

North Lincolnshire Annual Education Report 2016

Peter Thorpe
Director: Learning, Skills and Culture

Version	Date	Author	Review date
Final	13 April 2017	Tina Page	September 2017

1 Purpose of this report

This report provides a synopsis of education outcomes in North Lincolnshire. Results are compiled from latest available data. Trends in performance are identified 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 priorities**, rather than determine the means by which improvements should be made.

2 Our ambition

“Our shared ambition of attaining **top quartile outcomes for children and young people by all measures** is realistic and achievable. By 2020, North Lincolnshire will be amongst the best local authority areas in England for:

- attendance and inclusion measures
- the quality of provision
- learning outcomes.”

All Our Children – 2020: North Lincolnshire’s Education & Skills Plan (June 2016)

3 Headlines for 2016

3.1 Teacher assessment, test and examination results

Teacher assessment, test and examination results continued to improve and North Lincolnshire was, again, above national for all measures and in the top quartile for most of the key indicators in the Early Years Foundation Stage Profile, Year 1 Phonics, Key Stage 1 and Key Stage 4 in 2016.

However, the gap between Key Stage 2 results in North Lincolnshire and national widened and outcomes for pupils here were well below national - especially in Reading.

3.2 Ofsted outcomes for schools

By the end of the academic year, the very large majority of our pupils were being educated in good or better schools. Most schools in North Lincolnshire were graded good or outstanding by Ofsted at their most recent inspection – including nine primary schools which moved from requires improvement to good in 2015/16.

3.2 Inclusion

Available data for 2015/16 indicates raised achievement for vulnerable and disadvantaged groups, including FSM pupils, boys, SEN pupils and EAL pupils, in a number of key stages.

However, there are concerns about increasing rates of absence in the secondary phase and fixed-term exclusions in both the primary and secondary phases.

4 Summary of key points

4.1 Early Years Foundation Stage

In 2016 the **large majority of children aged 5 in North Lincolnshire achieved a Good Level of Development** – 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 for the third year in a row** and **1st out of 11 when compared to our statistical neighbours**.

In addition, although the inequality gap between the lowest achieving 20% of children and the rest widened slightly, it remained narrower than the national gap and placed North Lincolnshire 3rd out of 11 when compared to statistical neighbours.

We were also in the top 25% of all local authorities in England and 1st out of 11 when compared to our statistical neighbours for the proportions of children eligible for Free School Meals and boys achieving a Good Level of Development.

These data show that children in North Lincolnshire are as ready for Key Stage 1 as any of their peers nationally, if not more ready in many cases. However, it should be noted that five year olds scored lowest (although still better than national) in the specific goals of literacy and mathematics - and these will remain the priorities for further improvement.

4.2 Year 1 Phonics

The **very large majority of children met the required standard in phonic decoding** in 2016. This was a **further increase** on previous years and **above the national outcome again**. The result moved this local authority into the **top 25% of all local authorities in England** and up one place to **2nd out of 11 when compared to our statistical neighbours**.

Although the attainment gap for children eligible for Free School Meals widened this year, and was slightly wider than national, we were still placed 3rd out of 11 when compared to our statistical neighbours for the proportion of FSM children meeting the required standard.

The gender gap also widened slightly, in favour of girls, and was slightly wider than national. However, the proportion of boys meeting the required standard was above national.

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

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

4.3 Key Stage 1

Once again, **children in North Lincolnshire performed very well at Key Stage 1 in 2016 compared to their peers nationally**.

This was the first year of assessment against the **new more challenging curriculum and standards**. Children are no longer assessed against numerical levels. Instead, their teachers judge if they are working towards, at or at greater depth within the expected standards. It is therefore not possible to compare 2016 attainment with attainment in previous years.

The **large majority of our children met the expected standard at Key Stage 1 in each of reading, writing and mathematics** in 2016. We were **above national outcomes again, within the top 25% of all local authorities in England and 1st out of 11 when compared to our statistical neighbours** for all three subjects.

North Lincolnshire was also above national for the proportion of children meeting the higher standard in all three subjects in 2016.

The attainment of Free School Meals children was above national in all three subjects at Key Stage 1, and placed us in the top 25% of all local authorities in England and 1st out of 11 when compared to our statistical neighbours. Most gender gaps were in line with national, although our boys performed as well as our girls at the higher standard in mathematics.

Our children continue to 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

Given that we had almost closed the gap with national in 2015, **Key Stage 2 results in North Lincolnshire were extremely disappointing in 2016.**

As with Key Stage 1, this was the first year of assessment against the **new more challenging curriculum and standards**. Pupils are no longer assessed against numerical levels. Instead, they are judged as working towards, at or at greater depth within the expected standards. It is therefore not possible to compare 2016 attainment with attainment in previous years.

Less than half (48%) of pupils in North Lincolnshire met the expected standard at Key Stage 2 in reading, writing and mathematics combined in 2016. This was **below the national outcome (53%)** and placed North Lincolnshire **within the bottom 25% of all local authorities in England and 10th out of 11 when compared to our statistical neighbours.**

Nevertheless, only one school was below the new floor standard for 2016 and only three schools met the criteria for coasting when results were published in January.

Girls performed better than boys but the gender gaps were in line with national.

The limiting factor for our pupils (with regard to the combined figure) was their poor performance in the two externally-marked tests, especially in reading. Their performance in writing, which is teacher-assessed, was above national and placed us in the top 25% of all local authorities in England and 1st out of 11 when compared to our statistical neighbours.

