

Report to the Education Scrutiny Committee
Meeting to be held on Wednesday, 5 February 2020

Part I

Electoral Divisions affected:
All Divisions

Lancashire Schools Attainment
(Appendix 'A' refers)

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Executive Summary

The report provides detail of standards in Lancashire schools, together with a summary of judgements by Ofsted.

Recommendation

The Education Scrutiny Committee is asked to:

- i. Note the standards of achievement by Lancashire children
- ii. Review and comment on the work undertaken to address any issues and sustain improvement.

Background and Advice

Lancashire is a diverse county and this is reflected in the differential in outcomes for children and young people living in less affluent areas and also for particular groups of children who are more vulnerable. Background information has been provided through a published annual report from 2018 (titled 'Key drivers of the disadvantage gap') which summarises the key drivers of the disadvantage gap in attainment among pupils in England (excerpt of this report attached at Appendix 'A').

This report summarises the educational attainment and progress for children and young people across the age phases from reception to post 16. The data within it will drive the priorities for the service to address some of the areas where performance is less positive and supports the developing new system led model for school improvement.

The new delivery model will harness the expertise within schools to drive and sustain improvement. It is recognised that facilitating swift and easy access to a range of support services from early help, inclusion and health is key to addressing the issues

that impact on performance set out within this report. Access to key services is a feature of the proposed new approach and this will help to ensure that children and young people in more challenging circumstances are not prohibited from reaching their full potential.

Outcomes for children with Special Educational Needs and Disabilities (SEND), for Disadvantaged pupils, Children Looked After (CLA) and Children in Need (CIN), and for White British Boys, are not currently good enough and are key priorities for the service moving forward.

The proportion of pupils reaching age related expectations in Early Years Foundation Stage (EYFS), Key Stage 1 (KS1) and Key Stage 2 (KS2) is below the national average and (except at KS2) has been persistently below for the last 4 years. Headline progress measures show that Writing outcomes are stronger, progress in Maths is in line with national and progress in Reading is low. The combined Reading, Writing and Maths measure at the end of KS2 this year is below national. Pupils with SEND and CLA perform well below the average for all pupils, and gaps are generally larger than national.

KS4 attainment is in line with national data. Attainment is above national at standard and higher grades in English and for Maths; below for English Baccalaureate (EBac) measures (gap closing over time, including provisional 2019 data). Pupils with SEND and CLA achieve well below the averages for all pupils and gaps are expected to remain generally larger than national.

There are wide variations in outcomes by local district (Burnley, Pendle, Hyndburn lowest) – Burnley improved faster than any other in 2019. Whilst the rate of improvement is positive to see, the differential of experience across the County where results are less positive for our most vulnerable groups of children and young people is a concern and so is identified as a key priority for the service over the next 12 months.

KS4 Progress 8 is below average over time. A key priority for the service moving forward is to address the inequities of experience for some of our most vulnerable children so that background does not become a determinant of poor outcomes.

At KS5, attainment in academic subjects is above average over time, currently below average in the new Technical Awards. Outcomes for disadvantaged young people and those with SEND are well below other pupils, and whilst improving, the proportion of school leavers moving into education, employment and training is below the national average.

Our key priorities remain to:

- Improve reading and vocabulary across all KS and especially early language development in the Early Years;
- Address the inequity of outcomes for vulnerable groups evidenced in educational outcomes for children and young people, including for pupils with SEND, Children Looked After and Children in Need, and for White British Boys across all Key Stages;

- Increase the percentage of good or outstanding schools, especially secondary by increasing the quality of leadership and provision by challenging and supporting targeted outcomes.

Primary Schools

The proportion of pupils reaching age related expectations in Early Years Foundation Stage (EYFS), Key Stage 1 (KS1) and Key Stage 2 (KS2) is below the national average.

Early Years Foundation Stage (EYFS) – All pupils

EYFS Results	Lancashire (%)		England (%)	
	GLD	Ave FSP	GLD	Ave FSP
2018/19	69.2	34.1	71.8	34.6
2017/18	69.7	34.3	71.5	34.6
2016/17	69.4	34.6	70.7	34.5
2015/16	69.3	34.9	69.3	34.5

GLD = good level of development, the expected standard at the end of Reception.

