

To: Members of the Executive Board

**Democratic Services**

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Our Ref: A61/GWHG  
Your Ref:

13<sup>th</sup> February 2014

Dear Councillor

**EXECUTIVE BOARD – FRIDAY, 14<sup>TH</sup> FEBRUARY 2014 – UPDATED APPENDIX 1 (DATA ANNEX) TO AGENDA ITEM 18 (ANNUAL STANDARDS REPORT)**

With regard to the agenda papers for the above meeting, please note that we have received from the directorate an updated version of Appendix 1 of agenda item 18 (Annual Standards Report: Early Years Foundation Stage, Primary and Secondary Schools Provision), which is the 'Data Annex' document.

A copy of the updated version is enclosed, and I would be very grateful if you could incorporate this version into your agenda papers for the meeting.

Yours sincerely

Gerard Watson  
Senior Governance Officer

# Annual Standards Report 2012-2013 – Data Annex

## Executive Summary

This annex to the Annual Standards Report provides a detailed overview of learning outcomes across the city, and context in relation to the changing nature of the school population. Key points arising from these analyses include:

- The increasing birth rate which has been observed over recent, along with inward migration, is now impacting on the demand for places in primary schools and will begin to impact on the secondary phase over the next few years.
- The proportion of students eligible for Free School meals, who have English as an additional language, and those who are from Black and minority ethnic heritages have all increased in recent years.
- The proportion of children's centres, primary schools and special schools & PRUs which are good or outstanding is higher in Leeds, than in the rest of England; however the proportion of secondary schools rated good or outstanding is below the national average.
- Attendance in primary schools has been on an improving trend in recent years and is slightly above the national average. Secondary attendance has also seen improvement but remains well below national levels.
- Overall outcomes at the Early Years Foundation Stage are in line with national levels of development, but there is a significant gap between the levels of development observed in our lowest achieving pupils and the average for Leeds.
- At Key Stage 1, the percentage of children reaching the required standard in phonics decoding is in line with national. However, despite improvements in recent years, outcomes at the end of Key Stage 1 remain well below levels observed in the rest of England overall.
- At Key Stage 2, levels of attainment remain below national averages, but the proportion of children making expected progress between Key Stages 1 and 2 are in the top quartile of Local Authorities.
- At Key Stage 4, despite continued improvements, Leeds remains well below national on most of the headline attainment indicators and is struggling to close the gap. The proportion of students making expected progress is also improving, but remains well below national levels.
- At Key Stage 5, point score measures indicate that Leeds is performing in line with, or slightly better than national, but other benchmark indicators suggest that outcomes at the higher end of the academic range are not quite as positive.
- Analyses of pupil groups indicate that significant successes have been achieved in improving the outcomes of Children Looked After by the Local Authority, but that at most Key Stages there are significant challenges around the outcomes for children who are eligible for Free School Meals. Outcomes for children who have Special Educational Needs are often well below those seen nationally. EAL children also have outcomes that are well below those seen for their peers nationally. Outcomes for children from Black and ethnic minority groups vary from year to year and from Key Stage to Key Stage, but children from Pakistani, Bangladeshi, Black African and Gypsy, Roma and Traveller backgrounds perform consistently below expected levels.

## Demographics

Table 1: Numbers on roll

	Jan 2009	Jan 2010	Jan 2011	Jan 2012	Jan 2013
Reception	8096	8440	8642	8899	9249
Key Stage 1	15409	15904	16509	17068	17621
Key Stage 2	30692	30410	30360	30969	31812
Key Stage 3	23976	23614	23363	22940	22661
Key Stage 4	16577	16322	16138	15995	15677

Source: School Census

The number of pupils starting school in Leeds has risen significantly in recent years, with the number in reception increasing by over 1,150 (14.2 per cent) between January 2009 and January 2013. This is mainly due to a significant increase in the birth rate in Leeds, but has also been impacted by inward migration. The birth rate is continuing to rise, which will lead to a continued increase in demand for school places, between September 2011 and September 2012 (the Reception cohort for September 2016), there were 10,350 births in Leeds.

The increasing numbers have now fed through to Key Stage 1 and Key Stage 2, with numbers in Key Stage 2 showing an increase in the January 2012 and January 2013 School Censuses.

Numbers in Key Stage 3 and 4 have been falling in recent years, but the increases seen in primary schools will start to feed through to secondary over the next few years.

