



Leicester  
City Council

## **MEETING OF THE CHILDREN, YOUNG PEOPLE AND EDUCATION SCRUTINY COMMISSION**

**DATE: WEDNESDAY, 19 JUNE 2024**

**TIME: 5:30 pm**

**PLACE: Meeting Room G.01, Ground Floor, City Hall, 115 Charles  
Street, Leicester, LE1 1FZ**

### **Members of the Commission**

Councillor Batool (Chair)

Councillor Bonham (Vice-Chair)

Councillors Clarke, Gregg, Karavadra, Mahesh, March and Dr Moore

### **Co-opted Members (Voting)**

Roman Catholic Diocese - one vacancy

Church of England Diocese – one vacancy

Parent Governor Representative Primary Schools – one vacancy

Parent Governor Representative Secondary Schools – one vacancy

Parent Governor Representative Special Schools – one vacancy

### **Standing Invitees (Non-Voting)**

Youth Representatives

Jennifer Day

Janet McKenna

Teaching Unions representative

UNISON Branch Secretary

Members of the Commission are invited to attend the above meeting to consider the items of business listed overleaf.

For the Monitoring Officer

### **Officer contacts:**

**Ed Brown (Scrutiny Policy Officer)**

E-mail: [committees@leicester.gov.uk](mailto:committees@leicester.gov.uk)

Leicester City Council, City Hall, 3rd Floor Granby Wing, 115 Charles Street, Leicester, LE1 1FZ

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**USEFUL ACRONYMS IN RELATION TO OFSTED AND  
EDUCATION AND CHILDREN'S SERVICES**  
(updated November 2015)

<b>Acronym</b>	<b>Meaning</b>
APS	Average Point Score: the average attainment of a group of pupils; points are assigned to levels or grades attained on tests.
ASYE	Assessed and Supported Year in Employment
C&YP	Children and Young People
CAMHS	Child and Adolescent Mental Health Service
CFST	Children and Families Support Team
CICC	Children in Care Council
CIN	Children in Need
CLA	Children Looked After
CLASS	City of Leicester Association of Special Schools
COLGA	City of Leicester Governors Association
CPD	Continuing Professional Development
CQC	Care Quality Commission
CYPF	Children Young People and Families Division (Leicester City Council)
CYPP	Children and Young People's Plan
CYPS Scrutiny	Children, Young People and Schools Scrutiny Commission
DAS	Duty and Advice Service
DCS	Director of Children's Services
EAL	English as an Additional Language
EET	Education, Employment and Training
EHA	Early Help Assessment
EHCP	Education Health and Care Plan
EHP	Early Help Partnership
EHSS	Early Help Stay Safe
EIP	Education Improvement Partnership
ELG	Early Learning Goals: aspects measured at the end of the Early Years Foundation Stage Profile
EY	Early Years

EYFS	Early Years Foundation Stage: (0-5); assessed at age 5.
EYFSP	Early Years Foundation Stage Profile
ESFA	Education Skills and Funding Agency
FS	Foundation Stage: nursery and school Reception, ages 3-5; at start of Reception a child is assessed against the new national standard of 'expected' stage of development, then teacher assessment of Foundation Stage Profile areas of learning
FSM	Free School Meals
GCSE	General Certificate of Education
GLD	Good Level of Development
HMCI	Her Majesty's Chief Inspector
HR	Human Resources
ICT	Information, Communication and Technology
IRO	Independent Reviewing Officer
JSNA	Joint Strategic Needs Assessment
KPI	Key Performance Indicator
KS1	Key Stage 1: National Curriculum Years (NCYs) 1 and 2, ages 5-7; assessed at age 7.
KS2	Key Stage 2: NCYs 3, 4, 5, and 6, ages 7-11; assessed at age 11.
KS3	Key Stage 3: NCYs 7, 8 and 9, ages 11-14; no statutory assessment.
KS4	Key Stage 4: NCYs 10 and 11, ages 14-16; assessed at age 16.
KTC	Knowledge Transfer Centre
LA	Local Authority
LADO	Local Authority Designated Officer
LARP	Leicester Access to Resources Panel
LCCIB	Leicester City Council Improvement Board
LCT	Leicester Children's Trust
LDD	Learning Difficulty or Disability
LESP	Leicester Education Strategic Partnership
LLEs	Local Leaders of Education
LP	Leicester Partnership
LPP	Leicester Primary Partnership

LPS	Leicester Partnership School
LSCB	Leicester Safeguarding Children Board
LSOAs	Lower Super Output Areas
MACFA	Multi Agency Case File Audit
NCY	National Curriculum Year
NEET	Not in Education, Employment or Training
NLEs	National Leaders of Education
NLGs	National Leaders of Governance
OFSTED	Office for Standards in Education, Children's Services and Skills
PEPs	Personal Education Plans
PI	Performance Indicator
PVI	Private, Voluntary and Independent
QA	Quality Assurance
RAP	Resource Allocation Panel
RI	Requires Improvement
SA	Single Assessment
SALT	Speech and Language Therapy
SCR	Serious Case Review
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SIMS	Schools Information Management Systems
SLCN	Speech, Language and Communication Needs
SLEs	Specialist Leaders of Education
SMT	Senior Management Team
SRE	Sex and Relationship Education
TBC	To be Confirmed
TFL	Tertiary Federation Leicester
TP	Teenage Pregnancy
UHL	University Hospitals Leicester
WIT	Whatever it Takes
YOS	Youth Offending Service
YPC	Young People's Council

# **PUBLIC SESSION**

## **AGENDA**

### **FIRE / EMERGENCY EVACUATION**

If the emergency alarm sounds, you must evacuate the building immediately by the nearest available fire exit and proceed to the area outside the Ramada Encore Hotel on Charles Street as directed by Governance Services staff. Further instructions will then be given.

#### **1. WELCOME AND APOLOGIES FOR ABSENCE**

To issue a welcome to those present, and to confirm if there are any apologies for absence.

#### **2. DECLARATIONS OF INTEREST**

Members are asked to declare any interests they may have in the business to be discussed.

#### **3. MINUTES OF THE PREVIOUS MEETING**

**Appendix A  
(Pages 1 - 14)**

The minutes of the meeting of the Children, Young People, and Education Scrutiny Commission held on 26 March 2024 have been circulated, and Members are asked to confirm them as a correct record.

#### **4. CHAIR'S ANNOUNCEMENTS**

The Chair is invited to make any announcements as they see fit.

#### **5. QUESTIONS, REPRESENTATIONS, AND STATEMENTS OF CASE**

The Monitoring Officer to report on the receipt of any questions, representations or statements of case submitted in accordance with the Council's procedures.

The following question has been received:

Stephen Ashley to ask

"Can the Council restart the final 12 months funding for the Adventure Playgrounds, to coincide with issuing of further extended leases?"

As, given the absence of a support plan for the Adventure Playgrounds, we have been severely hindered in our attempts to make progress towards financial sustainability.”

## 6. PETITIONS

Any petitions received in accordance with Council procedures will be reported.

## 7. MEMBERSHIP OF THE COMMISSION 2024/25

The Membership of the Commission will be confirmed and noted.

<b>CHAIR</b>	Councillor Batool
<b>VICE CHAIR</b>	Councillor Bonham
	Councillor Clarke
	Councillor March
	Councillor Moore
	Councillor Karavadra
	Councillor Mahesh
	Councillor Gregg

## 8. DATES OF MEETINGS FOR THE COMMISSION 2024/25

Members will be asked to note the meeting dates of the commission of 2024/25.

19 June 2024  
20 August 2024  
29 October 2024  
14 January 2025  
25 February 2025  
8 April 2025

## 9. TERMS OF REFERENCE

**Appendix B  
(Pages 15 - 16)**

The Commission will be asked to note the Terms of Reference.

## 10. INTRODUCTION TO CYPE SCRUTINY COMMISSION

**Appendix C  
(Pages 17 - 24)**

The Lead Scrutiny Directors of the Commission to outline the service areas that

form part of the commission.

**11. EDUCATION PERFORMANCE REPORT**

**Appendix D  
(Pages 25 - 76)**

The Director of Education, SEND and Early Help submits a report to update the Commission of the overall performance of children educated in the City.

Members recommendations:

1. To note the report and consider areas of strength and concern.
2. That the report will be shared with education colleagues across the city to ensure an awareness of the overall performance of children educated in the city.

**12. CHILDREN SEEKING SAFETY**

**Appendix E  
(Pages 77 - 90)**

The Head of Corporate Parenting submits a report to provide an overview of children seeking safety who come to Leicester as Unaccompanied Asylum Seeking Children.

Members recommendations:

The Children Young People and Education Scrutiny Commission are asked to note the information in the report.

**13. POST 16 SEND HOME TO SCHOOL TRANSPORT**

The Strategic Director of Social Care and Education will give a verbal update of the current situation regarding post 16 SEND home to school transport.

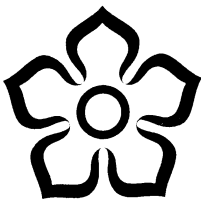
**14. WORK PROGRAMME**

**Appendix F  
(Pages 91 - 94)**

Members of the Commission will be asked to consider the work programme and make suggestions for additional items as it considers necessary.

**15. ANY OTHER BUSINESS**





Leicester  
City Council

Minutes of the Meeting of the  
CHILDREN, YOUNG PEOPLE AND EDUCATION SCRUTINY COMMISSION

Held: TUESDAY, 26 MARCH 2024 at 5:30 pm

P R E S E N T:

Councillor Batool – Chair  
Councillor Cole - Vice-Chair

Councillor Haq  
Councillor Dr Moore  
Councillor Pickering

Councillor Joshi  
Councillor Pantling

In Attendance

Assistant City Mayor Councillor Dempster

\* \* \* \* \*

**59. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Ms Carolyn Lewis – Church of England Representative and Ms Jenny Day – Teaching Unions Representative.

Trade Union Officer Janet McKenna joined the meeting remotely.

**60. DECLARATIONS OF INTEREST**

Members were asked to declare any interests they may have had in the business to be discussed.

Councillor Haq declared that his daughter had previously used the home-to school transport service.

During the item on the Fostering Service Annual Report, Councillor Pickering declared that she had a Special Guardianship Order (SGO).

## 61. MINUTES OF THE PREVIOUS MEETING

AGREED:

That the minutes of the meeting of the Children, Young People and Education Scrutiny Commission held on 16 January 2024 be confirmed as a correct record.

## 62. CHAIR'S ANNOUNCEMENTS

The Chair announced that there would be a short break in proceedings for those observing Ramadan to break their fast.

## 63. PETITIONS

The Monitoring Officer reported that none had been received.

## 64. QUESTIONS, REPRESENTATIONS, AND STATEMENTS OF CASE

The Monitoring Officer reported that none had been received.

Simon Thorpe asked:

*“How have 'exceptional circumstances' been decided, with regards to whether a 16+ young person with SEND is entitled to their EHCP specified transport, where is the visibility of this policy and the criteria that are 'exceptional circumstances'?”*

*How have those young peoples' EHCPs where transport was or is now subsequently recorded as an 'exceptional circumstance' become as such? How is their 'exceptional circumstance' evidenced within the EHCP, under what section and via what instructions and by whom?*

*What is required in a young person's EHCP to evidence their transport need as an 'exceptional circumstance' and how is this need evidenced within the EHCP plan?*

*Under what criteria have some young people with physical, mental or social health need been offered either transport with a taxi or a personal transport budget, as opposed to others with similar or different physical, mental or social health need who have been refused transport with a taxi or a personal transport budget?*

*What are the criteria that some of the 'very few exceptional circumstances' will be offered either transport with a taxi or a personal transport budget, whereas some will be refused?*

*Finally, how is the 'capacity' of the young person to make an independent bus journey taken into account?”*

Ruth Northey asked:

*Appeals against post-16 SEND transport decisions for the academic year 2024/5 are currently being decided upon prior to the publication of the new policy and appeals process. How can you guarantee a transparent and fair appeals process, especially given that I and other parents have been denied a second stage appeal with an independent panel which is recommended in statutory guidance?*

*Local authorities have to adhere to Post-16 transport and travel support guidance. This guidance states that they should support the commissioning arrangements to make sure they maintain the requirements outlined in an EHCP. Distance to school must be considered. The council's website currently states that a school being "out of area" is not considered an exceptional circumstance. In light of this, what arrangements are being made to follow statutory guidance and facilitate a child's placement when this is some distance from the local area?*

Esther Cameron asked:

*We as a group we also represent parents whose young people use the council provided yellow buses which are available to all age groups. We understand that the cuts are a cost-saving exercise, but those buses will still be running now without our children on board. By changing the policy on SEND Post-16 travel to school or college, please can you clarify how the savings are calculated?*

*When setting out your Post-16 transport policy, you are supposed to take into account the local transport infrastructure. In cases in which the Post-16 course is an alternative education provider named by the EHCP and approved by Leicester City Council, but which is not served at all by public transport, can you give details of your transport arrangement for children where their school is not accessible by public transport and parents are unable to provide transport themselves?*

Lisa Crabbe asked:

*Local authorities have to adhere to Post-16 transport and travel support guidance. The guidance states that "the local authority must exercise its power to provide transport or financial support reasonably, taking into account all relevant matters". The council's website has a long list of individual circumstances which it states it will not consider when making transport decisions. There is no information on circumstances it will consider. How can the council demonstrate that in fact it is making reasonable decisions which take into account all relevant matters?*

*Recommendations have been made by the local authority to parents that their disabled post-16 children should travel independently to school. In some cases, the suggested public transport journeys involve 3-4 changes of transportation and take over the recommended maximum journey time. How is the local*

*authority making decisions about the suitability of independent travel for individual young people, and can they demonstrate that they are taking into account the statutory guidance which states that journeys should not involve multiple changes or be over 75 minutes?*

Stephen Score asked:

*The council says it has consulted on changes to Post-16 transport and travel support. Did that include parents/carers whose children are currently 16+ or will be 16-19 from the beginning of next term? How did you inform them of the consultation? How many responses did you get from parents/carers and how were the responses from parents considered as part of the decision-making process?*

The Director of Education, SEND and Early Help gave the following response:

*In response to the questions asked. I will be providing an overarching response to these questions.*

*The council's Barrister has advised that as part of the Council's Scrutiny Commission Constitution, information which could lead to the identification of individuals cannot be discussed in a public forum. Therefore, we are unable to provide answers relating to individuals.*

*The provision of transport of young people post-16 is not a statutory requirement. The ongoing pressures upon council budgets nationally has required us to review all our non-statutory services including the provision of travel support for young people over 16.*

*In 2021/22 (Oct-Jan) the council undertook a 3-month formal consultation exercise proposing changes to the home to college transport policy. This included withdrawing transport for young people over the statutory school age. A questionnaire was sent to all parents and carers with a young person over the age of 14 years with and Education an Health Care Plan. We also shared the proposal with the local Parent Carer Forum, Big Mouth Forum, and Head Teachers. All the responses received informed the final decision.*

*The report and outcome of the consultation exercise were shared with the Children and Young People's Scrutiny Commission on 8<sup>th</sup> March 2022. A formal decision notice, report and outcome of the consultation were published on 25<sup>th</sup> March 2022, agreeing to the changes to the policy, including the withdrawal of travel support for children and young people over the statutory age for education with effect from 1<sup>st</sup> April 2022. However, at the time it was agreed that a 2-year transition period would be given to enable families, parents, and carers to make alternative arrangements. This agreement was due to expire on 1<sup>st</sup> April 2024, however, to reduce the impact on individual students it was agreed the changes would be implemented at the end of the academic year 2024, which means 12<sup>th</sup> July 2024.*

*Some children and young people with SEND may have transport included*

*within their Education and Health Care Plan (EHCP) linked to their health condition, that requires a specialist school setting that cannot be provided locally. In these circumstances the council will honour the provision within the EHCP. For children and young people of statutory school age the council does have a duty to transport to school which is provided as required. For young people post-16 transport is not statutory and there is an expectation that parents/carers will support their young person to access their provision. Support for this is available through bursaries from Post-16 institutions and in addition Young People over the age of 16 may be eligible for a Personal Independence Payment (PIP).*

*Parents and carers with children and young people effected by the changes were written to at the beginning of February 2024 advising of the changes. The information also provided an email address to enable parents and carers to request exceptional circumstances if appropriate. The council has received a number of requests for exceptional circumstances, including a number from those who have submitted questions to this scrutiny commission. Due to the individual nature of each young person's special needs every request has been considered individually by an expert panel. This panel consists of experienced and qualified SEND officers, who consider a range of evidence including the young person's EHCP. The council has listed what is not exceptional circumstances on the council website. Time and distance from home to school is not an exceptional requirement for Post 16 travel. Where an exceptional circumstance has been granted the council will allocate a Personal Transport Budget.*

*The updated Post-16 Transport Policy Statement will be published by 1<sup>st</sup> April 2024, however the current Transport Policy Statement, available on the council website clearly states that the council intends to withdraw transport for Post-16 from the end of the academic year 2023/24. This policy will be used until the new policy is published. Post-16 transport policy appeals (requests for exceptional circumstances) as described earlier will be dealt with by the panel. For Post-16 as it is discretionary it is a single stage appeal process. The mainstream home to school transport policy, which contains a two-step appeal process, applies only to young people under the age of 16.*

*Currently there are a significant number of post-16 young people that are transported on the councils' yellow buses. Once this provision is withdrawn this will create additional space on the buses that can be allocated to children of statutory school age that are currently being transported to schools in expensive taxi provision.*

*The council is supportive of Post 16 education, and we work closely with all of the providers where we fund young people to ensure that they support their students to be prepared for adulthood including the provision of travel training.*

*Every request for an exceptional circumstance to date has already received a personalised response.*

The Chair invited the members of the public to ask supplementary questions in which it was noted in response that:

- In the post-16 transport policy, it stated that exceptional circumstances would be considered by a panel.
- Regarding the publication of the policy surrounding the appeals process and the statutory guidance on post-16 transport, the guidance was decided at a local level and the policy was that exceptional circumstances would be considered by a panel of experts.
- The new policy would be published by 1<sup>st</sup> April 2024. The old policy was standing. The guidance contained Frequently Asked Questions which gave examples of what would and wouldn't be accepted as exceptional circumstances. All information was considered by the panel. Each child was considered individually, and each case was given due process.
- Re-opening the decision would be an extremely long process and there would be a series of obstacles to doing this. However, the process could be started with a new recommendation. However, funding would need to be found and at the moment there was not sufficient funding. The route of a judicial review was not available at this time as it needed to be based on the process in reaching the policy decision, which would need to happen within three months of the decision on the policy. However, the policy could be reconsidered if there was sufficient funding, however, there was not sufficient funding at this time.
- The budget for the next financial year had already been set and there had already been significant cuts to services. Within the scope of next year's budget, discretionary areas were at risk and needed to be considered. This was a very regrettable set of circumstances.

The Chair informed the questioners that if they were not satisfied with the answers given, they could contact the relevant officers outside the meeting via email.

## **65. EDUCATION PERFORMANCE REPORT**

The Director of Education, SEND and Early Help submitted the Education Performance Report for 2023 for the Commission to consider areas of strength and concern.

The Assistant City Mayor for Education, Libraries and Community Centres introduced the report.

Key points included:

- Previously, the local authority had played a key role in school improvement, however, with the introduction of academies, there was not as much significance for the local authority in terms of school

improvement.

- The role of the local authority was now more about partnering and engaging with people in terms of practice and brokering relationships.
- The effects of poverty on children's learning were known. It was also acknowledged that issues surrounding housing impacted children.
- During the Covid-19 pandemic, Leicester was in lockdown for longer than any other part of the country and it was acknowledged that this would affect pupil performance in the coming years. Given the barriers such as this that Leicester schools had faced, the schools were doing well, but there was still progress to be made. However, the partnership was strong.

The Programme Manager (Business Change) for SEND Early Help and Education then presented the report.

Key points included:

- The education landscape had changed a lot with reduced local authority ownership.
- A national reporting style had been followed identifying different groups and compared them against national trends and other local authorities.
- The report started with Early Years which had shown a good level of development particularly regarding children's readiness for school.
- Phonics in Year 1 were looked at to assess if a child was on track to become a fluent reader.
- Key Stages 1 and 2 were looked at in terms of attainment and progress. The report also looked at Key Stage 4 and secondary education.
- There had been fluctuation in assessment during the Covid-19 pandemic, and it had been noted that Leicester outcomes had not recovered as quickly as they had nationally, however, the extended lockdown in Leicester was thought to account for this.
- There was a similar picture to 2021/22 in terms of children in Leicester City Primary and Secondary generally making better progress than the national average, however, the starting point on entering school was lower than nationally and in comparison to other local authorities.
- Children eligible for free school meals performed better than their peers at all key stages.
- Children of Asian heritage and those with English as an additional language often had better outcomes and made better progress than their peers, particularly by the end of Key Stage 2 and Key Stage 4.
- Only two thirds of Leicester children were ready for school. Teachers had looked at reasons behind this in a national survey and part of the reason, among other things, was attributed to less time at nursery due to the lockdown, parents not reading to children and more time at home with less access to interaction with other children, a lack of targeted state support for children, a lack of peer and community support for parents and the rising cost of childcare.

- Children of white background were outliers in terms of attainment, and boys made less progress than girls, however, the latter was a national trend.
- In terms of next steps, the Council were talking in partnership with schools and talking with SEND and alternative provision providers, around focusing on children with education and healthcare plans. Additionally, the Early Years Strategy was being considered, and attendance management was looked at in terms of strengthening it, particularly with regard to children missing education and exclusions.
- Leicester was not an outlier in terms of authorised absence, but it was in terms of unauthorised absence.
- SEND Children were high in non-attendance.

The Committee were invited to ask questions and make comments. Key points included:

- It was requested that since members had difficulty in accessing papers due to cyber issues, the report be brought back to the Commission to allow members to more fully analyse the findings.
- The wider issue of the decline of industry in Leicester was raised, and it was suggested that this, along with the Covid-19 pandemic and the cost-of-living crisis was said to have contributed to social deprivation in the city and in turn to a decline in parents reading with their children as parents had higher priorities such as providing food for their children. It was also said to be a reason as to why children of white backgrounds were performing badly.
- It was later suggested that it was unfair to blame parents for not reading with their children as there was very little support for under-5s, and this contributed to children not being ready for school.
- It was also suggested that if parents had not been read to as children, then they would find it difficult to read to their children. As such, it was highlighted that Leicester City Council libraries had staff who read to parents and children together and modelled how to read to children, although it was noted that this service had not been available during the Covid-19 pandemic.
- It was noted that as well as Leicester having an extended lockdown, Leicester had shut its schools at the beginning of the pandemic sooner than other authorities.
- Leicester had not been singled out for funding as it was not considered to be a special case. This showed that relatively speaking Leicester was not in as bad a situation as other authorities and progress that Leicester children were making was relatively good compared to national trends. Whilst the desired levels were not being achieved, the data showed that schools were working hard to help children and young people make improvements. However, it was necessary to think about the earliest years and help children in this cohort prepare for school, as children were starting school not ready, it meant a lot of progress was needed for



them to reach the desired level. Deprivation was also seen as an issue and the disadvantage gap was the highest it had been in 20 years.

