

**NORTH LINCOLNSHIRE COUNCIL**

**CABINET**

**ANNUAL EDUCATION REPORT 2016**

**1. OBJECT AND KEY POINTS IN THIS REPORT**

- 1.1 This report presents the Annual Education Report 2016.
- 1.2 The recommendation is that Cabinet notes the improved education outcomes within North Lincolnshire and the priorities for further improvement.

**2. BACKGROUND INFORMATION**

- 2.1 North Lincolnshire Council has a statutory duty to ensure area-wide standards and educational excellence. In line with the local authority's role as an enabler and facilitator of sector-led improvement, we have set the ambition of attaining top-quartile outcomes for children and young people by all measures. By 2020, North Lincolnshire will be amongst the best local authority areas in England for:
  - attendance and inclusion
  - the quality of provision
  - learning outcomes
- 2.4 The council has prioritised improving education outcomes for all children and young people. Additional investment has been made for improving the quality of the built environment, the quality of provision and the effectiveness of leadership and governance.
- 2.5 The Annual Education Report provides a synopsis of education standards in North Lincolnshire. The report draws out the key areas for action, with the purpose of provoking debate about how to address local education priorities.
- 2.6 Headlines for 2016 are detailed on page 2 of the Annual Education Report. Attention is drawn to the following significant achievements in improving the quality of outcomes for children and young people:
  - **Further increase and above national again for Good Level of Development in the Early Years Foundation Stage - top quartile nationally and 1<sup>st</sup> out of 11 statistical neighbours for all children, boys, Free School Meal and SEN children**
  - **Further increase and above national again for Year 1 Phonics – into the top quartile nationally and 2<sup>nd</sup> out of 11 statistical neighbours**
  - **Above national outcomes, within top 25% of all local authorities and 1<sup>st</sup> out of 11 statistical neighbours for all three subjects at Key Stage 1 (against**

**the new more challenging curriculum and standards) including for Free School Meals children**

- **Notable improvements at Key Stage 4 in recent years sustained for new performance measures in 2016, with the Progress 8 score placing North Lincolnshire in the top 25% of all local authorities in England and 1<sup>st</sup> out of 11 statistical neighbours**
- **Top quartile performance for year-on-year improvement for three A\*-A grades and AAB grades at A-level, and average point scores per entry for new tech levels, new general qualifications and level 3 qualifications for male students**
- **Most schools graded good our outstanding by Ofsted at their most recent inspection, with only four schools judged as requires improvement and only one school remaining in a category by the end of the academic year.**

2.7 Priorities moving forward are:

- Improving pupils' attainment in Key Stage 2 tests, especially reading
- Improving level 3 performance post-16
- Continuing to raise the achievement of disadvantaged and vulnerable groups
- Reducing fixed-term exclusions
- Increasing the proportion of outstanding provision

### **3. OPTIONS FOR CONSIDERATION**

3.1 To note the North Lincolnshire Annual education Report for 2016.

### **4. ANALYSIS OF OPTIONS**

4.1 The Annual Education Report has been approved for publication by the Cabinet Member for Children, Families and Learning. The report is updated as new data becomes available. The report has been before People Scrutiny and the Youth Council to ensure transparency, accountability and furthering a shared understanding of area wide effectiveness.

### **5. RESOURCE IMPLICATIONS (FINANCIAL, STAFFING, PROPERTY, IT)**

5.1 Not applicable.

### **6. OUTCOMES OF INTEGRATED IMPACT ASSESSMENT (IF APPLICABLE)**

6.1 Not applicable – the annual education report is not an action planning document.

### **7. OUTCOMES OF CONSULTATION**

7.1 The annual education report forms the basis of discussion with stakeholders, including Youth Council, school leaders and governors.

## **8. RECOMMENDATIONS**

- 8.1 The recommendation is that Cabinet notes the improved education outcomes within North Lincolnshire and the priorities for further improvement.

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### **Background Papers used in the preparation of this report**

Statistical First Releases 2016



## North Lincolnshire Annual Education Report 2016

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Version	Date	Author	Review date
Provisional	19 December 2016	Tina Page	January 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 **1<sup>st</sup> 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 3<sup>rd</sup> out of 11 when compared to statistical neighbours.