Table 2: Percentage eligible for Free School Meals (FSM)

	Jan 2009	Jan 2010	Jan 2011	Jan 2012	Jan 2013
Key Stage 1	20.7	22.3	23.1	23.2	25.0
Key Stage 2	19.6	21.3	21.7	21.4	23.2
Key Stage 3	18.5	19.8	20.2	20.1	22.2
Key Stage 4	17.8	18.3	18.6	19.1	20.8

Source: School Census

The percentage of pupils eligible for free school meals has increased for all key stages in recent years, but with larger increases seen between 2012 and 2013. Eligibility is higher in lower year groups. In Key Stage 1 the percentage eligible for free school meals has increased by 1.8 percentage points between January 2009 and January 2013 and a quarter of Key Stage 1 pupils are now eligible for free school meals.

Table 3: Percentage with English as an Additional Language (EAL)

	Jan 2009	Jan 2010	Jan 2011	Jan 2012	Jan 2013
Key Stage 1	15.5	16.2	17.4	17.4	18.2
Key Stage 2	13.8	14.8	16.4	16.4	18.1
Key Stage 3	10.2	10.6	11.6	11.6	17.0
Key Stage 4	9.2	9.9	11.0	11.0	12.9

Source: School Census

The proportion of pupils in Leeds schools who have English as an Additional Language (EAL) has also increased in recent years, by between two and three percentage points for each key stage. Levels of EAL are significantly higher in younger age groups, and the expectation is that

these higher levels of EAL will feed through to later key stages. The languages that have the largest numbers of pupils recorded as their first language are Urdu, Punjabi, Bengali and Polish.

Table 4: Percentage of Black and Minority Ethnic heritage

	Jan 2009	Jan 2010	Jan 2011	Jan 2012	Jan 2013
Key Stage 1	23.1	24.1	25.8	26.9	27.3
Key Stage 2	21.1	22.2	23.4	24.4	25.1
Key Stage 3	18.4	19.6	19.8	20.9	22.2
Key Stage 4	16.9	17.6	19.0	20.2	20.6

Source: School Census

The percentage of pupils that are of Black and Minority Ethnic (BME) heritage has increased in recent years. The percentage of BME heritage in each key stage has increased by around four percentage points. The proportion of pupils that are of BME heritage is higher in lower age groups, with over a quarter of pupils in Key Stage 1 and Key Stage 2 being of BME heritage.

As well as an overall increase in the proportion of pupils that are of BME heritage, there have been changes in numbers for particular ethnic groups. Pupils of Pakistani heritage remain the largest ethnic group in Leeds schools, making up over six per cent of the school population, numbers in this group continue to increase. The ethnic groups that have seen the largest increase in numbers are pupils of Black African and White Eastern European heritage. Black African is now the second largest BME group in Leeds schools. The number of pupils of mixed heritage has also increased by 23 per cent between January 2009 and January 2013.

Ethnic groups that have seen a decrease in pupil numbers between January 2009 and January 2013 are White British, Black Caribbean, White Irish and White Irish Traveller.

Table 5: Number and percentage of pupils by ethnic group

	January 2009		January 2013		Change	
	Number	%	Number	%	Number	%
Asian or Asian British						
Bangladeshi	958	1.1	1092	1.2	134	0.1
Indian	1683	1.9	1817	2.1	134	0.1
Kashmiri Pakistani	1533	1.8	1716	2.0	183	0.2
Kashmiri Other	107	0.1	112	0.1	5	0.0
Other Pakistani	3246	3.7	3792	4.3	544	0.6
Other Asian background	899	1.0	1276	1.5	377	0.4
Black Or Black British						
Black Caribbean	963	1.1	885	1.0	-78	-0.1
Black African	2146	2.5	3085	3.5	938	1.0
Other Black Background	527	0.6	834	1.0	307	0.3
Mixed Heritage						
Mixed Black African and White	298	0.3	476	0.5	178	0.2
Mixed Black Caribbean and White	1410	1.6	1515	1.7	104	0.1
Mixed Asian and White	726	0.8	917	1.0	191	0.2
Other Mixed Background	1107	1.3	1448	1.6	340	0.4
Chinese or Other						
Chinese	377	0.4	440	0.5	63	0.1
Other Ethnic group	893	1.0	1119	1.3	226	0.2
White						
White British	67193	77.5	63507	72.4	-3699	-5.2
White Irish	290	0.3	219	0.2	-71	-0.1
Other White Background	744	0.9	808	0.9	64	0.1
White Eastern European	468	0.5	1344	1.5	876	1.0
White Western European	161	0.2	325	0.4	164	0.2
Traveller Irish Heritage	106	0.1	80	0.1	-26	0.0
Gypsy\Roma	263	0.3	475	0.5	212	0.2

