national**.

When compared to all local authorities in England we were placed in the **top quartile** for:

- **year-on-year improvement in average point score per student**
- **3-year improvement in average point score per entry**
- **3-year improvement** in narrowing the attainment gap for **FSM students at Level 3**

- **3-year improvement** in narrowing the attainment gap for **FSM students at Level 2**

However, there were **decreases** in the proportion of **entries resulting in higher grades** and the proportion of students attaining **higher grades**, and we were **below national** for these. This is a key aspect requiring improvement at Key Stage 5 in North Lincolnshire.

4.7 Narrowing the gaps

Attainment gaps for children and young people eligible for **Free School Meals** have **narrowed for most indicators at EYFS, KS1, KS2 and KS4** over the last three years.

Attainment gaps for **boys** have also **narrowed for most indicators at EYFS, KS1 and KS2**. However, the **gaps for 5+ A*-C including English & Maths at Key Stage 4 and two substantial Level 3 qualifications at Key Stage 5 have widened**.

Attainment gaps for children and young people **with identified Special Educational Needs but without a Statement or EHC Plan have narrowed at all key stages of statutory education**. The attainment gaps for **children with a Statement or EHC Plan have narrowed in each subject at KS1 and for students qualified to Level 2 or Level 3 by age 19, but have increased at KS2 and at KS4 in the key benchmark areas** and these must continue to be a priority for improvement.

Attainment **gaps for younger children with English as an Additional Language are also of concern**. However, these do seem to narrow as children move through the education system.

The **attainment of Looked after Children has increased for most indicators at Key Stage 2 and Key Stage 4 over the last three years**.

Raising the attainment of disadvantaged and vulnerable groups of pupils **must remain a priority** here. This is **key to improving our outcomes overall** and thus achieving the next step change in education outcomes for children and young people in North Lincolnshire.

4.8 Attendance, exclusions and NEETs

Historical data show that we have been a very inclusive local authority previously, with high attendance, low permanent exclusions and low NEETs (young people not in education, employment or training).

However, we received national attention over the summer about the **high numbers of fixed term exclusions secondary age range**. Schools with significantly higher levels of fixed term exclusions are generally schools which have required significant improvement in provision and outcomes. Published data confirm fixed term exclusions in North Lincolnshire were high and well above national averages in 2013/14.

4.9 Ofsted outcomes for schools and other settings

The very large majority of schools and settings in North Lincolnshire were judged to be good or better by Ofsted at their most recent inspection.

From September 2012 (when the previous framework was introduced) to August 2015, the proportion of primary-aged pupils educated in good or better schools increased from 64% to 78% and the proportion of secondary-aged pupils educated in good or better schools increased from 50% to 85%. The two main providers of post-16 education are both judged to be good.

In the 2014/15 academic year, nineteen schools received a section 5 inspection; of these, one was judged Outstanding, fifteen were judged Good, two were judged Requires Improvement and one was judged Inadequate. **Three primary schools came out of an Ofsted inadequate category and were judged to be Good and no primary schools were in an Ofsted category by the end of the academic year.** One sponsored secondary academy, where the predecessor school was in Special Measures, was judged Good. Two secondary schools were in an Ofsted inadequate category at the academic year end.

The proportion of learner places in good and outstanding Early Years settings has improved over time, with accelerated improvement in the last two years to 31 August 2015. Most children now access good or outstanding provision because most providers are judged good and a few are outstanding.

The proportion of good and outstanding childminders has improved strongly over time and is now broadly in line with national.

There has been a **rapid improvement in the quality of non-domestic childcare provision**, albeit from a low baseline. In the two years from August 2013, the proportion of providers judged good or outstanding increased from 61% to 80%. This is more than triple the national improvement over the same timescale for this sector. Nevertheless, **the proportion of non-domestic childcare providers remains below national and statistical neighbour measures at the end of August 2015 and must be a local priority.**

Further work is required to increase the proportion of outstanding provision in North Lincolnshire, which is below the national average, as an aid to the promotion of sector-led improvement. In addition, with the introduction of one-day short inspections for schools previously judged Good from September 2015, school leaders will need to well prepared to tell the story of how they have improved their schools and sustained Good provision.

