
Education Performance Report 2023

Children Young People and Schools Scrutiny
Commission

Date of meeting: 26 March 2024
Lead director/officer: Sophie Maltby

Useful information

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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.

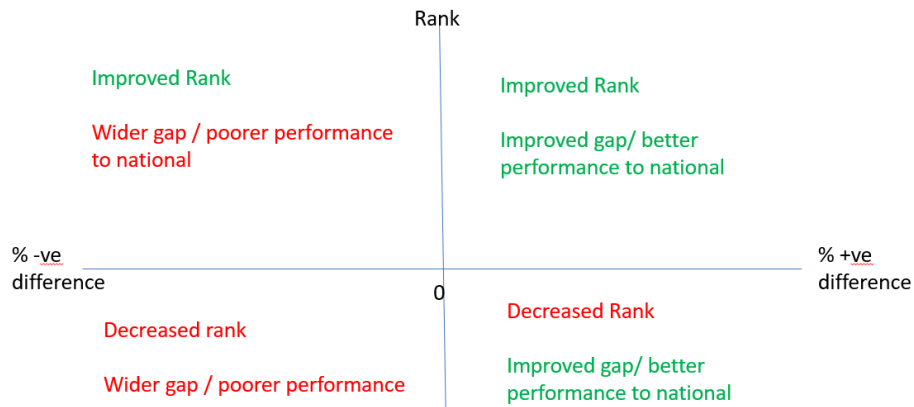


Figure 1: Diagram showing the layout of the quadrant charts

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.

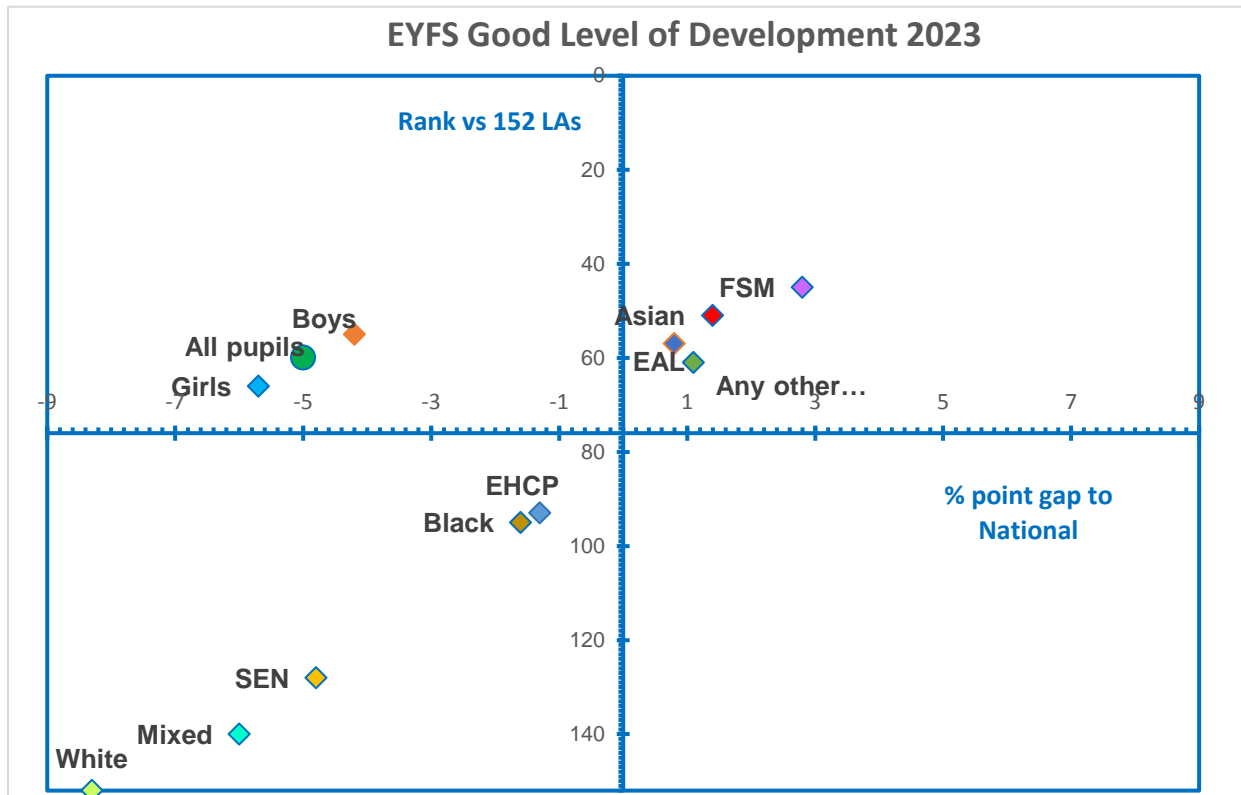


Figure 2 Comparison of Good Level of Development in 2023 in Leicester to National, ranking by group

- 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.