Anecdotal evidence suggests it was lack of vocabulary, comprehension skills and 'testcraft' that let pupils down in the reading test – particularly disadvantaged pupils.

It is clear that attainment by the end of Key Stage 2, especially in reading but also in mathematics, remains a priority for urgent improvement in North Lincolnshire.

4.5 Key Stage 4

It is at Key Stage 4 that North Lincolnshire has seen its **most notable improvements** in recent years - and this was **sustained in 2016**.

New performance measures were introduced this year. Previously, key indicators were the proportions of pupils attaining five or more A*-C grades including English and mathematics, and making three levels progress from Key Stage 2 to Key Stage 4 in English and in mathematics. Key indicators for 2016 are Attainment 8, Progress 8, and the proportion of pupils attaining A*-C in English and mathematics (the Basics) and the English Baccalaureate.

In 2016, outcomes in North Lincolnshire were **above national outcomes for all of the new performance measures except the proportion of pupils attaining the English Baccalaureate**.

Of particular note was the **Progress 8 score**, which **placed North Lincolnshire within the top 25% of all local authorities in England and 1st out of 11 when compared to our statistical neighbours** – thus confirming that our pupils make better progress between Key Stage 2 and Key Stage 4 than their peers nationally.

Pupils also performed well in English and mathematics GCSEs, with the proportion attaining A*-C in both subjects placing us 2nd out of 11 when compared to our statistical neighbours.

It should also be noted (in order to provide a comparison over time only) that, in 2016, the majority of pupils attained 5 or more A* - C grades including English and mathematics – an increase on the previous year and above the national outcome again. This moved us up nationally by 24 places, and to 2nd out of 11 when compared to our statistical neighbours.

In North Lincolnshire, girls performed better than boys across the board. However, gender gaps were narrower than national and boys performed better than their counterparts nationally for Attainment 8, Progress 8 and A*-C in English and mathematics.

There is more to do to ensure that we are well prepared for the impact of the changes to the grading system in 2017, but this year's results against the new performance measures provide a firm foundation for further improvements at Key Stage 4 in North Lincolnshire.

4.6 Key Stage 5

It is too early to draw meaningful conclusions about post-16 results as currently we only have data relating to students' performance in level 3 (A-level and equivalent) qualifications. In addition, it is difficult to compare 2016 results with previous years because of the reforms to the 16-18 accountability system and introduction of some new performance measures.

In North Lincolnshire, in 2016, the average point score per entry for all level 3 qualifications equated to a C+ grade and average point score per entry for A-levels equated to a C grade. A very small minority of students attained at least three A*-A grades at A-level and few attained grades AAB or better.

Nevertheless, we were placed **within the top 25% of all local authorities in England for:**

- three-year and year-on-year improvement for at least three A*-A grades at A-level
- three-year and year-on-year improvement for grades AAB or better at A-level

- average point score per entry for the new tech levels
- average point score per entry for the new applied general qualifications
- average point score per entry for all level 3 students
- average point score per entry for all level 3 qualifications for male students
- percentage of male students achieving at least three A*-A grades at A level
- percentage of male students achieving grades AAB or better at A level.

There are clearly challenges to be addressed if we are to improve the attainment of students in North Lincolnshire in level 3 qualifications, including increasing the proportion of students achieving the higher grades as the pre-requisite for going on to the top universities.

4.7 Disadvantaged and vulnerable groups*

In 2016, **children eligible for Free School Meals in North Lincolnshire outperformed their national counterparts** in the Early Years Foundation Stage profile, Year 1 Phonics and all three subjects at Key Stage 1 - with top quartile performance nationally and 1st place when compared to our statistical neighbours in all but the phonics screening check.

Girls outperformed boys at all key stages in North Lincolnshire (as was the case nationally) except for some indicators at Key Stage 5. However, our **boys outperformed their national counterparts** in the Early Years Foundation Stage profile, Year 1 Phonics, all three subjects at Key Stage 1 and Attainment 8, Progress 8 and the Basics at Key Stage 4.

Of particular note was the proportion of **children at SEN Support** achieving a Good Level of Development in the Early Years Foundation Stage Profile. This placed us in the top 25% of all local authorities in England (2nd out of 151) and 1st out of 11 when compared to our statistical neighbours. At Key Stage 4, the average attainment score for **pupils with an EHC Plan** was over 4 percentage points higher than the national average and these pupils make more progress between Key Stage 2 and Key Stage 4 than their national counterparts. Average attainment 8 and progress 8 scores are both **placed in the top 25% of all local authorities**. Whilst **pupils at SEN Support** had a lower average attainment 8 score than their national counterparts, they still made more progress between Key Stage 2 and Key Stage 4 than similar pupils nationally.

There were **notable increases in the proportions of children with English as an Additional Language reaching the key benchmarks** in the Early Years Foundation Stage, Year 1 Phonics and Key Stage 1 – previously an identified priority for improvement – and our children outperformed their national counterparts in all three subjects at Key Stage 1 in 2016. At Key Stage 4, our pupils make more progress between Key Stage 2 and Key Stage 4 than their peers and are **placed in the top 25% of all local authorities**.

Despite the improvements in 2016, raising the attainment of disadvantaged and vulnerable groups must remain a priority here. We believe that this is key to improving our outcomes overall and thus achieving the next step change in North Lincolnshire.