- The proportion of children making a Good Level of Development (GLD) is below the 2019 National Average and below the 2018 Lancashire figure.
- The 2019 Lancashire Early Years Foundation Stage Profile (FSP) is below the Lancashire 2018 average with an average point score of 34.1 against 34.6 at national. This represents a 4 year falling trend.

Early Years Foundation Stage (EYFS) – Disadvantaged Pupils (FSM)

EYFS (FSM)	Lancashire		England	
	% GLD	Ave FSP	% GLD	Ave FSP
2018/19	52.0	30.5	56.3	31.4
2017/18	54.1	30.9	57.0	31.5
2016/17	53.1	31.2	56.0	31.5
2015/16	52.2	31.2	54.0	31.5

- The proportion of FSM (free school meal) children making a Good Level of Development (GLD) is below the 2019 National Average and below the 2018 Lancashire figure.
- The 2019 Lancashire Early Years Foundation Stage Profile (FSP) is below the Lancashire 2018 average with an average point score of 30.5 against 31.4 at national. This represents a 3 year falling trend.

A decline in attainment is evident in Good Level of Development (GLD), Communication Language and Literacy (CLL) and Early Years Foundation Stage Profile (EYFSP) average points scores for all pupils and the disadvantaged cohort (FSM), with both below their National Average respective figures.

Early Years Foundation Stage (EYFS) – Children Looked After (CLA) and Children in Need (CIN)

		CLA		CIN	
		No	% GLD	No	% GLD
2018/19	England	1090	48		
2017/18	England	950	46		
2018/19	Lancashire	51	39.2	28	42.9
2017/18	Lancashire	52	50	22	31.8

- The proportion of CLA achieving a Good Level of Development declined below national in 2018/19.
- The proportion of CIN achieving a Good Level of Development increased in 2018/19 (there are no comparative national figures for CIN).
- The proportions of both groups of pupils achieving a Good Level of Development are well below the average for all pupils.

Key Stage 1 (KS1) – All pupils

KS1 Results	Lancashire (%)				England (%)			
Year	Reading+	Writing+	Maths+	RWM+	Reading+	Writing+	Maths+	RWM+
2018/19	74.0	68.0	74.0	63.3	75.0	69.0	76.0	64.9
2017/18	74.6	69.3	75.1	64.2	75.0	70.0	76.0	65.3
2016/17	75.0	68.0	75.1	63.4	75.5	68.2	75.1	63.7
2015/16	73.5	66.5	72.3	60.9	74.0	65.5	72.6	60.3

- The proportion of KS1 pupils attaining the individual expected standard in Reading, Writing and Mathematics are all below the 2019 National Average. Reading, Writing and Maths 2019 outcomes are also all below the Lancashire 2018 figures.
- The proportion of KS1 pupils attaining the combined expected standard in Reading, Writing and Mathematics are below both the 2019 National Average and Lancashire 2018 attainment figure.

Key Stage 1 (KS1) – Disadvantaged Pupils (FSM)

KS1 (FSM)	Lancashire (%)				England (%)			
Year	Reading+	Writing+	Maths+	RWM+	Reading+	Writing+	Maths+	RWM+
2018/19	58.3	51.9	57.5	45.3	60.0	53.0	61.0	48.5
2017/18	57.3	50.1	57.7	44.9	60.0	53.0	61.0	0.0
2016/17	58.1	49.1	58.8	43.9	61.0	52.0	61.0	0.0
2015/16	58.0	48.5	56.3	42.8	60.0	50.0	58.0	0.0

- % of KS1 FSM pupils attaining the individual expected standard in Reading, Writing and Mathematics are all below the 2019 National Averages. Reading and Writing continue a 4 year improvement trend.
- % of KS1 FSM pupils attaining the combined expected standard in Reading, Writing and Mathematics are below the 2019 National Average but continue a Lancashire 4 year improving trend.

- Results for FSM pupils at KS1 are well below those for all pupils; whilst this is also the case nationally, the Lancashire gaps are slightly larger.