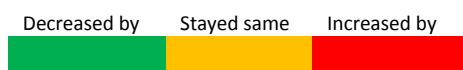
Outcomes for mathematics showed an improvement in the proportion of EAL children reaching the expected standard compared to 2022, from 65% to 68%, although this is still a significant drop from 2019 (at 75%).

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.

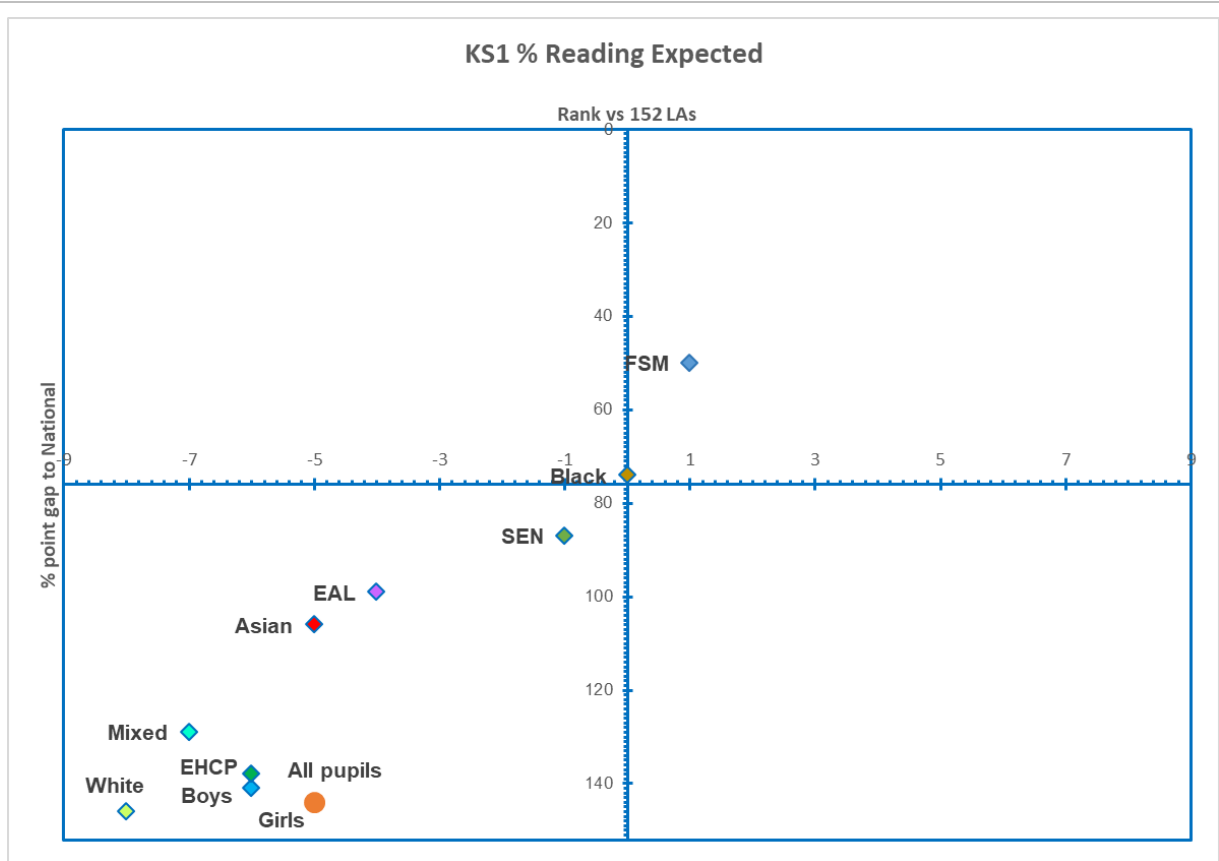


Figure 3 Comparison of KS1 Reading in 2023 in Leicester to National, ranking by group