4.8 Attendance, exclusions and NEETs*

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

Attendance figures for 2014/15 indicate that we **continue to have a lower overall absence rate for our primary schools** than those for England and statistical neighbours. However, the **overall absence rate for our secondary schools is now 0.1 of a percentage point higher than that for England** – although still lower than that for statistical neighbours.

The percentage of **fixed-term exclusions in the primary phase doubled in 2014/15, taking us to above national**. Analysis shows, whilst most primary schools in North Lincolnshire have low numbers of fixed-term inclusions, the increase is due to a handful of schools which are struggling to manage the particularly challenging behaviour of a small number of pupils.

We received national attention over the summer of 2015 about the **high numbers of fixed term exclusions in the secondary phase** in 2014. 2015 data paint a similar picture. Analysis shows that this is confined to a small minority of schools - generally schools which have introduced more robust behaviour management policies in support of raising achievement.

There has been a **steady increase over the last three years in the number of 16-18 year-olds in North Lincolnshire who are 'in learning'** (full-time education, apprenticeships or employment with training). As of January 2016, the very large majority were 'in learning' – above national. In addition, we were below national for NEETs (not in education, employment or training) and 'not knowns'. The majority of our NEETs are in Year 14.

* National data for 2015/16 will not be available until Spring 2017.

4.9 Ofsted outcomes for schools

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

From September 2012 to August 2016, the proportion of primary-aged pupils educated in good or outstanding schools increased from 64% to 91% and the proportion of secondary-aged pupils educated in good or outstanding schools increased from 50% to 93%. The two main providers of post-16 education are both judged to be good.

Twenty one schools were inspected in 2015/16; two were judged to be outstanding, seventeen were judged to be good (including one school which moved from inadequate to good and nine from requires improvement to good) and two were judged to require improvement. By the end of the year only one school remained in an Ofsted category.

A key issue for us now is to ensure that the improved provision in the primary phase, as confirmed by Ofsted, is translated into better outcomes for pupils at Key Stage 2. In addition, we need 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.

5 Priorities for improvement

For 2016-17 the key priorities for improvement in outcomes in North Lincolnshire are:

- Further increase scores in the specific goals of literacy and mathematics in the EYFSP
- Ensure successes in Phonics and Key Stage 1 are built on as pupils move through school
- Urgently improve pupils' attainment in the Key Stage 2 tests, especially reading
- Sustain the good results at Key Stage 4 when changes to the grading system take effect
- Improve Level 3 performance post-16, especially with regard to higher grades at A-level
- Continue to raise the achievement of disadvantaged and vulnerable groups at all stages
- Increase secondary attendance and, reduce fixed-term exclusions.
- Reduce Year 14 NEETs
- Increase the proportion of outstanding provision in all phases

EARLY YEARS FOUNDATION STAGE (EYFS) HEADLINES

Headline outcomes for children aged 5

	2014	2015	2016	N Lincs 3 year change	National 2016	National 3 year change
Children achieving a good level of development*	65%	70%	74%	+9ppt	69%	+9ppt
The percentage inequality gap in achievement across all the Early Learning Goals**	30%	29%	30%	0ppt	31%	-3ppt
Children achieving expected or exceeding level in the Literacy Area of Learning	69%	73%	75%	+6ppt	72%	+6ppt
Children achieving expected or exceeding level in the Mathematics Area of Learning	74%	79%	79%	+5ppt	77%	+5ppt

Source: SFR 50/2016 published 20/10/16

*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 2016, as in previous years, the threshold to determine whether a pupil had reached the expected standard was 32.

	2014	2015	2016	N Lincs 3 year change	National 2016	National 3 year change
Children meeting the expected standard of phonic decoding (year 1)	77%	78%	83%	+6ppt	81%	+7ppt
Children meeting the expected standard of phonic decoding (year 1 and year 2)	90%	91%	92%	+2ppt	91%	+2ppt

Source: SFR 42/2016 published 29/09/16

NEW NATIONAL CURRICULUM

In 2016 the new more challenging national curriculum which was introduced in 2014 was assessed by new tests and interim frameworks for teacher assessment. Results are no longer reported as levels: each pupil receives their test result as a scaled score and teacher assessments based on the standards in the interim framework.

Advice on comparability over time

Because of the changes set out above, figures for 2016 are not comparable to those for earlier years. The expected standard has been raised and the accountability framework for schools has also changed. These changes mean that the expected standard this year is higher and not comparable with the expected standard used in previous years' statistics. It would therefore be incorrect and misleading to make direct comparisons showing changes over time.

KEY STAGE 1 HEADLINES

		2016	National 2016
Reading:	% reaching expected standard	78%	74%
	% reaching higher standard	25%	24%
Writing:	% reaching expected standard	72%	65%
	% reaching higher standard	15%	13%
Mathematics:	% reaching expected standard	77%	73%
	% reaching higher standard	19%	18%

Source: SFR 42/2016 published 29/09/16

KEY STAGE 2 HEADLINES

	2016	National 2016
% reaching the required standard in reading, writing and maths	48%	53%
% reaching ARE* in reading	57%	66%
% working at the expected standard in writing	78%	74%
% reaching ARE* in maths	67%	70%
% reaching ARE* in GPS*	70%	73%
% reaching a higher standard in reading, writing and maths	5%	5%
% reaching higher standard in reading	14%	19%
% working at greater depth in writing	18%	15%
% reaching higher standard in maths	13%	17%
% reaching higher standard in GPS*	20%	23%

Source: SFR 62/2016 published 15/12/2016

* Age Related Expectation

*Grammar, Punctuation and Spelling

KEY STAGE 4 HEADLINES

A new secondary school accountability system was implemented in 2016. The headline accountability measures for schools from 2016 are: Attainment 8, Progress 8, Attainment in English and Maths (A*-C), and English Baccalaureate (EBacc) entry and achievement. Attainment in the previous headline measure of 5+ A*-C including English and maths is also shown for comparison purposes.

