

# 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 5 years**

Decentralisation of School Management

We do not “step into the classroom”

Education Funding

Placement Sufficiency and Standards

School performance/School Improvement

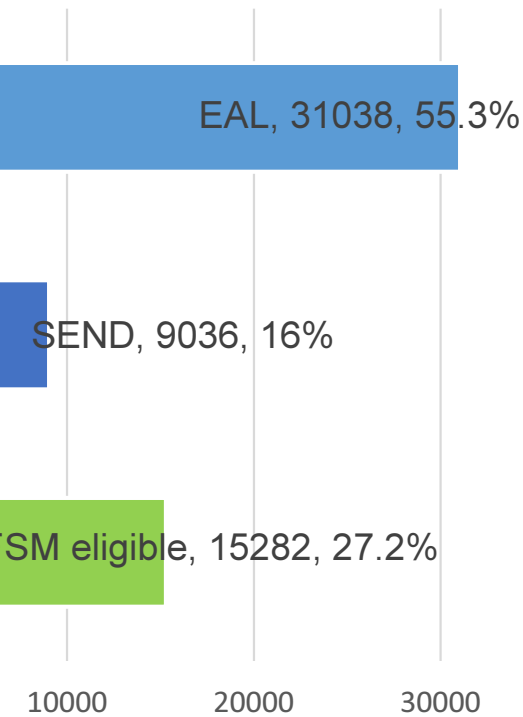
Education welfare

Inclusion and Special Educational Needs and Disabilities (SEND) Support

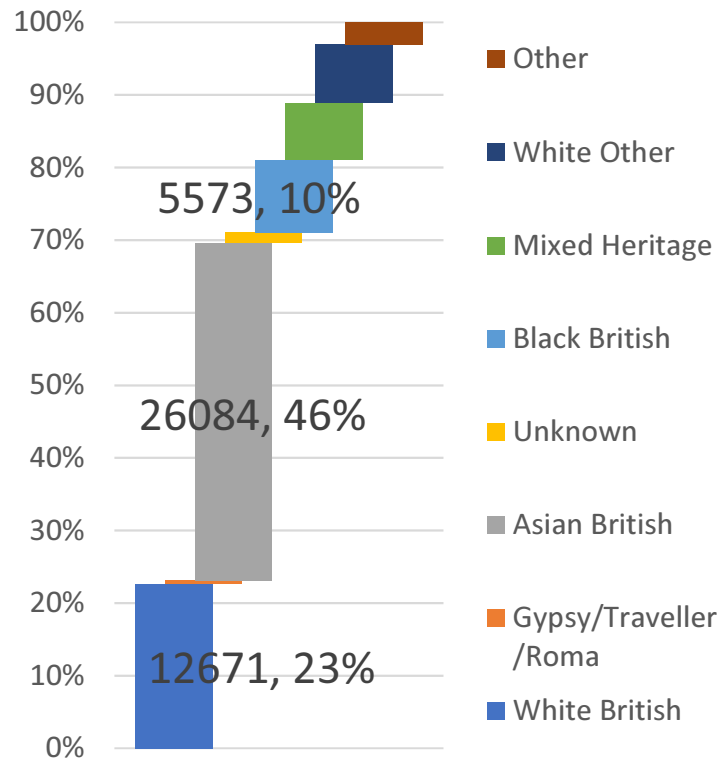
# Profile of 56,100 children in Leicester Primary, Secondary and Special Schools