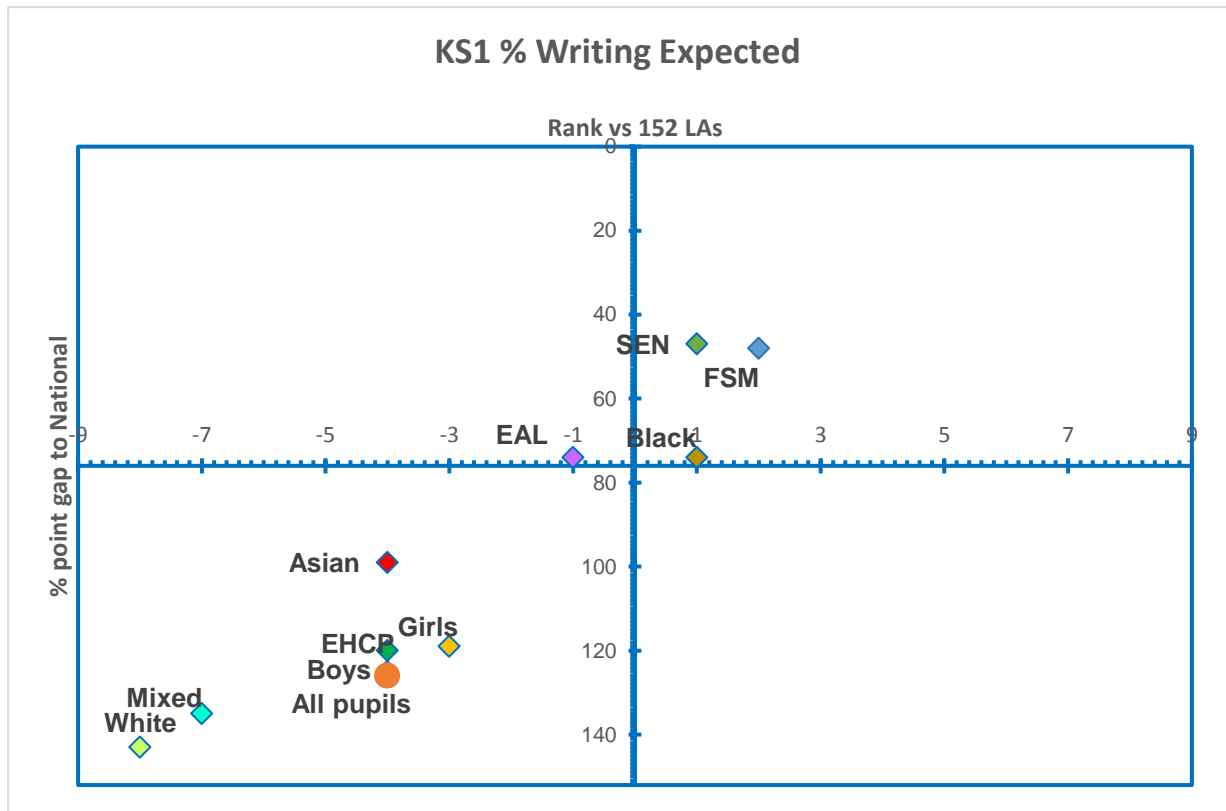


Figure 4 Comparison of KS1 Writing in 2023 in Leicester to National, ranking by group.

