

## Leicestershire Education Excellence Partnership – Monitoring Report

**Achievement in all phases (Provisional)**

- Early Years Foundation Stage

In 2013 there has been a change of assessment arrangements and a different approach to assessing children's achievement in the Foundation Stage Profile. A number of key measures have changed and data is not directly comparable with previous years including gap comparisons so these should be treated with caution. In 2013 46.4% of Leicestershire children achieved a good level of development and the gap between boys and girls has narrowed and is better than national. The gap between children eligible for free school meals and their peers has widened by one percentage point. (A child is deemed to have achieved a good level of development if they have achieved at least expected levels in all of the early learning goals and the prime areas of learning, and in the specific areas of literacy and mathematics).

- Key Stage 1

Leicestershire has performed above the national average in the phonics screening check at Year 1 and has improved since 2012.

Leicestershire continues to perform above national averages in reading, writing and mathematics at all levels. Standards have improved in all areas. Leicestershire is in the top 20% of all local authorities. Girls are performing better than boys in reading and writing, however, there is no difference overall in the performance of girls and boys in mathematics. Over time the gap between pupils eligible for free school meals and their peers is variable and gradually narrowing.

- Key Stage 2

Attainment at the end of Key Stage 2 is broadly in line with national and has declined slightly since 2012. 74% pupils achieved Level 4 in combined reading, writing and mathematics compared to 76% nationally. Leicestershire is ranked mid-table or for most subjects compared to statistical neighbours. Progress measures indicate that Leicestershire is broadly average and dipping slightly below the national benchmark in all subjects. Girls are performing better than boys in all subjects, the gap being widest in writing and not significant in mathematics. The gap between pupils eligible for free school meals and their peers has fluctuated over the last three years and is currently 25%. There is no national comparator for 2013.

- Key Stage 3

Standards at Key Stage 3 continue to be above national and have improved in 2013. All performance measures are within the top 5% of Local Authorities nationally. Leicestershire continues to be the best performing statistical neighbour, and has been for the previous 10 years. The performance gap to national is substantial and is being maintained as improvements continue to occur at all levels. The percentage of pupils achieving higher levels (Level 6 and Level 7) is well above national outcomes. Leicestershire is ranked first amongst statistical neighbours for all Key Stage 3 outcomes.

- Key Stage 4

Attainment in all key measures has improved since 2012 and is now closer to national. The proportion of students achieving 5A\* - C has improved by 2.4 percentage points to 59.3% compared to a national improvement of 1 percentage point to 60.4%. 13/20 schools are now above the national average compared with 8/20 in 2012. However, Leicestershire still remains within the bottom half of local authorities nationally. The English Baccalaureate indicator shows that there has been an improvement of 5.8% points and that Leicestershire is now closer to the national average at 16.4% despite lower entry rates than national state funded averages. Leicestershire has improved in ranking against statistical neighbours and is particularly strong in 5A\* - G where Leicestershire is in the top half of all local authorities. Progress measures indicate that Leicestershire students make expected progress overall from Key Stage 2 to Key Stage 4.

- Key Stage 5

- There is an improving picture at Key Stage 5. In 2013 the level of improvement at Key Stage 5 in Leicestershire has largely gone against the national trend. Average Point Score (APS) per pupil indicators (quantity of qualifications) remains higher than relative APS per entry (quality of outcomes indicator). The APS per entry for state funded institutions in Leicestershire is the best performance since the new point scoring approach was introduced in 2006. This places Leicestershire within the top half of local authorities for the first time ever for this measure. The percentage of students achieving A\* - B increased from 45% to 47%.

- Children in Care (Key Stage 2 and Key Stage 4)

There were 13 pupils in this cohort. The number of Children in Care achieving Level 4 in reading, writing and mathematics at the end of Key Stage 2 dipped in 2013. This appears to be because the group had 3 pupils with statement of special educational need who were working at Level 2 or below. When looking at progress data the percentage of pupils making expected progress in English and mathematics over time is good. Progress appears to be better in mathematics than reading and writing.

At Key Stage 4 there were 45 students in the cohort. Outcomes have declined from 2012 when looking at the proportion of students achieving 5A\* - C including English and mathematics. However, a more positive picture emerges when looking more broadly at performance. 33/45 young people achieved qualifications in both English and mathematics. Although A\* -C grades are lower, the number of A\* - D grades has risen significantly. All of the students involved in the Education of Children in Care programme either maintained their predicted grades or exceeded them.