- It was suggested that community groups could have been better supported during the Covid-19 pandemic.
- The closing gap from 2022 to 2023 was praised.
- In the context of the cost-of-living crisis, it was suggested that the increase in children on free school meals was good.
- Attention was drawn to the 'Educate Me Too' Campaign in which parents and carers of SEND Children had compiled a report showing that overall, these children and young people fared worse. Further to this, while the children were waiting to be assessed, the children were not being educated well and parents were being plunged into poverty as they were needing to give up time to look after their children which could mean losing earnings.
- This was seen as a particular issue for parents of children with ADHD as it took a long time for children to get assessed, and it caused a lot of stress for parents when schools engaged them about their children's behaviour. ADHD Solutions was not seen to be properly funded and it was suggested that members and officers consider asking the NHS to help fund ADHD Solutions.
- A big impact had been seen around language development. The Covid-19 pandemic had caused children to be isolated in homes away from socialisation, additionally, mask wearing had impacted language development. There were a number of opportunities for recovery, but this would take a long time, and it would be a long time before the impact was fully known.
- It was suggested that the social contract between parents and schools had been affected. This had made attendance seem less important as parents had worked out that children could still learn without going to school. Further to this it was suggested that some children with behavioural issues fared better not attending school.
- A lack of diagnosis had led to a lack of support for people in need. The Strategic Director of Social Care and Education would speak with the Integrated Care Board (ICB) about solutions and approaches to neurodiversity issues.

**AGREED:**

- 1) That the report be noted.
- 2) That comments made by members of this commission to be taken into account by the lead officers.
- 3) That the report be brought back to the Commission early in the next municipal year.

## 66. FOSTERING SERVICE ANNUAL REPORT 2022/23

The Strategic Director of Social Care and Education submitted a report to provide an overview of the activity and performance of the Fostering Service during 2022 - 2023.

Key points included:

- Foster carers were a critical resource. Without them the Council would struggle to get good quality placements for Children Looked After (CLA).
- The Majority of CLA lived in family households with Leicester City foster carers looking after 65% of those in foster care.
- The majority of fostered children were placed locally, in Leicester, Leicestershire or Rutland.
- Over 130 families were supported in mainstream fostering and over 60 families were supported in kinship fostering.
- There was an experienced cohort of foster carers, with 63% of foster carers having more than five years' experience.
- 16 new mainstream fostering households had been recruited in 2022-23.
- 44% of foster carers approved this year were approved to care for sibling groups.
- Foster carers reflected the diverse community in Leicester.
- 20 Kinship Care Families had been approved, which were households who were closely related with the CLA.
- An enhanced foster care programme had been established for children with complex needs who received additional support.
- The private sector market had become very challenging.
- There was a Child Family Support Team (CFST) who worked with children who had experienced trauma. They had worked with 42 children during 2022/23 and their foster carers in managing behaviour and maintain relationships.
- The Marketing Strategy was being refreshed, a new officer had been recruited who had presented a draft strategy that would come to the Commission once complete.
- The CFST was being looked at in terms of how to enhance it to support a wider range of additional needs.

The Committee were invited to ask questions and make comments. Key points included:

- The CFS team had post-adoption support staff who could offer support to carers looking after children who had experienced trauma. Carers who believed that there were additional support needs could apply to the additional support fund. The Director of Childrens Social Care & Community Safety would reach out to SGO carers via the newsletter to help them become aware of the help on offer.
- Even when external markets were approached, it was not always possible to find the best match for the CLA. Additionally, costs were

higher in the private sector.

- Challenges included:
  - Historically, the foster carer cohort was an aging population. Within the Fostering UK charity, 40% were over 60 and would eventually get to an age where they could no longer foster.
  - Housing situations may mean that people are unable to foster.
  - There were system challenges around the competition between the private sector and the local authority. Increasingly, local authorities were seeing the return of CLA who had left private systems due to changes in organisations and the ethos of organisations changing their value base.
- The aim was to place every CLA in Leicester where safe to do so.
- Whilst the demographics of foster carers did not completely match the demographics of Leicester, they largely reflected of the children in foster care.
- It was a possibility that Asian families often had someone within the family to take responsibility for a child, however, it was also possible that the Council may not be aware of this if there had been no suggestion of abuse or neglect. This was the reason why the government released the Kinship Strategy.
- There had been a challenge that Kinship Carers had to go through the same level of assessment as foster carers, despite the fact that there was a fundamental difference as it involved a family member and not a stranger. The newly launched Kinship strategy aimed to make it easier for kinship carers to access support. There were challenges for the local authority with the strategy, as under these proposals they would administer the financial side.
- The overall goal was that families did not have to go through as rigorous governmental process as previously. There needed to be some level of support for the Family Network Support Plan. Once the policy was finalised it could be shared with members.
- Financial support existed for kinship carers who qualified, although the process was complicated. There was always more that could be done around family networks and around kinship and it was always aimed to achieve more where safe and appropriate.
- In terms of advertising for recruitment, the Council aimed to make the best use of limited resources and as such advertising was planned around the recruitment strategy, taking cohorts of children and young people and communities into account. Bus stops and lamp posts were used for advertising, additionally, targeted recruitment and marketing activity was carried out. Additionally, targeted social media could be made use of. Existing foster carers themselves were a good recruiting force as they could both recommend the experience to others and also take on more CLA when their initial ones left home. Therefore, it was important to give foster carers a good experience.
- The Customer Relationship Management (CRM) Tool which could include an automated admin process was still in procurement, however,

in procurement, security would be considered, and the Data Governance Officer would be consulted. Additionally, any software provider would need to follow national standards. Costs would be updated on next year.

- Regarding financial support provided through the Leisure Fund, Active Leicester membership was given to foster families. The Leisure Fund was a pot of money so that if young people who pursued a particular sport or activity they could be provided with lessons and/or equipment etc.

AGREED:

- 1) That the report be noted.
- 2) That comments made by members of this commission to be taken into account by the lead officers.
- 3) That the next report explain CRM accounts.

## **67. FAMILY ADOPTION LINKS REGIONAL ADOPTION AGENCY ANNUAL REPORT AND STATEMENT OF PURPOSE**

The Strategic Director of Social Care and Education submitted a report providing an overview of the activity and performance of the Family Adoption Links Regional Adoption Agency incorporating Leicester City Adoption Service from 1st April 2022 to 31st March 2023.

Key points included:

- Local Authorities had a duty to become part of a regional adoption agency. Leicester City Council was in the Eastern part of the East Midlands, hosted by Lincolnshire County Council.
- In 2022/23 the number of adopters approved had increased.
- 25 children in Leicester were made subject of adoption orders. Placement orders matched CLA with adopters.
- Adopters could not apply for the adoption order until the child had been with them for 12 months.
- In 2022/23, 25 adoption orders were made, which was a reduction on previous years.
- Many cases had become stuck in the system, and many had come at once.
- 2021/22 was a year with an unusually high number of adoption orders.
- It was a goal of the Regional Adoption Agency to look to find a good match for a child's needs within the local region rather than further afield.
- Increasingly adoption arrangements have some kind of direct or indirect contact with the birth family, this was another reason why finding local

matches was important.

- A higher number of children from Leicester were placed in the Regional Adoption Agency area and fewer were placed in voluntary adoption agencies further afield.
- The Regional Adoption Agencies had only been in place for three years. Ofsted had done a thematic inspection and a report had been published which could be brought to the Commission. The report had looked at themes across six agencies. The feedback did not identify the agencies but looked at which models were most common, and the difference made and what could be done to improve locally.
- In local authority areas, often children were not placed in their home city due to safety concerns. In the majority of these cases it was due to concerns regarding birth parents unhappy with the outcome.

The Committee were invited to ask questions and make comments. Key points included:

- A reason that the fostering service was not regional in the same way was due to birth parents having a right to see fostered children.
- It was good to see regions working together and children being well-placed.
- It was thought that the Ofsted report was positive as it looked at six thematic areas and in four of them, they identified no areas for development, only strengths, so this was seen as very strong.
- It was always possible to learn from other agencies. Practice was led by outstanding local authority practitioners. This agency had a slightly different model to others where it played more of a coordination role, with overarching coordination and support, online advertising and coproduction of data. Local control over recruitment was maintained, so having local input and control gave the Council flexibility to meet its needs. There were also leaders on national panels who could share good practice.
- Family finding events were held all over the region. Large areas were targeted, but work was also done locally. More information could be provided in the next report.
- Targeted recruitment was also undertaken. Profiles were shared and if no matches came up in the region, more targeted recruitment was done for individual children and needs.

AGREED:

- 1) That the report be noted.
- 2) That comments made by members of this commission to be taken into account by the lead officers.

## **68. WORK PROGRAMME**

It was noted that the Education Performance Report needed to come back to the Commission.

The Chair thanked members and officers for their work throughout the municipal year.

The work programme was noted.

Members of the Commission were invited to consider content of the work programme and were invited to make suggestions for additions as appropriate to be brought to future meetings.

## **69. ANY OTHER BUSINESS**

There being no further items of urgent business, the meeting finished at 19:40.

## SCRUTINY COMMITTEES: TERMS OF REFERENCE

### INTRODUCTION

Scrutiny Committees hold the Executive and partners to account by reviewing and scrutinising policy and practices. Scrutiny Committees will have regard to the Political Conventions and the Scrutiny Operating Protocols and Handbook in fulfilling their work.

The Overview Select Committee and each Scrutiny Commission will perform the role as set out in Article 8 of the Constitution in relation to the functions set out in its Terms of Reference.

Scrutiny Committees may:

- i. review and scrutinise the decisions made by and performance of the City Mayor, Executive, Committees and Council officers both in relation to individual decisions and over time.
- ii. develop policy, generate ideas, review and scrutinise the performance of the Council in relation to its policy objectives, performance targets and/or particular service areas.
- iii. question the City Mayor, members of the Executive, committees and Directors about their decisions and performance, whether generally in comparison with service plans and targets over a period of time, or in relation to their initiatives or projects.
- iv. make recommendations to the City Mayor, Executive, committees and the Council arising from the outcome of the scrutiny process.
- v. review and scrutinise the performance of other public bodies in the area and invite reports from them by requesting them to address the Scrutiny Committee and local people about their activities and performance; and
- vi. question and gather evidence from any person (with their consent). •

**Annual report:** The Overview Select Committee will report annually to Full Council on its work and make recommendations for future work programmes and amended working methods if appropriate. Scrutiny Commissions / committees will report from time to time as appropriate to Council.

The Scrutiny Committees which have currently been established by the Council in accordance with Article 8 of the Constitution are:

- Overview Select Committee (OSC)
- Adult Social Care Scrutiny Commission
- Children, Young People and Education Scrutiny Commission (which also sits as the statutory Education Committee)

- Culture and Neighbourhoods Scrutiny Commission
- Economic Development, Transport and Climate Emergency Scrutiny Commission
- Housing Scrutiny Commission
- Public Health and Health Integration Scrutiny Commission

The key work areas covered by each Scrutiny Commission are to be found here <https://www.leicester.gov.uk/your-council/decisions-meetings-and-minutes/overviewand-scrutiny>

## **SCRUTINY COMMITTEE: OVERVIEW SELECT COMMITTEE**

The Overview Select Committee **will:**

- Scrutinise the work of the City Mayor and Deputy City Mayors and areas of the Council's work overseen by them.
- Consider cross cutting issues such as monitoring of petitions
- Consider cross-cutting issues which span across Executive portfolios.
- Manage the work of Scrutiny Commissions where the proposed work is considered to have impact on more than one portfolio.
- Consider work which would normally be considered by a Scrutiny Commission but cannot be considered in time due to scheduling issues.
- Report annually to Council.
- Be responsible for overseeing the work of scrutiny and the commissions and to refer certain matters to particular commissions as appropriate.

## **SCRUTINY COMMISSIONS**

Scrutiny Commissions **will:**

- Normally undertake overview of Executive work, reviewing items for Executive decision where it chooses.
- Engage in policy development within its remit.
- Normally be attended by the relevant Executive Member(s), who will be a standing invitee.
- Have their own work programme and may make recommendations to the Executive on work areas where appropriate.
- Consider requests by the Executive to carry forward items of work and report to the Executive as appropriate.
- Report on their work to Council from time to time as required.
- Be classed as specific Scrutiny Committees in terms of legislation but will refer cross cutting work to the OSC.



# Children and Young People's Scrutiny Commission

## SEND and Education

Presented by :  
Sophie Maltby  
Director of SEND, Education and Early Help



# Structure

**Sophie Maltby** Director of SEND and Education

**Jane Pierce**

Programme  
Manager  
(Business  
Change)

Children's  
Information Team

Children's  
Performance  
Team

Projects and  
Transformation

Admin and  
Business Support

Comms

**Caroline  
Jolliffe**

Head of SEND  
Integrated  
Services (0-25)

Special Education  
Service

Passenger and  
Transport  
Services

Connexions

Children's  
Commissioning

**Jessica  
Nicholls**

Head of SEND  
Support Services

Social, Emotional  
and Mental  
Health Team

Early Years  
Support Team &  
Pindar Nursery

Education  
Psychology

Learning,  
Communication &  
Interaction Team

Hearing Support  
Team

Quality Inclusion  
Team

Vision Support  
Team

**Michael  
Wilsher**

Head of  
Education  
Sufficiency and  
Admissions

Pupil Place  
Planning

Development  
Consultant  
Officers

Admissions

**Melanie  
Gaiderman**

Lead Raising  
Achievement  
Advisor

Governor  
Services

Raising  
Achievement  
Consultants

**Vivien  
Tetley**

Lead Advisor  
Vulnerable  
Groups and  
Virtual Head

Virtual School  
Officers

**Ellen  
Collier**

Education  
Welfare  
Service Manager

Education  
Welfare Officers

Home Education  
Officers

Exclusions  
Officers

**Claire  
Lakin**

Early Education  
Development  
Manager

Early Education  
Development  
Officers

# SEND, Education and Early Help





# Children and Young People's Scrutiny Commission

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## Children's Social Care, Early Help, Prevention and Safer Communities

Presented by :  
Damian Elcock  
Director of Children's Social Care



# Children's Social Care, Early Help, Prevention and Safer Communities



# Structure

**Damian Elcock** Director of Children's Social Care

**Amy Smith**

**Kate Wells**

**David Thrussell**

**Julia Khoosal**

**Karen Manville**

**Tej Gorania**

Interim Head of  
Early Help

Head of Children's  
Social Work

Head of Corporate  
Parenting

Head of Safeguarding and  
Quality Assurance

Head of Prevention and  
Safer Communities

Principal Social Worker

Children Centres

Duty and Advice Teams  
x2

Fostering recruitment  
and Assessment teams x2

Independent Chairs

Youth Justice Services

Strengths Based Practice

Family Hubs

Early Help Response  
Team

Fostering Support and  
Supervision teams x2

Independent Reviewing  
Officers

Youth Service

Family Group  
Conferencing  
coordination team

23

Early Help Cluster  
Teams

Child in Need Teams x8

Adoption Team x1

Local Authority  
Designated Officers

Restorative Justice  
Volunteer Coordination

Centre for Professional  
Practice

Adventure  
Playgrounds

Looked After Children  
Teams x2

Children and Families  
Support MD Team (for  
children in foster care)

Quality Assurance and  
Practice Audit Manager

Exploitation prevention

Learning and  
Development

Supporting  
Families  
Programme

Families Together Team

Leaving Care Teams x2

Complaints and Access to  
Records team

Family Therapies service

Workforce

Disabled  
Children's Service

Placement and  
Commissioning Team

Safeguarding in Education  
Development Officers

Edge of Care support  
services

Residential Children's  
Homes x 6 (soon to be  
7)

Rights and Participation  
Team





# **Education Performance Report 2023**

Children Young People and Schools Scrutiny  
Commission

Date of meeting: 19 June 2024  
Lead director/officer: Sophie Maltby

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## Useful information

- Ward(s) affected: All
- Report author: Jane Pierce, Children's Programme Manager – Business Change
- Author contact details: [jane.pierce@leicester.gov.uk](mailto:jane.pierce@leicester.gov.uk) ; 376123
- Report version number: v3

## Summary

Over the last 15 years, the school and education governance landscape in England has undergone considerable change, driven by various government policies and reforms. That has meant significant changes to the roles and responsibilities of Local Authorities in the education landscape. Some of the key changes include:

**Decentralisation of School Management:** Perhaps the biggest change has been a reduced Local Authority role in direct management of schools. Academies and free schools have their own governing bodies and greater autonomy over areas such as curriculum, staffing, and finances.

**Education Funding:** The Local Authority still plays a role in distributing funding to schools, although the introduction of academies and changes to funding arrangements have reduced this role. LAs are responsible for implementing the national funding formula, which determines how much funding schools receive based on various factors such as pupil numbers and deprivation levels.

**Placement Sufficiency and Standards:** While the Local Authority no longer directly manages many schools, we still have responsibilities for Placement sufficiency (ensuring there are enough school places available) and for overseeing the performance and standards of all schools in our area. We continue to have a role in commissioning new school places, intervening in underperforming schools, and providing support and guidance to schools.

**Education Welfare:** The Local Authority retains responsibility for children's education welfare, including ensuring that children attend school regularly and addressing issues related to attendance and children missing education.

**Special Educational Needs and Disabilities (SEND) Support:** There is a greater emphasis on inclusion and mainstream schooling to support children with SEND and changes to the way support is funded and delivered. Most recently, the Change Programme Partnership is testing proposed policy reforms over the next 2 years.

**School Improvement:** While LAs no longer have direct control over many schools, they continue to have responsibilities for school improvement. This includes providing support and intervention for underperforming schools, facilitating collaboration and partnership working between schools, and promoting best practices in teaching and learning.

Overall, the Local Authority continues to have responsibilities for ensuring children receive an education, through attendance management, monitoring electively home educated children, providing school transport for eligible groups of children and ensuring the quality and provision of education in our local area, particularly in areas such as education welfare, SEND support, and school improvement.

The 2023 Education Performance results that are presented in this report are for those children whose education is in the city of Leicester and in state funded education. It includes children who attend Leicester schools no matter where they live. Children who live in Leicester but who are educated elsewhere, or in the independent sector are not included.

The 2023 results show that education outcomes in Leicester and nationally in primary school assessments are lower than before the pandemic.

Outcomes for the end of primary (key stage 2) and the end of secondary (key stage 4) show that attainment have not bounced back as quickly as nationally following a fall in 2022 that many areas of the country experienced.

Leicester's school children no longer make better progress than national in primary schools at the end of KS2, except in Mathematics

At the end of Key stage 4, the results achieved are below national across all measures, however the gap to national has narrowed this year compared to 2022.

Areas of strength in education performance in Leicester

- The gap to national for pupils in Early Years Foundation Stage to achieve a good level of development has closed from 5% points in 2021/22 to 3.9% in 2022/23
- In 2023, a greater percentage (68.1%) of Asian and Any other ethnic group children (60.2%) in Leicester met a Good Level of Development than those nationally at 66.7% and 59.1% respectively.
- At the end of Yr6, a higher proportion of pupils (74%) are meeting the expected standard in maths than national (73%) but the gap from national to Leicester closed in 2023.
- Children eligible for Free School meals perform better than their peers nationally at all key stages.

Areas of concern

- Leicester is at the bottom of all 152 local authorities for the GLD measure for pupils of White heritage at the end of Early Years Foundation Stage, and those of Mixed heritage are in the bottom 10%. There is a challenge for schools with still only two thirds of children in Leicester reaching GLD
- Leicester has the lowest percentage of children of white heritage achieving a good level of development compared to all 152 other local authorities
- Average progress scores have fallen in Reading and Writing. Mathematics remain much the same as 2022. However, progress in reading and writing have fallen to national levels from high progress in 2022 of 0.57 and 0.32 respectively.
- Children with EHCPs continue to do worse than other children including those with SEN support.

The SEND, Education and Early Years division of the council works in partnership to monitor the performance of all schools and where there are concerns about a local authority-maintained school these are raised with the governors as well as the headteachers. The division also works closely with health professionals, those who work with families and early years children and with early years providers to share and better understand the issues for our youngest children in being ready for school.

The role of local authorities in relation to education and particularly school improvement has reduced over the past 12 years, however strategic and senior leaders across education work together in a shared commitment to support children and young people to achieve good educational outcomes and increase their opportunities to flourish. Schools are accountable to their governing bodies or their Multi-Academy Trusts and are inspected by Ofsted as to the quality of their provision.

## **1. Recommended actions/decision**

To note the report and consider areas of strength and concern.

The report will be shared with education colleagues across the city to ensure an awareness of the overall performance of children educated in the city.

## **2. Scrutiny / stakeholder engagement**

None

## **3. Background**

The results that are used in this report are for those children whose education is in the city of Leicester and in state funded education. It includes children who attend Leicester schools no matter where they live. Children who live in Leicester but who are educated elsewhere, or in the independent sector are not included.

In this report comparison of the 2023 results are made to those reported in 2022 and to the national (England) outcomes.

The appendices in this report provide detailed data on comparing outcomes for different groups of pupils in Leicester to those groups nationally.

Assessments are made at the end of the Early Years Foundation Stage for all children in schools or in nursery settings at the end of the school year in which the child turns 5.

National assessments of children in primary schools are made in reading, writing and mathematics at the end of year 6 (end of key stage 2)– the last year of primary school and the end of year 2 – the last year of key stage 1. Children in year 1 are also tested on their phonics skills and in year 4 on their multiplication tables.

Normally children take nationally recognised GCSEs and other qualifications during the summer term in year 11. Year 11 is the last year of statutory schooling and is the year in which children are normally aged 15 at the beginning of the academic year and reach the end of key stage 4.

The data used in this report includes attainment data – the outcomes that the children have achieved. We have also included progress data for key stage 2 and key stage 4. Progress data is a measure of the difference between the attainment at the previous age and the current attainment compared to those of other children nationally. The greater the progress score, the greater the progress made by the pupil compared to the average for pupils with similar prior attainment. Individual pupil progress scores are not shared with parents or pupils.

The groups provided in the report include Gender, Ethnicity by major group, SEN status, Free School Meals and Language status. The demographic information is provided by parents to the school and is collected through school census. It should be noted that free school meals eligibility only includes those children whose parents have applied for free school meals and have been found to be eligible due to the benefits they receive. Children whose parents do not apply or who do not receive the qualifying benefits are not included in this group.

The charts in the main body of the report illustrate the performance of different groups of Leicester pupils compared to the performance of these groups in other local authorities. The best or most improved outcomes and ranks compared to national data for the same groups are in the top right quadrant.