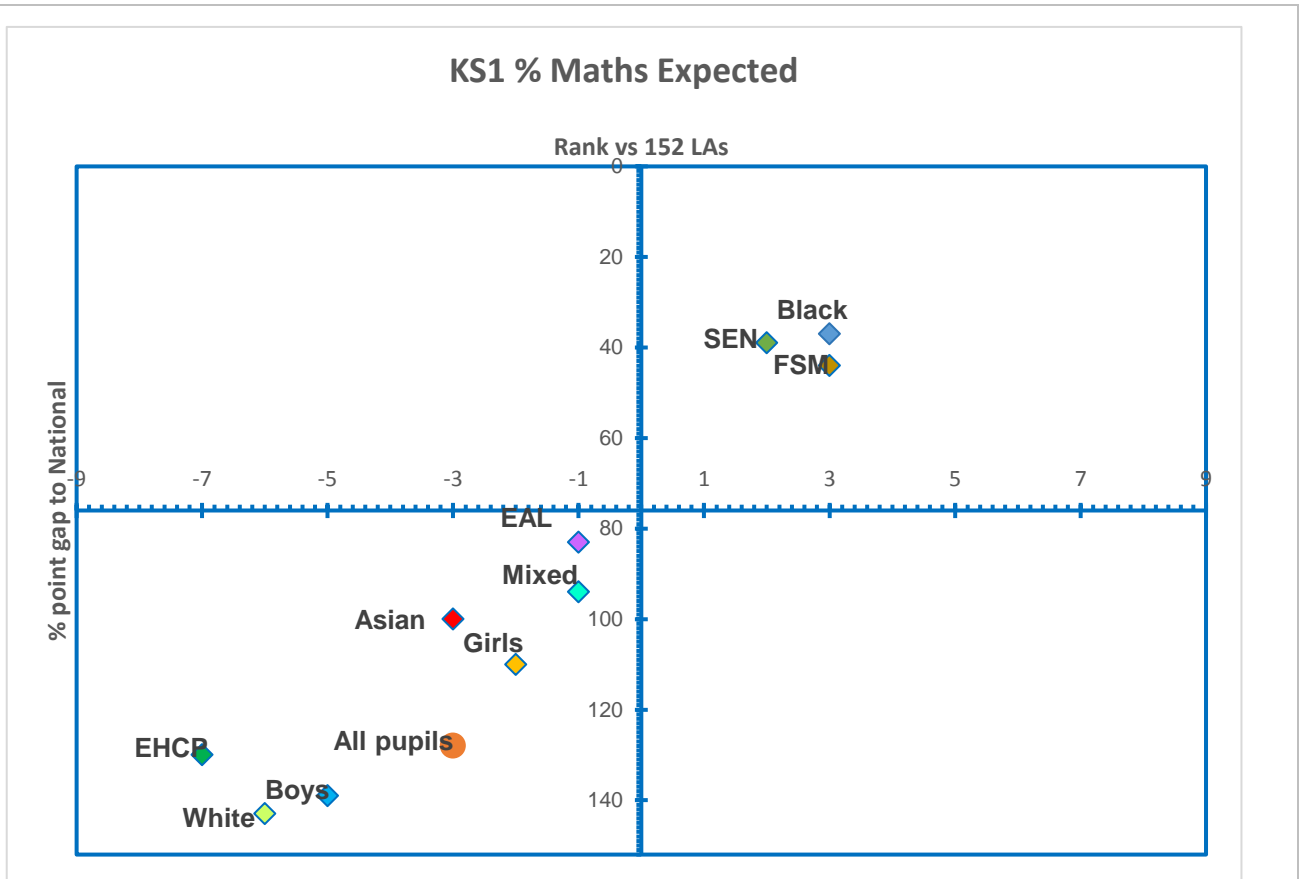


Figure 5 Comparison of KS1 Mathematics in 2023 in Leicester to National, ranking by group.