We were also in the top 25% of all local authorities in England and 1<sup>st</sup> 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 1<sup>st</sup> 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 1<sup>st</sup> 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 10<sup>th</sup> 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 are likely to meet the criteria for coasting when results are 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 1<sup>st</sup> 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 1<sup>st</sup> 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 2<sup>nd</sup> 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 2<sup>nd</sup> 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. Both were **below national**. A very small minority of students attained at least three A\*-A grades at A-level and few attained grades AAB or better. Again, both were **below national**.

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 qualifications for male students.

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 1<sup>st</sup> 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.

The **picture for pupils with Special Educational Needs in North Lincolnshire was more mixed**. Of particular note was the proportion 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 (2= out of 151) and 1<sup>st</sup> out of 11 when compared to our statistical neighbours.

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.

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.

\* These data are still provisional or have not yet been received for some key stages.

#### 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 exclusions, 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 knows'. 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%	<b>74%</b>	<b>+9ppt</b>	69%	+9ppt
The percentage inequality gap in achievement across all the Early Learning Goals**	30%	29%	<b>30%</b>	<b>0ppt</b>	31%	-3ppt
Children achieving expected or exceeding level in the Literacy Area of Learning	69%	73%	<b>75%</b>	<b>+6ppt</b>	72%	+6ppt
Children achieving expected or exceeding level in the Mathematics Area of Learning	74%	79%	<b>79%</b>	<b>+5ppt</b>	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%	<b>83%</b>	<b>+6ppt</b>	81%	+7ppt
Children meeting the expected standard of phonic decoding (year 1 and year 2)	90%	91%	<b>92%</b>	<b>+2ppt</b>	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	<b>78%</b>	74%
	% reaching higher standard	<b>25%</b>	24%
Writing:	% reaching expected standard	<b>72%</b>	65%
	% reaching higher standard	<b>15%</b>	13%
Mathematics:	% reaching expected standard	<b>77%</b>	73%
	% reaching higher standard	<b>19%</b>	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	<b>48%</b>	53%
% reaching ARE* in reading	<b>57%</b>	66%
% working at the expected standard in writing	<b>78%</b>	74%
% reaching ARE* in maths	<b>67%</b>	70%
% reaching ARE* in GPS*	<b>70%</b>	73%
% reaching a higher standard in reading, writing and maths	<b>5%</b>	5%
% reaching higher standard in reading	<b>14%</b>	19%
% working at greater depth in writing	<b>18%</b>	15%
% reaching higher standard in maths	<b>13%</b>	17%
% reaching higher standard in GPS*	<b>20%</b>	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	<b>48.8</b>	n/a	48.2	n/a
Progress 8	n/a	n/a	<b>+0.09</b>	n/a	n/a	n/a
A*-C in both English & maths	57.5%	61.7%	<b>63.8%</b>	<b>+6.3ppt</b>	58.6%	-0.5ppt
EBacc	20.5%	20.3%	<b>18.8%</b>	<b>-1.7ppt</b>	22.8%	0ppt
5A*-C including GCSE English & maths	55%	58%	<b>59%</b>	<b>+4ppt</b>	53%	0ppt

Source: SFR48/2016 published 13/10/16

## 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.

	2016	National 2016
Students attaining 3 A*-A grades at A level	<b>9.9%</b>	12.9%
Students attaining grades AAB or better at A level	<b>16.3%</b>	21.6%
Average point score per entry – A level	<b>29.58</b>	31.52
Average point score per entry – all level 3	<b>31.25</b>	33.46

Source: SFR49/2016 published 13/10/16

## 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%	<b>86%</b>	<b>+2ppt</b>	86%	+1ppt
Proportion of 19 year olds qualified to Level 2 or higher in English & Maths	62%	62%	<b>65%</b>	<b>+3ppt</b>	68%	+4ppt
Proportion of 19 year olds qualified to Level 3 or higher	50%	49%	<b>52%</b>	<b>+2ppt</b>	59%	+2ppt