	2014	2015	2016	N Lincs 3 year change	National 2016	National 3 year change
Attainment 8	n/a	n/a	48.9	n/a	48.5	n/a
Progress 8	n/a	n/a	+0.08	n/a	n/a	n/a
A*-C in both English & maths	57.5%	61.7%	64.2%	+6.7ppt	59.3%	+0.2ppt
EBacc	20.5%	20.3%	18.9%	-1.6ppt	23.1%	-1.2ppt
5A*-C including GCSE English & maths	55%	58%	59.5%	+4.5ppt	53.5%	-3.3ppt

Source: SFR 03/2017 published 19th January 2017

POST-16 HEADLINES

There have been a number of reforms to 2016 performance tables which have had an impact on the way the statistics are calculated:

- The introduction of new performance measures
- Changes to the vocational qualifications that can count
- Changes to the points assigned to grades
- New rules for how students are included in measures
- New rules for how students are allocated to institutions

Results for 2016 are not, therefore, comparable with those for previous years.

State funded sector	2016	National 2016
Students attaining 3 A*-A grades at A level	10.8%	10.5%
Students attaining grades AAB or better at A level	18.3%	18.5%
Average point score per entry – A level	30.1	30.4
Average point score per entry – all level 3	32.2	31.4

Source: SFR05/2017 published 19/01/17

LEVEL 2 AND LEVEL 3 QUALIFICATIONS BY AGE 19 HEADLINES

	2014	2015	2016	N Lincs 3 year change	All LAs 2016	All LAs 3 year change
Proportion of 19 year olds qualified to Level 2 or higher	83%	86%	85%	+2ppt	85%	0ppt
Proportion of 19 year olds qualified to Level 2 or higher in English & Maths	62%	65%	66%	+4ppt	69%	+3ppt
Proportion of 19 year olds qualified to Level 3 or higher	49%	52%	50%	+1ppt	59%	+1ppt

Source: SFR 16/2017 published 30/03/17

CLOSING THE GAPS – FREE SCHOOL MEALS ELIGIBILITY

Early Years Foundation Stage	2014	2015	2016	N Lincs 3 year change	National 2016	National 3 year change
FSM eligible children achieving a good level of development	52%	56%	62%	+10ppt	54%	+9ppt
Non-FSM eligible children achieving a good level of development	67%	73%	76%	+9ppt	72%	+8ppt
Attainment gap	15ppt	17ppt	14ppt	-1ppt	18ppt	-1ppt

Source: SFR 50/2016 published 24/11/16

Phonics (Year 1)	2014	2015	2016	N Lincs 3 year change	National 2016	National 3 year change
FSM eligible children meeting the expected standard of phonic decoding	65%	68%	70%	+5ppt	69%	+8ppt
Non-FSM eligible children meeting the expected standard of phonic decoding	80%	80%	85%	+5ppt	83%	+6ppt
Attainment gap	15ppt	12ppt	15ppt	0ppt	14ppt	-2ppt

Source: SFR 42/2016 published 29/09/16

Key Stage 1	2016	National 2016
FSM eligible children reaching expected standard in reading	65%	60%
Non- FSM eligible children reaching expected standard in reading	80%	77%
Attainment gap	15ppt	17ppt
FSM eligible children reaching expected standard in writing	60%	50%
Non- FSM eligible children reaching expected standard in writing	74%	68%
Attainment gap	14ppt	18ppt
FSM eligible children reaching expected standard in maths	62%	58%
Non- FSM eligible children reaching expected standard in maths	80%	75%
Attainment gap	18ppt	17ppt

Source: SFR 42/2016 published 29/09/16

Key Stage 2	2016	National 2016
FSM eligible children reaching the required standard in reading, writing and maths	26%	36%
Non-FSM eligible children reaching the required standard in reading, writing and maths	52%	57%
Attainment gap	26ppt	21ppt
FSM eligible children reaching ARE in reading	39%	49%
Non-FSM eligible children reaching ARE in reading	61%	70%
Attainment gap	22ppt	21ppt
FSM eligible children working at the expected standard in writing	62%	60%
Non-FSM eligible children working at the expected standard in writing	80%	77%
Attainment gap	18ppt	17ppt
FSM eligible children reaching ARE in maths	46%	54%
Non-FSM eligible children reaching ARE in maths	71%	73%
Attainment gap	25ppt	19ppt
FSM eligible children reaching ARE in GPS	39%	49%
Non-FSM eligible children reaching ARE in GPS	61%	70%
Attainment gap	22ppt	21ppt

Source: SFR 62/2016 published 16/12/16

Key Stage 4	2014	2015	2016	N Lincs 3 year change	National 2016	National 3 year change
FSM eligible children - average Attainment 8	n/a	n/a	36.8	n/a	39.1	n/a
Non-FSM eligible children - average Attainment 8	n/a	n/a	50.4	n/a	51.8	n/a
Attainment gap	n/a	n/a	13.6	n/a	12.7	n/a
FSM eligible children - average Progress 8	n/a	n/a	-0.4	n/a	-0.5	n/a
Non-FSM eligible children - average Progress 8	n/a	n/a	0.2	n/a	0.0	n/a
Attainment gap	n/a	n/a	0.6	n/a	0.5	n/a
FSM eligible children - A*-C in English & maths	33%	39%	37%	+4ppt	39%	
Non-FSM eligible children - A*-C in English & maths	62%	65%	68%	+6ppt	67%	
Attainment gap	29ppt	26ppt	31ppt	+2ppt	28ppt	
FSM eligible children - EBacc	6%	9%	6%	0	10%	
Non-FSM eligible children - EBacc	23%	22%	21%	-2ppt	27%	
Attainment gap	17ppt	13ppt	15ppt	-2ppt	17ppt	