5 Priorities for further improvement

For 2015-16 the key priorities for improvement in outcomes in North Lincolnshire are:

- **significantly raising the attainment of vulnerable children** including:
 - children eligible for free school meals
 - children with English as an additional language
 - children with special educational needs and disabilities
 - children in care and especially the achievements of older children entering care
- **further improving attainment at the end of primary age and exceeding the national outturn in summer 2016**, including:
 - improving grammar, punctuation and spelling (especially the latter)
 - raising the achievement of boys at key stage 2
- **further increasing the progress in mathematics between key stage 2 and key stage 4**
- **further improving the proportion of higher grades for Level 3 qualifications by age 19**

At the same time, accelerating the improvements in the quality of education provision by:

- **further improving the quality of non-domestic childcare provision, especially for disadvantaged children**
- **further improving the effectiveness of leadership and governance in school settings**
- **further increasing the proportion of outstanding schools and settings**
- **rapidly improving or intervening with the very small proportion of provision that remains inadequate, so that every child and young person experiences good quality education provision in North Lincolnshire**
- **reducing the proportion of secondary age pupils experiencing fixed term exclusion.**

EARLY YEARS FOUNDATION STAGE (EYFS) HEADLINES

Headline outcomes for children aged 5

Please note – the new EYFS framework was introduced in 2013

	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Children achieving a good level of development*	53%	65%	70%	+17ppt	66%	+14ppt
The percentage inequality gap in achievement across all the Early Learning Goals**	36%	30%	29%	-7ppt	32%	-5ppt
Children achieving expected or exceeding level in the Literacy Area of Learning	60%	69%	73%	+13ppt	70%	+9ppt
Children achieving expected or exceeding level in the Mathematics Area of Learning	68%	74%	79%	+11ppt	76%	+10ppt

Source: SFR 36/2015 published 13/10/15.

*Good Level of Development = Awarded Expected or Exceeding grade in all Prime Learning Goals and all Literacy and Mathematics Areas of Learning.

** The percentage gap in achievement between the lowest 20 per cent of achieving children in a local authority (mean score), and the score of the median. The gap is calculated from unrounded percentages.

PHONICS SCREENING CHECK HEADLINES

The phonics screening check was introduced in 2012. It is a statutory assessment for all children in year 1 (typically aged 6) to check whether they have reached the expected standard in phonic decoding. Those pupils who did not meet the standard in year 1 or who were not tested are re-checked at the end of year 2 (typically aged 7).

Teachers administer the screening check one-on-one with each pupil and record whether their response to each of the 40 words is correct. This mark is from 0 to 40 and for 2015, as in previous years, the threshold to determine whether a pupil had reached the expected standard was 32.

	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Children meeting the expected standard of phonic decoding (year 1)	71%	77%	78%	+7ppt	77%	+8ppt
Children meeting the expected standard of phonic decoding (year 1 and year 2)	85%	90%	91%	+6ppt	90%	+5ppt

Source: SFR 32/2015 published 25/09/15.

KEY STAGE 1 HEADLINES

National Curriculum assessment provides a measurement of achievement against the precise attainment targets of the National Curriculum. The National Curriculum standards have been designed so that most pupils will progress by approximately one level every two years. This means that by the end of Key Stage 1 pupils are expected to achieve Level 2. This report also considers attainment at Level 2b+ (secure level 2) and Level 3 (above expected outcomes).

		2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Reading:	Level 2+	88%	90%	92%	+4ppt	90%	+1ppt
	Level 2b+	76%	79%	83%	+7ppt	82%	+3ppt
	Level 3+	28%	30%	33%	+5ppt	32%	+3ppt
Writing:	Level 2+	84%	86%	89%	+5ppt	88%	+3ppt
	Level 2b+	64%	69%	74%	+10ppt	72%	+5ppt
	Level 3+	16%	18%	19%	+3ppt	18%	+3ppt
Mathematics:	Level 2+	90%	92%	93%	+3ppt	93%	+2ppt
	Level 2b+	75%	79%	84%	+9ppt	82%	+4ppt
	Level 3+	21%	23%	26%	+5ppt	26%	+3ppt

Source: SFR 32/2015 published 25/09/15.

KEY STAGE 2 HEADLINES

	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Level 4+ in reading, writing and maths	71%	75%	79%	+8ppt	80%	+4ppt
Level 4+ in reading	82%	86%	88%	+6ppt	89%	+3ppt
Level 4+ in writing	79%	83%	86%	+7ppt	87%	+3ppt
Level 4+ in maths	82%	83%	86%	+4ppt	87%	+2ppt
Level 4+ in GPS*	70%	73%	77%	+7ppt	80%	+6ppt
2+ levels of progress in reading	85%	90%	90%	+5ppt	91%	+3ppt
2+ levels of progress in writing	91%	93%	96%	+5ppt	94%	+2ppt
2+ levels of progress in maths	86%	88%	89%	+3ppt	90%	+2ppt
Level 5+ in reading, writing and maths	17%	21%	21%	+4ppt	24%	+3ppt

Source: SFR 47/2015 published 10/12/15.