Key Stage 1 (KS1) – Special Educational Needs and Disabilities (SEND)

KS1 (SEND)	Lancashire (%)				England (%)			
Year	Reading+	Writing+	Maths+	RWM+	Reading+	Writing+	Maths+	RWM+
2018/19	23.5	16.6	26.8	14.2	29.6	21.6	32.6	18.6
2017/18	23.5	15.7	25.3	12.9	30.0	22.0	33.0	0.0
2016/17	25.3	16.6	27.8	14.3	31.0	21.0	32.0	0.0
2015/16	22.9	14.4	24.4	11.1	30.0	20.0	30.0	0.0

- % of KS1 SEND pupils attaining the individual expected standard in Reading, Writing, Writing and Mathematics, and the combined measure, are all well below the 2019 National Averages and do not show any clear trend over time, although there is some improvement on 2017/18.
- Results for SEND pupils at KS1 are well below those for all pupils; whilst this is also the case nationally, the Lancashire gaps are larger.

Key Stage 1 (KS1) – Children Looked After (CLA) and Children in Need (CIN)

		CLA		CIN	
		No	% RWM	No	% RWM
2018/19	England	1570	37		
2017/18	England	1690	37		
2018/19	Lancashire	48	39.6	102	28.4
2017/18	Lancashire	77	36.4	94	41.5

- The proportion of CLA attaining the combined expected standard improved above national in 2018/19.
- The proportion of CIN attaining the combined expected standard fell sharply in 2018/19 (there are no comparative national figures for CIN).
- The proportions of both groups of pupils attaining the combined expected standard are well below the average for all pupils.

Key Stage 2 (KS2) – All pupils

Headline progress measures show that Writing outcomes are strong, progress in Maths is in line with national and progress in Reading is low.

KS2 Results	Lancashire				England			
Year	Reading+	Writing+	Maths+	RWM+	Reading+	Writing+	Maths+	RWM+
2018/19	72.3	78.1	78.4	64.0	73.0	78.0	79.0	65.0
2017/18	75.9	78.2	76.2	64.8	75.0	78.0	76.0	64.0
2016/17	71.2	77.4	75.5	61.0	71.0	76.0	75.0	61.0
2015/16	65.4	77.5	70.0	54.3	66.0	74.0	70.0	54.0

- The proportion of KS2 pupils attaining the expected standard in Writing is above the 2019 National Average. In both Reading and Mathematics this % is below

the 2019 National Average. Reading and Writing 2019 outcomes are below Lancashire 2018 figures with Maths above. 4 year upward trend in maths, but national improvement is 0.6% higher.

- The proportion of KS2 pupils attaining the combined expected standard in Reading, Writing and Mathematics is below both the 2019 National Average and Lancashire 2018 outcomes.

Key Stage 2 (KS2) – Disadvantaged (FSM)

KS2 (FSM)	Lancashire (%)				England (%)			
Year	Reading+	Writing+	Maths+	RWM+	Reading+	Writing+	Maths+	RWM+
2018/19	56.9	60.9	62.0	45.4	58.0	64.0	63.0	47.5
2017/18	58.3	59.1	58.4	42.7	60.1	62.6	59.4	46.1
2016/17	52.3	58.8	56.9	39.4	55.0	61.0	59.0	43.0
2015/16	45.3	58.6	48.6	31.8	49.0	60.0	54.0	36.0

- % of KS2 FSM pupils attaining the individual expected standard in Reading, Writing and Mathematics are all below the 2019 National Average. Reading is below Lancashire 2018 figures with Writing and Maths above.
- % of FSM pupils attaining the combined expected standard in Reading, Writing and Mathematics is below the 2019 National Average. 4 year upward trend in Lancashire which is 2.1% higher than the national % improvement over the same period.
- Results for FSM pupils at KS2 are well below those for all pupils; Lancashire gaps are generally similar to those nationally.

Key Stage 2 (KS2) – Special Educational Needs and Disabilities (SEND)

KS2 (SEND)	Lancashire (%)				England (%)			
Year	Reading+	Writing+	Maths+	RWM+	Reading+	Writing+	Maths+	RWM+
2018/19	31.1	29.4	36.7	17.8	35.9	33.8	40.4	22.0
2017/18	36.2	28.8	34.5	18.6	38.4	33.3	37.2	21.3
2016/17	31.4	25.2	32.5	15.7	34.0	30.0	36.0	18.0
2015/16	24.3	25.3	28.2	11.4	29.0	29.0	32.0	14.0

- % of KS2 SEND pupils attaining the individual expected standard in Reading, Writing and Mathematics, and the combined measure, are all below the 2019 National Average.
- Whilst all measures for SEND are above figures in 2015/16, Reading results showed a dip last year, Writing and Mathematics showing an improving 4-year trend.
- Results for SEND pupils at KS2 are well below those for all pupils; Lancashire gaps are slightly larger than those nationally.