Analysis of outcomes student by student shows that where a stable placement can be secured, performance is significantly better. Unstable emotional or social circumstances have a negative impact on progress. Other key factors for students who have achieved well are additional 1-1 tuition and the DMU (De Montfort University) mentoring programme.

- NEET

NEET figures are consistently good in Leicestershire. The latest figures for July 2013 show that Leicestershire has 3.3% young people not in education, employment or training against a target of 4%. The national average is 6.5%. Leicestershire is ranked first amongst statistical neighbours.

### Ofsted inspection outcomes (July 2013)

- At the end of July 2013 83% schools were judged good or better. This is above the national average and places Leicestershire 3/11 when compared to statistical neighbours. When looking at inspections during the academic year 2012 – 13. 103 schools were inspected. 70% were judged good or outstanding: 56% secondary schools and 75% primary schools.
- Primary schools are performing particularly well. 82% are judged to be good or outstanding which is above the national average of 78%. 3% are judged to be inadequate which is below the national average.
- 77% secondary schools are judged to be good or outstanding which is above the national average of 72%. 6% are judged to be inadequate which is slightly above the national average.
- There is no significant difference between the percentage of good and outstanding schools when comparing academies and local authority maintained schools. Both are above national averages.
- The current inspection framework requires the lead inspector to discuss each local authority maintained school with a representative from the local authority. The quality of support from the local authority is then commented upon in the final report. In

2012 – 13 86% comments were very favourable. No reports commented that the local authority support had been inappropriate.

- Since September 2013 14 schools have been inspected. 1/14 has been judged outstanding; 8/14 have been judged good; 2 have been judged to require improvement and 2 have been judged to be inadequate. 4 schools have improved since the last inspection; 6 have remained the same and 4 have declined.

### **Number of schools supported including impact of support (April to July 2013)**

- Since April 2013 48 schools have been supported by the local authority. These were schools that were judged to be satisfactory or requiring improvement, or judged good at the last inspection but with a declining trend in performance.
- The support has been put in place through partnership with Teaching School Alliances, National Leaders in Education, Local Leaders in Education and National Leaders of Governance. The local authority has also monitored the support through the Education Quality Team and commissioned Education Quality Advisers.
- During this time eleven of these schools were inspected. Four schools had been identified as vulnerable to an adverse inspection and these were judged to be subject to special measures. These remain schools causing concern to the local authority and are receiving intensive support as they move towards academy sponsorship. Three improved from satisfactory to good. One moved from outstanding to good and three maintained a judgement of good.
- Where academies have been inspected and have been judged to require improvement or to be inadequate, local authority officers meet with the head teacher to ensure that the academy is taking appropriate action to improve. Ofsted does not report on the effectiveness of support from the local authority in this case.

### **Progress of schools judged to be inadequate or causing concern to the local authority**

- Where schools have been judged to be inadequate inspectors visit each term to monitor the quality and progress of the local authority statement of action, progress against key issues and the impact of local authority support. Since April 2013 the local authority statements of action have been fit for purpose and the schools have been making reasonable progress except in one case.
- The local authority has not used its statutory powers of intervention to remove a governing body or issue a warning notice to any

schools. It is working with the Department for Education to identify potential sponsors for those schools judged to be inadequate.

- Notice of financial concern?

### **National interest and Leicestershire's contribution to regional and national developments**

- In July 2013 Leicestershire was asked to present its approach to supporting school improvement through LEEP at a national event.

### **Outcomes of regional peer evaluation and development work**

- The nine local authorities in the East Midlands have a programme of peer challenge planned for this academic year. Leicestershire's challenge event is scheduled for March 2014.

### **Use and impact of Schools Causing Concern budget and LEEP funding**

- Schools Causing Concern budget of £248000 is has been used to support those schools judged to be inadequate to implement the local authority's statement of action. Each statement of action has a detailed breakdown of funding requirements.
- The focus of LEEP funding is to strengthen school to school support and collaborative working. The LEEP Strategic Group has also agreed to use some of the funding to support regular briefings for head teachers and senior leaders.