Source: SFR 03/2017 published 19/01/2017

Qualification by age 19	2014	2015	2016	N Lincs 3 year change	All LAs 2016	All LAs 3 year change
19 year olds qualified to Level 2 or higher formerly in receipt of Free School Meals	67%	71%	70%	+3ppt	70%	-1ppt
Attainment gap to peers	21ppt	19ppt	19ppt	-2ppt	18ppt	+1ppt
19 year olds qualified to Level 3 or higher formerly in receipt of Free School Meals	26%	27%	19%	-7ppt	36%	0ppt
Attainment gap to peers	28ppt	29ppt	30ppt	+2ppt	25ppt	0ppt

Source: SFR 16/2017 published 30/03/17

CLOSING THE GAPS – GENDER

Early Years Foundation Stage	2014	2015	2016	N Lincs 3 year change	National 2016	National 3 year change
Boys achieving a good level of development	58%	63%	65%	+7ppt	62%	+10ppt
Girls achieving a good level of development	72%	77%	83%	+11ppt	77%	+8ppt
Gender gap	14ppt	14ppt	18ppt	+4ppt	15ppt	-1ppt

Source: SFR 50/2016 published 20/10/16

Phonics (Year 1)	2014	2015	2016	N Lincs 3 year change	National 2016	National 3 year change
Boys meeting the expected standard of phonic decoding	74%	75%	79%	+5ppt	77%	+7ppt
Girls meeting the expected standard of phonic decoding	81%	82%	87%	+6ppt	84%	+6ppt
Gender gap	7ppt	7ppt	8ppt	+1ppt	7ppt	-1ppt

Source: SFR 42/2016 published 29/09/16

Key Stage 1	2016	National 2016
Boys reaching the expected standard in reading	74%	70%
Girls reaching the expected standard in reading	82%	78%
Attainment gap	8ppt	8ppt
Boys reaching the expected standard in writing	66%	59%
Girls reaching the expected standard in writing	79%	73%
Attainment gap	13ppt	14ppt
Boys reaching the expected standard in maths	75%	72%
Girls reaching the expected standard in maths	79%	74%
Attainment gap	4ppt	2ppt

Source: SFR 42/2016 published 29/09/16

Key Stage 2	2016	National 2016
Boys reaching the required standard in reading, writing and maths	45%	50%
Girls reaching the required standard in reading, writing and maths	51%	57%
Gender gap	6ppt	7ppt
Boys reaching ARE in reading	54%	62%
Girls reaching ARE in reading	61%	70%
Gender gap	7ppt	8ppt
Boys working at the expected standard in writing	70%	68%
Girls working at the expected standard in writing	85%	81%
Gender gap	15ppt	13ppt
Boys reaching ARE in maths	67%	70%
Girls reaching ARE in maths	68%	70%
Gender gap	1ppt	0ppt
Boys reaching ARE in GPS	63%	67%
Girls reaching ARE in GPS	75%	77%
Gender gap	12ppt	10ppt

Source: SFR 62/2016 published 15/12/16

Key Stage 4	2014	2015	2016	N Lincs 3 year change	National 2016	National 3 year change
Boys' average Attainment 8	n/a	n/a	47.5	n/a	46.0	n/a
Girls' average Attainment 8	n/a	n/a	50.4	n/a	51.1	n/a
Gender gap	n/a	n/a	2.9	n/a	5.1	n/a
Boys' average Progress 8	n/a	n/a	-0.04	n/a	-0.17**	n/a
Girls' average Progress 8	n/a	n/a	0.21	n/a	0.11**	n/a
Gender gap	n/a	n/a	0.25	n/a	0.28	n/a
Boys - A*-C in English & maths	53%	58%	62%	+9ppt	55%	0
Girls - A*-C in English & maths	62%	66%	68%	+6ppt	64%	+1ppt
Gender gap	9ppt	8ppt	6ppt	-3ppt	9ppt	+1ppt
Boys - EBacc	18%*	15%*	15%	-3ppt	18%	-2ppt
Girls - EBacc	24%*	26%*	23%	-1ppt	28%	-1ppt
Gender gap	6ppt*	11ppt*	8ppt	+2ppt	10ppt	+1ppt

Source: SFR 03/2017 published 19/01/2017

*EBacc Data for 2014 and 2015 is local and unvalidated

**State funded schools only

Key Stage 5	2016	National 2016
Males attaining 3 A*-A grades at A level	13.2%	11.5%
Females attaining 3 A*-A grades at A level	8.9%	9.7%
Gender gap	4.3ppt	1.8ppt
Males attaining grades AAB or better at A level	21.2%	18.9%
Females attaining grades AAB or better at A level	15.9%	18.2%
Gender gap	5.3ppt	0.7ppt
Males Average point score per entry – all level 3	31.4	30.1
Females Average point score per entry – all level 3	32.9	32.6
Gender gap	1.5	2.5