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

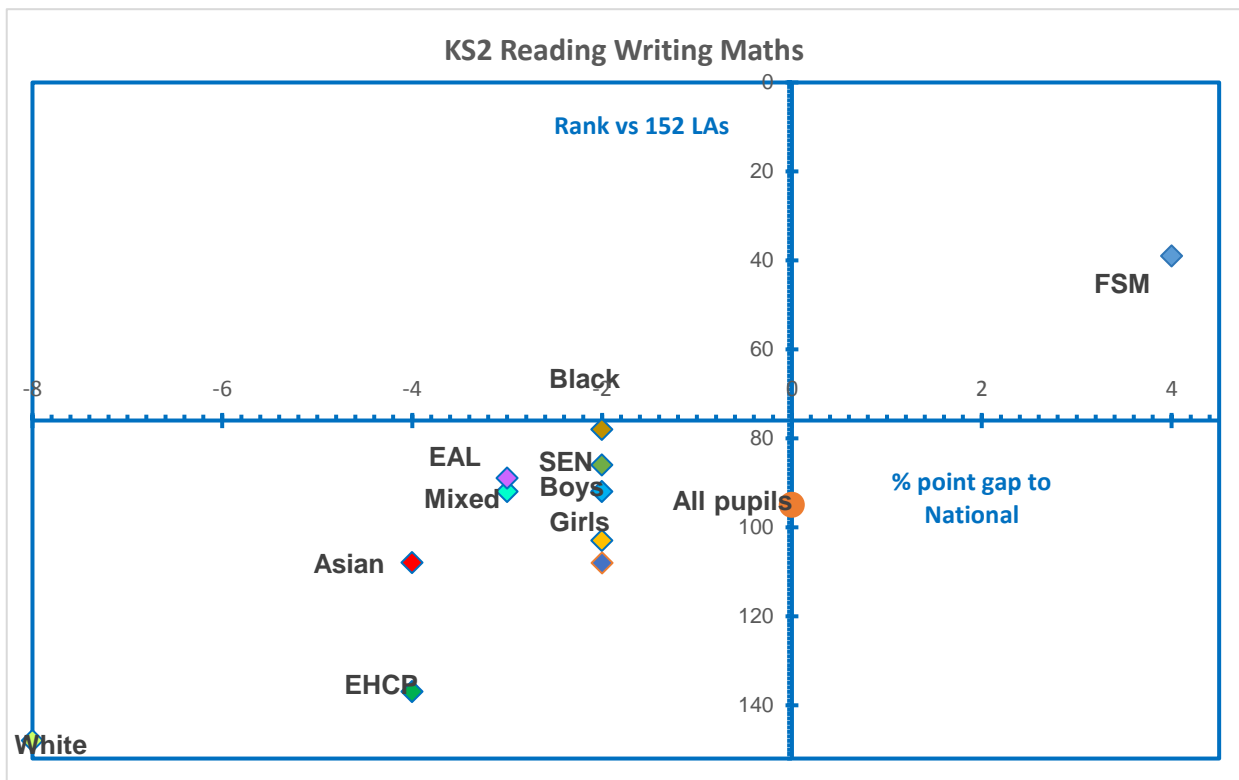


Figure 6 KS2 RWM Leicester gap to national and the 2023 rank

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.