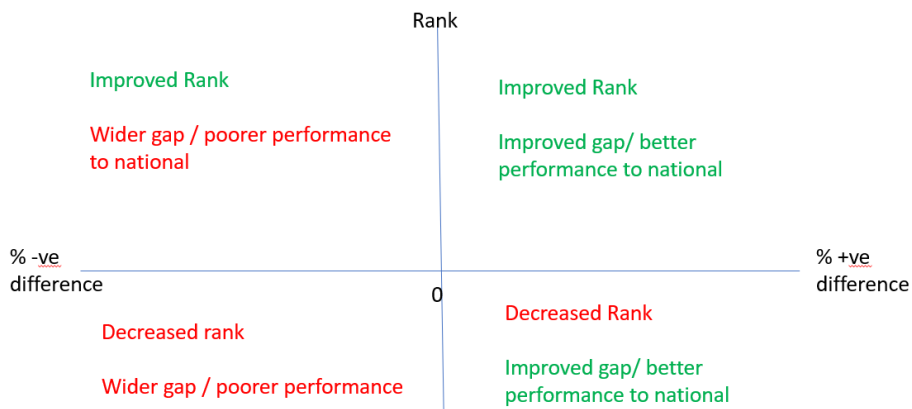


Figure 1: Diagram showing the layout of the quadrant charts

Within the charts there is consistency in the colours for the different groups shown below.

All pupils	Orange
Boys	Blue
Girls	Amber
Asian	Red
Black	Tan
White	Lime
EHCP (Education Health Care Plan)	Bright Green
SEN (SEN support in schools)	Dark Green
FSM (Known to be eligible for Free School Meals)	Soft Blue
English (as first language)	Blue with orange border
EAL (English as an Additional Language)	Violet

## 4. Detailed report

### 1.1. Early Years Foundation Stage

Children are assessed by their teachers at the end of the school year in which they turn 5. They are assessed on whether they have met the expected standard across 17 Early Learning Goals (ELGs). These 17 ELGs are grouped into 7 areas of learning.

A child is at a Good Level of Development if they are at the expected standard across 12 ELGs in five areas of learning: communication and language; personal, social and emotional development; physical development, literacy and mathematics. Communication and language and literacy are assessed in English.

In this report data is used to compare Communication and Language as an area of learning and to analyse the Good Level of Development (GLD) measure.

Results for all children at the end of the Foundation Stage across schools and Early Years settings are submitted to the local authority for checking before submitting to the Department for Education.

- 1.1.1.** In our previous annual report in 2022, the percentage of children in Leicester at a Good Level of Development dropped by 1% more than the national percentage after a trend of several years of improvement up to the pandemic.

In 2023, Leicester made more of an improvement (3.1% points to reach 63.6%) than national (at 67.2%) to meet a Good Level of Development. The gap to national closed again, from 5% points in 2022 to 3.9% in 2023. This measure is considered useful for determining whether children are “Ready for School”. It shows that there is a challenge for schools with still only two thirds of children in Leicester reaching this measure and also possibly highlights that there is a longer tail impact of the pandemic.

- 1.1.2.** At 70.5%, *there is still a greater percentage of girls who met GLD compared to boys (56.6%).*

- 1.1.3.** Reviewing the outcomes for different groups using the GLD measure show that a greater percentage (68.1%) of Asian and Any other ethnic group children (60.2%) in Leicester met a Good Level of Development than those nationally at 66.7% and 59.1% respectively. The gap between National and Leicester outcomes has closed for pupils of Black and Mixed but for pupils who are of White heritage it has widened to 8.3%. The outcome for white pupils was 60.3% compared to the same group nationally at 68.6%.

In 2023, Leicester has the lowest percentage of children of white heritage achieving a good level of development compared to all 152 other local authorities. For children of mixed heritage, the proportion is in the lowest 10% of local authorities.

- 1.1.4.** Children who have SEN including those with an EHCP do significantly worse than other pupils with fewer than 1 in 5 achieving a good level of development, although both groups have closed the gap to national percentages.
- 1.1.5.** Using Free School Meals as an indicator of deprivation, results show that a greater proportion (54%) of deprived children in Leicester (rank 45 out of 152) are ready for school than the same group nationally at 52%. However, pre-pandemic, 61% of Leicester children achieved this measure demonstrating that children who are

eligible for free school meals appear to continue to be more greatly affected by the pandemic than other children.

Outcomes in Leicester for those who are not eligible for free school meals, whilst higher than their FSM peers, is worse than national and ranks at 145. This is however better than last year's ranking at 149.

- 1.1.6.** 63% of children whose first language is believed to be other than English reached a good level of development in Leicester and 62% nationally. The gap in outcomes between Leicester and national has closed by 2% points since 2022 for those who have English as their first language with 67% of children in Leicester compared to 69% nationally.

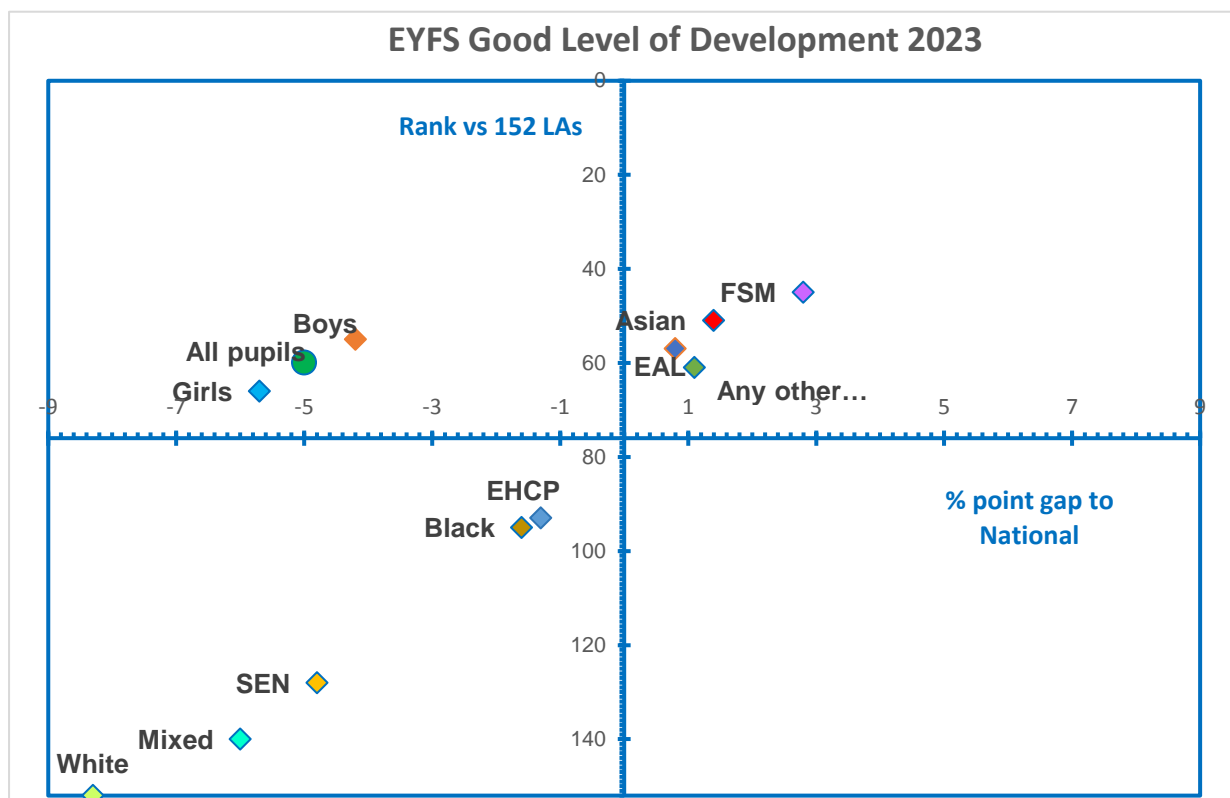


Figure 2 Comparison of Good Level of Development in 2023 in Leicester to National, ranking by group

- 1.1.7. In summary for Early Years Foundation Stage** the comparison of outcomes in Leicester in 2023 to national shows that Asian children, EAL children and children with Free School Meals do better than their national peers. Children with any other ethnic group also do better than national peers, however this group is a small cohort. The outcomes of children of mixed and of white heritage and those with SEN support do significantly worse. These low starting points of children starting formal education at the beginning of year 1 means that they have to make very good progress in order to catch-up with their peers.

This data for 2023 shows some groups where Leicester is closing the gap to national performance. However there will still have been considerable disruption to these children and their opportunities for learning due to the long tail impact of the pandemic.

## 1.2. Phonics

- 1.2.1.** The Year 1 phonics screening check is undertaken during a week in June. Children are required to read to their teacher 40 phonetic “words”. These are groups of letters which the child is required to read using their phonic skills. It

assesses whether the child is on track to become a fluent reader. The pass mark is 32 out of 40.

All children in year 1 are included in the cohort but a teacher can disapply a child if they do not feel it would be appropriate for the child to be assessed e.g. if a child is newly arrived or at an early stage of phonic skill. Children who fail to meet the standard or are disappplied have to take the test again in the summer of year 2.

Results for all children in year 1 and those in year 2 who did not achieve the standard when they were in year 1 are submitted to the local authority for checking before submitting to the Department for Education.

- 1.2.2. In 2023, the proportion of children who met the standard across the country, after falling in 2022, increased. In Leicester, there has also been an increase, but less than the national average increase. This has widened the gap by 1% point for all Leicester children, for girls and for boys.
- 1.2.3. In Leicester 75% of children met the standard compared to 72% in 2022 and 81% in 2019, which was a drop of 6% points since 2019. In the same time period, there was a national 3%point drop to 79%. In 2023, Leicester's rank was 138 out of 152, moving down from 2022 where it was 127. In 2019 Leicester's rank was 91.
- 1.2.4. The difference in performance in phonics between different groups of pupils in Leicester was similar to the variations for EYFS with Mixed and White heritage and those with EHCP and SEN doing less well than for other groups. Children eligible for FSM performed less well than their non-FSM peers in Leicester but still better than FSM children elsewhere.
- 1.2.5. **In summary** Leicester has not made the recovery as quickly as nationally in performance outcomes for year 1 phonics screening check since the pre-pandemic 2019 outcomes. There has been a bigger drop in the proportion meeting the phonics standard in Leicester than there was nationally in 2022, however in 2023, Leicester closed the gap to national by 1%point to have a gap of 3%points

### 1.3. Key Stage 1

- 1.3.1. Children are assessed at the end of Key Stage 1 during the summer term of year 2. The child is judged as to whether they have reached the expected standard, (or are at Greater Depth or are working below the expected standard), through moderated teacher assessment, in reading, writing and mathematics. They are also assessed in science. Children undertake tests and tasks in reading and mathematics, during May, which are used to inform the teacher assessment. The local authority is responsible for moderating a 25% sample of schools to ensure consistency. Academies can choose which local authority will moderate them.

Results data for all children who are in year 2 are submitted to the local authority for checking before submitting to the Department for Education at the end of June.

At key stage 1 results are reported on the proportion of children who have achieved the expected standard in reading, writing and mathematics separately.

2022/23 was the final year that end of key stage 1 assessments were statutory so they will no longer be published. The Standards and Testing agency will continue to produce SATs tests in reading, maths and grammar, punctuation, and spelling (GPS) for optional use. The Reception Baseline Assessment will take the place of KS1 assessments as the basis for cohort level primary progress calculations.

- 1.3.2. The percentage of children reaching the expected standard for reading rose from 61% in 2022 to 63% in 2023, after a 9% point fall from 2019 to 2022. The gap to



national has closed by 1% point in 2023, attributable to girls, leaving a gap of 8% with National (at 68%). The boys did not close the gap and remain at 6% points below national.

In writing the percentage of children reaching the expected standard rose from 54% in 2022 to 56% in 2023, after a 11% point fall from 2019 to 2022. The gap to national remains at 4%points. The gap in performance between boys and girls for this measure is 13%points in Leicester – compared to 12%points nationally.

In mathematics the rise was 3%points from 2022 to 67% reaching the expected standard. 2023 saw the gap closed by 1%point to be 3% behind national (70% of all pupils reaching expected standard in mathematics). The proportion of Leicester girls reaching the expected standard in mathematics was greater at 68% than the boys at 66%. This performance gap has widened between girls and boys by 1%point, and girls outperformed boys by 3%points.

- 1.3.3.** At Key stage 1 in 2023 children of White heritage in Leicester still perform less well than other groups across all three subjects although the gap has closed by 1%point. In writing just over half (52%) the children of White heritage reached the expected standard compared to 60% nationally for the same group. 60% Asian and 62% Black heritage children reached this measure.

Other ethnic groups in Leicester did less well across reading, writing and mathematics than other areas when compared to the same outcomes in 2019, in 2022 and again in 2023. Outcomes for White heritage pupils were marginally better, closing the gap by 1%point, but remain in the bottom 10 local authorities for the percentage of children achieving the expected standard. Rankings rose for white heritage pupils by 1 in writing and mathematics, for Black heritage pupils across all 3 areas and for Asian heritage pupils in reading.

- 1.3.4.** For children with an EHCP achieving the expected standards, performance moved by 1%point in reading (down to 6%), and in writing (up to 4%) and fell 2%points in mathematics (down to 8%). The gap for mathematics has increased by 3%points to national which stands at 15%. Overall the gaps to national means that Leicester has slipped down the ranking, particularly for reading (by 18) and mathematics (by 21). Children with an EHCP do significantly worse in meeting these measures than children with SEND support.

For children who have SEN support in schools there was a greater proportion of children meeting the standard across writing and mathematics subjects, with 1% point and 2%points above national respectively. Leicester has moved up the ranking in writing and mathematics and slipped by 17 in reading compared to other local authorities

- 1.3.5.** Outcomes for the 26% of the KS1 children who are eligible for Free School Meals remain higher for all three subjects than the same group nationally (25% of the cohort). However, overall children eligible for FSM do not perform as well as those who are not FSM eligible. There was a 5%points increase in performance for mathematics compared to 4%points nationally. National pupils narrowed the gap with Leicester pupils for writing by 1%point. The ranking for the outcomes of this group of pupils in Leicester has improved again, except for reading: From 52 to 50 out of 152 local authorities in reading, from 42 to 37 in mathematics and from 37 to 48 in writing.

Children who are not eligible for Free School Meals still perform significantly worse in Leicester than the same group nationally across all measures and this is

reflected in the ranking with Reading 148 (out of 152), writing 138 and mathematics 144.

**1.3.6.** Children who use a first language other than English (EAL) performed less well in reading than those whose first language is believed to be English (non-EAL) with 61% EAL reaching the expected standard compared to 67%. The gap is 6%points and is a further widening of the gap compared to national which is 5%points, where 65% EAL reached the expected standard.

In writing 57% of both children with EAL and non-EAL met the standard. This was a drop of 11 points from 2019 to 2022 for EAL but some recovery was made in 2023 with an increase of 3 points.

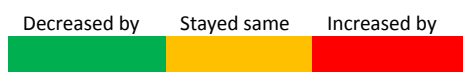
Outcomes for mathematics showed an improvement in the proportion of EAL children reaching the expected standard compared to 2022, from 65% to 68%, although this is still a significant drop from 2019 (at 75%).

When comparing these groups with other local authorities the rankings for those with EAL remain better than for those with English as their first language.

**1.3.7. Changes in the gap to national since 2019.**

The tables below compare whether the difference between Leicester and national outcomes for key stage 1 have closed or got wider since 2019. Negative figures in red show that the gap has increased by that %point since 2019.

In 2023, it can be seen that overall children’s attainment in Leicester’s schools at the end of key stage 1 compared to national has improved from 2022 and is now at the same gap to national as in 2019. The majority of groups in Writing have kept or closed the gap to national (except for Any other ethnic group) Although there has been some improvement and closing of the gap for many of the groups, children are still at a lower starting point compared to their peers nationally as they enter key stage 2.



KS1 Groups – % Reading Expected	Gap movement since 2019	Gap in 2023	Gap in 2022	Gap in 2019
All pupils	0	-5	-6	-5
Boys	-1	-6	-6	-5
Girls	0	-5	-6	-5
Asian	-3	-5	-5	-2
Black	6	0	-4	-6
White	2	-8	-9	-10
Any other ethnic	-5	-3	7	2
EHCP (Education Health Care Plan)	4	-6	-5	-10
SEN (SEN support in schools)	0	-1	-1	-1
FSM (eligible for Free School Meals)	1	1	1	0
English (as first language)	2	-3	-4	-5
EAL (English as Additional Language)	-2	-4	-4	-2

KS1 Groups – % Writing Expected	Gap movement since 2019	Gap in 2023	Gap in 2022	Gap in 2019
All pupils	0	-4	-4	-4
Boys	1	-4	-5	-5
Girls	2	-3	-3	-5
Asian	-2	-4	-3	-2
Black	10	1	-1	-9
White	3	-8	-9	-11
Any other ethnic	-7	-4	4	3
EHCP (Education Health Care Plan)	3	-4	-4	-7
SEN (SEN support in schools)	2	1	1	-1
FSM (eligible for Free School Meals)	3	2	3	-1
English (as first language)	1	-4	-4	-5
EAL (English as Additional Language)	2	-1	-2	-3

KS1 Groups – % Maths Expected	Gap movement since 2019	Gap in 2023	Gap in 2022	Gap in 2019
All pupils	0	-3	-4	-3
Boys	-2	-5	-4	-3
Girls	0	-2	-2	-2
Asian	-3	-3	-2	0
Black	7	3	-2	-4
White	1	-6	-7	-7
Any other ethnic	-12	-8	4	4
EHCP (Education Health Care Plan)	2	-7	-4	-9
SEN (SEN support in schools)	-1	2	0	3
FSM (eligible for Free School Meals)	3	3	2	0
English (as first language)	0	-3	-2	-3
EAL (English as Additional Language)	-1	-1	-2	0

### 1.3.8. Comparison of KS1 subjects in 2023 in Leicester to National and how the local authority ranks compared to 152 other Local Authorities.

In summary, the charts below show the comparison of outcomes in Leicester in 2023 to national for different groups. It shows some groups where Leicester is closing the gap to, or above national performance.

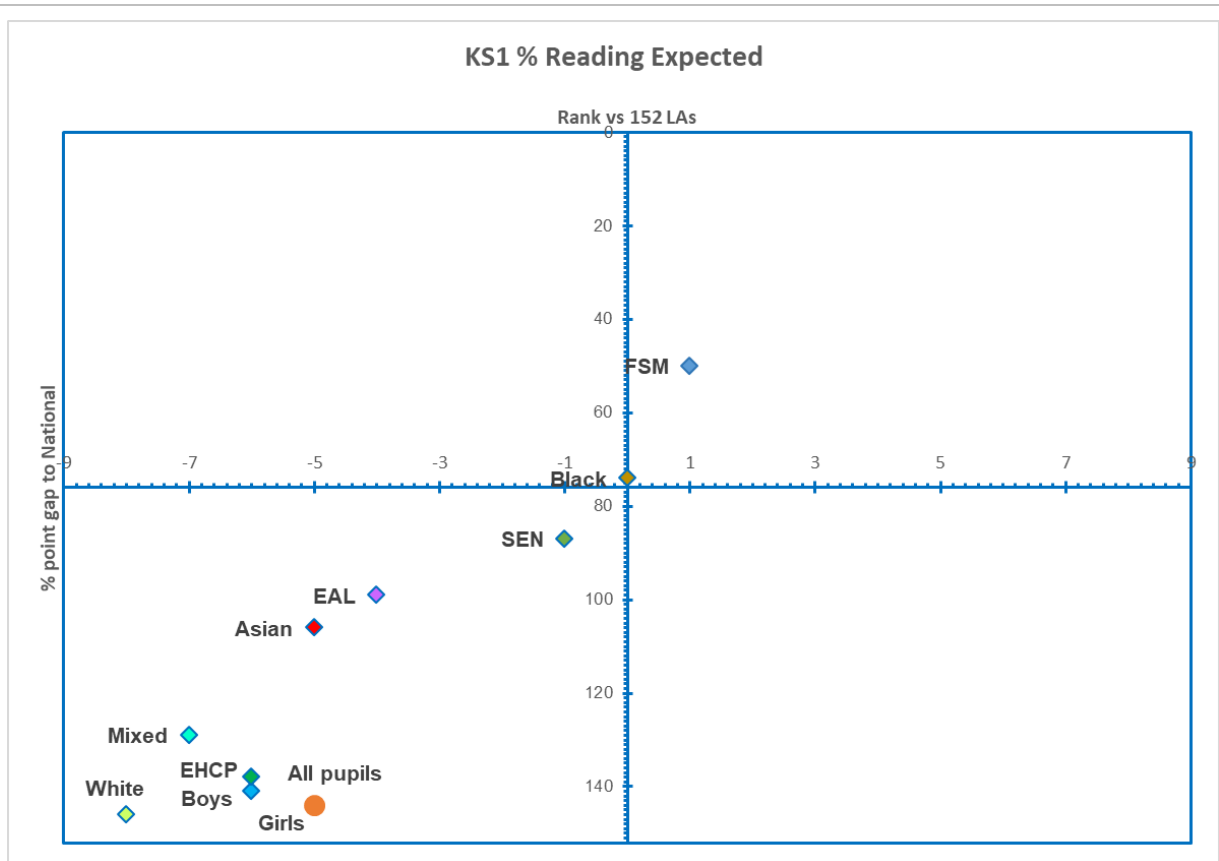


Figure 3 Comparison of KS1 Reading in 2023 in Leicester to National, ranking by group

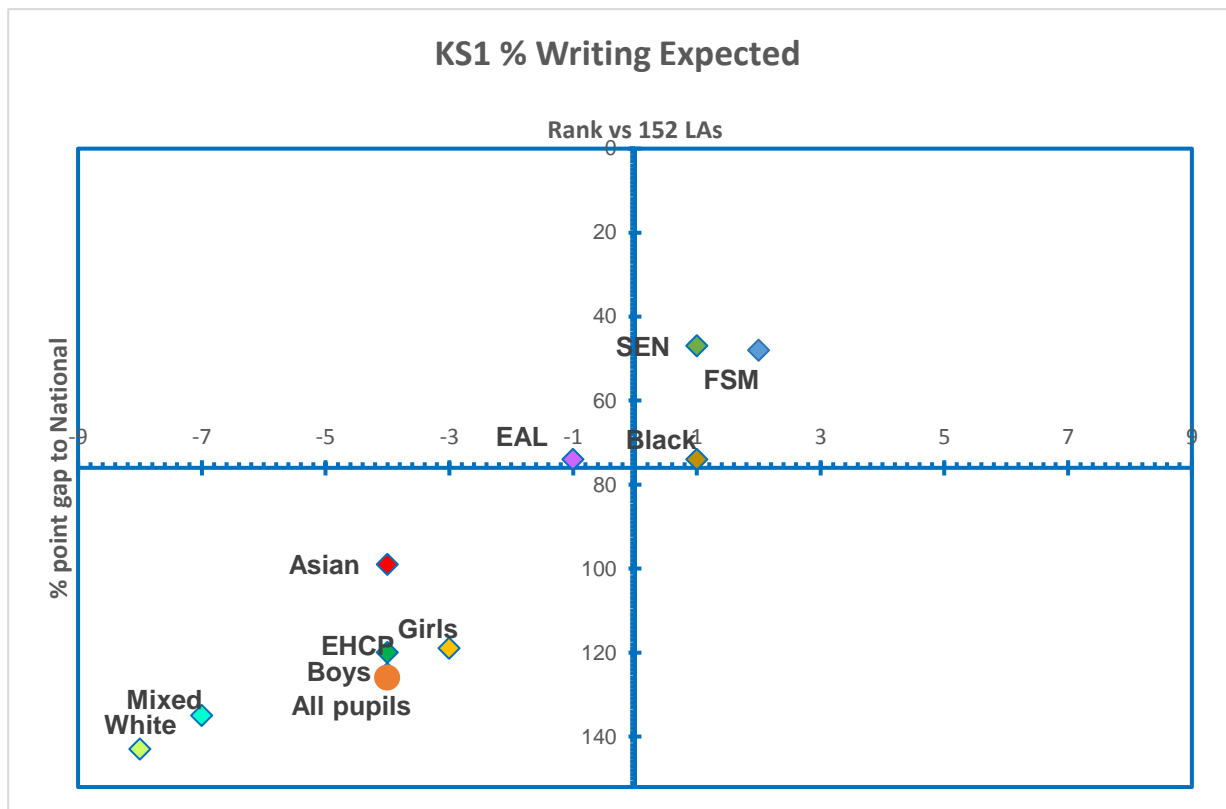


Figure 4 Comparison of KS1 Writing in 2023 in Leicester to National, ranking by group.