### **Priorities – agreed through data analysis and feedback from school leaders**

- Raise standards of achievement in all phases, particularly for those pupils eligible for pupil premium (pupils eligible for free school meals, Children in Care including the most able), and thus closing the attainment gap.
- Improving outcomes in mathematics in secondary schools so that more students are ready for employment and further training.
- Strengthen support for leadership, particularly for new headteachers

- Develop future leaders
- Ensure that the proportion of good and outstanding schools remains above national averages

## Moving forward

| Key Enablers  | Potential Barriers  |
|---|---|
| <ul style="list-style-type: none"> <li>• Increased understanding of the underpinning principles of LEEP</li> <li>• Strong communication plan and increased engagement from schools</li> <li>• Comprehensive performance information with which to target appropriate support and share best practice</li> <li>• Effective leaders in Leicestershire schools who want to contribute to a self improving system</li> <li>• Assurance from Ofsted that this approach is appropriate having a positive impact on inspection outcomes</li> </ul> | <ul style="list-style-type: none"> <li>• Managing transition effectively towards a strong self-improving school system which extends beyond the Teaching School Alliances and embraces other collaborative groups and expertise</li> <li>• Ensuring that the capacity of leaders to improve their own schools is not compromised by their support for wider school improvement</li> <li>• The need to establish a succession planning model which identifies and encourages future potential leaders</li> <li>• The capacity of the LEEP Strategic group to extend locality working particularly where this is less well established</li> </ul> |

## Summary Evaluation

Achievement overall is broadly in line with national outcomes and particularly high at Key Stage 3.

The proportion of schools which are good and outstanding is above national averages.

Priorities have been identified and are being addressed through partnership working with schools. Additional support is proportionately directed to those schools who need it

Available resources and funding are being carefully used to target those schools most in need. Budgets are in place to support schools

and are being well managed and monitored.

### Indicators for inspection of local authority arrangements for school improvement

|          | DfE Indicators   | Current position |              | Evidence   |
|----------|--|------------------|--------------|--|
|          |  | Data             |              |  |
| <b>A</b> | The proportion of children who attend a good or better school, pupil referral unit and /or alternative provision is lower than that found nationally                                 | National<br>77%  | Local<br>81% | Ofsted inspection reports and weekly updates of overall performance<br><br>Ofsted reports<br><br>EQA notes of visit<br><br>LEEP documentation<br><br>School performance data                       |
| <b>B</b> | There is a higher than average number of schools in an Ofsted category of concern and/or there are indicators that progress of such schools is not securing rapid enough improvement | National<br>3%   | Local<br>3%  | Ofsted website – Data View<br><br>Ofsted inspection reports and weekly updates of overall performance<br><br>Reports to Overview and Scrutiny/Cabinet<br>Performance tables and related evaluation |
| <b>C</b> | There is a higher than average proportion of schools that have not been judged to be good by Ofsted  | National<br>22%  | Local<br>16% | Ofsted website – Data View<br><br>Ofsted inspection reports and weekly updates of overall performance<br><br>Reports to Overview and Scrutiny/Cabinet<br>Performance tables and related evaluation |

|          |  |   |  |
|----------|--|---|--|
| <b>D</b> | Attainment levels across the local authority are lower than that found nationally and/or where the trend of improvement is weak    | Inconsistencies across key stages<br>Decline at EYFS/KS2<br>Improving trend at KS4/5/Outstanding at KS3 | DfE National Tables: Raiseonline.<br>Performance reports<br>Inspection reports analysis.   |
| <b>E</b> | Rates of progress, relative to starting points, are lower than that found nationally and/or where the trend or improvement is weak | Progress across KS2 is below national<br>KS2-4 progress below national average                          | DfE National Tables: Raiseonline.<br>Performance reports<br>Inspection reports analysis.<br>Fisher Family Trust; ALPs (value added for A levels); Ofsted website; Raiseonline. |
| <b>F</b> | The volume of qualifying complaints to Ofsted about schools in a local authority area is a matter of concern                       | Number<br>8 in 2012/13  | Ofsted received 8 qualifying complaints in 2012/13 7,500 learners in each year from 1 to year 13.  |
| <b>G</b> | The Secretary of State is known to have concerns about the effectiveness of local authority school improvement arrangements        | None raised   | DfE discussions  |