Source: SFR05/2017 published 19/01/17

CLOSING THE GAPS – SPECIAL EDUCATIONAL NEEDS

Early Years Foundation Stage	2014	2015	2016	N Lincs 3 year change	National 2016	National 3 year change
Pupils with no identified SEN achieving a good level of development (GLD)	69%	74%	78%	+9ppt	75%	+9ppt
Children with SEN but without a statement/EHC plan achieving a GLD	22%	26%	38%	+16ppt	26%	+5ppt
Attainment gap to peers	47ppt	48ppt	40ppt	-7ppt	49ppt	+4ppt
Children with a statement/EHC plan achieving a GLD	x	x	x	n/a	4%	+1ppt
Attainment gap to peers	n/a	n/a	n/a	n/a	71ppt	+8ppt

Source: SFR 50/2016 published 24/11/16 x = data suppressed due to low cohort numbers

Phonics (Year 1)	2014	2015	2016	N Lincs 3 year change	National 2016	National 3 year change
Pupils with no identified SEN meeting the expected standard of phonic decoding	84%	84%	88%	+4ppt	86%	+5ppt
Children with SEN but without a statement/EHC plan meeting the expected standard of phonic decoding	41%	39%	41%	0ppt	46%	+6ppt
Attainment gap to peers	43ppt	45ppt	47ppt	+4ppt	40ppt	-1ppt
Children with a statement/EHC plan meeting the expected standard of phonic decoding	19%	10%	x	n/a	18%	+1ppt
Attainment gap to peers	65ppt	74ppt	x	n/a	68ppt	+4ppt

Source: SFR 42/2015 published 29/09/16

Key Stage 1	2016	National 2016
Children with no identified SEN reaching the expected standard in reading	85%	82%
Children with SEN but without a statement/EHC plan reaching the expected standard in reading	33%	32%
Attainment gap to peers	52ppt	50ppt
Children with a statement/EHC plan reaching the expected standard in reading	18%	14%
Attainment gap to peers	67ppt	68ppt
Children with no identified SEN reaching the expected standard in writing	80%	74%
Children with SEN but without a statement/EHC plan reaching the expected standard in writing	24%	22%
Attainment gap to peers	56ppt	52ppt
Children with a statement/EHC plan reaching the expected standard in writing	12%	9%
Attainment gap to peers	68ppt	65ppt
Children with no identified SEN reaching the expected standard in maths	84%	80%
Children with SEN but without a statement/EHC plan reaching the expected standard in maths	34%	33%
Attainment gap to peers	50ppt	47ppt
Children with a statement/EHC plan reaching the expected standard in maths	12%	14%
Attainment gap to peers	72ppt	66ppt

Source: SFR 42/2016 published 29/09/16

Key Stage 2	2016	National 2016
Children with no identified SEN reaching the required standard in reading, writing and maths	55%	62%
Children with SEN Support reaching the required standard in reading, writing and maths	14%	16%
Attainment gap to peers	41ppt	46ppt
Children with a statement/EHC plan reaching the required standard in reading, writing and maths	x	7%
Attainment gap to peers	n/a	55ppt
Children with no identified SEN reaching ARE in reading	64%	74%
Children with SEN Support reaching ARE in reading	28%	32%
Attainment gap to peers	36ppt	42ppt
Children with a statement/EHC plan reaching ARE in reading	7%	14%
Attainment gap to peers	57ppt	60ppt
Children with no identified SEN working at the expected standard in writing	86%	84%
Children with SEN Support working at the expected standard in writing	39%	32%
Attainment gap to peers	47ppt	52ppt
Children with a statement/EHC plan working at the expected standard in writing	14%	13%
Attainment gap to peers	72ppt	71ppt
Children with no identified SEN reaching ARE in maths	75%	78%
Children with SEN Support reaching ARE in maths	35%	36%
Attainment gap to peers	40ppt	42ppt
Children with a statement/EHC plan reaching ARE in maths	9%	15%
Attainment gap to peers	66ppt	63ppt
Children with no identified SEN reaching ARE in GPS	64%	74%
Children with SEN Support reaching ARE in GPS	28%	32%
Attainment gap to peers	36ppt	42ppt
Children with a statement/EHC plan reaching ARE in GPS	7%	14%
Attainment gap to peers	57ppt	60ppt

Source: SFR 62/2016 published 15/12/16

Key Stage 4	2014	2015	2016	N Lincs 3 year change	National 2016	National 3 year change
Average Attainment 8						
Children with no identified SEN	n/a	n/a	52.4	n/a	53.3	n/a
Children with SEN but without a statement/EHC plan	n/a	n/a	34.3	n/a	36.2	n/a
Attainment gap to peers	n/a	n/a	18.1	n/a	17.1	n/a
Children with a statement/EHC	n/a	n/a	21.4	n/a	17.0	n/a
Attainment gap to peers	n/a	n/a	31.0	n/a	36.3	n/a
Average Progress 8						
Children with no identified SEN	n/a	n/a	0.16	n/a	0.06	n/a
Children with SEN but without a statement/EHC plan	n/a	n/a	-0.21	n/a	-0.38	n/a
Attainment gap to peers	n/a	n/a	0.37	n/a	0.44	n/a
Children with a statement/EHC plan	n/a	n/a	-0.59	n/a	-1.03	n/a
Attainment gap to peers	n/a	n/a	0.75	n/a	1.09	n/a
A*-C in English & maths						
Children with no identified SEN	67%	71%	72%	+5ppt	70%	+2ppt
Children with SEN but without a statement/EHC plan	23%	33%	28%	+5ppt	29%	+3ppt
Attainment gap to peers	44ppt	38ppt	44ppt	0	41ppt	-1ppt
Children with a statement/EHC plan	7%	8%	16%	+9ppt	11%	+2ppt
Attainment gap to peers	60ppt	63ppt	56ppt	-4ppt	59ppt	0
EBacc						
Children with no identified SEN	25%	25%	22%	-3ppt	28%	-1ppt
Children with SEN but without a statement/EHC plan	x	4%	x	n/a	6%	0
Attainment gap to peers	n/a	21ppt	n/a	n/a	22ppt	-1ppt
Children with a statement/EHC plan	x	x	x	n/a	2%	0
Attainment gap to peers	n/a	n/a	n/a	n/a	26ppt	-1ppt