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

## CLOSING THE GAPS – FREE SCHOOL MEALS ELIGIBILITY

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

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

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

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

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

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

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

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

<b>Key Stage 4</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>N Lincs 3 year change</b>	<b>National 2015</b>	<b>National 3 year change</b>
FSM eligible children - average Attainment 8	n/a	n/a		n/a	n/a	n/a
Non-FSM eligible children - average Attainment 8	n/a	n/a		n/a	n/a	n/a
<b>Attainment gap</b>	n/a	n/a		n/a	n/a	n/a
FSM eligible children - average Progress 8	n/a	n/a		n/a	n/a	n/a
Non-FSM eligible children - average Progress 8	n/a	n/a		n/a	n/a	n/a
<b>Attainment gap</b>	n/a	n/a		n/a	n/a	n/a
FSM eligible children - A*-C in English & maths	33%	39%			36%	
Non-FSM eligible children - A*-C in English & maths	62%	65%			63%	
<b>Attainment gap</b>	29ppt	26ppt			27ppt	
FSM eligible children - EBacc	6%	9%			10%	
Non-FSM eligible children - EBacc	23%	22%			27%	
<b>Attainment gap</b>	17ppt	13ppt			17ppt	
FSM eligible children - 5A*-C including GCSE English & maths	29%	33%			33%	
Non-FSM eligible children - 5A*-C including GCSE English & maths	59%	61%			61%	
<b>Attainment gap</b>	30ppt	28ppt			28ppt	

2016 due to be published 19<sup>th</sup> January 2017

<b>Qualification by age 19</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>N Lincs 3 year change</b>	<b>All LAs 2015</b>	<b>All LAs 3 year change</b>
19 year olds qualified to Level 2 or higher formerly in receipt of Free School Meals	66%	67%	<b>71%</b>	<b>+5ppt</b>	72%	+1ppt
<b>Attainment gap to peers</b>	22ppt	21ppt	<b>19ppt</b>	<b>-3ppt</b>	17ppt	+1ppt
19 year olds qualified to Level 3 or higher formerly in receipt of Free School Meals	23%	25%	<b>27%</b>	<b>+4ppt</b>	36%	+1ppt
<b>Attainment gap to peers</b>	31ppt	28ppt	<b>29ppt</b>	<b>-2ppt</b>	25ppt	+51ppt

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

## 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%	<b>65%</b>	<b>+7ppt</b>	62%	+10ppt
Girls achieving a good level of development	72%	77%	<b>83%</b>	<b>+11ppt</b>	77%	+8ppt
<b>Gender gap</b>	<b>14ppt</b>	<b>14ppt</b>	<b>18ppt</b>	<b>+4ppt</b>	<b>15ppt</b>	<b>-1ppt</b>

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%	<b>79%</b>	<b>+5ppt</b>	77%	+7ppt
Girls meeting the expected standard of phonic decoding	81%	82%	<b>87%</b>	<b>+6ppt</b>	84%	+6ppt
<b>Gender gap</b>	<b>7ppt</b>	<b>7ppt</b>	<b>8ppt</b>	<b>+1ppt</b>	<b>7ppt</b>	<b>-1ppt</b>

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

Key Stage 1	2016	National 2016
Boys reaching the expected standard in reading	<b>74%</b>	70%
Girls reaching the expected standard in reading	<b>82%</b>	78%
<b>Attainment gap</b>	<b>8ppt</b>	8ppt
Boys reaching the expected standard in writing	<b>66%</b>	59%
Girls reaching the expected standard in writing	<b>79%</b>	73%
<b>Attainment gap</b>	<b>13ppt</b>	14ppt
Boys reaching the expected standard in maths	<b>75%</b>	72%
Girls reaching the expected standard in maths	<b>79%</b>	74%
<b>Attainment gap</b>	<b>4ppt</b>	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	<b>45%</b>	50%
Girls reaching the required standard in reading, writing and maths	<b>51%</b>	57%
<b>Gender gap</b>	<b>6ppt</b>	7ppt
Boys reaching ARE in reading	<b>54%</b>	62%
Girls reaching ARE in reading	<b>61%</b>	70%
<b>Gender gap</b>	<b>7ppt</b>	8ppt
Boys working at the expected standard in writing	<b>70%</b>	68%
Girls working at the expected standard in writing	<b>85%</b>	81%
<b>Gender gap</b>	<b>15ppt</b>	13ppt
Boys reaching ARE in maths	<b>67%</b>	70%
Girls reaching ARE in maths	<b>68%</b>	70%
<b>Gender gap</b>	<b>1ppt</b>	0ppt
Boys reaching ARE in GPS	<b>63%</b>	67%
Girls reaching ARE in GPS	<b>75%</b>	77%