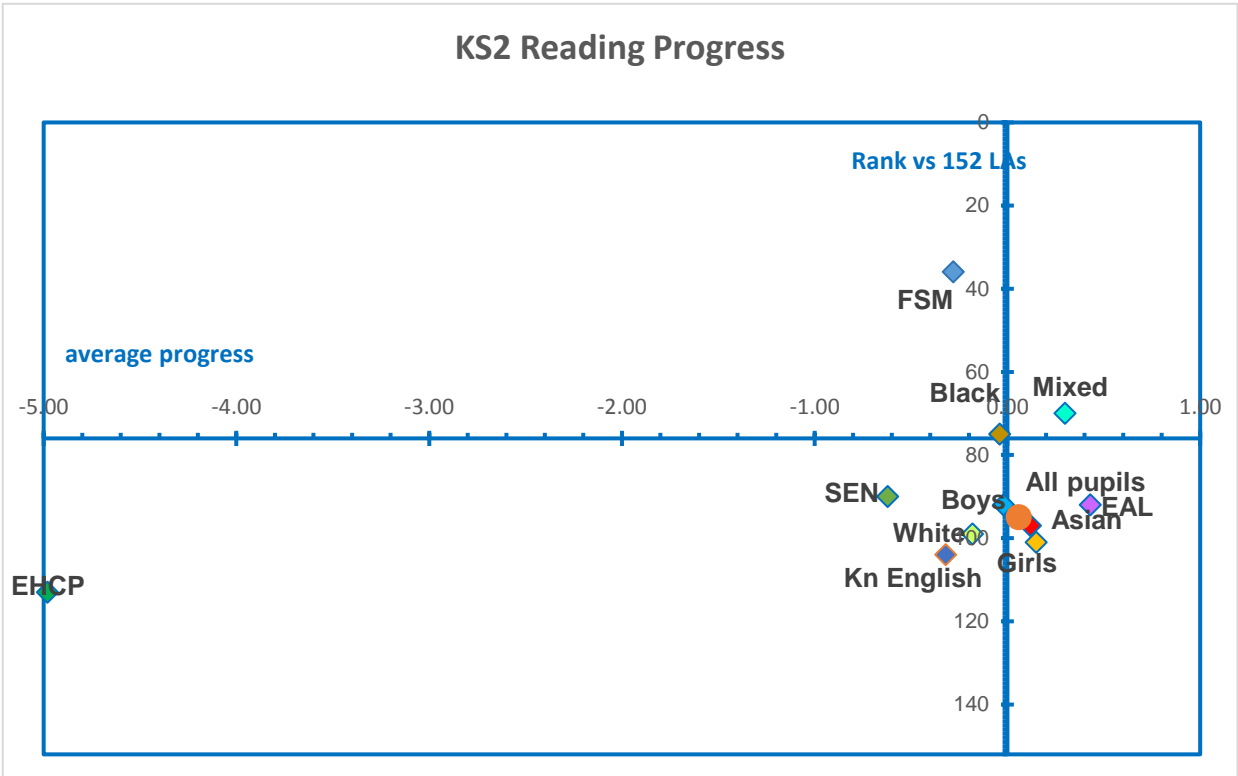


Figure 7 KS2 Reading Progress: Leicester average progress and the 2023 rank

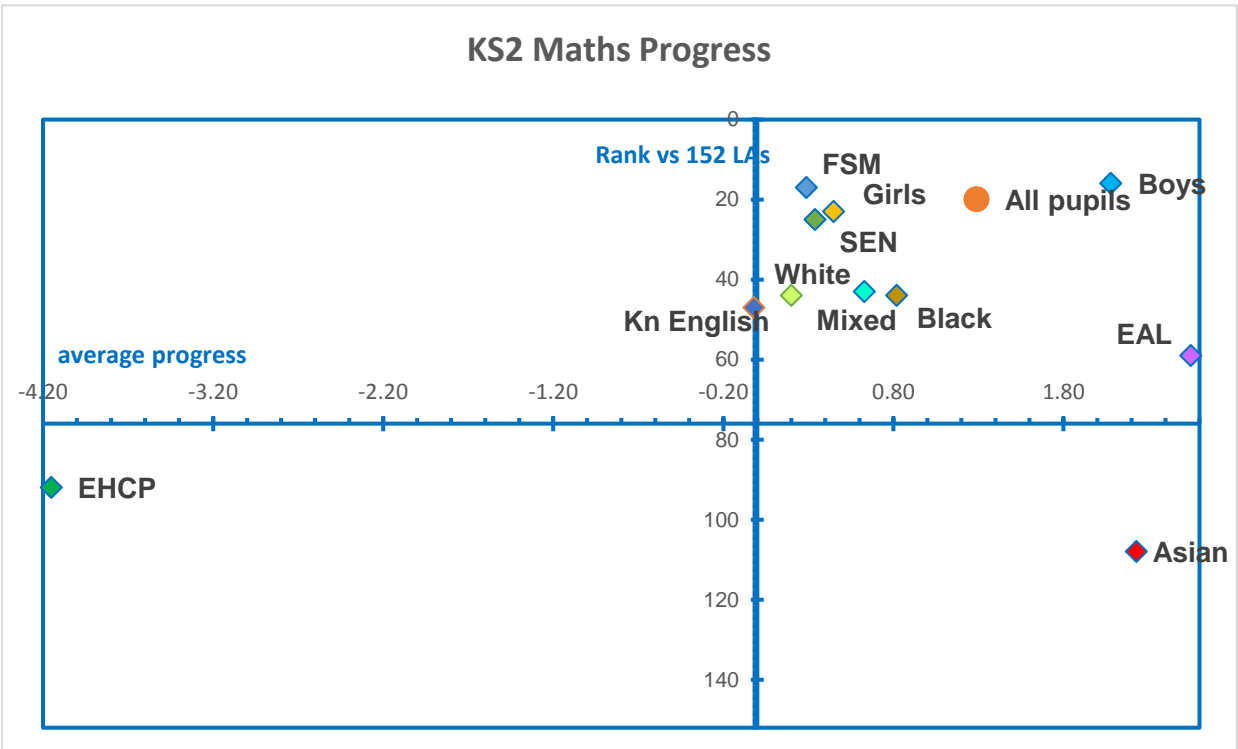


Figure 8 KS2 Mathematics Progress: Leicester