Source: SFR 03/2017 published 19/01/2017

Qualification by age 19	2014	2015	2016	N Lincs 3 year change	All LAs 2016	All LAs 3 year change
Students with SEN but without a statement/EHC plan qualified to Level 2 or higher including English and maths	30%	34%	30%	0ppt	37%	+3ppt
Attainment gap to peers	46ppt	43ppt	48ppt	+2ppt	41ppt	+1ppt
Students with SEN but without a statement/EHC plan qualified to Level 3 or higher	26%	29%	25%	-1ppt	31%	0ppt
Attainment gap to peers	34ppt	33ppt	34ppt	0ppt	34ppt	0ppt
Students with a statement/EHC plan qualified to Level 2 or higher including English and maths	13%	12%	16%	+3ppt	15%	+2ppt
Attainment gap to peers	63ppt	65ppt	62ppt	-1ppt	63ppt	-1ppt
Students with a statement/EHC plan qualified to Level 3 or higher	8%	11%	8%	0ppt	14%	0ppt
Attainment gap to peers	52ppt	51ppt	51ppt	-1ppt	51ppt	-1ppt

Source: SFR 16/2017 published 30/03/2017

CLOSING THE GAPS – ENGLISH AS AN ADDITIONAL LANGUAGE

Early Years Foundation Stage	2014	2015	2016	N Lincs 3 year change	National 2016	National 3 year change
Children whose first language is English achieving a GLD	66%	72%	76%	+10ppt	71%	+8ppt
Children whose first language is other than English achieving a GLD	56%	60%	62%	+6ppt	63%	+10ppt
Attainment gap	10ppt	12ppt	14ppt	+4ppt	8ppt	-2ppt

Source: SFR 50/2016 published 24/11/16

Phonics (Year 1)	2014	2015	2016	N Lincs 3 year change	National 2016	National 3 year change
Children whose first language is English meeting the expected standard of phonic decoding	78%	79%	83%	+8ppt	81%	+6ppt
Children whose first language is other than English meeting the expected standard of phonic decoding	73%	73%	80%	+7ppt	80%	+6ppt
Attainment gap	5ppt	6ppt	3ppt	-2ppt	1ppt	0ppt

Source: SFR 42/2016 published 29/09/16

Key Stage 1	2016	National 2016
Children whose first language is English reaching the expected standard in reading	79%	75%
Children whose first language is other than English reaching the expected standard in reading	71%	70%
Attainment gap	8ppt	5ppt
Children whose first language is English reaching the expected standard in writing	73%	66%
Children whose first language is other than English reaching the expected standard in writing	70%	64%
Attainment gap	3ppt	2ppt
Children whose first language is English reaching the expected standard in maths	78%	73%
Children whose first language is other than English reaching the expected standard in maths	74%	72%
Attainment gap	4ppt	1ppt

Source: SFR 42/2016 published 29/09/16

Key Stage 2	2016	National 2016
Children whose first language is English reaching the required standard in reading, writing and maths	49%	54%
Children whose first language is other than English reaching the required standard in reading, writing and maths	37%	52%
Attainment gap	12ppt	2ppt
Children whose first language is English reaching ARE in reading	59%	68%
Children whose first language is other than English reaching ARE in reading	45%	61%
Attainment gap	14ppt	7ppt
Children whose first language is English working at the expected standard in writing	78%	74%
Children whose first language is other than English working at the expected standard in writing	76%	75%
Attainment gap	2ppt	-1ppt
Children whose first language is English reaching ARE in maths	68%	69%
Children whose first language is other than English reaching ARE in maths	63%	74%
Attainment gap	5ppt	-5ppt
Children whose first language is English reaching ARE in GPS	59%	68%
Children whose first language is other than English reaching ARE in GPS	45%	61%
Attainment gap	14ppt	7ppt

Source: SFR 62/2016 published 15/12/16

Key Stage 4	2014	2015	2016	N Lincs 3 year change	National 2016	National 3 year change
Children whose first language is English - average Attainment 8	n/a	n/a	48.8	n/a	50.0	n/a
Children whose first language is other than English - average Attainment 8	n/a	n/a	50.2	n/a	50.8	n/a
Attainment gap	n/a	n/a	1.4	n/a	0.8	n/a
Children whose first language is English - average Progress 8	n/a	n/a	0.1	n/a	-0.1	n/a
Children whose first language is other than English - average Progress 8	n/a	n/a	0.6	n/a	0.4	n/a
Attainment gap	n/a	n/a	0.5	n/a	0.5	n/a
Children whose first language is English -A*-C in English and mathematics	58%	62%	64%	+6ppt	64%	+5ppt
Children whose first language is other than English - A*-C in English and mathematics	46%	60%	65%	+19ppt	63%	+5ppt
Attainment gap	12ppt	2ppt	1ppt	-11ppt	1ppt	0
Children whose first language is English - EBacc	21%	20%	18%	-3ppt	24%	0
Children whose first language is other than English - EBacc	19%	19%	27%	+8ppt	29%	+2ppt
Attainment gap	2ppt	1ppt	9ppt	+7ppt	5ppt	-2ppt