<b>Gender gap</b>	<b>12ppt</b>	<b>10ppt</b>
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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	<b>47.4</b>	n/a	45.7	n/a
Girls' average Attainment 8	n/a	n/a	<b>50.2</b>	n/a	50.8	n/a
<b>Gender gap</b>	n/a	n/a	<b>2.8</b>	n/a	5.1	n/a
Boys' average Progress 8	n/a	n/a	<b>-0.04</b>	n/a	n/a	n/a
Girls' average Progress 8	n/a	n/a	<b>0.21</b>	n/a	n/a	n/a
<b>Gender gap</b>	n/a	n/a	<b>0.25</b>	n/a	n/a	n/a
Boys - A*-C in English & maths	53.3%	57.8%	<b>61.5%</b>	<b>+8.2ppt</b>	54.5%	+3.6ppt
Girls - A*-C in English & maths	61.7%	65.9%	<b>66.3%</b>	<b>+4.6ppt</b>	63.2%	+2.7ppt
<b>Gender gap</b>	8.4ppt	11.8ppt	<b>4.8ppt</b>	<b>-3.6ppt</b>	8.7ppt	-1ppt

Source: SFR48/2016 published 13/10/16

Key Stage 5	2016	National 2016
Males attaining 3 A*-A grades at A level	<b>11.9%</b>	14.0%
Females attaining 3 A*-A grades at A level	<b>8.4%</b>	12.1%
<b>Gender gap</b>	<b>3.5ppt</b>	1.9ppt
Males attaining grades AAB or better at A level	<b>19.8%</b>	22.1%
Females attaining grades AAB or better at A level	<b>13.6%</b>	21.3%
<b>Gender gap</b>	<b>6.2ppt</b>	0.8ppt
Males Average point score per entry – all level 3	<b>30.94</b>	31.00
Females Average point score per entry – all level 3	<b>32.71</b>	33.32
<b>Gender gap</b>	<b>1.77</b>	2.32

Source: SFR49/2016 published 13/10/16

## 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%	<b>78%</b>	<b>+9ppt</b>	75%	+9ppt
Children with SEN but without a statement/EHC plan achieving a GLD	22%	26%	<b>38%</b>	<b>+16ppt</b>	26%	+5ppt
<b>Attainment gap to peers</b>	47ppt	48ppt	<b>40ppt</b>	<b>-7ppt</b>	49ppt	+4ppt
Children with a statement/EHC plan achieving a GLD	x	x	<b>x</b>	<b>n/a</b>	4%	+1ppt
<b>Attainment gap to peers</b>	n/a	n/a	<b>n/a</b>	<b>n/a</b>	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%	<b>88%</b>	<b>+4ppt</b>	86%	+5ppt
Children with SEN but without a statement/EHC plan meeting the expected standard of phonic decoding	41%	39%	<b>41%</b>	<b>0ppt</b>	46%	+6ppt
<b>Attainment gap to peers</b>	43ppt	45ppt	<b>47ppt</b>	<b>+4ppt</b>	40ppt	-1ppt
Children with a statement/EHC plan meeting the expected standard of phonic decoding	19%	10%	<b>x</b>	<b>n/a</b>	18%	+1ppt
<b>Attainment gap to peers</b>	65ppt	74ppt	<b>x</b>	<b>n/a</b>	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	<b>85%</b>	82%
Children with SEN but without a statement/EHC plan reaching the expected standard in reading	<b>33%</b>	32%
<b>Attainment gap to peers</b>	<b>52ppt</b>	50ppt
Children with a statement/EHC plan reaching the expected standard in reading	<b>18%</b>	14ppt
<b>Attainment gap to peers</b>	<b>67ppt</b>	68ppt
Children with no identified SEN reaching the expected standard in writing	<b>80%</b>	74%
Children with SEN but without a statement/EHC plan reaching the expected standard in writing	<b>24%</b>	22%
<b>Attainment gap to peers</b>	<b>56ppt</b>	52ppt
Children with a statement/EHC plan reaching the expected standard in writing	<b>12%</b>	9%
<b>Attainment gap to peers</b>	<b>68ppt</b>	65ppt
Children with no identified SEN reaching the expected standard in maths	<b>84%</b>	80%
Children with SEN but without a statement/EHC plan reaching the expected standard in maths	<b>34%</b>	33%
<b>Attainment gap to peers</b>	<b>50ppt</b>	47ppt
Children with a statement/EHC plan reaching the expected standard in maths	<b>12%</b>	14%
<b>Attainment gap to peers</b>	<b>72ppt</b>	66ppt