average progress and the 2023 rank

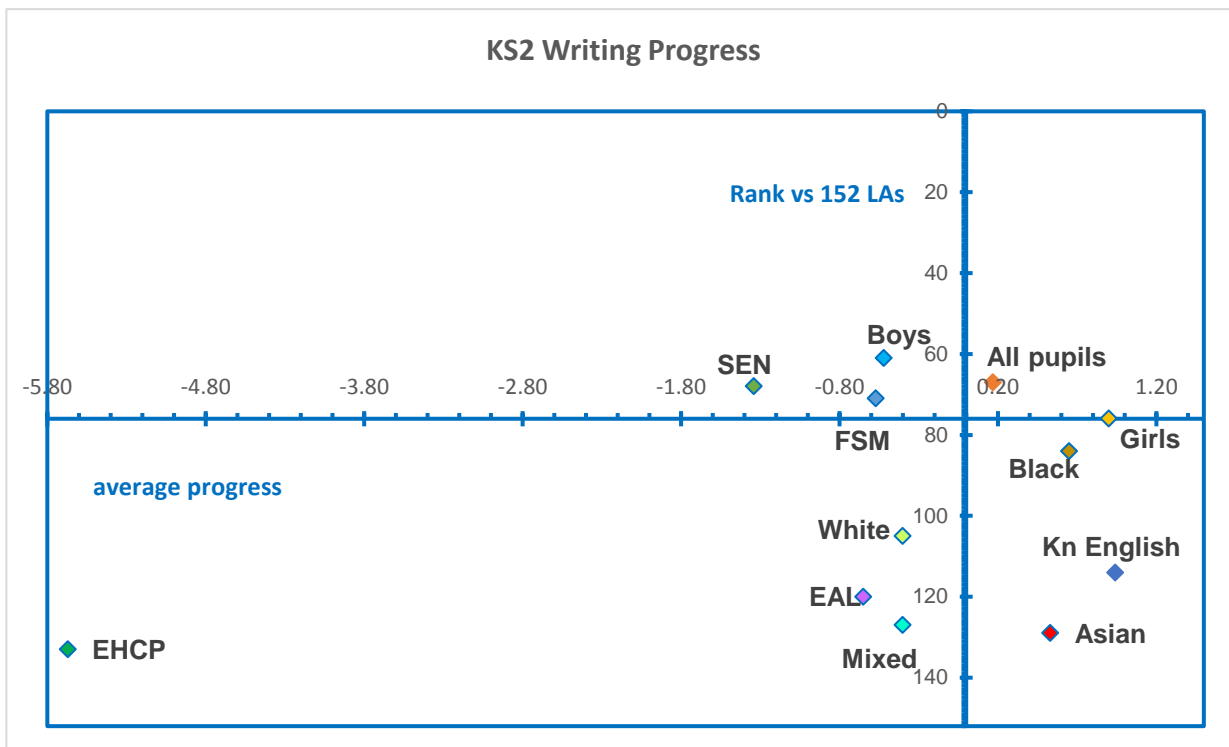


Figure 9 KS2 Writing Progress: Leicester average progress and the 2023 rank

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.