* Grammar, Punctuation and Spelling

KEY STAGE 4 HEADLINES

There was a range of changes introduced in 2014 that affect key stage 4 exam results, these were:

- Only a candidate's first sitting of a subject will count towards the Government's performance measures
- No vocational qualification can count for more than 1 GCSE
- There has been a shift from coursework to end-of-course testing
- In English, speaking and listening tests no longer count towards the final grade

	2014	2015	N Lincs 2 year change	National 2015	National 2 year change
5A*-C including GCSE English and mathematics	55%	58%	+3ppt	54%	+1ppt
3+ Levels of Progress in English	71%	74%	+3ppt	71%	-2ppt
3+ Levels of Progress in mathematics	65%	65%	0ppt	67%	0ppt

Source: SFR01/2016 published 21/01/16

POST-16 HEADLINES

	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Students attaining an A*-A	23%	20%	20%	-3ppt	27%	+1ppt
Students attaining an A*-E	99%	99%	99%	0ppt	99%	0ppt
Students achieving at least two substantial level 3 qualifications	88%	84%	89%	+1ppt	91%	0ppt

Source: SFR03/2016 published 21/01/16

LEVEL 2 AND LEVEL 3 QUALIFICATIONS BY AGE 19 HEADLINES

	2013	2014	2015	N Lincs 3 year change	All LAs 2015	All LAs 3 year change
Proportion of 19 year olds qualified to Level 2 or higher	84%	83%	86%	+2ppt	86%	+1ppt
Proportion of 19 year olds qualified to Level 2 or higher in English & Maths	62%	62%	65%	+3ppt	68%	+4ppt
Proportion of 19 year olds qualified to Level 3 or higher	50%	49%	52%	+2ppt	59%	+2ppt

Source: SFR 12/2016 published 07/04/16

CLOSING THE GAPS – FREE SCHOOL MEALS ELIGIBILITY

Early Years Foundation Stage	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
FSM eligible children achieving a good level of development	35%	52%	56%	+21ppt	51%	+15ppt
Non-FSM eligible children achieving a good level of development	57%	67%	73%	+16ppt	64%	+11ppt
Attainment gap	22ppt	15ppt	17ppt	-5ppt	18ppt	-1ppt

Source: SFR 46/2014 published 20/11/14. Data for 2015 sourced from additional tables published 19/11/15.

Phonics (Year 1)	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
FSM eligible children meeting the expected standard of phonic decoding	55%	65%	68%	+13ppt	65%	+9ppt
Non-FSM eligible children meeting the expected standard of phonic decoding	75%	80%	80%	+5ppt	79%	+5ppt
Attainment gap	20ppt	15ppt	12ppt	-8ppt	14ppt	-2ppt

Source: SFR 32/2015 published 25/09/15.

Key Stage 1	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
FSM eligible children achieving Level 2+ in reading	74%	79%	85%	+11ppt	82%	+3ppt
Non-FSM eligible children achieving Level 2+ in reading	91%	92%	93%	+2ppt	92%	+1ppt
Attainment gap	17ppt	13ppt	8ppt	-9ppt	10ppt	-2ppt
FSM eligible children achieving Level 2+ in writing	70%	72%	79%	+9ppt	77%	+4ppt
Non-FSM eligible children achieving Level 2+ in writing	88%	89%	91%	+3ppt	90%	+2ppt
Attainment gap	18ppt	17ppt	12ppt	-6ppt	13ppt	-2ppt
FSM eligible children achieving Level 2+ in maths	79%	83%	88%	+9ppt	86%	+2ppt
Non-FSM eligible children achieving Level 2+ in maths	93%	94%	95%	+2ppt	94%	+1ppt
Attainment gap	14ppt	11ppt	7ppt	-7ppt	9ppt	0ppt

Source: SFR 32/2015 published 25/09/15.