Key Stage 2 (KS2) – Children Looked After (CLA) and Children in Need (CIN)

		CLA		CIN	
		No	% RWM	No	% RWM
2018/19	England	2960	37		
2017/18	England	2770	35		
2018/19	Lancashire	90	31.1	147	34.7
2017/18	Lancashire	92	40.2	135	26.7

- The proportion of CLA attaining the combined expected standard at KS2 declined below national in 2018/19.
- The proportion of CIN attaining the combined expected standard at KS2 improved in 2018/19 (there are no comparative national figures for CIN).
- The proportions of both groups of pupils attaining the combined expected standard are well below the average for all pupils.

Primary School District Profiles

Key Stage 1 (KS1)

KS1 Results	2019				2018				2019 v 2018
KPI	Reading +	Writing +	Maths +	RWM +	Reading +	Writing +	Maths +	RWM +	RWM+ +/-
England	75.0	69.0	76.0	64.9	75.0	70.0	76.0	65.3	-0.4
Lancs	74.0	68.0	74.0	63.3	74.6	69.3	75.1	64.2	-0.9
Burnley	66.0	60.2	66.9	56.9	68.8	63.2	69.2	57.2	-0.3
Chorley	76.4	69.8	75.6	64.5	76.5	70.4	77.2	65.8	-1.3
Fylde	76.2	71.6	76.9	67.9	81.1	75.8	80.0	71.1	-3.2
Hyndburn	69.7	64.2	69.0	59.3	72.7	67.8	72.5	61.7	-2.4
Lancaster	73.2	67.1	75.0	62.3	72.1	67.7	73.3	62.1	0.2
Pendle	66.1	61.2	68.5	56.6	71.6	64.1	72.2	60.3	-3.7
Preston	74.9	71.3	76.6	66.3	75.1	69.9	75.8	64.9	1.4
R Valley	81.6	75.1	79.2	70.6	81.2	76.1	81.3	71.0	-0.4
Ross'dale	74.2	69.3	74.6	65.1	72.8	68.7	73.9	62.9	2.2
S Ribble	75.6	69.9	74.6	64.1	75.9	70.1	75.5	64.6	-0.5
W Lancs	76.4	69.2	77.6	64.8	77.0	72.6	78.7	67.4	-2.6
Wyre	75.3	68.8	77.6	65.6	77.1	72.5	77.5	67.9	-2.3

- Burnley, Hyndburn, Pendle are below both 2019 national and 2019 Lancashire average outcomes across all Key Performance Indicators. They are also all lower than 2018 Lancashire figures.
- In 2019, only three districts (Lancaster, Preston and Ribble Valley) of twelve have improved the % of children reaching the combined expected standard in Reading, Writing and Maths when compared against Lancashire 2018 outcomes.

Key Stage 2 (KS2) – District Profile

KS2 Results	2019				2018				2019 v 2018
KPI	Reading +	Writing +	Maths +	RWM +	Reading +	Writing +	Maths +	RWM +	RWM+ +/-
England	73.0	78.0	79.0	65.0	75.0	78.0	76.0	64.0	1.0
Lancs	72.3	78.1	78.4	64.0	75.9	78.2	76.2	64.8	-0.8
Burnley	64.2	71.8	70.1	54.7	68.9	74.3	68.4	55.8	-1.2
Chorley	76.5	80.0	82.3	67.7	80.0	81.0	78.6	69.4	-1.7
Fylde	79.4	84.0	84.5	72.4	81.0	81.9	80.1	70.8	1.6
Hyndburn	68.6	74.9	75.9	59.9	73.7	76.8	74.4	61.5	-1.7
Lancaster	71.9	76.4	79.5	63.8	74.0	76.6	73.6	62.8	1.0
Pendle	65.2	73.1	72.5	56.2	67.4	73.7	73.0	57.6	-1.5
Preston	70.8	76.7	78.6	63.4	76.0	77.3	77.4	65.3	-1.9
R Valley	77.8	82.6	82.8	69.1	81.3	81.7	79.7	67.3	1.8
Ross'dale	73.0	79.6	78.6	64.7	79.3	79.7	78.5	68.2	-3.5
S Ribble	72.6	78.8	78.9	65.1	78.3	77.7	77.2	66.3	-1.2
W Lancs	73.8	81.1	77.8	65.5	78.1	81.3	78.7	68.7	-3.1
Wyre	73.3	77.5	80.7	65.3	77.9	80.1	78.0	67.5	-2.2

