



# 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

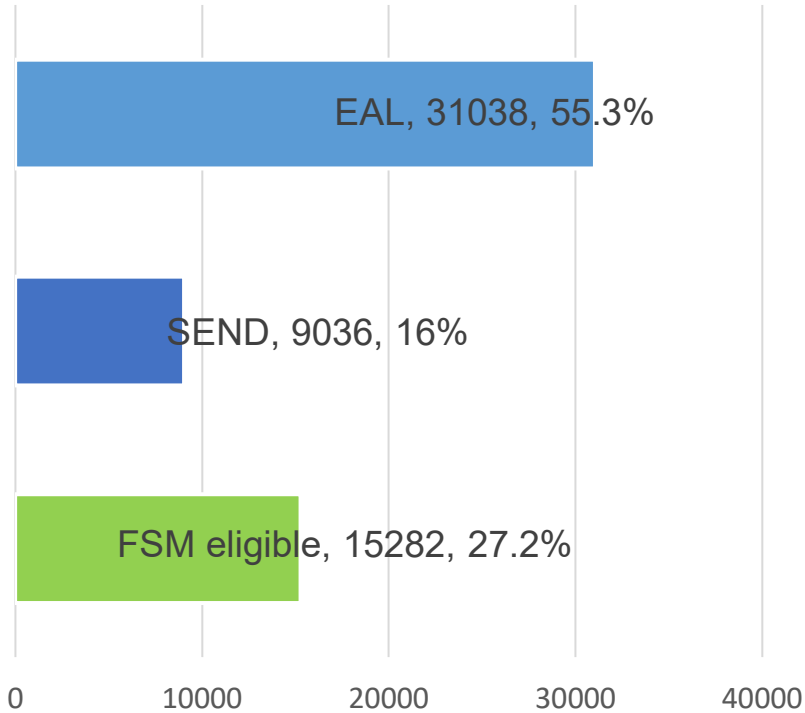
- **Significant changes in the role of the Local Authority over the last 15 years**
- Decentralisation of School Management
  - We do not “step into the classroom”
- Education Funding
- Placement Sufficiency and Standards
- School performance/School Improvement
- Education welfare
- Inclusion and Special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



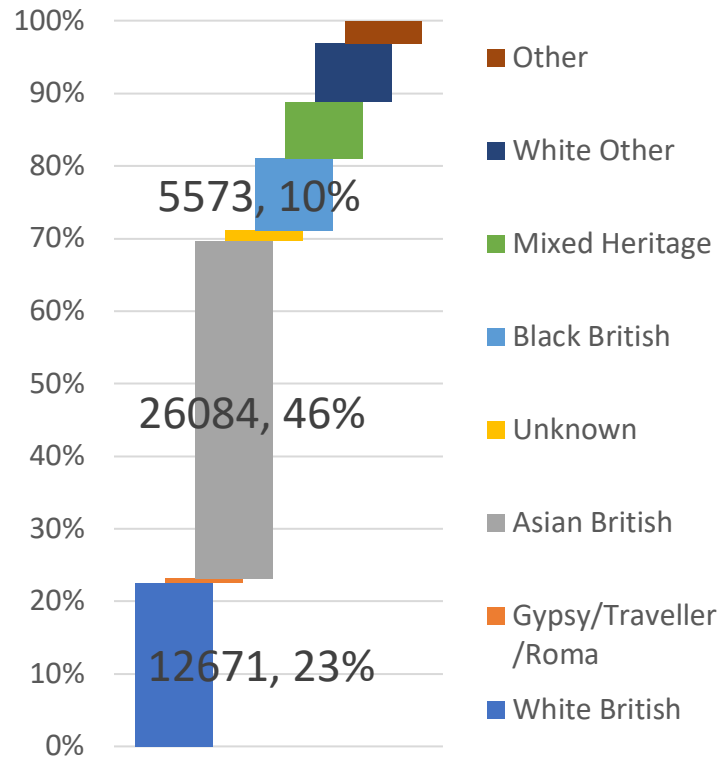
# Profile of 56,100 children in Leicester Primary, Secondary and Special Schools