## Proportion of Groups

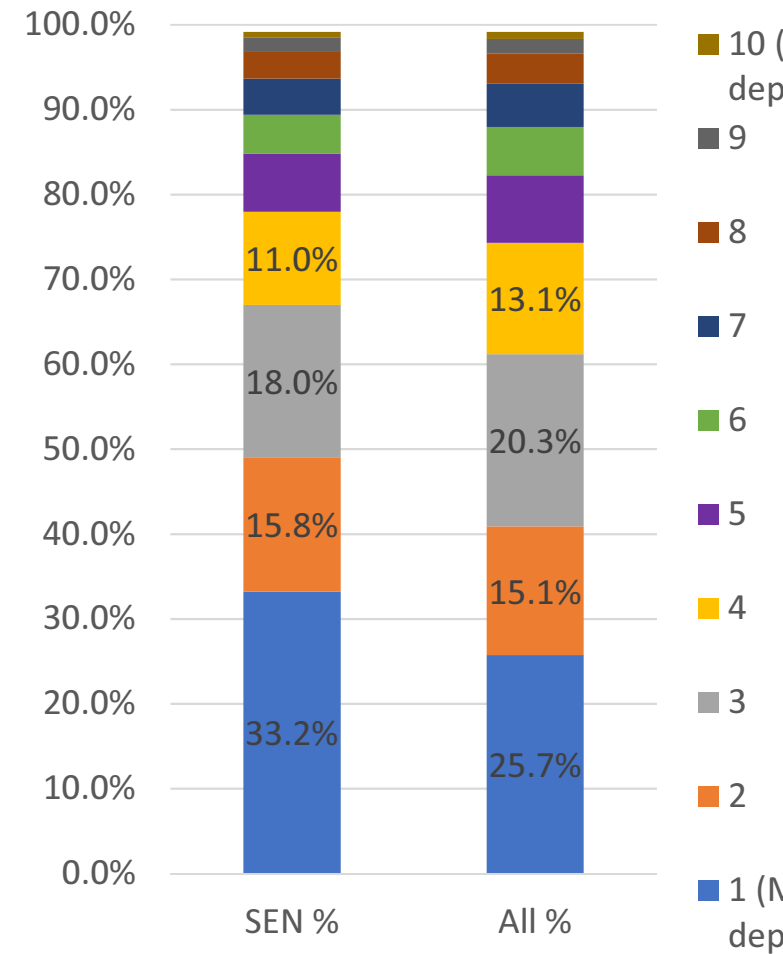
English as an additional language  
 – Special Educational Needs & Disability  
 Free school meal



## 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**

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

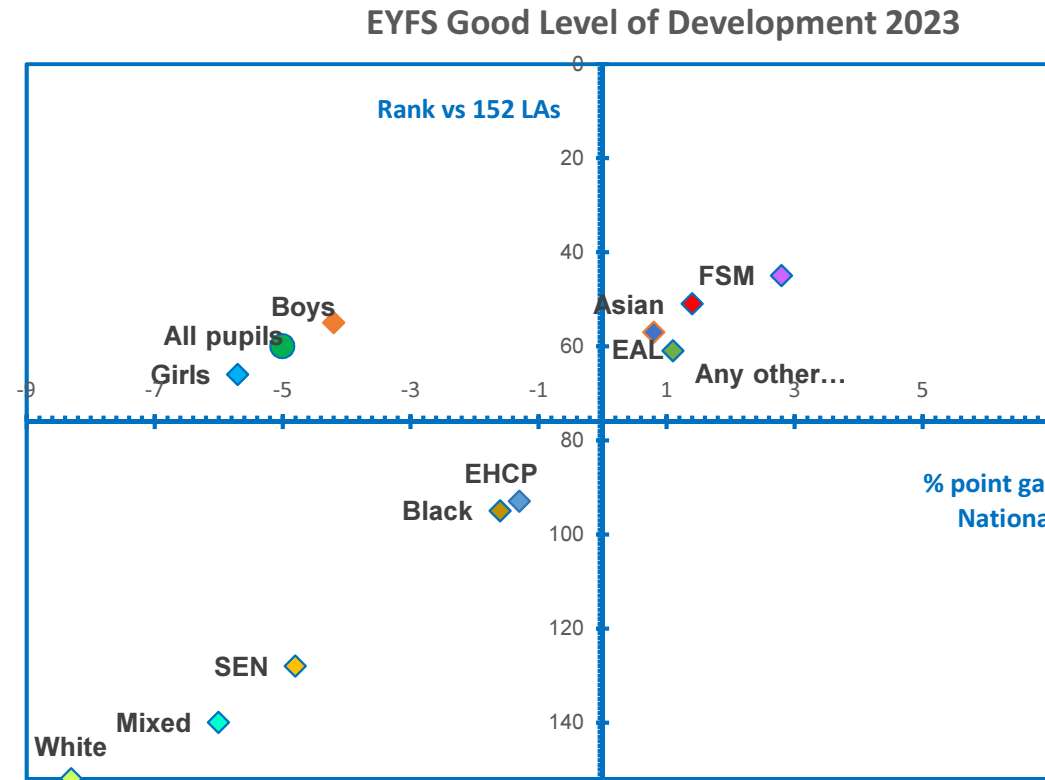
In 2023, Leicester children made more of an improvement to meet GLD and closed the gap to national

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

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

8% of children in Leicester reached the expected standard in reading, writing and mathematics in 2023, this is 2% behind national levels