- Burnley, Hyndburn, Pendle are below both 2019 National and 2019 Lancashire average outcomes across all Key Performance Indicators. They are also all lower than their 2018 Lancashire figures.
- In 2019, only 3 districts (Fylde, Lancaster and Ribble Valley) of 12 have improved the % of children reaching the combined expected standard in Reading, Writing and Maths when compared against Lancashire 2018 outcomes.

Secondary Schools

Key Stage 4

Year	Region	P8	P8 (Disadvantaged)	Attainment 8	% Maths G9-4	% English G9-4	% Maths & English G9-4	% Ma & En G9-4 (Disadvantaged)	% Ma & En G9-4 (SEND)	% Ma & En G9-4 (CLA)
2018/19	England	-0.030	NYA	46.7	70.1	75.9	64.6	NYA	NYA	NYA
2017/18	England	-0.020	-0.440	46.5	69.5	75.4	64.2	44.5	25.9	17.5
2016/17	England	-0.030	-0.400	46.3	69.2	75.5	63.9	44.5	25.1	17.4
2015/16	England	-0.030	-0.380	50.1	68.8	75.1	63.3	43.2	24.2	17.4
2018/19	Lancashire	-0.11	NYA	46.6	70.7	76.5	65.5	42.6	27.3	25.3
2017/18	Lancashire	-0.085	-0.619	46.7	70.9	76.7	66.1	43.1	26.5	21.9
2016/17	Lancashire	-0.136	-0.597	45.7	70.0	76.0	64.8	42.1	22.8	18.2
2015/16	Lancashire	-0.106	-0.580	49.7	69.9	74.5	63.6	38.8	22.7	15.1

NYA – Not Yet Available G9-4 = a "standard pass", equivalent to A*C in legacy GCSE exams

- Attainment 8 (A8) is just below the 2019 National Average figure.
- The proportion of KS4 pupils attaining a standard pass in English, a standard pass in Maths and the combined English & Mathematics measure are above 2019 National Average figures.
- All four KPIs are below 2018 figures.
- The proportion achieving a standard pass for the combined English & Mathematics measure is lower than 2018 for Disadvantaged pupils (dip not quite as great as for all pupils), higher than 2018 for pupils with SEND and CLA (no national comparative data at this stage).

Year	Region	% Maths G9-5	% English G9-5	% Maths & English G9-5	% English Baccalaureate 9-4	% English Baccalaureate 9-5	English Baccalaureate APS
2018/19	England	49.0	60.6	43.2	24.9	17.1	4.08
2017/18	England	49.5	60.6	43.5	24.2	16.8	4.05
2018/19	Lancashire	49.5	61.6	43.9	21.2	14.8	4.01
2017/18	Lancashire	50.3	61.5	44.2	19.8	13.9	3.99

G9-5 = a "higher pass", the new expected national standard at the end of secondary school

- The proportion gaining a higher pass in English is above national and just above 2018.
- The proportion attaining higher passes in Maths is just above the 2019 National Average, but below 2018; as a result, the proportion attaining a higher pass in both English and Maths is just above national but just below 2018.
- For the English Baccalaureate measures, the proportions attaining a standard pass and the proportion gaining a higher pass and the average point score have all improved, but all remain below National Averages.

Further analysis from 2019 Statistical First Release and Fischer Family Trust data suggests:

- English Baccalaureate scores are limited by entry patterns in Humanities and, particularly, in Languages.
- Overall English performance is lowered by English *Literature*, but improving over time (partly arising from a move away from Year 10 early entry). Progress in Maths is lower than in English.