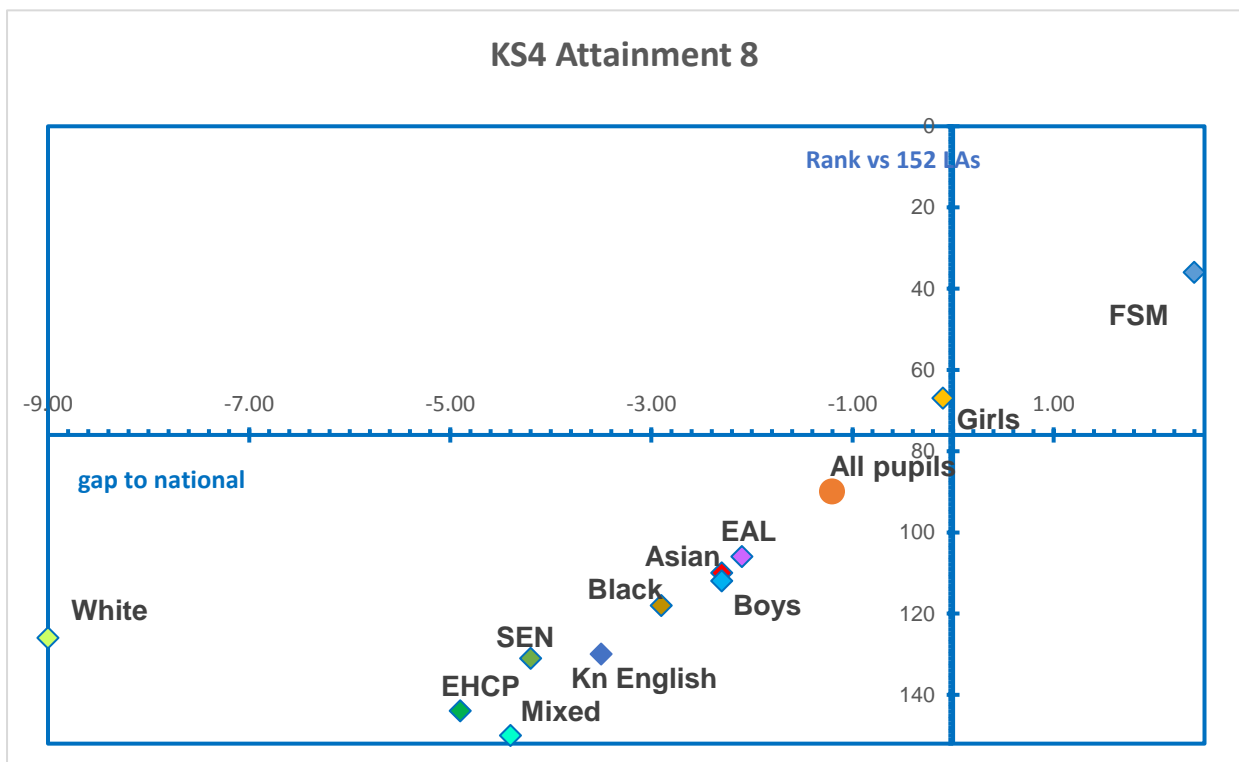


Figure 10: KS4 Attainment 8 gap to national by group and the 2023 rank.

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.

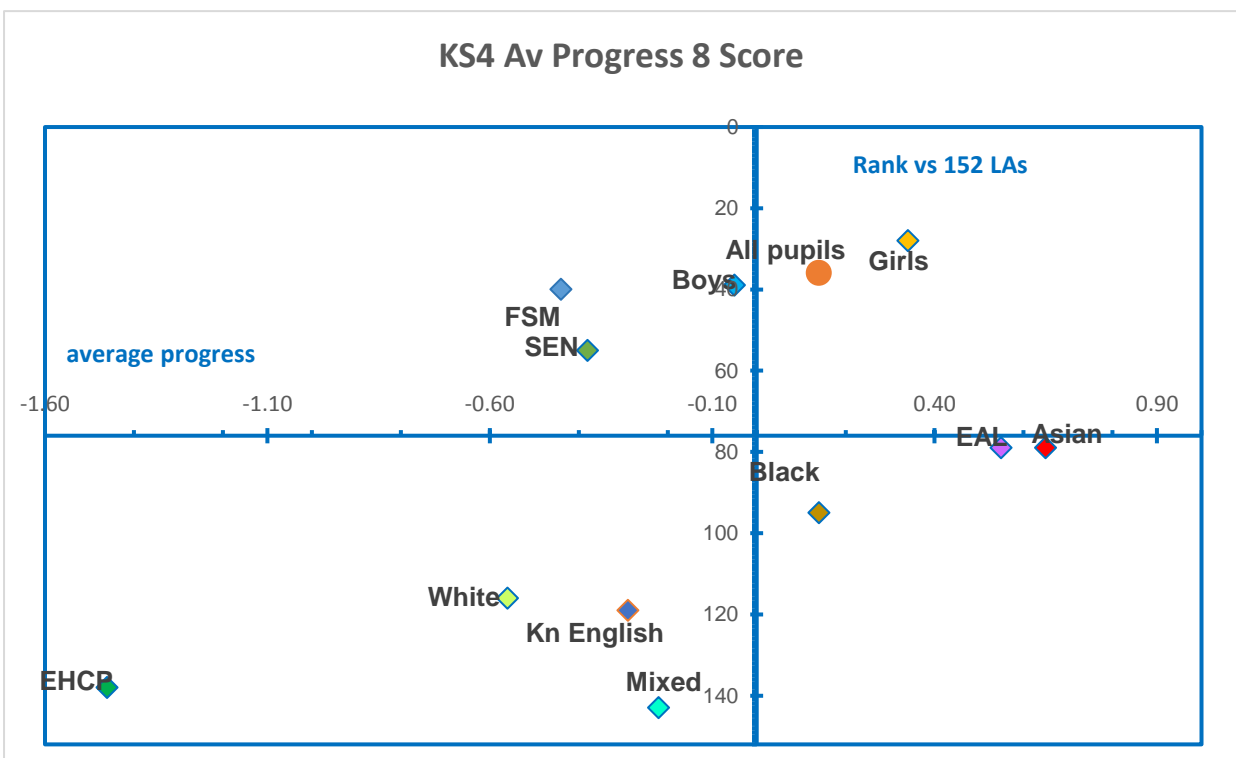


Figure 11 Average Progress 8 score by group and the 2023 rank.

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					
	Asian	Black	Mixed	White	Any other ethnic group	Unclassified	Asian	Black	Mixed	White	Any other ethnic group	Unclassified
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					
	Asian	Black	Mixed	White	Any other ethnic group	Unclassified	Asian	Black	Mixed	White	Any other ethnic group	Unclassified
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

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

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	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
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	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 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

Major Ethnic Group	2023											
	Leicester						England					
	Ethnicity	Asian	Black	Mixed	White	Other	Unclassified	Asian	Black	Mixed	White	Other
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

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