## Proportion of Groups

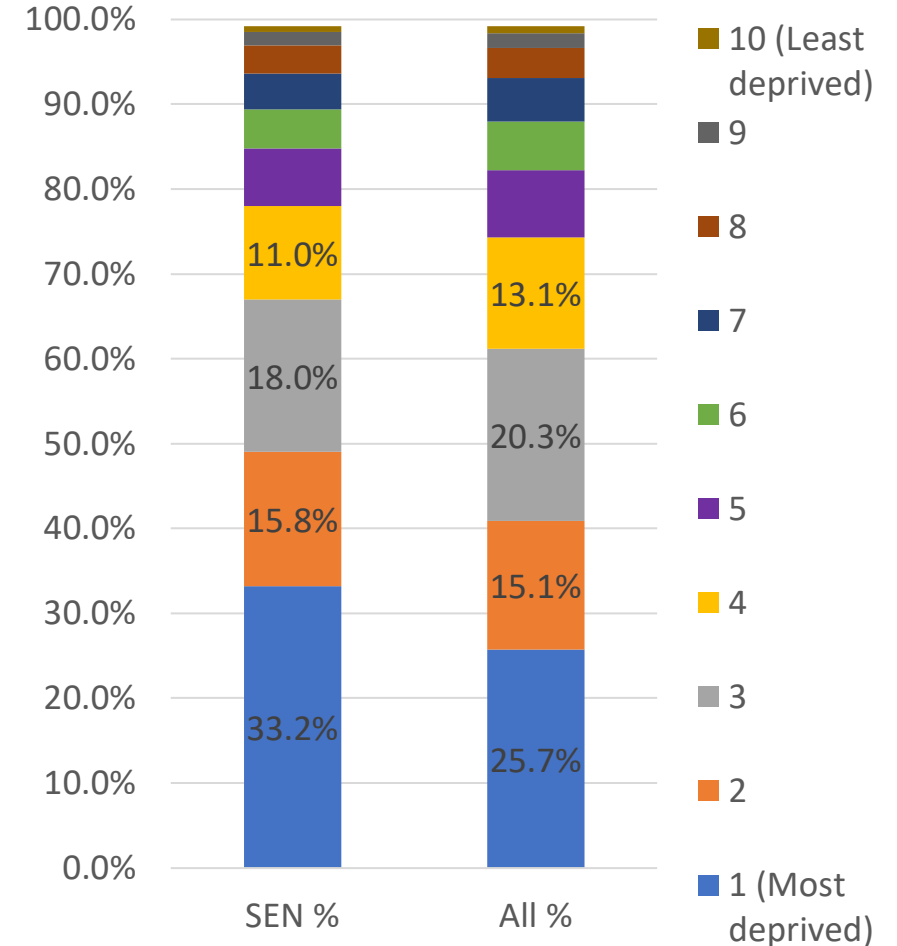
EAL – English as an additional language  
SEND – Special Educational Needs & Disability  
FSM – Free school meal



## 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**
- 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

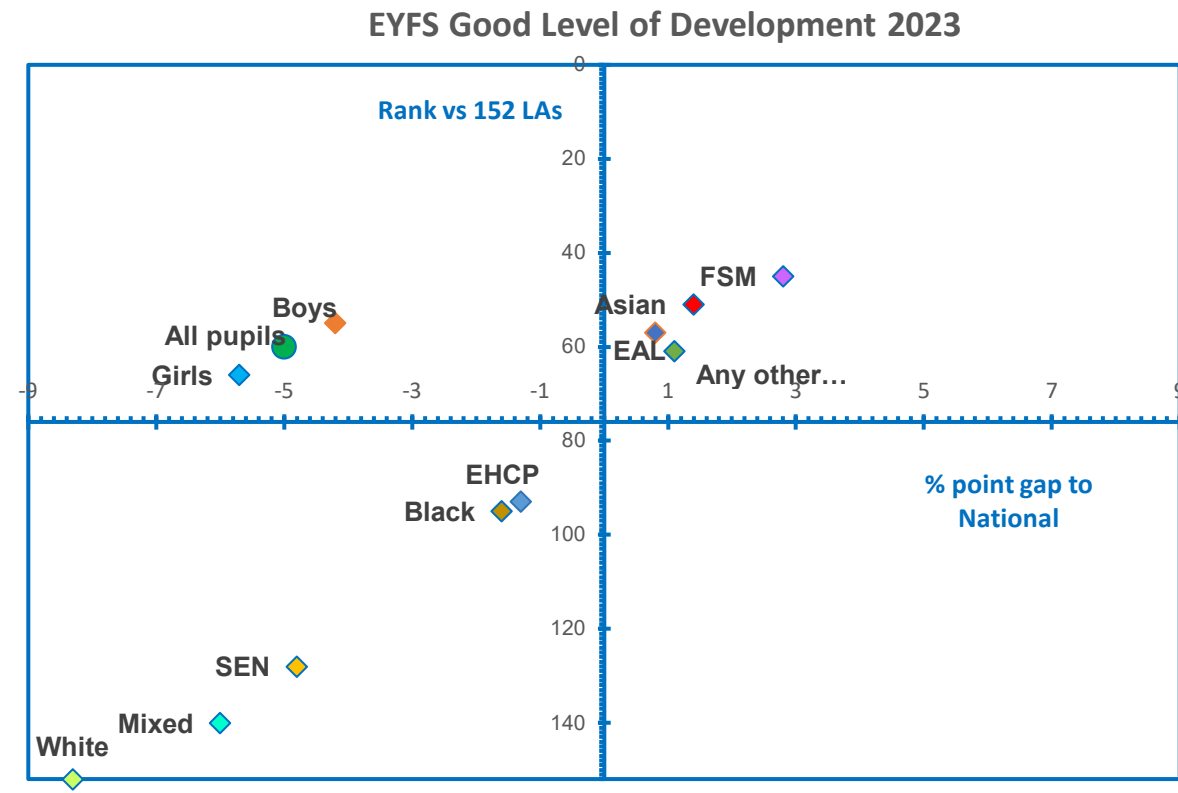
# Leicester City children: Considerations