Key Stage 2	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
FSM eligible children achieving Level 4+ in reading, writing and mathematics	51%	55%	62%	+11ppt	66%	+7ppt
Non-FSM eligible children achieving Level 4+ in reading, writing and mathematics	75%	79%	82%	+7ppt	83%	+5ppt
Attainment gap	24ppt	24ppt	20ppt	-4ppt	17ppt	-2ppt
FSM eligible children achieving Level 4+ in reading	67%	71%	74%	+7ppt	80%	+3ppt
Non-FSM eligible children achieving Level 4+ in reading	86%	88%	90%	+4ppt	91%	+1ppt
Attainment gap	19ppt	17ppt	16ppt	-3ppt	11ppt	-1ppt
FSM eligible children achieving Level 4+ in writing	65%	67%	74%	+9ppt	76%	+8ppt
Non-FSM eligible children achieving Level 4+ in writing	84%	86%	88%	+4ppt	90%	+5ppt
Attainment gap	19ppt	19ppt	14ppt	-5ppt	14ppt	-3ppt
FSM eligible children achieving Level 4+ in maths	71%	67%	72%	+1ppt	77%	+2ppt
Non-FSM eligible children achieving Level 4+ in maths	85%	86%	88%	+3ppt	89%	+6ppt
Attainment gap	14ppt	19ppt	16ppt	+2ppt	12ppt	-5ppt

Source: SFR 47/2015 published 10/12/15.

Key Stage 4	2014	2015	N Lincs 2 year change	National 2015	National 2 year change
FSM eligible pupils achieving 5A*-C including GCSE English and maths	29%	33%	+4ppt	33%	-1ppt
Non-FSM eligible pupils achieving 5A*-C including GCSE English and maths	59%	61%	+2ppt	61%	0ppt
Attainment gap	30ppt	28ppt	-2ppt	28ppt	+1ppt

Source: SFR01/2016 published 21/01/16

Qualification by age 19	2013	2014	2015	N Lincs 3 year change	All LAs 2015	All LAs 3 year change
19 year olds qualified to Level 2 or higher formerly in receipt of Free School Meals	66%	67%	71%	+5ppt	72%	+1ppt
Attainment gap to peers	22ppt	21ppt	19ppt	-3ppt	17ppt	+1ppt
19 year olds qualified to Level 3 or higher formerly in receipt of Free School Meals	23%	25%	27%	+4ppt	36%	+1ppt
Attainment gap to peers	31ppt	28ppt	29ppt	-2ppt	25ppt	+1ppt

Source: SFR 12/2016 published 07/04/16

CLOSING THE GAPS – GENDER

Please note - the new EYFS framework was introduced in 2013.

Early Years Foundation Stage	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Boys achieving a good level of development	45%	58%	63%	+18ppt	59%	+15ppt
Girls achieving a good level of development	60%	72%	77%	+17ppt	74%	+14ppt
Gender gap	15ppt	14ppt	14ppt	-1ppt	15ppt	-1ppt

Source: SFR 36/2015 published 13/10/15.

Phonics (Year 1)	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Boys meeting the expected standard of phonic decoding	67%	74%	75%	+8ppt	73%	+8ppt
Girls meeting the expected standard of phonic decoding	76%	81%	82%	+6ppt	81%	+8ppt
Gender gap	9ppt	7ppt	7ppt	-2ppt	8ppt	0ppt

Source: SFR 32/2015 published 25/09/15.

Key Stage 1	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Boys achieving Level 2+ in reading	85%	87%	89%	+4ppt	88%	+2ppt
Girls achieving Level 2+ in reading	91%	93%	94%	+3ppt	93%	+1ppt
Gender gap	6ppt	6ppt	5ppt	-1ppt	5ppt	-1ppt
Boys achieving Level 2+ in writing	79%	81%	85%	+6ppt	83%	+3ppt
Girls achieving Level 2+ in writing	90%	90%	93%	+3ppt	92%	+2ppt
Gender gap	11ppt	9ppt	8ppt	-3ppt	9ppt	-1ppt
Boys achieving Level 2+ in maths	89%	90%	92%	+3ppt	91%	+1ppt
Girls achieving Level 2+ in maths	92%	93%	95%	+3ppt	94%	+1ppt
Gender gap	3ppt	3ppt	3ppt	0ppt	3ppt	0ppt

Source: SFR 32/2015 published 25/09/15.

Key Stage 2	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Boys achieving Level 4+ in reading, writing and maths	67%	72%	76%	+9ppt	77%	+5ppt
Girls achieving Level 4+ in reading, writing and maths	75%	78%	82%	+7ppt	83%	+4ppt
Gender gap	8ppt	6ppt	6ppt	-2ppt	6ppt	-1ppt

Source: SFR 47/2015 published 10/12/15.