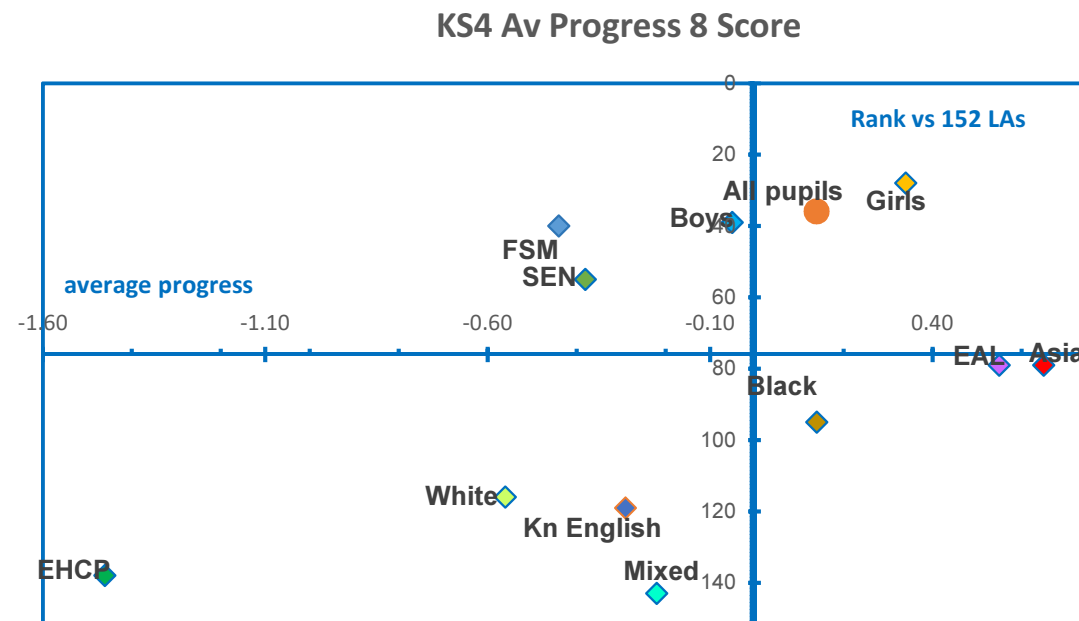
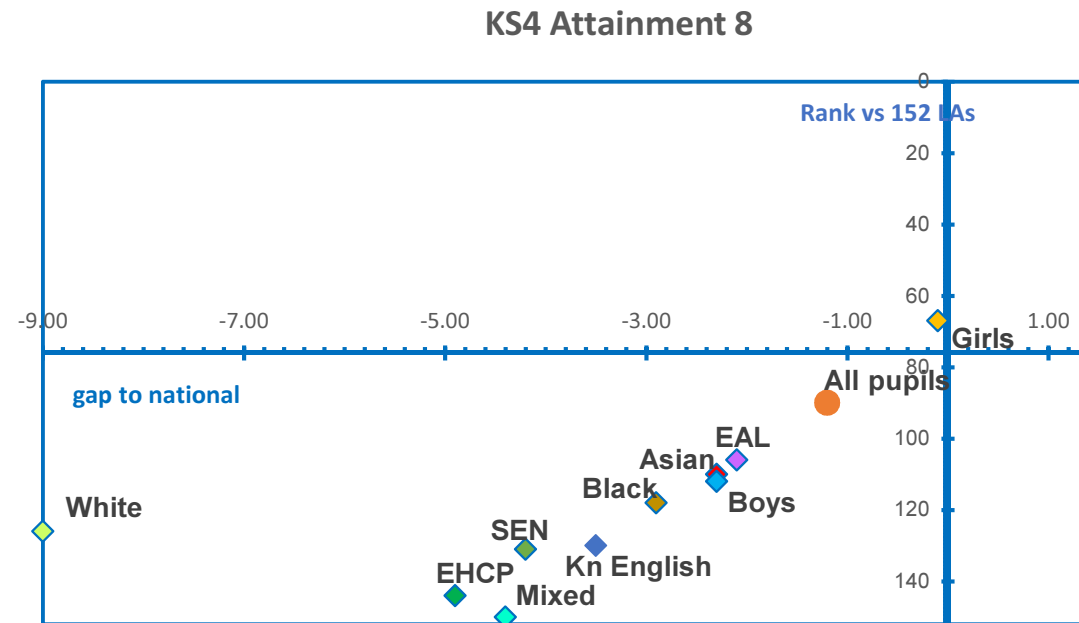
The gap to national narrowed for boys

for most pupil groups however, and those with EHCPs, SEN support and AL 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 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.



# 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

**KS1** pupil attainment at the end of **KS1** compared to national has improved from 2022 and now at the same gap to national as in 2019

Pupils are still at a lower starting point compared to their peers nationally as they enter KS1. 85% 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

OfE 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)
- 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