- 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

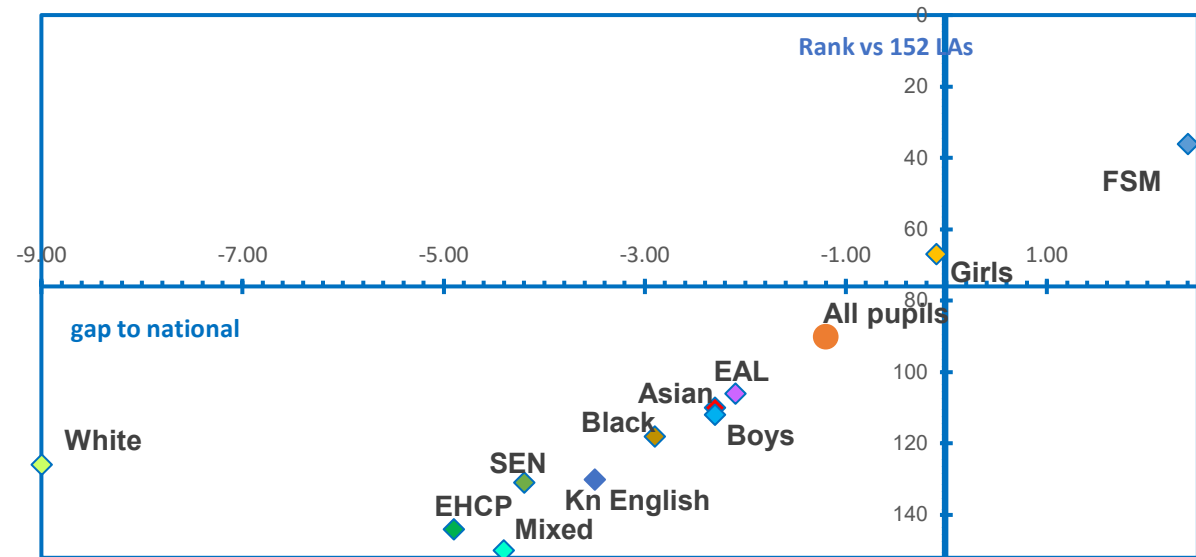
- 2023 outcomes in reading, writing and mathematics for pupils with FSM lie in the top 30% of all local authorities with above national levels
- 58% of children in Leicester reached the expected standard in reading, writing and mathematics in 2023, this is 2% behind national levels
- The gap to national 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)



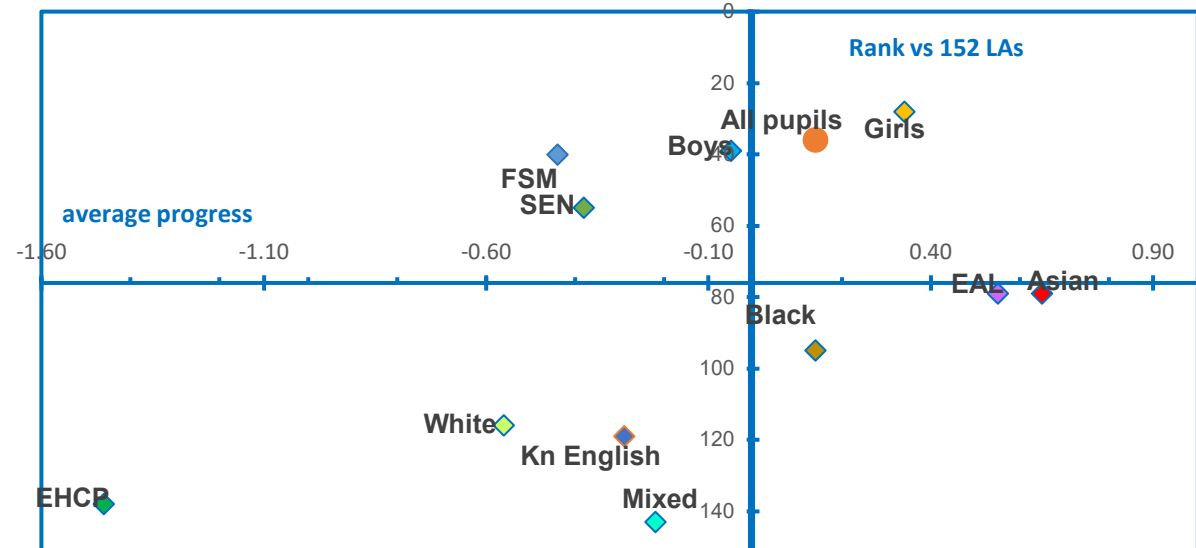
# Key Stage 4: GCSEs

- 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 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
- 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)
  - 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