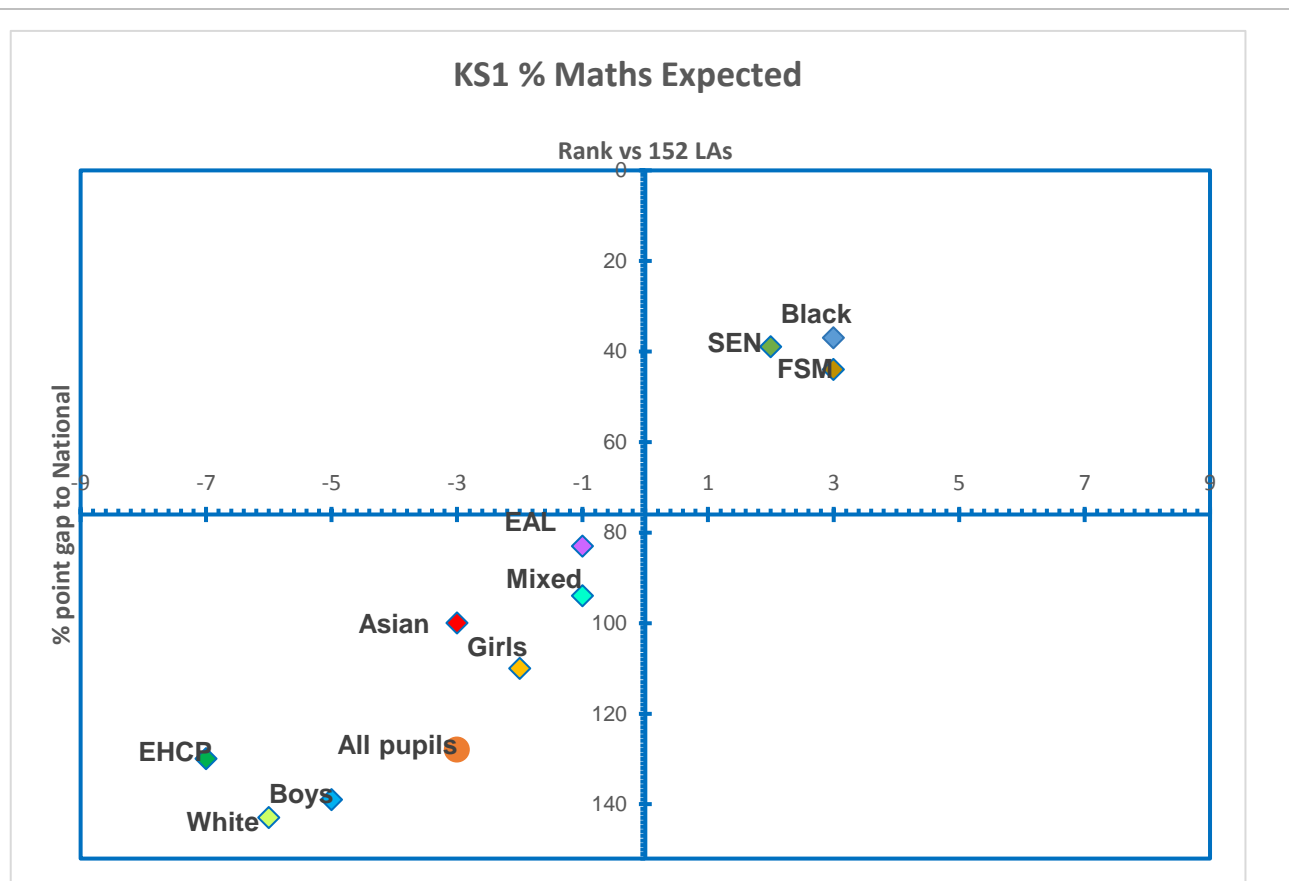


Figure 5 Comparison of KS1 Mathematics in 2023 in Leicester to National, ranking by group.

## 1.4. Key Stage 2

1.4.1. Children are assessed at the end of Key Stage 2 during the summer term of year 6. They undertake timed, externally marked tests in Reading, Mathematics and Grammar Punctuation and Spelling. Writing is teacher assessed in school and a range of completed writing is reviewed to make this assessment. Science is also assessed through unmoderated teacher assessment. 25% of schools each year are externally moderated by the local authority for writing assessment. The percentage of children who achieve the expected standard and the higher standard in the tests and assessment are reported for each local authority and nationally. In 2022 results were not published school by school but there has been a return to publishing of performance tables in 2023.

Teacher assessments for writing and science for all children and in reading and mathematics for those children who are below the level of the tests are submitted via the local authority to the Department for Education at the end of June.

Externally marked test results are sent to the schools and the local authority in the first week of July. During September schools can apply for children who are new arrivals to be removed from the reported results. These are children who have arrived from overseas, from a country that does not use English as an official language, since the beginning of year 5.

In addition to the outcome measures children's results in reading, writing and mathematics at the end of key stage 2 are matched to their key stage 1 results that were assessed at the end of year 2. A progress score for each school/ local authority is created by comparing the progress across the whole year group nationally for that subject. This gives a positive score if the progress is better than average and a negative score if it is worse.

In 2023 only 89% of the children being assessed at the end of key stage 2 had results from key stage 1. Therefore 10.6% of the cohort are excluded from the progress measures. These children will be new arrivals who were not in the country at the end of KS1 so progress cannot be measured. These children are included in the attainment measures.

It should be noted that in 2022, the DfE announced a Levelling Up mission for 90% of pupils to meet the expected standard in reading, writing and maths at the end of key stage 2 by 2030.

- 1.4.2.** The proportion of children in Leicester reaching the expected standard in reading, writing and mathematics in 2023 was 58%. The gap to national improved in 2022, however in 2023, the gap increased 1%point, to a current gap of 2%points to national. Boys narrowed the gap and girls widened the gap and both are now 2%points gaps from national measures. In 2022, Girls outperformed boys by 10%points and in 2023 boys narrowed that gap to 6%points.

Leicester's rank compared to other local authorities for this measure has fallen from 82 in 2022 to 95 in 2023 and is due to a fall in ranking mainly for the girls. The ranking for girls in reading and writing is lower than for boys but is higher (at 54) compared to boys (at 67 ) for mathematics.

Outcomes in reading have fallen nationally, but more so locally with a 4%points fall to 69% of pupils meeting expected standard in reading. Outcomes for mathematics are 1%point above national at 74% and national outcomes overtook our local outcomes for writing by 2%points. Schools are still working hard to address the challenges of developing sustained writing, following the impact of remote learning/pandemic closures.

In 2022, the average progress between key stage 1 and key stage 2 for this cohort was above the national average in all three subjects; in 2023 average progress has fallen in reading and writing. Mathematics progress remains much the same as 2022. The progress in reading and writing have fallen almost to national levels from a higher progress in 2022 of 0.57 and 0.32 respectively. In mathematics the progress was above national and is ranked at 20 out of 152 local authorities. Nationally and in Leicester the average progress for boys is less than for girls however in Leicester the rank of progress for boys is 63 (out of 152) compared to 101 for girls in reading, 16 compared to 23 in mathematics, and 61 compared to 76 in writing.

- 1.4.3.** Children of Asian heritage outperform other groups locally in meeting the expected standard in reading, writing and mathematics however now have a wider (4%points) gap to national than in 2022. The rank for Asian children comparing the same group in other LAs is 108 out of 152

In Leicester children of White heritage perform least well of the major groups with only 51% of pupils achieving the required standard in reading, writing and mathematics. This is an increased gap of 1% to have an 8%point gap to national. The ranking for this group in Leicester has increased 8 places to 148 out of 152.

Outcomes for individual subjects in 2022 varied between 1%point to 4%points for Asian pupils. Children of Mixed heritage achieved the national standard for Reading (75%) and for mathematics (74%).

Only children of Black heritage outperformed their national peers in any individual subject – with 77% meeting expected standards of mathematics compared to 74% nationally.

Progress for all groups in each of reading, writing and mathematics in 2022 were not better than national apart from:

- Progress scores for children of black, of mixed and of any other ethnic group were above national in Maths.
- Progress scores for children of mixed heritage were above national in Reading.

**1.4.4.** Children who had an EHCP had worse outcomes at the end of Key Stage 2 in Leicester than those nationally and results were worse than those in 2022. Of those in receipt of SEN support in school outcomes were better than the same groups nationally only in mathematics.

Compared to other local authorities the ranking for all measures for those with EHCP has significantly disimproved and lie in the middle to bottom half of all local authorities. This is a change from 2022 where the ranking for measures for EHCPs lay in the top half of all local authorities. For those children with SEN support, rankings still predominantly lie in the top half except for the proportion of children achieving the expected standard in all three measures as well as individual measures for reading and for writing. These ranks have fallen since 2022.

**1.4.5.** Children eligible for Free School Meals in Leicester have better outcomes in writing and mathematics and in the combination of the subjects than the same group nationally. The outcomes have slipped for reading to 3%points lower than national. However still less than half of children (48%) eligible are achieving this measure in the combination of subjects. In 2022 it was 46% and it was 50% in 2019. The ranking for this combined measure is 39 out of 152 local authorities.

Progress for those eligible for Free School Meals in Leicester for each of reading (rank 36), writing (rank 71) and mathematics (rank 17) is lower than the average progress for all pupils but is better in mathematics than the progress made by this group nationally.

**1.4.6.** The proportion of children who are known to have English as an Additional Language achieving reading writing and mathematics in 2023 was 59%, a drop of 5%points from 2019 which is more of a drop than national, now at 62%. For those who have English as their first language 57% achieved this measure compared to 59% nationally. This was a 5%point drop locally and a 6%point nationally.

Progress for children with EAL was better in Leicester than national for mathematics, therefore reading progress has disimproved. There was similar progress for those who had English as their first language.

**1.4.7. In summary**

The following table shows the movement in the gap to national for each group between 2019 and 2023. The subsequent charts show the current 2023 position for different pupil groups with respect to attainment and progress compared to national and their ranking versus other local authorities.

Analysis in these formats shows that 2023 outcomes in reading, writing and mathematics for pupils with FSM lie in the top 30% of all local authorities with above national levels and the gap narrowed for boys. For most pupil groups however, and those with EHCPs, SEN support and EAL the gap widened.

Decreased by    Stayed same    Increased by

KS2 Groups – Reading Writing Maths	Gap movement since 2019	Gap in 2023	Gap in 2022	Gap in 2019
All pupils	0	-2	-1	-2
Boys	1	-2	-2	-3
Girls	-1	-2	0	-1
Asian	-3	-4	-3	-1
Black	-6	-2	1	4
White	0	-8	-7	-8
Any other ethnic	-1	3	1	4
EHCP (Education Health Care Plan)	-1	-4	3	-3
SEN (SEN support in schools)	-7	-2	2	5
FSM (eligible for Free School Meals)	1	4	4	3
English (as first language)	1	-2	-2	-3
EAL (English as Additional Language)	-3	-3	-2	0

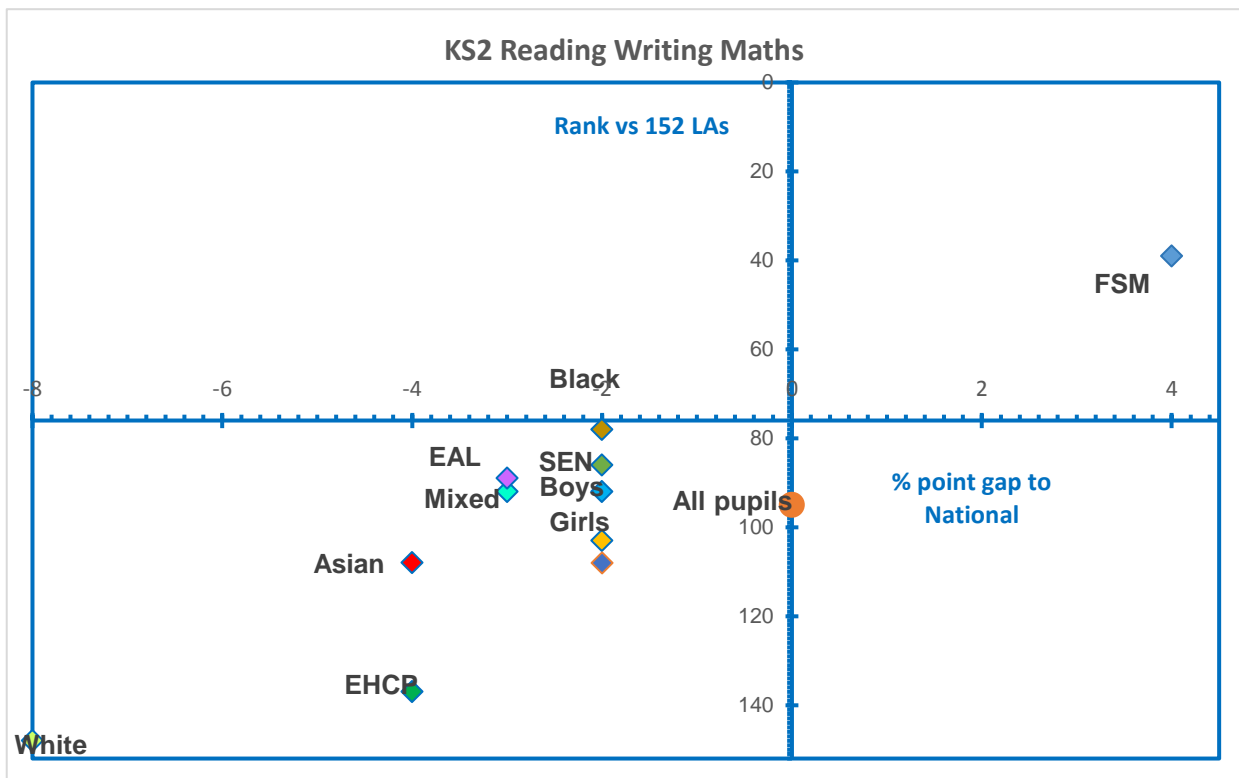


Figure 6 KS2 RWM Leicester gap to national and the 2023 rank



Children in Leicester's primary schools make better average progress than nationally in Mathematics and writing. For reading, the average progress is about the same as national average progress.

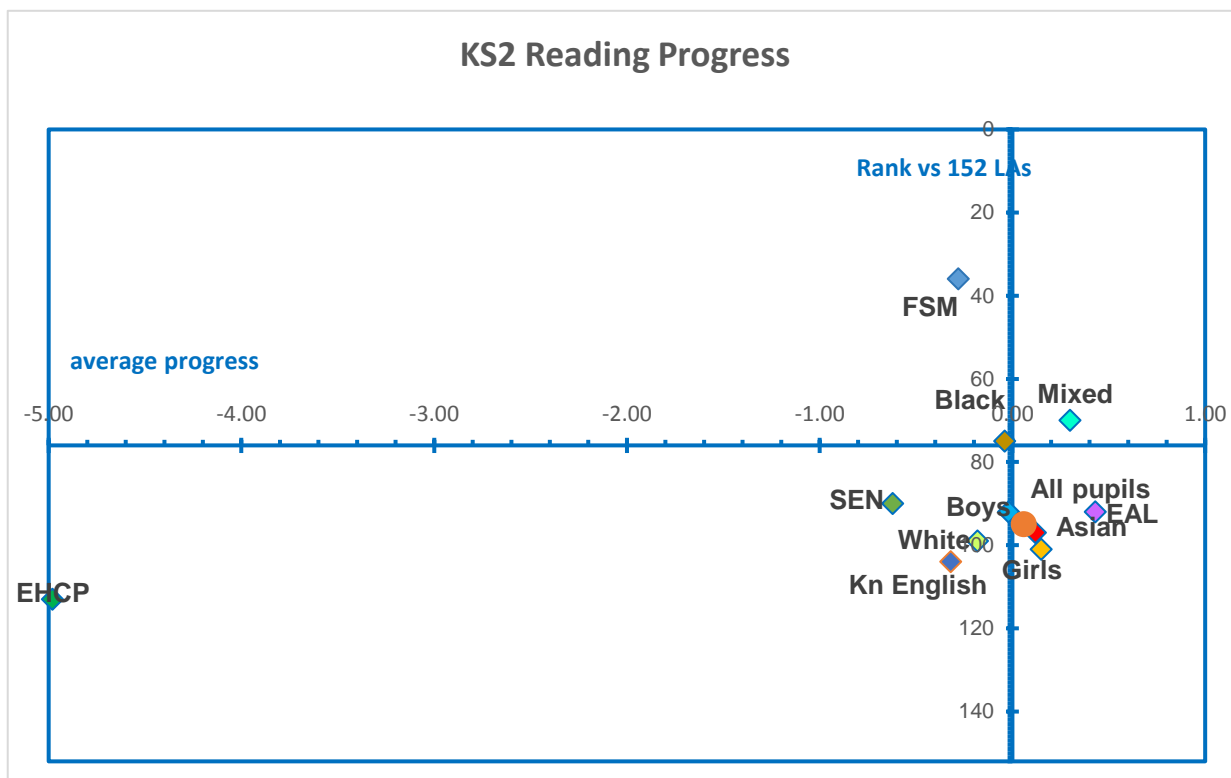


Figure 7 KS2 Reading Progress: Leicester average progress and the 2023 rank

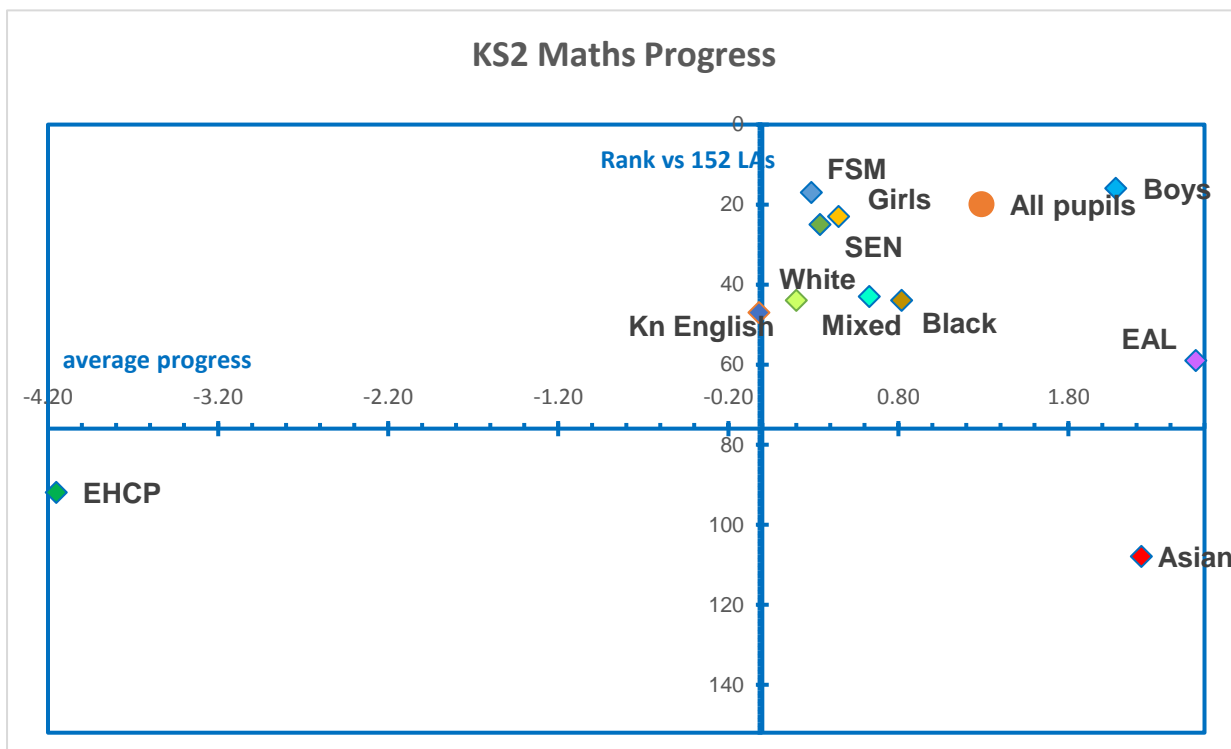


Figure 8 KS2 Mathematics Progress: Leicester average progress and the 2023 rank

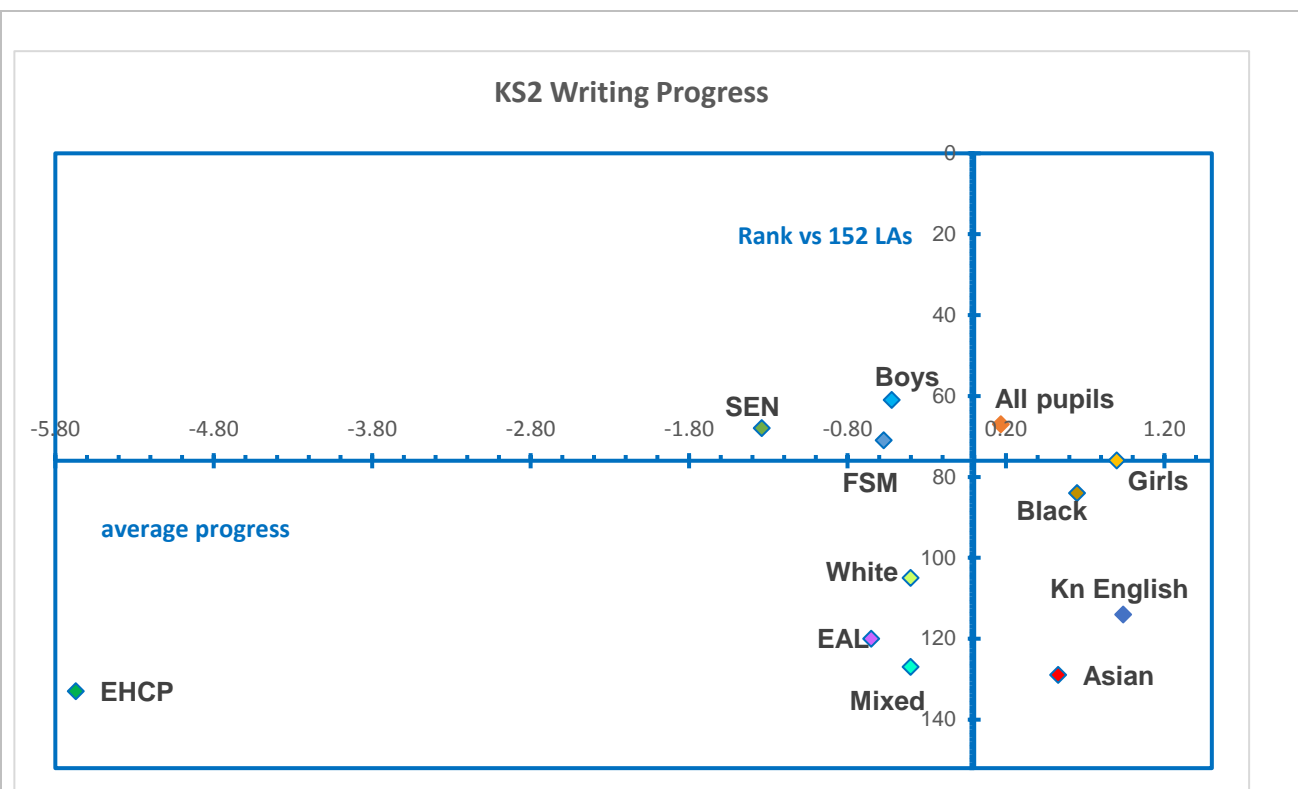


Figure 9 KS2 Writing Progress: Leicester average progress and the 2023 rank

## 1.5. Key Stage 4 – GCSE

- 1.5.1. The final statistical release from the DfE was in the first week of February 2024 (a little later than usual).
- 1.5.2. The results reported are for GCSE and other nationally recognised examinations taken either before or during year 11 (the year in which most children reach age 16). These results are reported for each school, local authority and nationally. The DfE results are published by school on the [DfE website](#). The DfE have published a reminder that given the unprecedented change in the way GCSE results were awarded in the summers of 2020 and 2021 (the uneven impact of the pandemic on school and college performance data during this period) and the changes to assessment methods in 2022, comparisons over time need to be treated with caution.

