

Education Scrutiny Committee

Meeting to be held on Tuesday, 28 November 2017

Electoral Division affected:
(All Divisions);

Standards of Achievement in Lancashire Schools

(Appendix 'A' refers)

Contact for further information:

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Executive Summary

92% of Lancashire schools are judged to be good or better. This is above the national average (89%), the North-West average (90%), and places us second against our statistical neighbours.

Standards of attainment are close to the national averages at Foundation Stage, below the national average at Key Stage 1 and in line at Key Stage 2. They are below average at Key Stage 4.

Recommendation

The Education Scrutiny Committee is requested to:

- i. Note the number of Lancashire schools judged to be good or better in Lancashire schools
- ii. Note the standards of attainment in Lancashire schools

Background

There are over 640 maintained schools within Lancashire, which is one of the largest Local Authorities in England. The number of schools which purchase School Improvement services continues to remain very high. An increasing number of schools outside of Lancashire also purchase our support, and this seems likely to continue.

Foundation Stage

Schools are required to assess children's skills and abilities across a number of key indicators within the Foundation Stage Profile, at the end of Reception. A good level of development (GLD), the benchmark by which the average child should reach, has close links to GCSE and future employment.

There remains a rising trend of achievement, which has been the case for many years, and headline Early Years Foundation Stage Profile (EYFSP) figures have

been consistently above the national average during this time, but the margin of difference has slimmed each year. The rising trend in Lancashire has now stalled and results in 2017 are now below the national average for the first time.

In 2017, 69.4% of Reception children achieved a Good Level of Development, below the national average (70.7%).

Within this headline figure, there were some relatively positive data sets where there have been improved outcomes or there have been diminishing gaps, particularly for our most vulnerable pupils. The number of Free School Meal (FSM) pupils achieving a Good Level of Development rose last year, above the Lancashire average. There were also higher than average rises amongst SEN pupils, summer born pupils and White Other English as an Additional Language children.

Our key priorities within Foundation Stage is to improve outcomes in writing but particularly in reading. Within this, a priority is to raise attainment of the boys, especially those from a white British background with lower starting points, and maintain and build on accelerated gains for FSM and summer born children.

Key Stage 1

Standards overall, as measured by the number of children reaching the expected standard in each of reading, writing and mathematics (combined R/W/M) rose last year by 2.5% to 63.4%. This was however below the national average of 63.7%.

Standards in reading are below the national average. The number of children who reached the expected standard was 75%, a 1.5% rise from 2016, below the national average of 75.5%. The number of pupils who reached the higher standard was 22.1%, below the national average (25.2%).

In writing, standards are in line with the national average. A total of 68% of pupils achieved the expected standard, a 1.5% rise from last year (66.5%). This is in line with the national average (68.2%). The number of pupils who reached the higher standard was 14%, below the national average (15.6%).

Standards of attainment in mathematics are in line with the national average. The number of children who attained the expected standard was 75.1%, a rise of 2.8%, compared to the national average of 75.1%. The number of pupils who reached the higher standard was 18.2%, below the national average (20.5%).

Reading therefore is a key priority. There were rises amongst girls, and White Other pupils. Our key priorities are to improve the attainment of Free School Meal children, of boys, Bangladeshi-heritage pupils and those from a white British background.

Key Stage 2

Standards overall (combined R/W/M) rose last year by 6.2% to 60.5% (61%). Standards are in line with the national average (61%). Standards rose in reading and mathematics, with a 5.1% rise in each, but there was a slight fall of 0.6% in writing, particularly amongst girls and most ethnic minority groups.

There was a rise amongst FSM of 6.7%, greater than the Lancashire average, and amongst Pakistani-heritage pupils and White-Other.

Our key priority is to ensure good progress across Key Stage 2 for most ethnic minority groups, and raise attainment in reading, in particularly developing skills in inference, deduction, sustainability and stamina.

Key Stage 4

Standards at the end of Key Stage 4 are below the national average, but remain above the average in the North West.

The average score across all subjects in Lancashire was 45.4, below the national average (46) but above the North West (45.3). Attainment in English is in line with the national average (9.8), and above the North West (9.7). Attainment in Mathematics is in line with the national average (8.9), and above the North West (8.7). Attainment, however, in the English Baccalaureate is below the national average (12.5), but remains in line with the North West (12.2).

Progress across Key Stage 4 is significantly below the national average overall and in every component of this (mathematics, English, EBacc and other subjects). Progress, however, remains above the North West average in the core subjects and EBacc.

Actions

- Lancashire-wide initiatives to improve standards in reading, across all Key Stages; "We're reading".
- Small scale projects designed to raise attainment amongst identified groups, and in priority districts.
- Support for schools facing challenges or causing concern.
- Joint approaches to securing additional funding from the Strategic School Improvement Fund.

Consultations

N/A

Implications:

Risk management

There are no risks associated with the recommendations contained in the report.

Financial

There are no financial implications arising from the recommendations contained in the report.

Legal

There are no legal implications arising from the recommendations contained in the report.

Local Government (Access to Information) Act 1985

List of Background Papers

Paper	Date	Contact/Tel
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NA

Reason for inclusion in Part II, if appropriate

N/A