Source: School Census; Key Stage 1-4

## Ofsted judgements of learning settings

Ofsted rating	Academic year 2010/11 (to 31/8/11)			Academic year 2011/12 (to 31/8/12)			Academic year 2012/13 (to 31/8/13)		
	Outstanding / Good	Satisfactory	Inadequate	Outstanding / Good	Satisfactory / Requires improvement	Inadequate	Outstanding / Good	Satisfactory / Requires improvement	Inadequate
No (%) Childminders	471 (66%)	245 (34%)	0	519 (65%)	283 (35%)	0	580 (70%)	241 (29%)	7 (1%)
No (%) Childcare non-domestic premises settings	158 (69%)	71 (31%)	0	202 (73%)	76 (27%)	0	223 (77%)	56 (19%)	10 (4%)
No (%) Children's centres)	12 (75%)	4 (25%)	0	21 (81%)	5 (19%)	0	21 (81%)	5 (19%)	0
No (%) Primary schools	150 (69%)	66 (30%)	2 (1%)	150 (69%)	66 (30%)	2 (1%)	178 (82%)	35 (16%)	5 (2%)
No (%) Secondary schools	20 (54%)	15 (41%)	2 (5%)	22 (58%)	13 (34%)	3 (8%)	22 (58%)	12 (32%)	4 (10%)
No (%) Post 16 provision	3 (75%)	1 (25%)	0	4 (80%)	1 (20%)	0	3 (60%)	2 (40%)	0
No (%) Special schools and PRUs	7 (78%)	1 (11%)	1 (11%)	7 (78%)	1 (11%)	1 (11%)	8 (89%)	0	1 (11%)

### Notes:

For schools that become academies, the judgement of the predecessor school is included. The exception to this is at the end of 2010/11 Leeds West Academy had not been yet been inspected as an academy and this academy had two predecessor schools. The total count of secondary schools that had a most recent inspection result for this year is therefore 37.

## Learning Outcome Dashboards

The following dashboards provide details of outcomes against headline indicators at each Key Stage and for attendance.

### **Charts**

The chart shows annual trends for Leeds, core cities, statistical neighbours and national.

- Core cities: Birmingham; Bristol; Leeds; Liverpool; Manchester; Newcastle; Nottingham and Sheffield.
- Statistical neighbours: Darlington; North Tyneside; Stockton-on-Tees; Bolton; St Helens; Calderdale; Kirklees; Sheffield; Derby and Milton Keynes.
- National – includes all state funded schools.

Where appropriate, charts will also include estimates. Fisher Family Trust (FFT) provide a range of estimates of future performance. An FFT estimate is based on the progress made by similar pupils nationally.

### **Rankings**

The ranking section shows where Leeds' performance is ranked nationally. If one or more LAs share the same result the result will be expressed with 'equal' in front of it.

### **Pupil group attainment**

This section shows the strongest, weakest and most improved pupil groups for attainment. The data is taken from Raiseonline or Fischer Family Trust (FFT) significant groups analysis.

### **Pupil group progress**

This section shows the strongest, weakest and most improved pupil groups for this indicator. The information is taken from FFT.

### **Key issues**

This section is populated in discussion with the relevant head of service for the area. It will highlight the issues for this indicator.

## Children's Trust – Children and Young People's Plan Report Cards Q2 2013-14

**Meeting:** Children's Trust Board - 9 December 2013

**Population:** Children in the Early Years age group (0-5)

**Outcome 2 :** Children and young people do well at all levels of learning and have the skills for life

**Priority 4:** Support children to be ready for learning

**LCC lead:** Paul Brennan

**CTB lead:** Ann Pemberton

**Why is this a priority** A good start in the early years has a major impact on a child's future life chances. It is crucial for their future success that children's early experiences build a secure foundation for learning throughout school and beyond. High quality early years experiences lead to improved early learning outcomes and ensure that children make good progress.