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

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

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

Key Stage 4	2014	2015	2016	N Lincs 3 year change	National 2015	National 3 year change
<b>Average Attainment 8</b>						
Children with no identified SEN	n/a	n/a		n/a	n/a	n/a
Children with SEN but without a statement/EHC plan	n/a	n/a		n/a	n/a	n/a
<b>Attainment gap to peers</b>	n/a	n/a		n/a	n/a	n/a
Children with a statement/EHC	n/a	n/a		n/a	n/a	n/a
<b>Attainment gap to peers</b>	n/a	n/a		n/a	n/a	n/a
<b>Average Progress 8</b>						
Children with no identified SEN	n/a	n/a		n/a	n/a	n/a
Children with SEN but without a statement/EHC plan	n/a	n/a		n/a	n/a	n/a
<b>Attainment gap to peers</b>	n/a	n/a		n/a	n/a	n/a
Children with a statement/EHC plan	n/a	n/a		n/a	n/a	n/a
<b>Attainment gap to peers</b>	n/a	n/a		n/a	n/a	n/a
<b>A*-C in English &amp; maths</b>						
Children with no identified SEN	67%	71%			67%	
Children with SEN but without a statement/EHC plan	23%	33%			26%	
<b>Attainment gap to peers</b>	44ppt	38ppt			41ppt	
Children with a statement/EHC plan	7%	8%			10%	
<b>Attainment gap to peers</b>	60ppt	63ppt			57ppt	
<b>EBacc</b>						
Children with no identified SEN	25%	25%			28%	
Children with SEN but without a statement/EHC plan	x	4%			6%	
<b>Attainment gap to peers</b>	n/a	21ppt			22ppt	
Children with a statement/EHC plan	x	x			2%	
<b>Attainment gap to peers</b>	n/a	n/a			26ppt	
<b>5A*-C including GCSE English &amp; maths</b>						
Children with no identified SEN	64%	67%			65%	
Children with SEN but without a statement/EHC plan	21%	27%			24%	
<b>Attainment gap to peers</b>	43ppt	40ppt			41ppt	
Children with a statement/EHC plan	7%	7%			9%	
<b>Attainment gap to peers</b>	57ppt	60ppt			56ppt	

2016 due to be published 19<sup>th</sup> January 2017

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%	<b>94%</b>	<b>+1ppt</b>	92%	0ppt
Students with SEN but without a statement/EHC plan qualified to Level 2 or higher by age 19	67%	71%	<b>73%</b>	<b>+6ppt</b>	72%	+2ppt
<b>Attainment gap to peers</b>	26ppt	23ppt	<b>21ppt</b>	<b>-5ppt</b>	20ppt	-2ppt
Students with a statement/EHC Plan qualified to Level 2 or higher by age 19	47%	31%	<b>42%</b>	<b>-5ppt</b>	37%	+1ppt
<b>Attainment gap to peers</b>	46ppt	63ppt	<b>52ppt</b>	<b>+6ppt</b>	55ppt	0ppt