In June of every academic year, schools can apply for children who are new arrivals to be removed from the reported results. These are children who have arrived from overseas, from a country that does not use English as an official language, since the beginning of year 10.

There are many measures used to review aggregated results for children at the end of key stage 4. In this report the analysis focuses on the Attainment 8 score, the Progress 8 score and the Basics 9-5 measure. There is also mention of the proportion of children entering and achieving the English Baccalaureate (EBACC).

Attainment 8 is an average total score of up to 8 approved qualifications. Each qualification is allocated a score in line with the GCSE grades between 9 (high) and 1 (low). The qualifications that count in this measure must include English and mathematics, science, humanities and language and up to 3 other GCSE or approved technical qualifications. English and mathematics are double counted.

Progress 8 score is a calculation of the average progress pupils made across the 8 qualifications between the end of key stage 2 (average of reading and mathematics

scores) and the end of key stage 4 compared to other children with the same starting points. Only 88% of pupils in the 2023 GCSE cohort had results at the end of key stage 2. This is normally because they were not in the country at the time of the key stage 2 assessments. Therefore, these pupils are not included in the progress measures.

The Basics 9-5 measure is the proportion of children who achieved both English and mathematics GCSE at grade 5 and above

The EBACC measure is the proportion of children who have achieved at least a grade 5 (or grade 4) at GCSE in each of English, mathematics, a science, a modern language and a humanities subject.

The DfE remind us that we need to be cautious considering comparisons over time due to changes in approach to grading and methods of assessment between 2022 and 2023. Performance was expected to be lower in 2023 than in 2022. The more meaningful comparison is with 2019 which is the last year that summer exams were taken before the pandemic. 2023 saw a return to pre-pandemic grading, with some protections. Changes seen in the headline attainment statistics likely reflect the changes in approach to grading in different years and the methodology change in calculating measures rather than changes in standards.

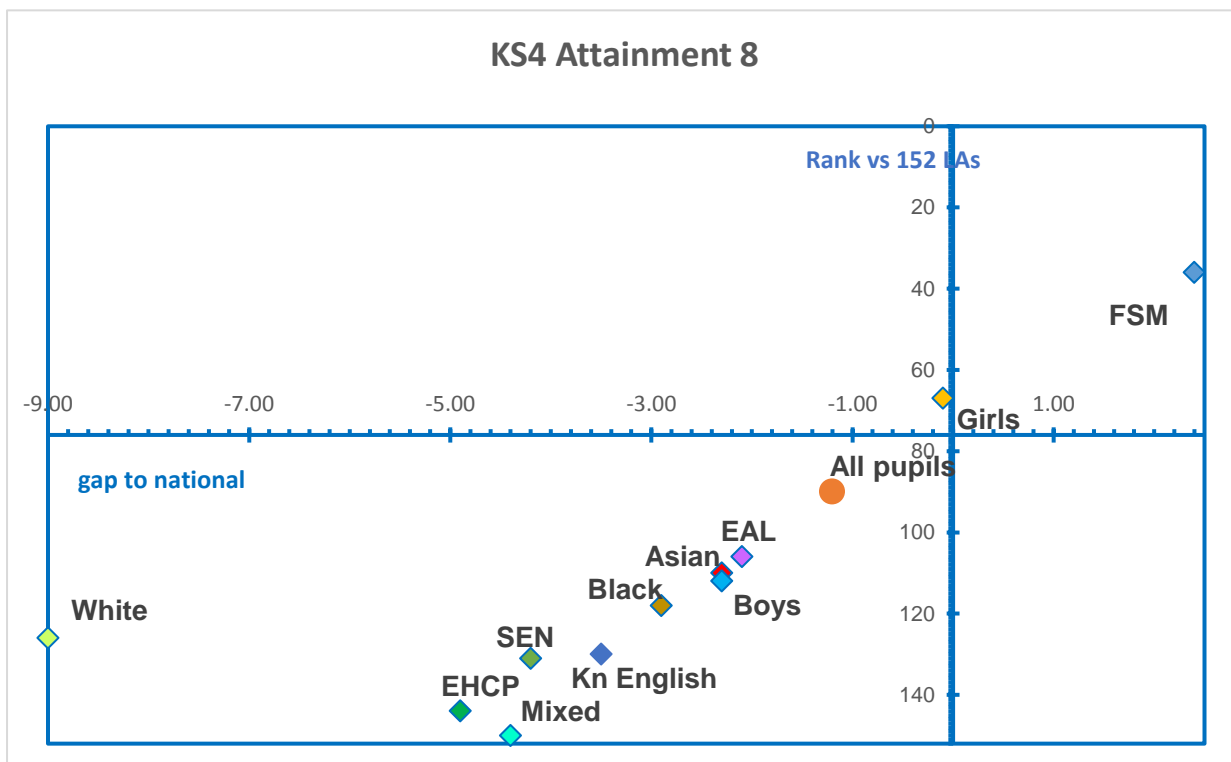


Figure 10: KS4 Attainment 8 gap to national by group and the 2023 rank.

**1.5.3.** In 2023 the Attainment 8 score for children in Leicester was 45.1, closing the gap for the second year, to the national figure of 46.4. Compared to other local authorities Leicester's rank is now 90 out of 152, an improvement from 117 in 2022.

The proportion of pupils achieving Basic 9-5 in Leicester did not improve from 2022 (44.7%) to 2023 (41.9%). However, nationally this also fell - and by a larger degree compared to Leicester - by 4.5%points to 45.5%. Progress (progress 8) for children in Leicester from their Key Stage 2 starting point was 0.14. This was

better than in 2022 (0.07) and better than nationally (-0.03). This gave a rank of 36 against the 152 local authorities.

There was an increase of 1% point from 37% to 38% in the proportion of children entering the full range of subjects for the EBACC (rank improved from 137 [2019] to 79 [2022] and remains at 79 [2023]). 16.6% of children attained grade 5 and above in the 5 different areas compared to 17.1% nationally.

Girls both in Leicester and nationally still outperform boys in GCSE. However, the gap between boys and girls in Leicester closed slightly in 2022 and again in 2023 (excepting % EBacc 9-5). Local authority ranks for both boys and girls across all of the measures have improved, except for girls for %Basics 9-4 and % who entered EBacc which dropped to 114 and 70 LAs respectively.

**1.5.4.** Children of White heritage still perform least well across all Key Stage 4 measures with an average attainment 8 score of 36.2 (which is less than a grade 4 on average across all the 8 included qualifications). This is 1.2%points worse than the score in 2022. This group of pupils also had a progress measure of -0.56 which is a slight improvement from 2022. The local authority rank for white pupils in each measure was 150 for Attainment 8 and 143 for Progress 8.

Asian pupils still performed the best across all measures in 2023 with an Attainment 8 score of 51.2 and Progress 8 score of 0.65. This gave ranks of 110 and 79 respectively.

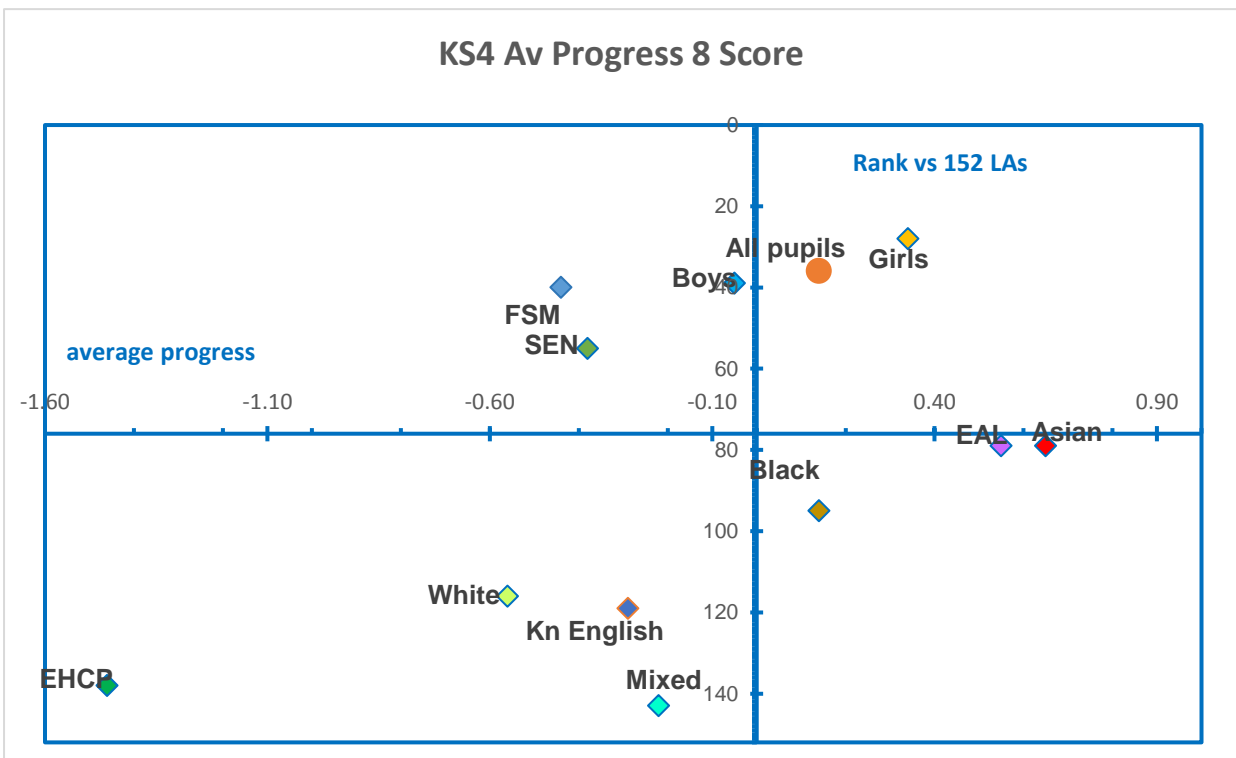


Figure 11 Average Progress 8 score by group and the 2023 rank.

**1.5.5.** Children who completed key stage 4 in 2023 with an Education Health Care Plan do significantly less well than their peers on these measures and compared to the previous year's cohort. The only measure with slight improvement was in the progress 8 score. The proportion of children achieving the Basic 9-4 decreased (greater drop than national) to 7.3%. Progress made by young people with an EHCP was better in 2023 (-1.46) compared to 2022 (-1.71). This led to a better ranking of 138 out of 152 local authorities.

Of the children who have SEN support in schools 15% achieved Basics 9-5 and a further 10% had both English and mathematics at a grade 4. The Attainment 8 score dropped to 29.1 and progress improved to -0.38. At a ranking of 55, this was above the progress made in 97 other LAs from the same starting points.

- 1.5.6.** Children who are eligible for FSM still had better outcomes across all measures in 2023 (now with a higher proportion entering EBacc) than in 2022 and in 2019. Outcomes are better for this group nationally and ranks show that Leicester's performance has stayed in the top third of all local authorities. This is an improvement on the results for 2022 and 2019.

For those who are not eligible for free school meals the Attainment 8 score of 47.9 is below an average of grade 5 across all 8 qualifications. This is a drop from 2022 (less of a drop than national), but an improvement on the average of 4.5 in 2019. The rank for this measure and this group has increased from 113 to 101. The Progress 8 measure has improved to 0.36 from 0.31 in 2022 and 0.16 in 2021. Progress for this group is better than national in all but 24 other local authorities.

- 1.5.7.** Children with English as an Additional Language do better than those who speak English as their first language across all measures. This is the same as the national picture. Leicester's Attainment 8 score for those who are known to be English speakers is 42.4 (rank 130) compared to EAL children who achieved 47.3 (rank 106).

45.5% of children with EAL achieved grade 5 or better in both English and mathematics compared to only 37.4% of English speakers. There was a 5%point increase for those with EAL compared to 2019 but a 0.3%point decrease for English speakers.

- 1.5.8.** In summary at the end of Key stage 4, the results achieved by Leicester young people are below national across all measures, however the gap to national has narrowed this year compared to 2022.

Figure 11 for Attainment 8 shows that pupils of White heritage and those with an EHCP had a wider gap to their peers nationally and that the gap from national closed to Leicester's children eligible for FSM. Most groups closed the gap to national and improved their rankings, except for young people with EHCPs.

## **6. Financial, legal, equalities, climate emergency and other implications**

### 2.1. Financial implications

There are no financial implications directly associated with this report.

### 2.2. Legal implications

There are no legal implications directly associated with this report.

### 2.3. Equalities implications

The Public Sector Equality Duty (PSED) is a general duty that applies to schools, and other public bodies. It requires schools to have due regard to the need to eliminate discrimination, harassment, victimisation and other prohibited conduct, improve equality of

opportunity; and foster good relations between different groups of people: those who share a protected characteristic and those who do not.

Under the Equality Act 2010, it is unlawful for any education provider, including a private or independent provider, to discriminate between pupils on grounds of disability, race, sex, gender reassignment, pregnancy and maternity, religion or belief, or sex.

The report provides an insight into the results from the annual assessment measures for various stages of education. There are no direct equalities implications arising from the report as it is for noting. The 2023 results show that education outcomes in Leicester and nationally in primary school assessments are lower than before the pandemic. Outcomes for the end of primary (key stage 2) and the end of secondary (key stage 4) show that attainment have not bounced back as quickly as nationally. Moving forward it will be important to consider impacts on children who are more vulnerable, including those with special educational needs and disabilities, children from poorer backgrounds, and those who are Looked After. Children who have SEN including those with an EHCP do significantly worse than other pupils. The pandemic led to considerable disruption to the learning of pupils in the city. The Early Years Foundation Stage assessment sets the foundations for literacy and is crucial to children being able to move onto literacy in the national curriculum. In this report comparison of the 2023 results are made to those reported in 2022 and to the national (England) outcomes.

Overall attainment of all children in Leicester in all key stages is below national. The report shows that pupils of White heritage and those with an EHCP had a wider gap to their peers nationally

It would be useful to have monitoring of and research into the longer term effects of the disruption to learning of the pandemic in secondary as well as primary schools, to determine the extent to which targeted measures are effectively supporting the schools and pupils most affected.

Equalities Officer, Surinder Singh, Ext 37 4148

#### 2.4. Climate Emergency implications

There are no significant climate emergency implications directly associated with this report.

Aidan Davis, Sustainability Officer, Ext 37 2284

#### 2.5. Other implications (You will need to have considered other implications in preparing this report. Please indicate which ones apply?)

### 7. Background information and other papers:

#### 3.1. Useful links

- [Key stage 2 attainment, Academic Year 2022/23](#)
- [Secondary accountability measures](#)

**8. Summary of appendices:**

- 4.1. Tables of results for Early Years Foundation Stage
- 4.2. Tables of results for Phonics
- 4.3. Tables of results for Key Stage 1
- 4.4. Tables of results for Key Stage 2
- 4.5. Tables of results for Key Stage 4

**9. Is this a private report (If so, please indicate the reasons and state why it is not in the public interest to be dealt with publicly)?**

**10. Is this a “key decision”? If so, why?**

**No**

4.1. Tables of results for Early Years Foundation Stage (provisional Nov 2023) showing the outcomes for each group and measure

All pupils and gender	2023						2022					
	Leicester			England			Leicester			England		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Number of Pupils	4414	2271	2143	618891	316615	302276	4502	2294	2208	622583	318249	304334
% Communication and Language	64.1	57.3	71.3	68.8	62.3	75.6	61.7	55.8	67.7	67.1	60.8	73.6
% Good Level of Development	63.3	56.6	70.5	67.2	60.6	74.2	60.2	54.5	66.2	65.2	58.7	71.9

Major Ethnic groups 2023	2023									
	Leicester					England				
	Asian	Black	Mixed	White	Any other ethnic group	Asian	Black	Mixed	White	Any other ethnic group
Number of Pupils	2028	417	389	1251	133	75255	32825	46152	430226	20501
% Communication and Language	68.7	62.1	63.8	61.2	60.2	67.6	64.1	70.3	70.4	60.0
% Good Level of Development	68.1	61.2	62.7	60.3	60.2	66.7	62.8	68.7	68.6	59.1

Major Ethnic Groups 2022	2022									
	Leicester					England				
	Asian	Black	Mixed	White	Any other ethnic group	Asian	Black	Mixed	White	Any other ethnic group
Number of Pupils	2046	376	360	1433	126	74613	31183	45311	439484	13574
% Communication and Language	64.7	62.2	60.6	60.4	54.8	66.1	62.4	68.8	68.3	56.6
% Good Level of Development	63.7	60.1	58.1	58.8	53.2	64.9	60.6	67.0	66.3	55.3



SEN status	2023						2022					
	Leicester			England			Leicester			England		
SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN
Number of Pupils	81	411	3820	15620	54979	539561	67	382	3971	13630	49629	552523
% Communication and Language	2.5	20.4	71.3	4.9	27.1	75.5	3.0	18.8	67.7	5.0	25.8	72.8
% Good Level of Development	2.5	19.5	70.6	3.8	24.3	74.0	1.5	17.3	66.3	3.6	22.9	70.9

Free School Meals eligibility	2023				2022			
	Leicester		England		Leicester		England	
FSM	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible
Number of Pupils	697	3528	109100	495247	732	3770	113882	508701
% Communication and Language	55.4	67.5	53.1	73.0	53.1	63.3	50.9	70.7
% Good Level of Development	54.4	66.9	51.6	71.5	51.6	61.9	49.1	68.8

First language	2023				2022			
	Leicester		England		Leicester		England	
Language	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English
Number of Pupils	1896	2306	476814	123769	1947	2382	484926	121530
% Communication and Language	67.8	63.7	71.0	63.4	65.1	60.7	69.1	61.3
% Good Level of Development	66.8	63.2	69.3	62.4	63.3	59.8	67.1	60.1

Tables of results for Phonics showing the outcomes for each group and measure

All pupils and gender	2023						2022					
	Leicester			England			Leicester			England		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Number of pupils	4612	2370	2242	632660	324168	308492	4651	2350	2301	638014	326420	311594
% Met Standard	75	72	78	79	76	82	72	69	76	75	72	79

Major Ethnic group	2023											
	Leicester						England					
	2023	Asian	Black	Mixed	White	Any other ethnic group	Unclassified	Asian	Black	Mixed	White	Any other ethnic group
Number of pupils	2108	417	365	1431	120	171	79567	34727	46357	441079	14699	16231
% Met Standard	78	79	73	73	71	50	82	78	81	79	75	57

Major Ethnic group	2022											
	Leicester						England					
	2022	Asian	Black	Mixed	White	Any other ethnic group	Unclassified	Asian	Black	Mixed	White	Any other ethnic group
Number of pupils	2145	399	394	1453	102	158	76623	32613	45115	454034	13760	15869
% Met Standard	74	77	72	71	62	49	79	76	77	76	71	54

SEN Status	2023						2022					
	Leicester			England			Leicester			England		
SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN
Number of pupils	125	474	3916	20141	72474	532768	135	484	3951	18479	69721	543352
% Met Standard	15	45	82	20	48	86	9	43	79	19	44	82

Free School meals eligibility	2023				2022			
	Leicester		England		Leicester		England	
FSM	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible
Number of pupils	954	3658	140005	492655	1112	3539	161656	496358
% Met Standard	67	77	66	82	66	74	62	79

First Language	2023				2022			
	Leicester		England		Leicester		England	
Language	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English
Number of pupils	1980	2526	489446	133958	2023	2530	501310	496358
% Met Standard	78	75	80	78	73	73	76	75

Tables of results for Key Stage 1 showing the outcomes for each group and measure

**NOTE: 2023 is the last time KS1 assessments are statutory**

All pupils and gender	2023						2022					
	Leicester			England			Leicester			England		
All KS1	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Number of pupils	4819	2440	2379	648936	331787	317149	4738	2430	2308	639885	328204	311681
% Reading expected	63	59	67	68	65	72	61	57	65	67	63	71
% Writing expected	56	50	63	60	54	66	54	47	61	58	52	64
% Maths expected	67	66	68	70	71	70	64	64	65	68	68	67

Major Ethnic group	2023									
	Leicester					England				
Ethnicity	Asian	Black	Mixed	White	Any other ethnic group	Asian	Black	Mixed	White	Any other ethnic group
Number of pupils	2228	451	405	1460	110	81555	35981	46095	456088	14704
% Reading expected	65	69	64	60	56	70	69	71	68	59
% Writing expected	60	62	55	52	49	64	61	62	60	53
% Maths expected	70	71	70	65	57	73	68	71	71	65

Major Ethnic Group	2022									
	Leicester					England				
Ethnicity	Asian	Black	Mixed	White	Any other ethnic group	Asian	Black	Mixed	White	Any other ethnic group
Number of pupils	2146	399	358	1548	148	76821	33306	44670	457498	13998
% Reading expected	64	63	64	58	66	69	67	70	67	59
% Writing expected	59	58	55	48	56	62	59	60	57	52
% Maths expected	69	62	66	61	66	71	64	69	68	62