Key Stage 4	2014	2015	N Lincs 2 year change	National 2015	National 2 year change
Boys achieving 5A*-C including GCSE English and maths	50%	52%	+2ppt	49%	+1ppt
Girls achieving 5A*-C including GCSE English and maths	59%	64%	+5ppt	59%	-3ppt
Gender gap	9ppt	12ppt	+3ppt	10ppt	-1ppt

Source: SFR01/2016 published 21/01/16

Key Stage 5	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Males achieving at least 2 substantial Level 3 qualifications	86%	83%	85%	-1ppt	91%	-1ppt
Females achieving at least 2 substantial Level 3 qualifications	89%	85%	92%	+3ppt	92%	0ppt
Gender gap	3ppt	2ppt	7ppt	+4ppt	1ppt	+1ppt
Males achieving grades AAB or better at A Level or Applied (single/double award) A Level	13%	12%	13%	0ppt	19%	-1ppt
Females achieving grades AAB or better at A Level or Applied (single/double award) A Level	14%	11%	12%	-2ppt	19%	-2ppt
Gender gap	1ppt	-1ppt	-1ppt	0ppt	0ppt	-1ppt

Source: SFR03/2016 published 21/01/16

CLOSING THE GAPS – SPECIAL EDUCATIONAL NEEDS

Early Years Foundation Stage	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Pupils with no identified SEN achieving a good level of development (GLD)	57%	69%	74%	+17ppt	71%	+15ppt
Children with identified SEN but without a statement or EHC plan achieving a GLD	19%	22%	26%	+7ppt	24%	+8ppt
Attainment gap to peers	38ppt	47ppt	48ppt	+10ppt	44ppt	+7ppt
Children with a statement or EHC plan achieving a GLD	x	x	x	x	4%	+2ppt
Attainment gap to peers	n/a	n/a	n/a	n/a	67ppt	+13ppt

Source: SFR 46/2014 published 20/11/14. Data for 2015 sourced from additional tables published 19/11/15.

x = data suppressed due to low cohort numbers

Phonics (Year 1)	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Pupils with no identified SEN meeting the expected standard of phonic decoding	79%	84%	84%	+5ppt	83%	+7ppt
Children with identified SEN but without a statement or EHC plan meeting the expected standard of phonic decoding	31%	41%	39%	+8ppt	42%	+8ppt
Attainment gap to peers	48ppt	43ppt	45ppt	-3ppt	41ppt	-1ppt
Children with a statement or EHC plan meeting the expected standard of phonic decoding	x	19%	10%	n/a	18%	+4ppt
Attainment gap to peers	n/a	65ppt	74ppt	n/a	65ppt	+3ppt

Source: SFR 32/2015 published 25/09/15

x = data suppressed due to low cohort numbers

Key Stage 1	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Children with no identified SEN achieving Level 2+ in reading	96%	96%	97%	+1ppt	96%	0ppt
Children with identified SEN but without a statement or EHC Plan achieving Level 2+ in reading	57%	62%	65%	+8ppt	64%	+2ppt
Attainment gap to peers	39ppt	34ppt	32ppt	-7ppt	32ppt	-2ppt
Children with a statement or EHC Plan achieving Level 2+ in reading	15%	23%	26%	+11ppt	27%	+3ppt
Attainment gap to peers	81ppt	73ppt	71ppt	-10ppt	72ppt	0ppt
Children with no identified SEN achieving Level 2+ in writing	94%	94%	95%	+1ppt	95%	+1ppt
Children with identified SEN but without a statement or EHC Plan achieving Level 2+ in writing	50%	50%	56%	+6ppt	55%	+3ppt
Attainment gap to peers	44ppt	44ppt	39ppt	-5ppt	40ppt	-2ppt
Children with a statement or EHC Plan achieving Level 2+ in writing	12%	15%	15%	+3ppt	21%	+3ppt
Attainment gap to peers	82ppt	79ppt	80ppt	-2ppt	75ppt	-1ppt
Children with no identified SEN achieving Level 2+ in maths	97%	97%	98%	+1ppt	98%	+1ppt
Children with identified SEN but without a statement or EHC Plan achieving Level 2+ in maths	71%	69%	74%	+3ppt	73%	+2ppt
Attainment gap to peers	26ppt	28ppt	24ppt	-2ppt	25ppt	-1ppt
Children with a statement or EHC Plan achieving Level 2+ in maths	20%	23%	26%	+6ppt	29%	+2ppt
Attainment gap to peers	77ppt	74ppt	72ppt	-5ppt	70ppt	-1ppt