**Amber**

**RAG:** Good inspection performance, high quality CPD in place, but the achievement gap indicator is a concern **Direction of travel:** N/A, new framework

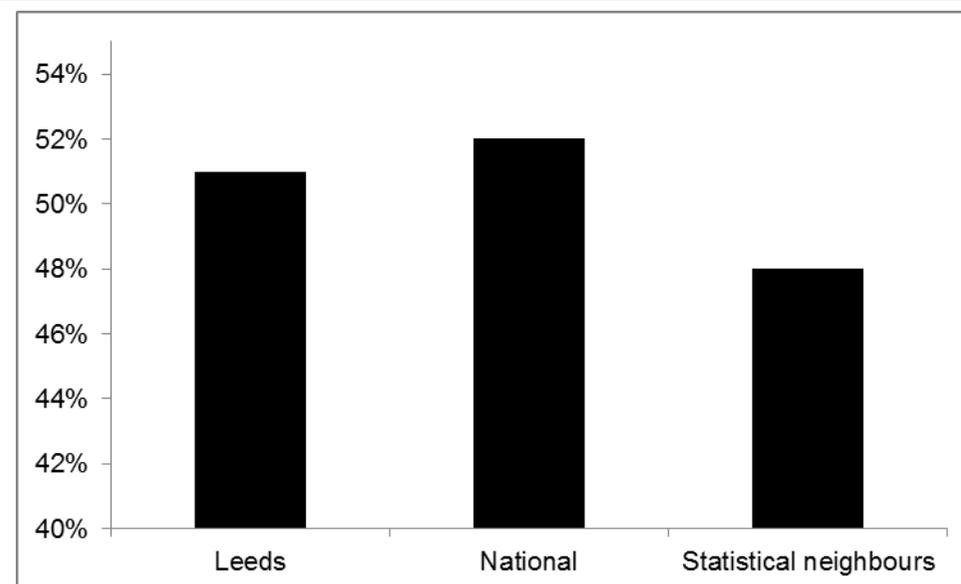
### Story behind the baseline

**Curve:** Children reaching a 'good level of development' in the Early Years Foundation Stage Profile (EYFSP)<sup>1</sup>

In 2013 in Leeds schools, 51% of children reached a good level of development at the end of the Early Years Foundation Stage (EYFS). 52% of children nationally reached this level and 48% of children did so in statistical neighbour authorities. A new assessment framework was introduced in 2012/13 and data from earlier years is not comparable. While overall attainment at this key stage is therefore closely in line with national performance, the gap between the lowest 20% of the cohort and the whole cohort is 44.6%, compared to 36.6% nationally and 39.0% for statistical neighbours. Leeds is the worst performing local authority nationally on this measure.

The EYFSP is assessed at the end of the first year in primary school, but much of the learning for children 0-5 is in early care and education settings. The quality of this provision has a major impact on children's readiness to learn at school. The percentage of Leeds providers judged by Ofsted to be good or better has increased over the last year; from 64% to 70% for childminders (nationally the increase was from 71% to 74%) and from 70% to 77% for nursery and out of school settings (compared to a national improvement from 78% to 82%). This has happened in the context of increasingly challenging inspections.

Ofsted have removed from the school inspection handbook guidance on measuring children's progress in the early years, pending the publication of separate guidance. From November 2013, a judgement of 'requires improvement' replaces the current 'satisfactory' judgement for early years providers, as it has already for schools and colleges. Pre-schools and nurseries requiring improvement will have two years to get to 'good' otherwise they risk being judged 'inadequate'. If an inadequate setting is found inadequate again after re-inspection, Ofsted may take steps to cancel that setting's registration. Revised early education and childcare statutory guidance came into effect in September 2013 which affects how local authorities offer and provide support for providers to deliver free early education entitlement (FEEE). Recent announcements have also been made about increasing the number of FEEE places for eligible two year olds.



<sup>1</sup> Reaching the expected level in personal, social and emotional development; physical development; communication and language; maths; and literacy.

## Children's Trust - Children and Young People's Plan Report Cards Q2 2013-14

**What do children and young people think** The EYFS curriculum is play based and child focused, with children leading their learning. A workforce skilled in listening to children is a fundamental part of professional development. The Voice, Influence and Change team are seeking feedback from early care and education providers about how children are empowered in their settings, e.g., making choices about food; choosing equipment; influencing the learning environment, etc. During the 2013 CBBC event, younger children put their wishes for the city on a wish tree and drew themselves on a Leeds landscape. City centre play facilities were a common wish. A children's voice network is being re-established, to encourage providers to engage children in decision-making.