District Profile – Key Stage 4

- There are wide variations in Attainment 8 outcomes by local district with Burnley, Pendle and Hyndburn lowest. Burnley demonstrated the largest improvement when compared against 2018 outcomes.
- Four districts improved on their Attainment 8 outcomes (Burnley, Chorley, Fylde, Rossendale) with the remaining nine showing a decline on 2018 figures.

- Only Burnley and Rossendale showed an improvement across all 3 KPIs (A8, G4+EM, G5+EM) when compared against 2018 outcomes.
- Five districts showed a decrease in outcomes across all 3 KPIs (A8, G4+EM, G5+EM) when compared against 2018 outcomes (Hyndburn, Pendle, Preston, West Lancashire and Wyre).

District	2017/18			2018/19			Difference 2019 v 2018		
	%G4+ EM	%G5+ EM	Attainment 8	%G4+ EM	%G5+ EM	Attainment 8	%G4+ EM	%G5+ EM	Attainment 8
England	64.2	43.3	46.5	64.6	43.2	46.7	+0.4	-0.1	+0.2
Lancashire	66.1	44.2	46.7	65.5	43.9	46.6	-0.6	-0.3	-0.1
Burnley	51.4	30.1	38.3	57.3	37.2	41.2	5.8	7.1	2.9
Chorley	76.1	56.3	50.6	75.7	56.3	51.1	-0.4	-0.1	0.5
Fylde	64.7	42.5	45.5	66.8	40.6	47.1	2.1	-1.9	1.5
Hyndburn	58.0	33.9	42.8	53.3	33.0	42.2	-4.7	-0.9	-0.7
Lancaster	69.3	50.0	50.0	67.0	50.2	45.9	-2.3	0.2	-4.1
Pendle	57.9	32.4	42.1	54.6	28.6	40.6	-3.3	-3.8	-1.5
Preston	70.6	49.5	49.5	62.4	43.1	46.7	-8.2	-6.5	-2.8
Ribble Valley	73.3	51.3	52.2	74.4	55.3	51.8	1.1	3.9	-0.4
Rossendale	68.2	46.5	47.4	72.2	53.0	49.7	3.9	6.5	2.2
South Ribble	70.0	47.2	48.3	70.4	47.2	43.8	0.4	0.0	-4.5
West Lancashire	62.7	41.7	45.4	61.0	38.2	42.6	-1.6	-3.5	-2.7
Wyre	66.7	43.9	46.0	64.8	41.9	40.1	-1.9	-2.0	-6.0

Post-16

Key Stage 5: Average Points per Entry

Year	Region	All Level 3	A Level/	Academic	Technical Level	Applied General
2018/19	England	32.23	32.89	33.02	28.64	28.89
2017/18	England	31.84	32.12	32.29	28.11	28.43
2016/17	England	32.33	31.13	31.32	32.25	35.69
2018/19	Lancashire	34.43	34.65	35.22	27.63	28.98
2017/18	Lancashire	34.62	35.02	35.16	25.96	26.50
2016/17	Lancashire	34.89	33.65	33.76	35.70	38.10

- Attainment overall at Level 3 has remained above national over time.
- Attainment in A level and Academic courses has remained above national over time.
- Attainment in Technical Level subjects has been below national for the last two years; in Applied General subjects, attainment improved in 2018/19 to be just above national.

Key Stage 5: Disadvantaged (FSM) – no data yet available for 2018/19

Young people achieving level 3 by the age of 19, by FSM eligibility						
	All		Eligible for FSM		Not Eligible for FSM	
	2016/17	2017/18	2016/17	2017/18	2016/17	2017/18
England	57.6%	57.2%	36.0%	35.0%	61.2%	60.7%
Lancashire	60.8%	59.5%	31.6%	32.2%	64.9%	63.4%

- Whilst the proportion of all students achieving Level 3 qualifications in Lancashire has remained above national over time, this is not the case for FSM students.
- As is the case nationally, the proportion of FSM students achieving Level 3 qualifications is well below the proportion of pupils overall.

Key Stage 5: Special Educational Needs and Disabilities (SEND) – no data yet available for 2018/19

Young people achieving level 3 by the age of 19, by SEND status in Year 11						
	All		All SEND Pupils		No Identified SEND	
	2017	2018	2017	2018	2017	2018
England	57.6%	57.2%	28.2%	26.6%	64.8%	63.1%
Lancashire	60.8%	59.5%	27.4%	26.5%	66.5%	63.9%

- The proportion of SEND students achieving Level 3 qualifications in Lancashire improved in 2017/18, remaining just below the national figure.
- As is the case nationally, the proportion of SEND students achieving Level 3 qualifications is well below the proportion of pupils overall.