Source: SFR 32/2015 published 25/09/15

Key Stage 2	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Children with no identified SEN achieving Level 4+ in reading, writing and maths	85%	89%	90%	+5ppt	90%	+2ppt
Children with identified SEN but without a statement achieving Level 4+ in reading, writing and maths	23%	33%	40%	+17ppt	43%	+5ppt
Attainment gap to peers	62ppt	56ppt	50ppt	-12ppt	47ppt	-3ppt
Children with a statement or EHC Plan achieving Level 4+ in reading, writing and maths	9%	10%	7%	-2ppt	16%	+2ppt
Attainment gap to peers	76ppt	79ppt	83ppt	+7ppt	74ppt	0ppt

Source: SFR 47/2015 published 10/12/15.

Key Stage 4	2014	2015	N Lincs 2 year change	National 2015	National 2 year change
Pupils with no identified SEN achieving 5A*-C including GCSE English and maths	64%	67%	+3ppt	65%	-1ppt
Pupils with identified SEN but without a statement achieving 5A*-C including GCSE English and maths	21%	27%	+6ppt	24%	0ppt
Attainment gap to peers	43ppt	40ppt	-3ppt	41ppt	-1ppt
Pupils with a statement or EHC Plan achieving 5A*-C including GCSE English and maths	7%	7%	0ppt	9%	+1ppt
Attainment gap to peers	57ppt	60ppt	+3ppt	56ppt	-2ppt

Source: SFR01/2016 published 21/01/16

Level 2 qualification by age 19	2013	2014	2015	N Lincs 3 year change	All LAs 2015	All LAs 3 year change
Students with no identified SEN qualified to Level 2 or higher by age 19	93%	94%	94%	+1ppt	92%	0ppt
Students with identified SEN but without a statement qualified to Level 2 or higher by age 19	67%	71%	73%	+6ppt	72%	+2ppt
Attainment gap to peers	26ppt	23ppt	21ppt	-5ppt	20ppt	-2ppt
Students with a statement qualified to Level 2 or higher by age 19	47%	31%	42%	-5ppt	37%	+1ppt
Attainment gap to peers	46ppt	63ppt	52ppt	+6ppt	55ppt	0ppt

Source: SFR 12/2016 published 07/04/16

Level 3 qualification by age 19	2013	2014	2015	N Lincs 3 year change	All LAs 2015	All LAs 3 year change
Students with no identified SEN qualified to Level 3 or higher by age 19	61%	60%	62%	+1ppt	66%	0ppt
Students with identified SEN but without a statement qualified to Level 3 or higher by age 19	22%	26%	29%	+7ppt	32%	+1ppt
Attainment gap to peers	39ppt	34ppt	33ppt	-6ppt	34ppt	-1ppt
Students with a statement qualified to Level 3 or higher by age 19	13%	8%	11%	-2ppt	13%	0ppt
Attainment gap to peers	48ppt	52ppt	51ppt	+3ppt	53ppt	0ppt

Source: SFR 12/2016 published 07/04/16

CLOSING THE GAPS – ENGLISH AS AN ADDITIONAL LANGUAGE

Please note - the new EYFS framework was introduced in 2013.

Early Years Foundation Stage	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Children whose first language is English achieving a GLD	56%	66%	72%	+16ppt	68%	+14ppt
Children whose first language is other than English achieving a GLD	36%	56%	60%	+24ppt	60%	+16ppt
Attainment gap	20ppt	10ppt	12ppt	-8ppt	8ppt	-2ppt

Source SFR 46/2014 published 20/11/14. Data for 2015 sourced from additional tables published 19/11/15.

Phonics (Year 1)	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Children whose first language is English meeting the expected standard of phonic decoding	71%	78%	79%	+8ppt	77%	+8ppt
Children whose first language is other than English meeting the expected standard of phonic decoding	73%	73%	73%	0ppt	76%	+7ppt
Attainment gap	-2ppt	5ppt	6ppt	+8ppt	1ppt	+1ppt

Source: SFR 32/2015 published 25/09/15.