Source: SFR 03/2017 published 19/01/2017

CLOSING THE GAPS – LOOKED AFTER CHILDREN

At the end of the 2015/2016 academic year the **Key Stage 2** cohort consisted of 10 children who had been continuously looked after for at least 12 months. A minority (40%) of the cohort met the expected standard or above in Reading, a large majority (70%) met the expected standard in Writing and 50% met the expected standard or above in Mathematics. Fifty percent of pupils made expected progress in Reading, 80% of pupils made expected progress in Writing and 70% of pupils made expected progress in Mathematics.

Fifty percent of the cohort were at SEN Support and the remaining 50% had no Special Provision.

The **Key Stage 4** cohort consisted of 10 children who had been continuously looked after for at least 12 months.

Thirty six percent (4) of the cohort achieved a C or above in Maths. One young person (9%) achieved A*-C in English and Maths combined.

Forty Five percent (5) of the cohort had some form of SEN, with 27% (3) of the cohort having a Statement and 18% (2) at SEN Support. Fifty five percent (6) of the cohort attended schools outside of North Lincolnshire.

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

	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
PRIMARY						
Permanent exclusions	0	0	x	n/a	0.02%	0ppt
Fixed Term exclusions	1.30%	0.90%	1.84%	+0.54ppt	1.10%	+0.22ppt
Average number of exclusions per excluded pupil	2.55	2.00	2.41	-0.14	2.10	+0.15
Average number of days lost per excluded pupil	6.38	5.00	3.95	-2.43	4.02	+0.13
SECONDARY						
Permanent exclusions	0	x	0.13%	+0.13ppt	0.15%	+0.03ppt
Fixed Term exclusions	8.54%	17.48%	20.04%	+11.5ppt	7.51%	+0.76ppt
Average number of exclusions per excluded pupil	1.93	2.97	2.86	+0.93	1.91	
Average number of days lost per excluded pupil	4.14	4.88	5.06	+0.92	4.41	
SPECIAL						
Permanent exclusions	0	0	0	0ppt	0.09%	
Fixed Term exclusions	2.07%	0%	x	n/a	13.54%	
Average number of exclusions per excluded pupil	2.50	0	x	n/a	2.59	
Average number of days lost per excluded pupil	1.50	0	x	n/a	5.16	

Source: SFR 26/2016 published 21/07/2016, LAIT. X = data suppressed

ENGAGEMENT IN EDUCATION, EMPLOYMENT AND TRAINING

Position as of January 2016

Years 12 – 14	2014	2015	2016	N Lincs 3 year change	National 2016
In Learning	85.9%	84.2%	87.0%	+1.1ppt	83.9%
NEET	6.2%	5.5%	4.0%	-2.2ppt	4.2%
Not Known	5.2%	7.6%	6.2%	+1.0ppt	6.4%

Source: NCCIS

In Learning

The percentage of young people who were **in learning** was 3.1ppt higher than the national average. The trend over 3 years has been slight increase. In January 2016 a large majority of young people were in learning (87.0%). 74.5% were in full time education, 7.4% undertook an apprenticeship, and 4.3% were in employment with training.

NEET

In January 2016 the adjusted percentage of young people who are **NEET** was 4.0%, which equates to 225 young people. The percentage of young people who are NEET increases by age from 2.4% of 16 year olds, 4.2% of 17 year olds, and 5.5% of 18 year olds. Those in year 14 made up the 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. This figure has reduced significantly from 10.1% in 2015 to just 5.5% in 2016.

Not Known

In January 2016 the participation status of 6.2% (361) young people was **not known**. The trend over 3 years has been slight decrease and active steps were taken to reduce this in 2015.

OFSTED INSPECTION OUTCOMES

Overall School Inspection Profile as at 31/08/2016

	Inadequate	Requires Improvement	Good	Outstanding	Good or Outstanding	National Good or Outstanding
Primary	2%	8%	76%	14%	91%	87%
Secondary	8%	0%	92%	0%	92%	76%
Special	0%	0%	50%	50%	100%	93%
PRU	0%	0%	100%	0%	100%	85%
All Schools	2%	6%	79%	13%	91%	86%

Source: Ofsted Outcomes - Master

Of the 17 primary schools or academies inspected in the 2015/16 academic year 15 (88%) were judged by Ofsted as good or better.

Overall effectiveness grades were:

Outstanding	2	12%
Good	13	76%
Requires Improvement	2	12%
Inadequate	0	0%

Of the 4 secondary schools or academies inspected in the 2015/16 academic year 4 (100%) were judged by Ofsted as good.

Overall effectiveness grades were:

Outstanding	0	0%
Good	4	100%
Requires Improvement	0	0%
Inadequate	0	0%

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 st August 2015	31 st August 2016	Year-on-Year variance	National (as at 31/03/2016)
Primary	64%	75%	75%	78%	91%	+13ppt	87%
Secondary	50%	84%	70%	85%	93%	+8ppt	76%

Source: Ofsted Outcomes - Master