SEN Status	2023						2022					
	Leicester			England			Leicester			England		
SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN
Number of pupils	166	585	3975	23017	85487	534365	136	562	3961	20637	82271	531344
% Reading expected	6	31	71	12	32	77	7	29	68	12	30	75
% Writing expected	4	23	64	8	22	69	3	21	61	7	20	66
% Maths expected	8	39	75	15	37	79	10	33	72	14	33	75

Free School Meals eligibility	2023				2022			
	Leicester		England		Leicester		England	
	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible
Number of pupils	1232	3587	157943	490993	1174	3564	153408	486477
% Reading expected	55	66	54	73	52	64	51	72
% Writing expected	46	60	44	65	44	57	41	63
% Maths expected	59	70	56	75	54	68	52	73

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First Language	2023				2022			
	Leicester		England		Leicester		England	
	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English
Number of pupils	2039	2677	503077	138590	1965	2681	501120	131909
% Reading expected	67	61	70	65	64	60	68	64
% Writing expected	57	57	61	58	54	55	58	57
% Maths expected	68	68	71	69	66	65	68	67

4.2. Tables of results for Key Stage 2 showing the outcomes for each group and measure

All pupils and gender	2023						2022					
	Leicester			England			Leicester			England		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
All KS2	4992	2576	2416	667692	340987	326705	4892	2521	2371	661540	338571	322969
Number of pupils	4992	2576	2416	667692	340987	326705	4892	2521	2371	661540	338571	322969
% RWM expected	58	55	61	60	57	63	58	53	63	59	55	63
% Reading expected	69	67	71	73	71	76	73	68	78	75	70	80
Ave Reading prog sc	0.06	-0.02	0.15	0.04	-0.21	0.29	0.57	-0.07	1.25	0.04	-0.75	0.86
% Maths expected	74	74	74	73	74	73	73	74	72	72	73	71
Ave Maths prog sc	1.29	2.08	0.45	0.04	0.82	-0.77	1.27	2.18	0.32	0.04	0.83	-0.79
% Writing expected	70	64	76	72	65	78	68	61	75	70	63	77
Ave Writing prog sc	0.17	-0.52	0.90	0.04	-0.76	0.87	0.32	-0.46	1.15	0.05	-0.77	0.89

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Major Ethnic group	2023											
	Leicester						England					
	2023	Asian	Black	Mixed	White	Any other ethnic group	Unclassified	Asian	Black	Mixed	White	Any other ethnic group
Number of pupils	2281	487	387	1626	126	85	83206	38934	43739	478952	14207	8654
% RWM expected	63	58	60	51	60	49	67	60	62	59	57	47
% Reading expected	71	70	75	64	68	65	76	72	75	73	67	62
Ave Reading prog sc	0.12	-0.04	0.30	-0.18	1.48	0.89	0.41	-0.04	0.28	-0.05	0.63	0.11
% Maths expected	79	77	74	66	79	71	83	74	74	72	75	62
Ave Maths prog sc	2.23	0.82	0.63	0.20	3.43	1.43	2.49	0.29	0.01	-0.42	2.29	-0.12
% Writing expected	75	69	72	62	72	58	78	73	74	71	69	59
Ave Writing prog sc	0.53	0.65	-0.40	-0.40	1.34	0.77	1.12	0.68	0.25	-0.22	1.37	-0.20



Major Ethnic Group	2022											
	Leicester						England					
2022	Asian	Black	Mixed	White	Any other ethnic group	Unclassified	Asian	Black	Mixed	White	Any other ethnic group	Unclassified
Number of pupils	2140	465	366	1736	125	60	78275	37762	42320	481541	13787	7855
% RWM expected	64	61	59	51	58	40	67	60	61	58	57	48
% Reading expected	78	75	77	67	67	56	79	76	77	74	70	64
Ave Reading prog sc	0.93	0.99	0.41	0.17	-0.21	-1.06	0.93	0.46	0.42	-0.18	0.90	-0.10
% Maths expected	80	73	70	65	70	52	81	71	72	71	73	62
Ave Maths prog sc	2.33	0.86	-0.03	0.42	1.50	0.15	2.17	0.05	-0.04	-0.33	2.18	-0.31
% Writing expected	72	71	69	61	68	48	75	71	72	69	66	58
Ave Writing prog sc	0.42	1.23	-0.08	0.08	0.66	-0.94	1.07	0.57	0.32	-0.19	1.22	-0.27

SEN status	2023						2022					
	Leicester			England			Leicester			England		
SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN
Number of pupils	234	660	4074	32026	104640	528490	165	748	3954	29590	101225	528626
% RWM expected	4	22	67	8	24	70	10	23	67	7	21	69
% Reading expected	11	39	77	18	45	82	15	41	82	16	44	84
Ave Reading prog sc	-4.98	-0.62	0.49	-4.36	-0.58	0.42	-3.09	-0.47	0.94	-4.50	-1.17	0.51
% Maths expected	11	44	83	16	42	83	16	41	81	15	40	81
Ave Maths prog sc	-4.15	0.34	1.79	-4.12	-0.84	0.45	-1.65	0.42	1.58	-3.88	-0.91	0.43
% Writing expected	5	31	80	12	34	83	12	30	77	10	30	81
Ave Writing prog sc	-5.67	-1.34	0.78	-4.41	-1.53	0.62	-2.79	-1.00	0.73	-4.11	-1.55	0.58

Free School meals eligibility

FSM	2023				2022			
	Leicester		England		Leicester		England	
	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible
Number of pupils	1463	3529	182028	485664	1417	3475	166837	494703
% RWM expected	48	62	44	66	46	63	42	65
% Reading expected	60	73	60	78	63	77	62	80
Ave Reading prog sc	-0.28	0.21	-0.88	0.38	-0.16	0.88	-0.88	0.35
% Maths expected	64	78	59	79	60	78	55	77
Ave Maths prog sc	0.29	1.73	-1.06	0.45	-0.02	1.82	-1.22	0.46
% Writing expected	60	74	58	77	57	72	54	75
Ave Writing prog sc	-0.57	0.49	-0.69	0.32	-0.16	0.53	-0.80	0.33

First Language

Language	2023				2022			
	Leicester		England		Leicester		England	
	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English
Number of pupils	2279	2679	520468	143968	2312	2548	520079	138692
% RWM expected	57	59	59	62	56	60	58	62
% Reading expected	70	68	74	71	72	74	75	75
Ave Reading prog sc	-0.32	0.43	-0.09	0.57	0.18	0.98	-0.16	0.88
% Maths expected	71	77	72	78	69	77	71	76
Ave Maths prog sc	-0.02	2.55	-0.50	2.26	0.23	2.35	-0.43	2.01
% Writing expected	68	71	72	73	67	69	69	71
Ave Writing prog sc	-0.65	0.94	-0.26	1.28	-0.10	0.75	-0.22	1.16

### 4.3. Tables of results for Key Stage 4 showing the outcomes for each group and measure

All pupils and gender	2023						2022					
	Leicester			England			Leicester			England		
	Gender	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys
Number of pupils	4326	2213	2113	603613	308635	294978	4139	2137	2002	585201	299047	286154
Average Att 8	45.1	41.9	48.6	46.4	44.2	48.7	46.3	42.8	50.0	48.9	46.4	51.5
% Basics 9-5	41.9	38.5	45.4	45.5	43.4	47.6	44.7	40.3	49.3	50.0	47.2	52.8
% Basics 9-4	60.0	56.1	64.0	65.4	63.0	67.8	63.7	58.7	68.9	69.0	66.4	71.7
% entered EBacc	38.1	32.1	44.5	39.4	35.0	44.0	37.3	30.8	44.2	38.8	34.0	43.9
% EBacc 9-5	16.6	11.3	22.1	17.1	13.9	20.4	17.3	13.0	22.0	20.4	16.6	24.3
% EBacc 9-4	23.4	17.5	29.6	24.3	20.3	28.5	24.2	18.1	30.7	26.9	22.2	31.8
EBacc APS	4.0	3.6	4.3	4.1	3.9	4.3	4.1	3.8	4.5	4.3	4.1	4.5
Avg P8 Score	0.14	-0.05	0.34	-0.03	-0.17	0.12	0.07	-0.17	0.33	-0.03	-0.21	0.15

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Major Ethnic Group	2023											
	Leicester						England					
Ethnicity	Asian	Black	Mixed	White	Other	Unclassified	Asian	Black	Mixed	White	Other	Unclassified
Number of pupils	2109	478	299	1258	126	56	72462	37702	36545	432750	12319	11835
Average Att 8	51.2	43.9	42.5	36.2	44.4	41.8	53.5	46.8	46.9	45.2	48.8	42.4
% Basics 9-5	53.2	36.8	35.8	26.3	41.3	41.1	59.0	45.7	45.7	43.2	49.4	40.1
% Basics 9-4	71.7	55.6	52.5	43.6	60.3	60.7	75.5	65.5	65.1	63.8	67.3	58.8
% entered EBacc	50.4	31.0	33.1	21.5	39.7	37.5	53.3	47.0	42.2	35.8	54.1	36.3
% EBacc 9-5	23.5	11.1	12.4	8.7	13.5	8.9	26.2	16.5	18.5	15.4	22.8	14.9
% EBacc 9-4	32.2	16.5	17.4	13.0	21.4	23.2	34.8	25.0	26.0	22.2	32.5	21.2
EBacc APS	4.6	3.8	3.7	3.0	3.9	3.7	4.8	4.1	4.1	3.9	4.5	3.7
Avg P8 Score	0.65	0.14	-0.22	-0.56	0.20	0.06	0.53	0.22	-0.04	-0.14	0.53	-0.28

Major Ethnic Group	2022											
	Leicester						England					
2022	Asian	Black	Mixed	White	Other	Unclassified	Asian	Black	Mixed	White	Other	Unclassified
Number of pupils	1985	478	284	1246	83	57	66113	35754	33926	424649	11504	10880
Average Att 8	52.2	46.1	43.5	37.4	43.5	49.6	55.0	48.9	49.5	47.9	51.0	43.0
% Basics 9-5	56.2	42.9	37.7	29.3	32.5	43.9	62.1	49.8	50.0	48.0	54.0	42.5
% Basics 9-4	74.8	66.3	56.7	46.2	59.0	73.7	77.8	69.4	68.7	67.7	70.9	59.8
% entered EBacc	47.2	33.1	37.3	21.9	50.6	42.1	51.6	47.0	42.1	35.5	52.9	33.9
% EBacc 9-5	24.7	11.9	15.8	8.1	15.7	15.8	28.5	20.5	22.4	18.7	26.1	16.7
% EBacc 9-4	32.8	20.9	21.5	12.0	28.9	19.3	36.1	29.2	29.2	24.8	34.3	22.5
EBacc APS	4.7	4.0	3.8	3.2	4.1	4.3	4.9	4.3	4.4	4.2	4.7	3.8
Avg P8 Score	0.59	-0.02	-0.30	-0.63	0.32	0.57	0.54	0.18	-0.04	-0.14	0.54	-0.39

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SEN Status	2023						2022					
	Leicester			England			Leicester			England		
SEN	SEN State EHC	SEN supp	No SEN	SEN State EHC	SEN supp	No SEN	SEN State EHC	SEN supp	No SEN	SEN State EHC	SEN supp	No SEN
Number of pupils	178	427	3721	26992	73060	502309	203	430	3506	24851	67483	491512
Average Att 8	9.1	29.1	48.7	14.0	33.3	50.2	10.9	29.8	50.3	14.3	34.9	52.6
% Basics 9-5	1.7	15.0	46.9	6.9	20.7	51.3	2.5	16.0	50.6	7.0	22.5	56.0
% Basics 9-4	7.3	25.1	66.5	13.0	36.9	72.4	9.4	27.0	71.3	13.5	39.2	76.1
% entered EBacc	0.0	13.8	42.8	4.3	19.2	44.3	3.4	16.5	41.8	4.1	17.8	43.6
% EBacc 9-5	0.0	2.3	19.0	1.2	5.0	19.7	0.5	3.7	20.0	1.3	5.8	23.4
% EBacc 9-4	0.0	3.0	26.9	1.8	7.9	28.0	1.0	6.3	27.7	2.0	8.5	30.7
EBacc APS	0.6	2.4	4.3	1.1	2.8	4.4	0.8	2.5	4.5	1.1	2.9	4.6
Avg P8 Score	-1.46	-0.38	0.29	-1.12	-0.45	0.10	-1.71	-0.62	0.28	-1.33	-0.47	0.10

Free School Meals eligibility	2023				2022			
	Leicester		England		Leicester		England	
FSM	FSM	FSM all other	FSM	FSM all other	FSM	FSM all other	FSM	FSM all other
Number of pupils	1123	3203	136049	467564	1042	3097	121301	463900
Average Att 8	37.3	47.9	34.9	49.8	36.8	49.5	37.0	52.0
% Basics 9-5	28.3	46.6	25.0	51.5	29.6	49.8	28.5	55.6
% Basics 9-4	45.3	65.1	43.2	71.8	45.7	69.7	47.1	74.7
% entered EBacc	29.5	41.2	27.5	42.9	25.1	41.4	26.2	42.1
% EBacc 9-5	8.5	19.4	7.2	19.9	9.7	19.9	8.9	23.4
% EBacc 9-4	14.4	26.6	11.8	27.9	14.2	27.5	13.5	30.4
EBacc APS	3.2	4.2	3.0	4.4	3.1	4.4	3.1	4.6
Avg P8 Score	-0.44	0.36	-0.58	0.13	-0.59	0.31	-0.59	0.11

First Language	2023				2022			
	Leicester		England		Leicester		England	
Language	English	Other than English	English	Other than English	English	Other than English	English	Other than English
Number of pupils	1952	2367	494562	105046	1837	2287	484117	97792
Average Att 8	42.4	47.3	45.9	49.4	41.7	50.0	48.5	51.4
% Basics 9-5	37.4	45.5	44.6	50.2	37.9	50.2	49.2	54.4
% Basics 9-4	55.7	63.4	64.9	68.3	56.3	69.6	68.6	71.7
% entered EBacc	32.0	43.3	36.7	52.3	28.35	44.5	36.4	51.4
% EBacc 9-5	12.9	19.6	16.0	22.6	12.0	21.7	19.4	25.2
% EBacc 9-4	18.8	27.3	22.9	31.4	17.6	29.5	25.6	33.5
EBacc APS	3.6	4.2	4.0	4.5	3.6	4.5	4.2	4.6
Avg P8 Score	-0.29	0.55	-0.12	0.51	-0.49	0.60	-0.12	0.55





# Annual Education Performance Report – Academic Year 2022/2023

2020 onwards has been turbulent in terms of national assessments so we have compared how outcomes have changed since 2019 as well as post pandemic

This annual report shows performance for Children in different groupings:  
Overall, Boys, Girls, Heritage, EHCP, SEND, English as an additional language

# Changes in the Educational Landscape

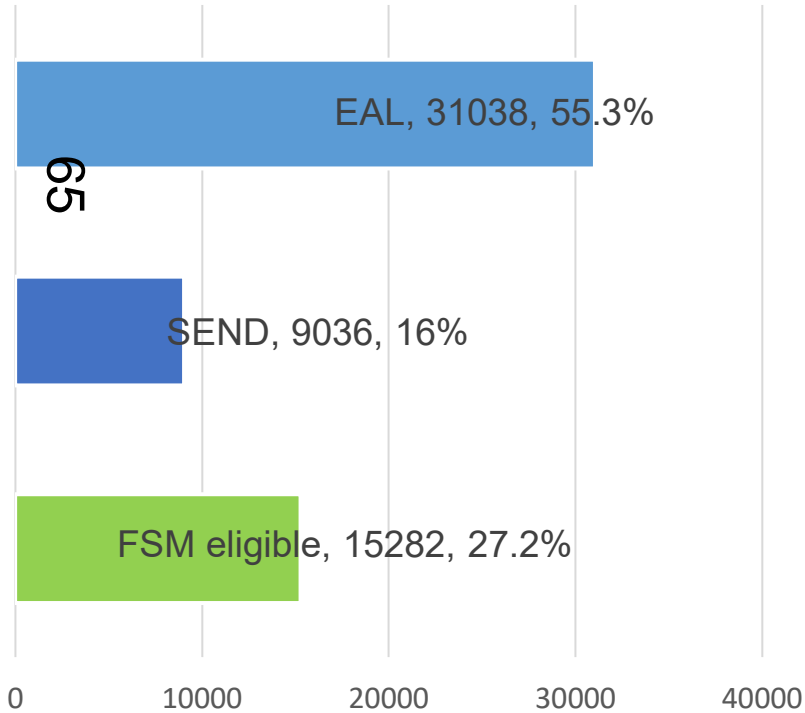
- **Significant changes in the role of the Local Authority over the last 15 years**
- Decentralisation of School Management
  - We do not “step into the classroom”
- Education Funding
- Placement Sufficiency and Standards
- School performance/School Improvement
- Education welfare
- Inclusion and Special Educational Needs and Disabilities (SEND) Support



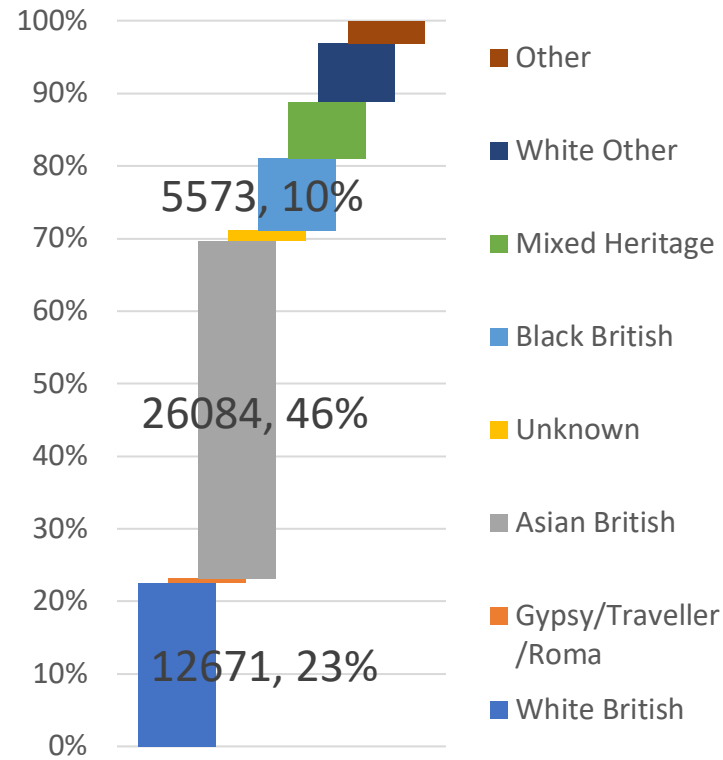
# Profile of 56,100 children in Leicester Primary, Secondary and Special Schools

## Proportion of Groups

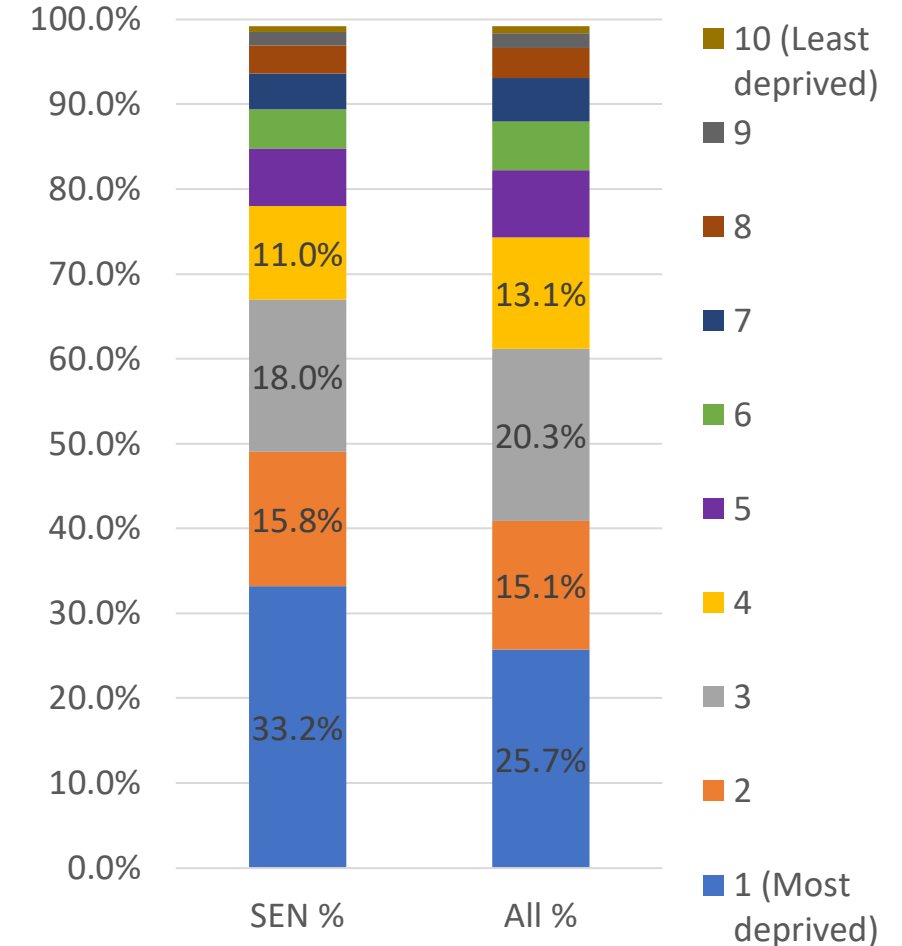
EAL – English as an additional language  
SEND – Special Educational Needs & Disability  
FSM – Free school meal



## Ethnicity



## All and SEND pupils by deprivation





# Leicester City children: What is going well

- The gap to national for **Early Years Foundation Stage** pupils to achieve a Good Level of Development (GLD) is closing
- A greater percentage of Asian heritage children met GLD
- At the end of Yr6, a higher proportion of pupils met expected standard in maths than national. But the gap closed in 2023
- At KS2, children of Black heritage outperformed national peers with 77% meeting expected standards of mathematics compared to 74%
  - Progress scores for children of black, of mixed and of any other ethnic group were above national in Maths
  - Progress scores for children of mixed heritage were above national in Reading
- Results achieved by our secondary schools show that progress overall progress compared to national was better and the attainment gap closed
- Leicester Children eligible for **Free School Meals** perform better than their peers nationally at **all key stages** (larger groupings of FSM eligible children in school create environment with lower differentiation)



# Leicester City children: What is not going so well

- White heritage children do worse than the rest of the country for school readiness
- Only 2/3 of children were ready for school
- Phonics test (to check whether a child is on track to become a fluent reader) shows Leicester children have not made the recovery from 2019 as quickly as nationally, but did close the gap in 2023 (now 138 out of 152 LAs)
- Children are still at a lower starting point compared to nationally as they enter **KS2**
- 29 • Outcomes for children at the end of primary (KS2) and the end of secondary (KS4) show that attainment has not bounced back as quickly as nationally
- Unlike previous years, Leicester's school children did not make better progress than national at the end of KS2, except in Mathematics
- At the end of KS4, the results achieved are below national across all measures, however the gap to national has narrowed this year compared to 2022
- Ranking for all measures for those with EHCP has dropped from top half to the middle/bottom half compared to all local authorities
- Children with EHCPs still do worse than other children including those with SEN support