Key Stage 1	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Children whose first language is English achieving Level 2+ in reading	88%	91%	92%	+4ppt	91%	+2ppt
Children whose first language is other than English achieving Level 2+ in reading	85%	82%	86%	+1ppt	88%	+2ppt
Attainment gap	3ppt	9ppt	6ppt	+3ppt	3ppt	0ppt
Children whose first language is English achieving Level 2+ in writing	84%	87%	89%	+5ppt	88%	+2ppt
Children whose first language is other than English achieving Level 2+ in writing	83%	78%	86%	+3ppt	85%	+3ppt
Attainment gap	1ppt	9ppt	3ppt	+2ppt	3ppt	-1ppt
Children whose first language is English achieving Level 2+ in maths	91%	92%	94%	+3ppt	93%	+1ppt
Children whose first language is other than English achieving Level 2+ in maths	89%	88%	90%	+1ppt	91%	+2ppt
Attainment gap	2ppt	4ppt	4ppt	+2ppt	2ppt	-1ppt

Source: SFR 32/2015 published 25/09/15.

Key Stage 2	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Children whose first language is English achieving Level 4+ in reading, writing and maths	71%	75%	79%	+8ppt	81%	+5ppt
Children whose first language is other than English achieving Level 4+ in reading, writing and maths	72%	79%	81%	+9ppt	79%	+6ppt
Attainment gap	-1ppt	-4ppt	-2ppt	+1ppt	2ppt	-1ppt

Source: SFR 47/2015 published 10/12/15. Figures do not include pupils recently arrived from overseas, therefore the national total will differ from the total published in the Performance Tables

Key Stage 4	2014	2015	N Lincs 2 year change	National 2015	National 2 year change
Children whose first language is English achieving 5A*-C including GCSE English and maths	55%	58%	+3ppt	58%	+1ppt
Children whose first language is other than English achieving 5A*-C including GCSE English and maths	44%	57%	+13ppt	57%	0ppt
Attainment gap	11ppt	1ppt	-10ppt	1ppt	+1ppt

Source: SFR 01/2016 published 21/01/16. Figures do not include pupils recently arrived from overseas, therefore the national total will differ from the total published in the Performance Tables

CLOSING THE GAPS – LOOKED AFTER CHILDREN

In 2015 the end of Key Stage 2 cohort comprised of ten children who had been continuously in care for 12 months or more. Fifty percent of the children had statements of SEN whilst twenty percent were at School Action.

Key Stage 2	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Percentage of children in care reaching level 4 in Reading	50%	80%	50%	0ppt	71%	+7ppt
Percentage of children in care making 2 levels of progress in Reading	75%	100%	80%	+5ppt	n/a	n/a
Percentage of children in care reaching level 4 in Writing	17%	80%	40%	+23ppt	61%	+10ppt
Percentage of children in care making 2 levels of progress in Writing	75%	100%	80%	+5ppt	n/a	n/a
Percentage of children in care reaching level 4 in Maths	33%	80%	60%	+27ppt	64%	+8ppt
Percentage of children in care making 2 levels of progress in Maths	100%	80%	90%	-10ppt	n/a	n/a

LA progress data sourced from Keypas on 16/10/15 and is provisional. LA attainment data sourced by EIT and is final. National data SFR11/2016 published 24/03/16

In 2015 the end of Key Stage 4 cohort comprised of sixteen young people who had been continuously in care for 12 months or more. Fifty six percent of the young people had a statement of SEN or an EHCP, and twenty five percent were at School Action Plus or SEN Support.

Key Stage 4	2014	2015	N Lincs 2 year change	National 2015	National 2 year change
Percentage of children in care achieving 5+ A*-C including English & Maths	0%	20%	+20ppt	14%	+2ppt
Percentage of children in care achieving 5+ A*-C	25%	20%	-5ppt	19%	+3ppt

LA attainment data sourced by EIT and is final. National data SFR11/2016 published 24/03/16
One young person was educated outside of England and their results are discounted from this indicator

PARTICIPATION AND ENGAGEMENT IN SCHOOL

Attendance at school

Primary School Overall Absence Rates

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
North Lincolnshire	4.5%	4.4%	3.9%	4.0%	3.6%	3.7%
Statistical Neighbours	5.2%	5.1%	4.4%	4.8%	3.9%	4.1%
England	5.2%	5.0%	4.4%	4.7%	3.9%	4.0%

Source: LAIT, October 2015, SFR10_2016 published 24/03/2016

Secondary School Overall Absence Rates

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
North Lincolnshire	6.3%	6.0%	5.3%	5.7%	5.4%	5.4%
Statistical Neighbours	7.0%	6.7%	6.0%	6.2%	5.4%	5.5%
England	6.9%	6.5%	5.9%	5.9%	5.2%	5.3%