Key Stage 5: Young People Not in Education, Employment or Training (NEET)

December 2018 to February 2019 3 month average

	Lancashire	National
NEET	2.1% (519 young people)	2.6% (29,570)
Not Known	8.0% (2,017)	2.9% (32,163)
Combined NEET and Not Known	10.0% (2,536)	5.5% (61,733)

Latest figures compared to same point last year

	NEET	Not Known	Combined
December 2019	2.5% (639 young people)	5.6% (1,434)	8.1% (2,073)
December 2018	1.9% (468 young people)	11.6% (2,903)	13.5% (3,371)

Proportion of Students staying in education or employment for at least two terms after 16 to 18 study (for students studying Level 3 qualifications)

	2016/17	2017/18
Lancashire	90%	89%
National	89%	88%

- At the latest official reporting period, the proportion of students in Lancashire who were NEET was well above the national figure, largely as a result of school-leaver destinations not being known.
- The latest figures suggest a notable improvement, whilst remaining higher than the national figure from the previous year.
- Once students gain a place in education, employment or training, more of them tend to stay on than do so nationally.

Ofsted judgements

Overall the quality of education has continued to be a strong picture in terms of Ofsted judgement outcomes.

Strongest areas continue to be in nursery (where PVI sector shows a clear rising trend over time in outstanding judgments), primary and special education with strong outcomes when compared with national averages with weaker outcomes being seen in secondary and Pupil Referral Unit (PRU) settings.

The number of schools retaining their outstanding status has declined in 2019 and this is a reflection in the change of criteria the judgement of outstanding, also seen nationally. There is also a decline in the proportion of schools judged to be good or outstanding.

Early indications from initial inspections under the 2019 Education Inspection Framework suggest that inspection outcomes are expected to sustain and improve further, as a result of an extended period of support to school leaders and governors to strengthen their key focus on the curriculum.

- The percentage of maintained nursery schools attaining a good or better judgement is 96% (nationally this is 94%).
- The percentage of primary schools attaining a good or better judgement is 92.9% well above the national average of 86.5%.
- The percentage of secondary schools attaining a good or better judgement is 75.0% which is in line with the national average of 75.1%.
- The percentage of special school settings attaining a good or better judgement is 96.7 % which is above the national average of 92%.
- The percentage of PRU settings attaining a good or better judgement is 80% which is below the national average of 83%.
- 75% (six) of the colleges in Lancashire are rated as Good or Outstanding by Ofsted and 25% (two) of the colleges in Lancashire are rated as Requires Improvement by Ofsted.

Ofsted Inspections – Primary School 3 Year Trend (2017 – 2019)

Judgement	2017		2018		2019		3 Year Trend %
	Number	%	Number	%	Number	%	
Outstanding	99	20.54	100	20.75	91	18.88	-1.66
Good	353	73.24	344	71.37	357	74.07	+0.83
Requires Improvement	26	5.39	34	7.05	29	6.02	+0.63
Inadequate	4	0.83	4	0.83	5	1.04	+0.21
Total	482	100	482	100	482	100	
Good +	452	93.8	444	92.1	448	92.95	-0.13

Ofsted Inspections – Secondary School 3 Year Trend (2017 – 2019)

Judgement	2017		2018		2019		3 Year Trend %
	Number	%	Number	%	Number	%	
Outstanding	17	20.48	18	21.43	19	22.62	+2.14
Good	48	57.83	43	51.19	44	52.38	-5.45
Requires Improvement	14	16.87	16	19.05	14	16.67	-0.20
Inadequate	4	4.82	7	8.33	7	8.33	+3.51
Total	83	100.0	84	100.0	84	100.0	
Good +	65	78.3	61	72.6	63	75.0	-3.3

Consultations

N/A

Implications:

This item has the following implications, as indicated:

Risk management

There are no significant risk implications.

Local Government (Access to Information) Act 1985

List of Background Papers

N/A

Reason for inclusion in Part II, if appropriate

N/A