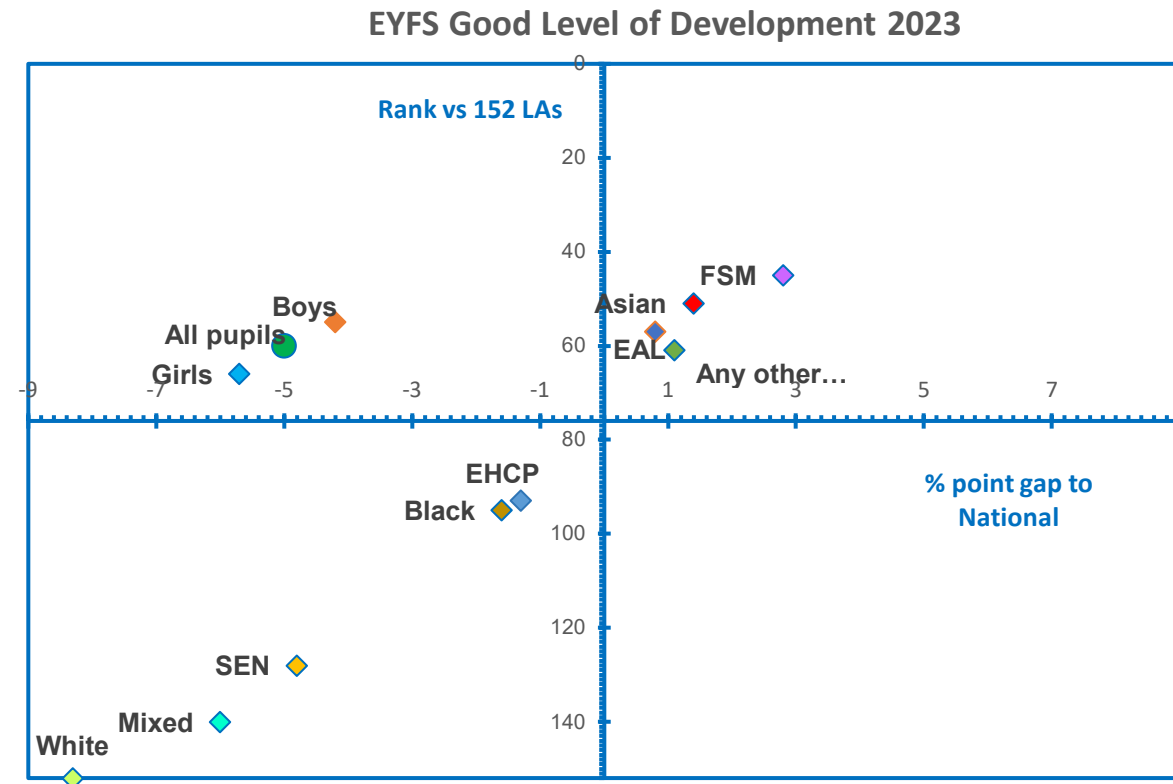
# Leicester City children: Considerations

- Two-fifths of the disadvantage gap that has emerged by the time children take their GCSEs is attributable to their early years
- Ongoing impact of the pandemic on children's communication, and personal, social and emotional development, with Leicester's extended lockdown
  - Mathematics least affected by speech, easier to teach remotely
- ∞ • Schools working hard to address the challenges of developing sustained writing, following the impact of remote learning/ pandemic closures
- Poor Progress measures compared to national, due to arrivals in part
- School's individual health profiles provided by Public Health for the last academic year show: demographic, health, deprivation, vaccination uptake etc for each and overall



# Early Years: School readiness

- In 2023, Leicester children made more of an improvement to meet GLD and closed the gap to national
- Asian heritage, English as an additional language and children eligible for Free School Meals do better than their national peers
- Pupils of black and mixed heritage are closing the gap
- But Leicester has the lowest percentage of white heritage pupils achieving GLD



**Only 2/3 of Leicester children were ready for school**

# Key Stage 1 : Reading Writing and Mathematics

- This is the final year that these assessments are statutory - Reception Baseline Assessment will take the place to measure primary stage progress
- Boys do not do as well as national peers or as well as Leicester girls
- Children of white heritage still perform less well than other groups across all 3 subjects
- All pupil attainment in Leicester's schools at the end of key stage 1 <sup>70</sup> compared to national has improved from 2022 and is now at the same gap to national as in 2019
  - The gap to national for black heritage, white heritage and children with an EHCP has narrowed since 2019
- Although there has been some improvement and closing of the gap for many of the groups, children are still at a lower starting point compared to their peers nationally as they enter KS2

# Key Stage 2: Reading, Writing and Mathematics

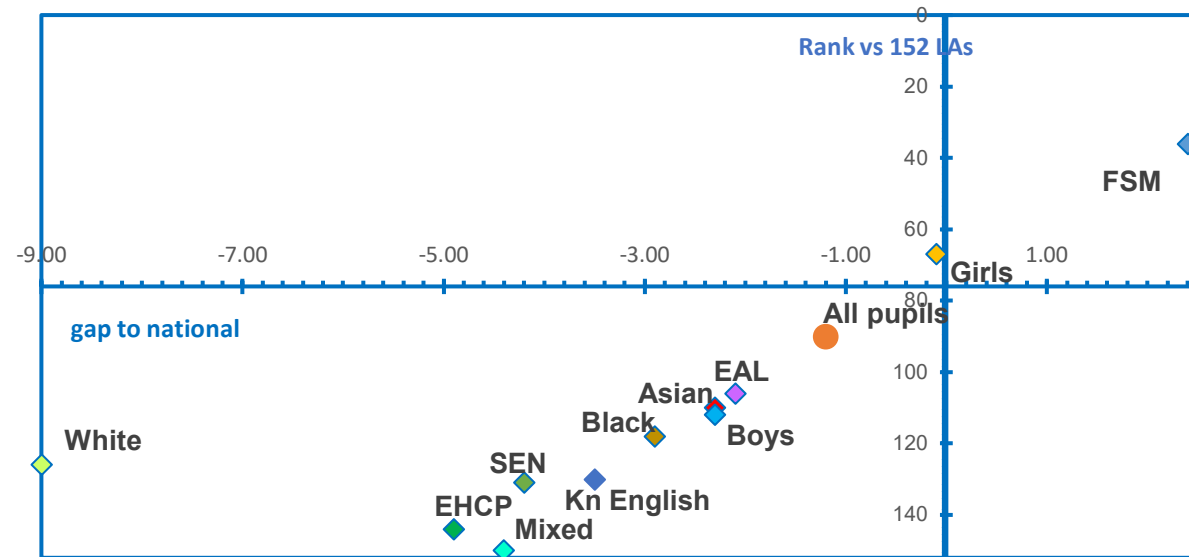
- 2023 outcomes in reading, writing and mathematics for pupils with FSM lie in the top 30% of all local authorities with above national levels
- 58% of children in Leicester reached the expected standard in reading, writing and mathematics in 2023, this is 2% behind national levels
- The gap to national narrowed for boys
- For most pupil groups however, and those with EHCPs, SEN support and EAL the gap widened
- Leicester Children's outcomes for those eligible for Free School Meals has slipped in reading compared to national and still less than half of these children are achieving the combined measure of RWM compared to other groups of children. (39 out of 152 LAs)



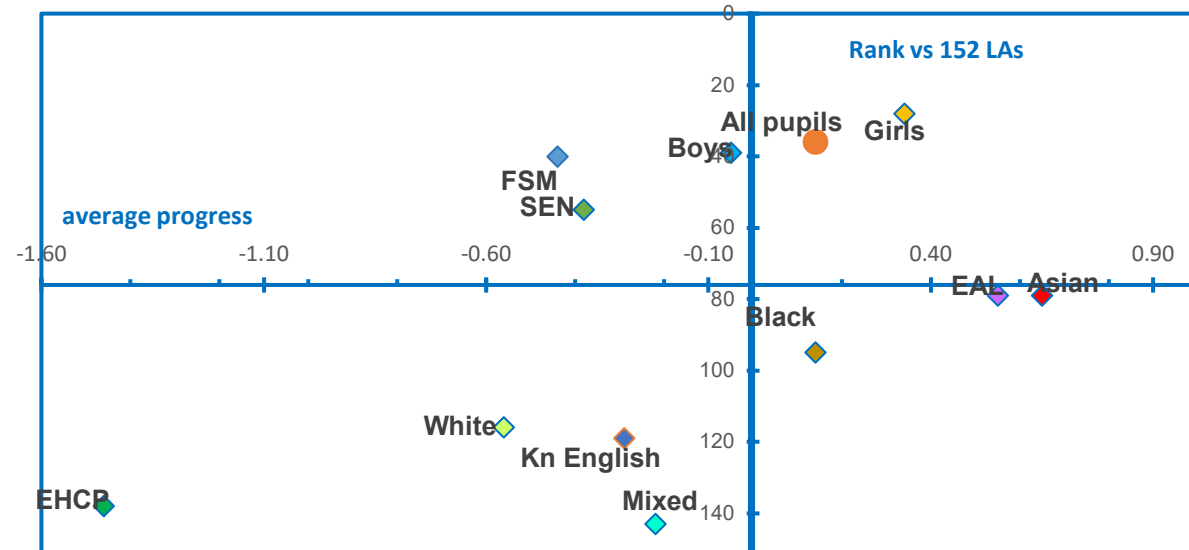
# Key Stage 4: GCSEs

- There are many measures used to review aggregated results for children at end of KS4
- This report focusses on Results achieved by Leicester young people are below national across all measures, however the gap to national has narrowed this year
- Attainment 8 outcomes show that pupils of  $\approx$  White heritage and those with an EHCP had a wider gap to their peers nationally and that the gap from national closed to Leicester's children eligible for FSM
- Most groups closed the gap to national and improved their rankings, except for young people with EHCPs
- Overall progress compared to national was better and the attainment gap closed

### KS4 Attainment 8



### KS4 Av Progress 8 Score





# Leicester City children: Summary

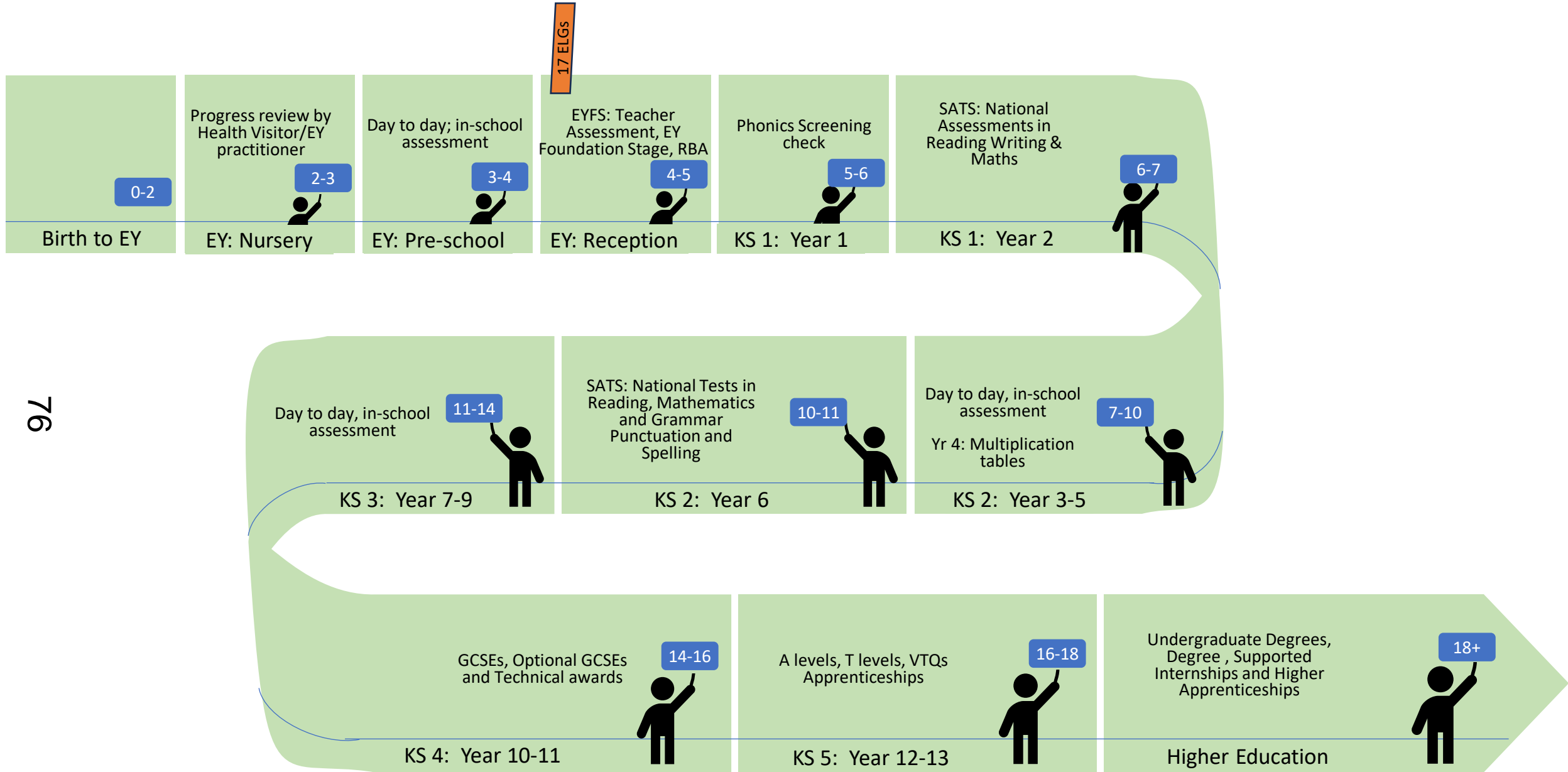
- Only 2/3 of children in Leicester are ready for school, but we are closing the gap to national
- Outcomes for children at Yr 1 phonics screening, the end of primary (KS2) and the end of secondary (KS4) show that attainment has not bounced back as quickly as nationally from pre-pandemic levels
- **All pupil** attainment at the end of **KS1** compared to national has improved from 2022 and is now at the same gap to national as in 2019
- <sup>3</sup> Pupils are still at a lower starting point compared to their peers nationally as they enter **KS2**
- 58% of children in Leicester reached the expected standard in reading, writing and mathematics in 2023 at **KS2**, this is now 2% behind national levels
- Leicester children at the end of Yr6 (KS2) still have better progress than national for Writing and Maths, not for Reading
- At the end of **KS4**, the results achieved by Leicester young people are below national across all measures, however the gap to national has narrowed this year compared to 2022

# Next Steps

- DfE have said that school improvement is not the responsibility of Local Authorities – however we have influence in partnerships
- Engagement with Schools
  - Schools and educational settings through Keeping in touch, formal briefings with Governors, Leicester Primary Partnership and Secondary schools (SIEP and MAT groups)
- 74 • SEND and Alternative Provision Partnership, focus on Children with EHCPs and with SEN support
- Early Years Strategy development
- Continue to strengthen approach to attendance management, children missing education, exclusions

# Reference Section

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# Appendix E

## **CYPE Scrutiny Commission**

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Children from Abroad Seeking Safety

CYPE Scrutiny Commission: 19 June 2024

Lead director: Laurence Jones

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## **Useful information**

- Ward(s) affected: All
- Report author: David Thrussell, Head of Service, Corporate Parenting
- Author contact details: 0116 454 1657
- Report version number: v1

## **1. Summary**

- 1.1. This report provides an overview of children seeking safety who come to Leicester having arrived from abroad seeking safety, often referred to technically as “Unaccompanied Asylum- Seeking Children”. The report should be read in conjunction with the presentation which provides a more detailed analysis of the population profile, together with any trends.

## **2. Recommended actions/decision**

- 2.1 The Children Young People and Education Commission are asked to note the information in the report.

## **3. Scrutiny / stakeholder engagement**

- 3.1 Updates on the Immigration, Migration & Asylum are provided regularly to the Housing Scrutiny Commission, and the Head of Service for Housing works closely with Children and Young People’s Services to monitor the impact of new arrival children and young people seeking safety on housing.
- 3.2 The Local Authority are actively involved in regional arrangements with the Department for Education to identify and support children seeking safety. Liaison also occurs at a national level with the Home Office in respect of individual children and young people and the National Transfer Scheme.
- 3.3 Whilst to council has continued to meet its obligations in respect of children and young people seeking safety, this has had an impact on resource allocation across children and young people’s and education services and

housing together with our statutory partners including health services. These additional pressures continue to be monitored and are part of the regional and national dialogue with the Home Office and the Department for Education.

#### **4. Background and options with supporting evidence**

- 4.1 This is a summary report which is supported by a more detailed presentation on the trends and population profiles of children and young people seeking safety.

#### **5. Detailed report**

- 5.1 Leicester City currently supports 38 Children Seeking Safety who arrived unaccompanied from abroad and are eligible for support as Children Looked After. This represents a small proportion of the 611 children and young people who are currently looked after and is an increase on the previous year.
- 5.2 As Children Looked After the Local Authority has the same duties as Corporate Parents to ensure these children's social care, health and education needs are met until their eighteenth birthday when they become eligible for further assistance and support as adult care leavers.
- 5.3 Most children and young people coming to the city seeking safety are older adolescents. The largest group of young people who are being supported are aged 17, although the ages range from 14-24 years. The Local Authority Leaving Care Teams currently supports 64 young adults, who arrive unaccompanied from abroad and were subsequently looked after, who are eligible for support from the ages of 18-25. This represents a growing number of the total number of 301 Care Leavers currently supported.
- 5.4 The numbers of children seeking safety are impacted by seasonal factors with higher numbers in summer months whilst there is an annual trend in children becoming eligible care leavers from 01 January each year where age

assessments are required, and children seeking safety having arrived from abroad are provided with a designated date of birth as 01 January.

- 5.5 The overwhelming majority of children seeking safety are male with the Children Looked After Service currently only supporting one female child. Whilst children and young people seeking safety come from a diverse range of cultural and ethnic backgrounds, the largest single group are from Afghan heritage, followed by Iranian and Syrian ethnicity with predominantly Kurdish heritage, and then Eritrean and Sudanese.
- 5.6 There are three main pathways for Children Seeking Safety. Most children and young people are identified and transferred to Leicester as part of a National Transfer Scheme overseen by the Home Office. The scheme is based on a formula of 0.1% of the total child population of the city. The National Transfer Scheme was set up following increased number of arrivals of children and young people at ports, and the surrounding authorities unable to manage the numbers. To share the responsibility for these children across the UK the National Transfer Scheme was implemented by the Home Office. 87 children have transferred to Leicester on this scheme to date including five children who have transferred on the scheme since 01 April 2024.
- 5.7 A smaller number of children and young people are either spontaneous arrivals outside of the national transfer scheme or transfer from Home Office supported hotels when they identify as children seeking safety. One young person has transferred from the hotel route since April 2024 and there have been no spontaneous arrivals since 01 April.
- 5.8 As the age profile of children and young people seeking safety is mainly over 17 years, most of the young people being supported live in semi-independent accommodation in the community, with a smaller number of younger children living in foster care or children's residential homes. These arrangements are subject to the same safeguarding and quality assurance systems that are in place for all children looked after and care leavers. This includes regular care plan and pathway plan reviews by a named social worker or leaving care



advisor, visiting arrangements and tailored support agreed with the young person and access to advocacy support.

- 5.9 Children and young people who are seeking safety are supported with integration into their local communities in accordance with their religious and cultural preferences. This may include support offered by churches, mosques, and temples together with services offered by local voluntary and community groups such as the centre project that provides a dedicated youth space and with advice and support for young people seeking safety.
- 5.10 Children who are seeking safety and who are looked after are supported by the Virtual School Team to integrate into local schools and are provided with a range of curricular and extra-curricular activities that are provided to all our children looked after. Our Virtual School also work with a range of organisations to provide additional post curricular enrichment activities such as Bull Frog Arts.
- 5.11 Young people who are seeking safety and are eligible for support as care leavers are provided with careers advice from our Information Advice and Guidance Service for support with employment, and training. This may include support for ESOL courses and access to local training providers.
- 5.12 Children seeking safety who come to Leicester having arrived from abroad may have experienced trauma and have complex unmet health needs. As with all children looked after, children seeking safety will be provided with an initial health assessment by a designated health professional to identify their health needs which will inform their care plan. Children who arrive from abroad will be provided with translators and interpreters to attend health clinics and be referred to specialist health services such as Child and Adolescent Mental Health Services where appropriate.
- 5.13 Adult arrivals who are seeking safety and then claim to be under the age of 18 years following their arrival are subject to age assessments. This requires additional professional social worker and independent support and interpreter

services and may result in a young person either becoming looked after or ceasing to be looked after and not eligible for further support.

- 5.14 Adults who have not had their age assessment verified and who subsequently have their asylum claim declined can either make their way to the originating country independently or can join a Home Office scheme to return them home. They have No Recourse to Public Funds (NRPF) other than specific Home Office grants.
- 5.15 The Department is involved in joint working at a regional level including exploration of a regional legal resource for children seeking safety, regional age assessment arrangements and the piloting of a regional foster care scheme for children seeking safety.
- 5.16 Childrens Social Care and Education will continue to work collaboratively across the council and with strategic partners to ensure that support can be planned and services integrated for children seeking safety who come to Leicester having arrived from abroad.