Source: LAIT, October 2015, SFR10_2016 published 24/03/2016

Exclusion rates

	2012	2013	2014	N Lincs 3 year change	National 2014	National 3 year change
PRIMARY						
Permanent exclusions	0	0	0	0ppt	0.02%	0ppt
Fixed Term exclusions	1.13%	1.30%	0.90%	-0.23ppt	1.02%	+0.12ppt
Average number of exclusions per excluded pupil	2.46	2.55	2.00	-0.46	2.08	+0.15
Average number of days lost per excluded pupil	7.25	6.38	5.00	-2.25	4.08	+0.14
SECONDARY						
Permanent exclusions	0	0	x	n/a	0.13%	-0.01ppt
Fixed Term exclusions	7.11%	8.54%	17.48%	+10.37ppt	6.62%	-1.23ppt
Average number of exclusions per excluded pupil	1.74	1.93	2.97	+1.23	1.82	-0.02
Average number of days lost per excluded pupil	4.03	4.14	4.88	+0.85	4.23	-0.14
SPECIAL						
Permanent exclusions	0	0	0	0ppt	0.07%	-0.02ppt
Fixed Term exclusions	2.88%	2.07%	0%	-2.88ppt	13.86%	-1.53ppt
Average number of exclusions per excluded pupil	1.40	2.50	0	-1.40	2.52	0.00
Average number of days lost per excluded pupil	1.50	1.50	0	-1.50	4.96	-0.32

Source: SFR 27/2015 published 30/07/2015, LAIT. X = data suppressed

ENGAGEMENT IN EDUCATION, EMPLOYMENT AND TRAINING

Position as of January 2015

Years 12 – 14	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
In Learning	82.8%	85.9%	84.2%	+1.4ppt	83.0%	+2.8ppt
NEET	5.5%	6.2%	5.5%	0ppt	4.7%	-1.0ppt
Not Known	8.9%	5.2%	7.6%	-1.3ppt	7.2%	-1.5ppt

Source: NCCIS

In Learning

The percentage of young people who were **in learning** was 1.2ppt higher than the national average. The trend over 3 years has been slight increase. In January 2015 a large majority of young people were in learning (84.2%). 74.8% were in full time education, 6.9% undertook an apprenticeship, and 2.4% were in employment with training.

NEET

In January 2015 the adjusted percentage of young people who are **NEET** was 5.5%, which equates to 305 young people. The percentage of young people who are NEET increased by age from 2.7% of 16 year olds, 3.7% of 17 year olds, and 10.1% of 18 year olds. Those in year 14 now make up a majority of the total NEET population in years 12-14. The majority of these are now registered with Job Centre Plus and most of these have been to college, in work or training since leaving school.

Not Known

In January 2015 the participation status of 7.6% (449) young people was **not known**. The trend over 3 years has been slight decrease but as this has risen recently active steps are being taken to reduce this to 2014 levels.

OFSTED INSPECTION OUTCOMES

Overall School Inspection Profile as at 31/08/2015

	Inadequate	Requires Improvement	Good	Outstanding	Good or Outstanding	National Good or Outstanding
Primary	0%	22%	67%	12%	79%	85%
Secondary	15%	0%	85%	0%	85%	74%
Special	0%	0%	50%	50%	100%	92%
PRU	0%	0%	100%	0%	100%	85%
All Schools	3%	17%	70%	10%	80%	84%

Source: Data View <https://public.tableau.com/profile/ofsted#!/vizhome/Dataview/Viewregionalperformancevertime>

Of the 14 primary schools or academies inspected in the 2014/15 academic year 12 (86%) were judged by Ofsted as good or better.

Overall effectiveness grades were:

Outstanding	1	7%
Good	11	79%
Requires Improvement	2	14%
Inadequate	0	0%

Of the 5 secondary schools or academies inspected in the 2014/15 academic year 4 (80%) were judged by Ofsted as good.

Overall effectiveness grades were:

Outstanding	0	0%
Good	4	80%
Requires Improvement	0	0%
Inadequate	1	20%

Proportion of pupils attending a school or academy judged Good or Outstanding

	31 st August 2012	31 st August 2013	31 st August 2014	31 August 2015	Year-on-Year variance	National (as at 31/08/2015)
Primary	64%	75%	75%	78%	+3ppt	83%
Secondary	50%	84%	70%	85%	+15ppt	77%

Source: Data View <https://public.tableau.com/profile/ofsted#!/vizhome/Dataview/Viewregionalperformancevertime>