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

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

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

## CLOSING THE GAPS – ENGLISH AS AN ADDITIONAL LANGUAGE

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

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

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

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

<b>Key Stage 1</b>	2016	National 2016
Children whose first language is English reaching the expected standard in reading	<b>79%</b>	75%
Children whose first language is other than English reaching the expected standard in reading	<b>71%</b>	70%
<b>Attainment gap</b>	<b>8ppt</b>	5ppt
Children whose first language is English reaching the expected standard in writing	<b>73%</b>	66%
Children whose first language is other than English reaching the expected standard in writing	<b>70%</b>	64%
<b>Attainment gap</b>	<b>3ppt</b>	2ppt
Children whose first language is English reaching the expected standard in maths	<b>78%</b>	73%
Children whose first language is other than English reaching the expected standard in maths	<b>74%</b>	72%
<b>Attainment gap</b>	<b>4ppt</b>	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%
<b>Attainment gap</b>	<b>12ppt</b>	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%
<b>Attainment gap</b>	<b>14ppt</b>	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%
<b>Attainment gap</b>	<b>2ppt</b>	-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%
<b>Attainment gap</b>	<b>5ppt</b>	-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%
<b>Attainment gap</b>	<b>14ppt</b>	7ppt

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

Key Stage 4	2014	2015	2016	N Lincs 3 year change	National 2015	National 3 year change
Children whose first language is English - average Attainment 8	n/a	n/a		n/a	n/a	n/a
Children whose first language is other than English - average Attainment 8	n/a	n/a		n/a	n/a	n/a
<b>Attainment gap</b>	n/a	n/a		n/a	n/a	n/a
Children whose first language is English - average Progress 8	n/a	n/a		n/a	n/a	n/a
Children whose first language is other than English - average Progress 8	n/a	n/a		n/a	n/a	n/a
<b>Attainment gap</b>	n/a	n/a		n/a	n/a	n/a
Children whose first language is English -A*-C in English and mathematics	58%	62%			60%	
Children whose first language is other than English - A*-C in English and mathematics	46%	60%			58%	
<b>Attainment gap</b>	12ppt	2ppt				
Children whose first language is English - EBacc	21%	20%			24%	
Children whose first language is other than English - EBacc	19%	19%			27%	
<b>Attainment gap</b>						
Children whose first language is English achieving 5A*-C including GCSE English and maths	55%	58%			58%	
Children whose first language is other than English achieving 5A*-C including GCSE English and maths	44%	57%			57%	
<b>Attainment gap</b>	11ppt	1ppt			1ppt	

2016 due to be published 19<sup>th</sup> January 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
<b>PRIMARY</b>						
Permanent exclusions	0	0	x	n/a	0.02%	0ppt
Fixed Term exclusions	1.30%	0.90%	<b>1.84%</b>	<b>+0.54ppt</b>	1.10%	+0.22ppt
Average number of exclusions per excluded pupil	2.55	2.00	<b>2.41</b>	<b>-0.14</b>	2.10	+0.15
Average number of days lost per excluded pupil	6.38	5.00	<b>3.95</b>	<b>-2.43</b>	4.02	+0.13
<b>SECONDARY</b>						
Permanent exclusions	0	x	<b>0.13%</b>	<b>+0.13ppt</b>	0.15%	+0.03ppt
Fixed Term exclusions	8.54%	17.48%	<b>20.04%</b>	<b>+11.5ppt</b>	7.51%	+0.76ppt
Average number of exclusions per excluded pupil	1.93	2.97	<b>2.86</b>	<b>+0.93</b>	1.91	
Average number of days lost per excluded pupil	4.14	4.88	<b>5.06</b>	<b>+0.92</b>	4.41	
<b>SPECIAL</b>						
Permanent exclusions	0	0	<b>0</b>	<b>0ppt</b>	0.09%	
Fixed Term exclusions	2.07%	0%	<b>x</b>	<b>n/a</b>	13.54%	
Average number of exclusions per excluded pupil	2.50	0	<b>x</b>	<b>n/a</b>	2.59	
Average number of days lost per excluded pupil	1.50	0	<b>x</b>	<b>n/a</b>	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%	<b>87.0%</b>	<b>+1.1ppt</b>	83.9%
NEET	6.2%	5.5%	<b>4.0%</b>	<b>-2.2ppt</b>	4.2%
Not Known	5.2%	7.6%	<b>6.2%</b>	<b>+1.0ppt</b>	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 <sup>st</sup> August 2012	31 <sup>st</sup> August 2013	31 <sup>st</sup> August 2014	31 <sup>st</sup> August 2015	31 <sup>st</sup> 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