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# Children from Abroad Seeking Safety

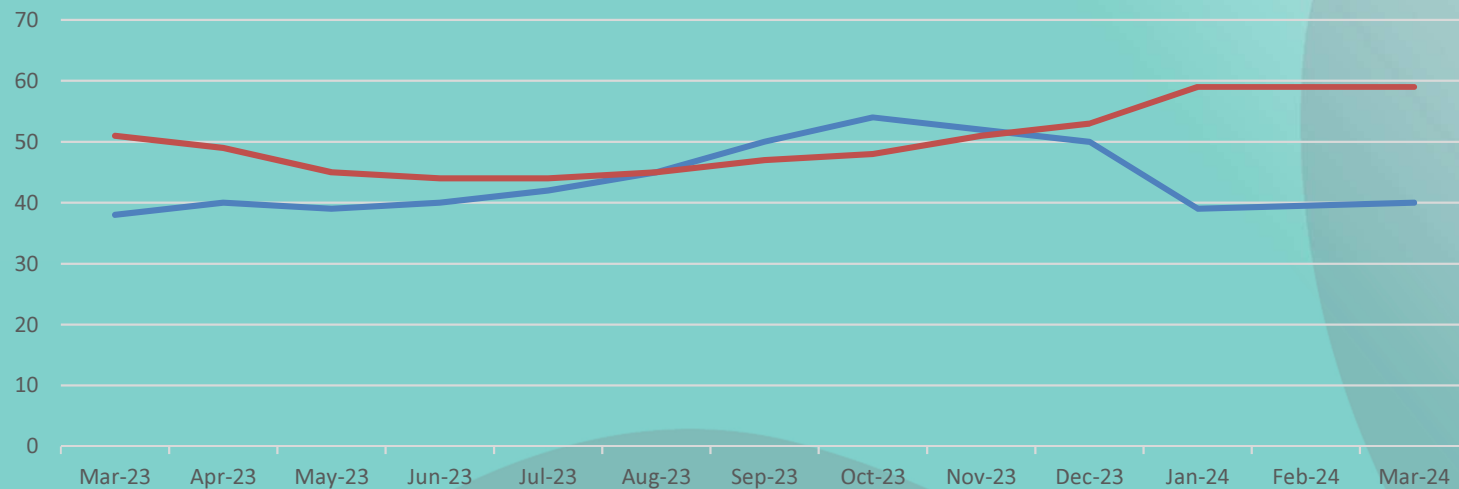
Children, Young People and Education Scrutiny Commission  
on 19 June 2024

David Thrussell  
Head of Service Corporate Parenting



# Figures 01 June 2024

## Numbers over the Last Year



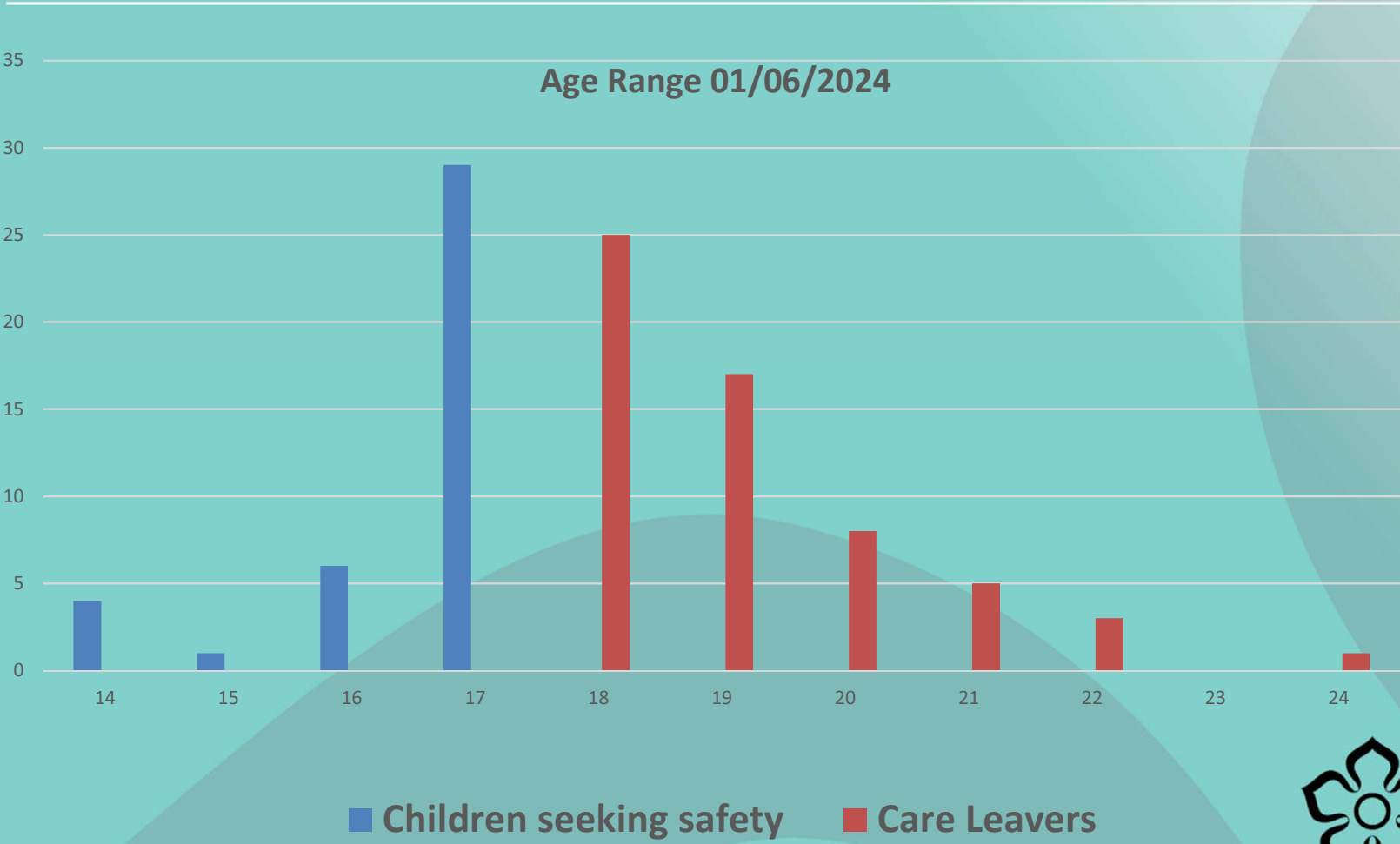
— Children Seeking Safety — Care Leavers

- Current Figures at 01/06/2024: are children from abroad arriving unaccompanied 38 & Care Leavers 64
- Figures will increase over the summer months as more small boats cross the channel
- N.B on 1 January 2024, there is a significant change in numbers from UASC to Care Leavers as many young people are given the birth date of 1 January when their actual DOB is not known



# Age Profile

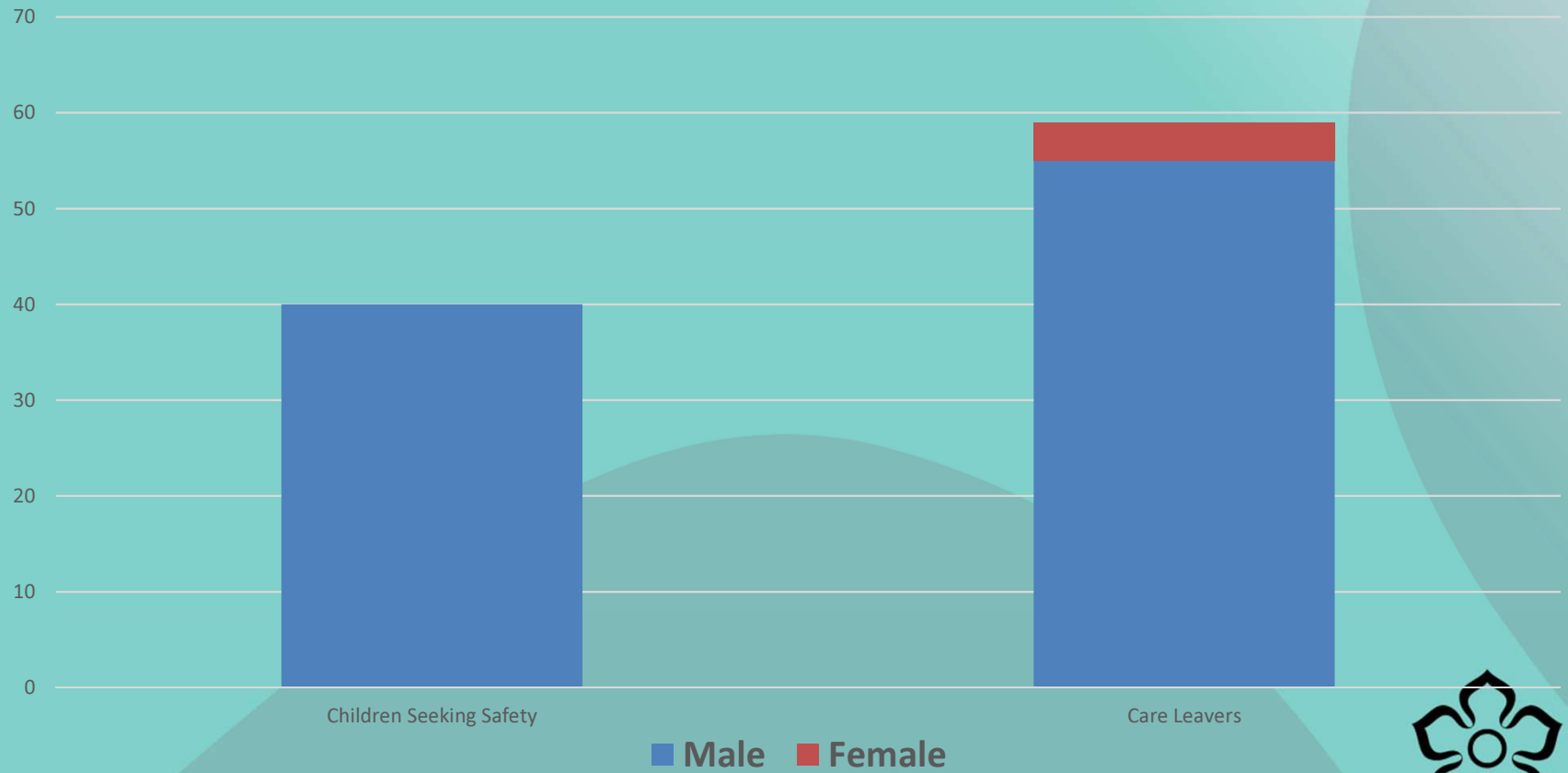
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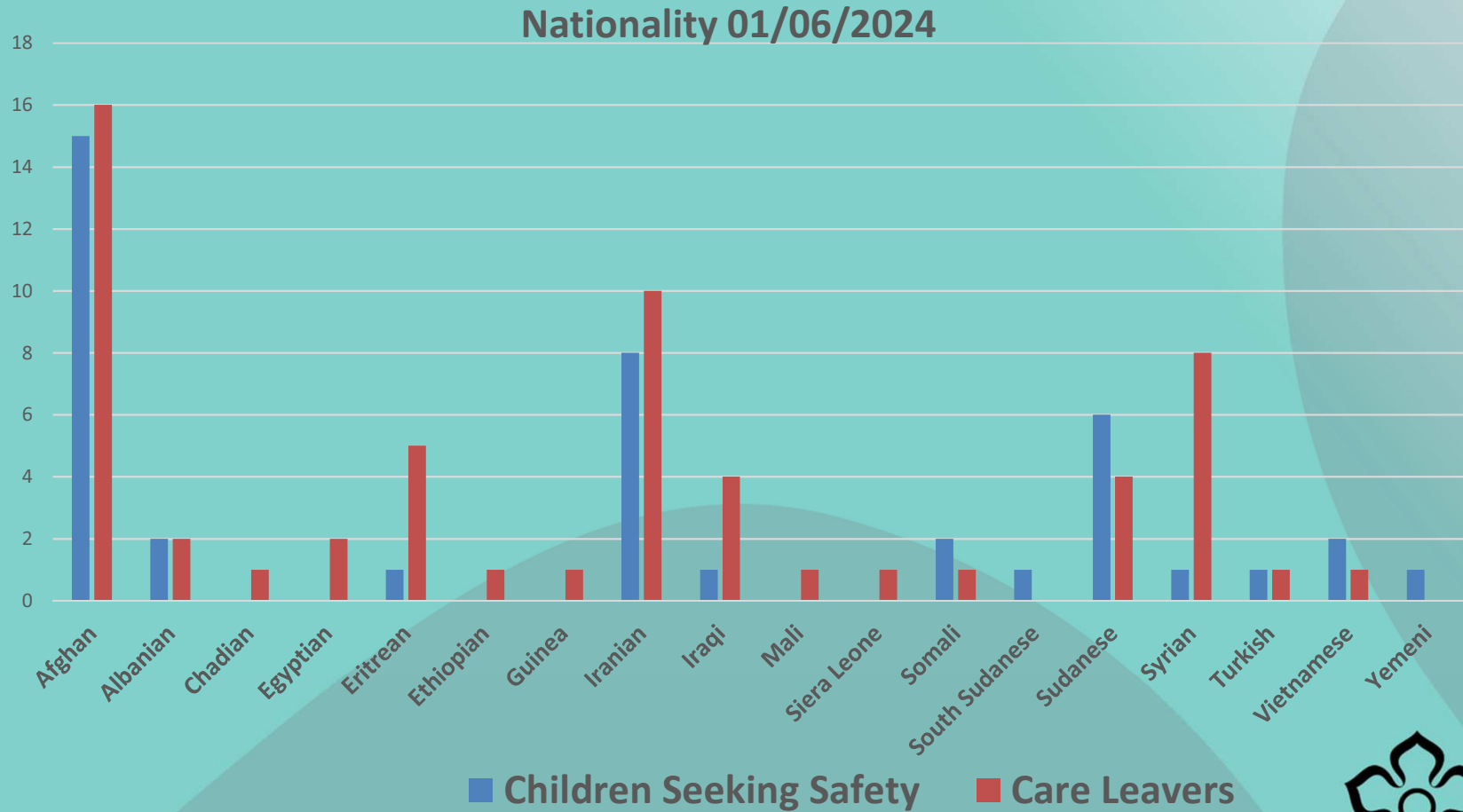


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# Gender

Gender 01/06/2024





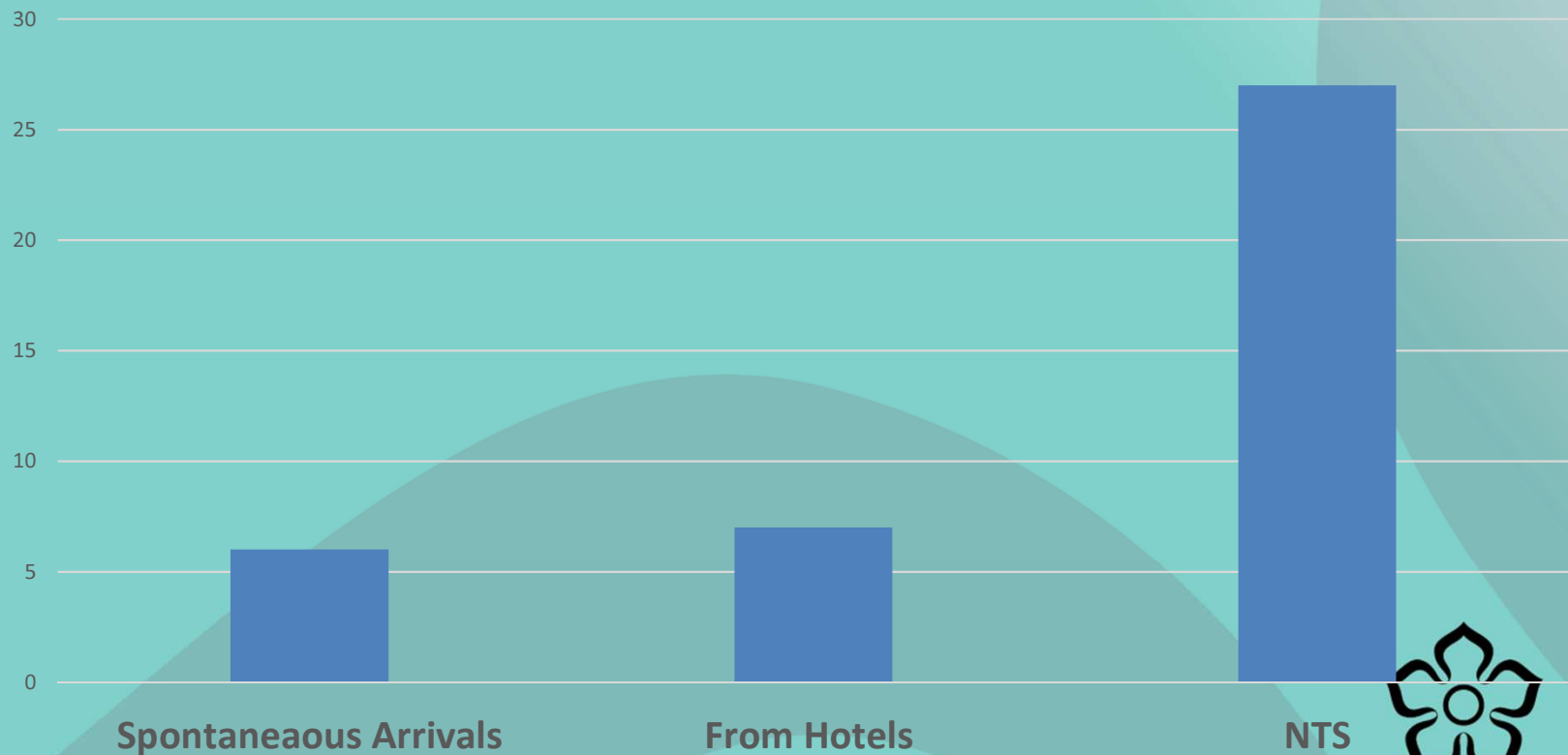
N.B. Majority of young people are from Afghanistan.  
Those from Iran, Iraq, Syria & Turkey are mainly Kurdish



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# Route of Entry

Routes into Care for UASC in care on 01/06/2024



Spontaneous Arrivals

From Hotels

NTS

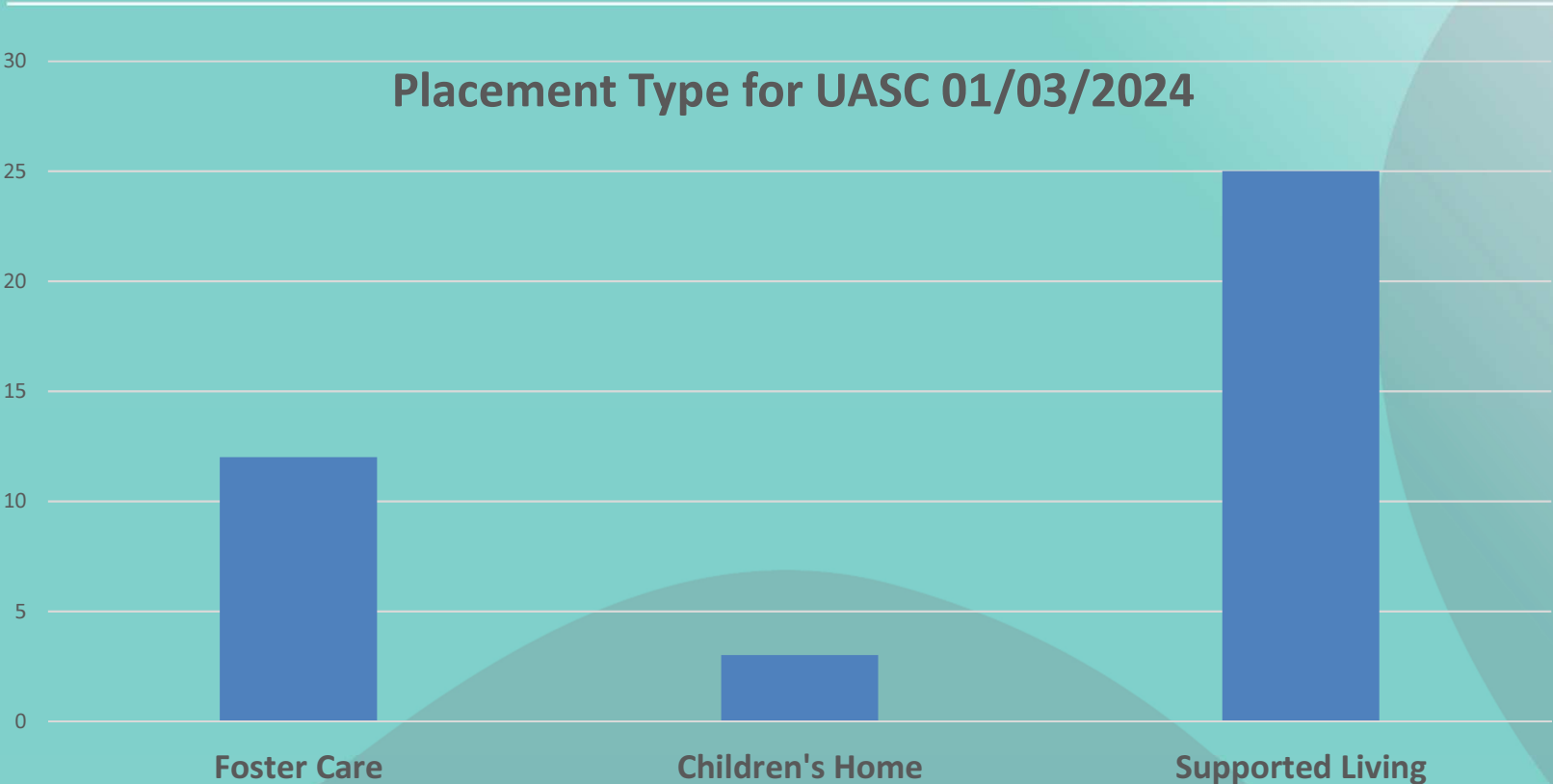


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# Accommodation

Placement Type for UASC 01/03/2024





**Children, Young People and Education Scrutiny Commission (CYPE)  
Work Programme 2024 – 2025**

Meeting Date	Item	Recommendations / Actions	Progress
<b>19 June 2024</b>	<ul style="list-style-type: none"> <li>1) Introduction to CYPE Scrutiny Commission including new Directors.</li> <li>2) Terms of Reference</li> <li>3) Education Performance Report.</li> <li>4) Children Seeking Safety</li> <li>5) Post-16 SEND Home-to-School Travel - Update</li> </ul>		
<b>20 August 2024</b>	<ul style="list-style-type: none"> <li>1) Family Hubs and Children’s Centres</li> <li>2) Use of Capital Programme in Schools</li> <li>3) Youth Justice Plan Refresh 2024/25</li> </ul>	<ul style="list-style-type: none"> <li>2) To also look at the impact of potential cuts to Childrens’ Centres and any potential knock-on effect.</li> </ul>	
<b>29 October 2024</b>	<ul style="list-style-type: none"> <li>1) DSG high-needs block recovery plan</li> <li>2) Update from Impower</li> </ul>	<ul style="list-style-type: none"> <li>1) Task Group to happen after DSG Report. Report to include data on the level of overspend at different Councils.</li> <li>2) Requested following discussion about costs/appropriateness of placements during scrutiny of the Revenue Budget.</li> </ul>	

Meeting Date	Item	Recommendations / Actions	Progress
14 January 2025	1) Sufficiency Strategy	1) To include provision of Care Packages/Residential Accommodation for CLA – Council provision and the private sector.	
25 February 2025			
8 April 2025			

#### Forward Plan Items (suggested)

Topic	Detail	Proposed Date
Fostering Annual Report	To include costs relating to Customer Relationship management tool, the Ofsted thematic report, information on family finding events and more detail on advertising techniques for recruitment.	

Fostering Community Champions update	Deferred from 26 March 2024	
Corporate Parenting Update	Annual report.	
Fostering Service – Marketing Strategy		
SEN support and funding		
Corporate Parenting Report		
Pupil Place Planning (Primary and Secondary)		
Multi-Academy Trusts - Overview		
Children not in state-maintained schools e.g.: Academies, Independent, Faith schools.		
Early Years Childcare Sufficiency Report		
Youth Services - overview		
Children in Care Council/Care Leavers		
School Holiday Activity and Food Provision		
Education Govt reports e.g.: white paper / green paper		
Ofsted Inspection reports		
Children’s Social Care – Recruitment Issues		
Mental Health impacts on children	Likely to be examined jointly with other commissions	
Informal Scrutiny on DSG High Needs Block	To commence following the full report to the Commission.	
Leicester Children’s Services – Self Evaluation		
Covid impact and response to early childhood development		