### What we have done

- The Early Years Improvement Strategy has been revised to include focused challenge and support packages for education and childcare settings. Implementation starts in November after consultation with the sector.
- A comprehensive EYFSP moderation plan was in place for 2013 assessment under the new framework. This has been reviewed to create an updated plan for 2014.
- The DfE / Department of Health integrated review for two year olds is in the second phase of local testing and a national evaluation has begun.
- Around 50% of areas have a local early years network in place. These are well received and are promoting stronger relationships between different types of providers e.g. schools, pre-schools, nurseries, children's centres.
- The re-launched early years resource at Technorth promotes effective early years practice and allows practitioners to explore resources first hand.
- Over 100 practitioners attended the Celebrating Early Learning in Leeds conference in June and gave outstanding feedback. A Twitter account was launched to promote national and local partnerships, training opportunities and celebrate great early years practice. It has around 200 followers.
- Universal EYFS training has been delivered to 1636 practitioners since January and schools have bought 400 hours of early years work.
- Roadshows were held during June, July and August to provide further information for providers about FEEE for two year olds.

### New actions

- The council is introducing start-up capital grant funding to expand two year old FEEE places. Providers can apply for funding to build places worth £1000 per place for group settings, and £500 per place for childminders.
- The EYFS learning and development programme for 2013/14 includes a wider choice of early evening and weekend courses. There are new courses in response to Ofsted feedback and the stronger emphasis on children's learning and bookings for training are already high.
- Practitioners in PVI early care and education settings / out of school settings can apply for funding for a Level 3 qualification in Children and Young Person's Workforce and a Level 3 in Special Educational Needs. The latter course is promoted in response to workforce audit findings and is aimed at practitioners working with children with additional needs.
- A response will be submitted to the DfE's consultation on the role of local authorities in childcare and early education, which proposes refocusing on supporting settings judged as requiring improvement or inadequate. The 0-5 team have already developed a high tariff sheet identifying challenge and support packages for settings causing concern – 283 settings at present.
- A joint conference is planned with Kirklees council for February 2014, to allow Early Years Professionals to share resources and best practice.
- An Early Years Review group and Early Education Partnership group are being planned to monitor and support improvement in settings and to bring partners together to identify a strategic early years plan for the future.

### What works locally

Children in a good or better early care and education setting, make greater progress between years 2 and 6 in English and Maths (Effective Provision of Pre-School Education research, 2012). The quality of teaching and learning, as well as the leadership of settings, has a major impact on outcomes. A new course is being developed on system leadership in the non-maintained sector.

### Data development

This is the first year of the new assessment framework and data should be treated as a baseline year.

**Partners with a role to play** Childcare providers (childminders; private, voluntary and independent (PVI) settings; and childcare in children's centres);

## **Children's Trust - Children and Young People's Plan Report Cards Q2 2013-14**

children's centres; schools; Leeds City Council services that deliver the Leeds offer to schools; Early Start teams; family support services.

## Early Years Foundation Stage - Learning Outcomes Dashboards

<b>Dashboard</b>	<b>Changes Since Previous Version</b>
Percentage of pupils achieving A Good Level Of Development	Pupil group analysis updated
Low Achievers Gap	No change

## 2012-13, EYFS - Percentage of pupils achieving A Good Level Of Development\*



England Rank	Equal 67/152
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National Quartile Position	Change from last year
	Not comparable
2nd quartile	

Pupil group attainment on this measure		
Strongest	Weakest	Most Improved
White Irish	Gypsy Roma	
Autumn born & Indian	TI**/Heritage & Action Plus	
Girls	School Action	
W/Western European	W/E European & CLA***	
Non SEN & Non FSM	Kashmiri Pakistani	

**Key Issues:** 2012 data is not comparable to previous years due to the introduction of the revised framework. Previous years data has been included to provide a context for Leeds' performance when compared to the national, statistical neighbour and core cities average. In 2013, Leeds' performance is almost in line with the national figure (51 per cent compared to 52 per cent) and ahead of the statistical neighbour and core cities average by three percentage points.

Data Status: Final

Data Source: DfE Statistical First Release SFR 43/2013; SFR 47/2013 (pupil group analysis); KEYPAS - pupil group ethnicity analysis

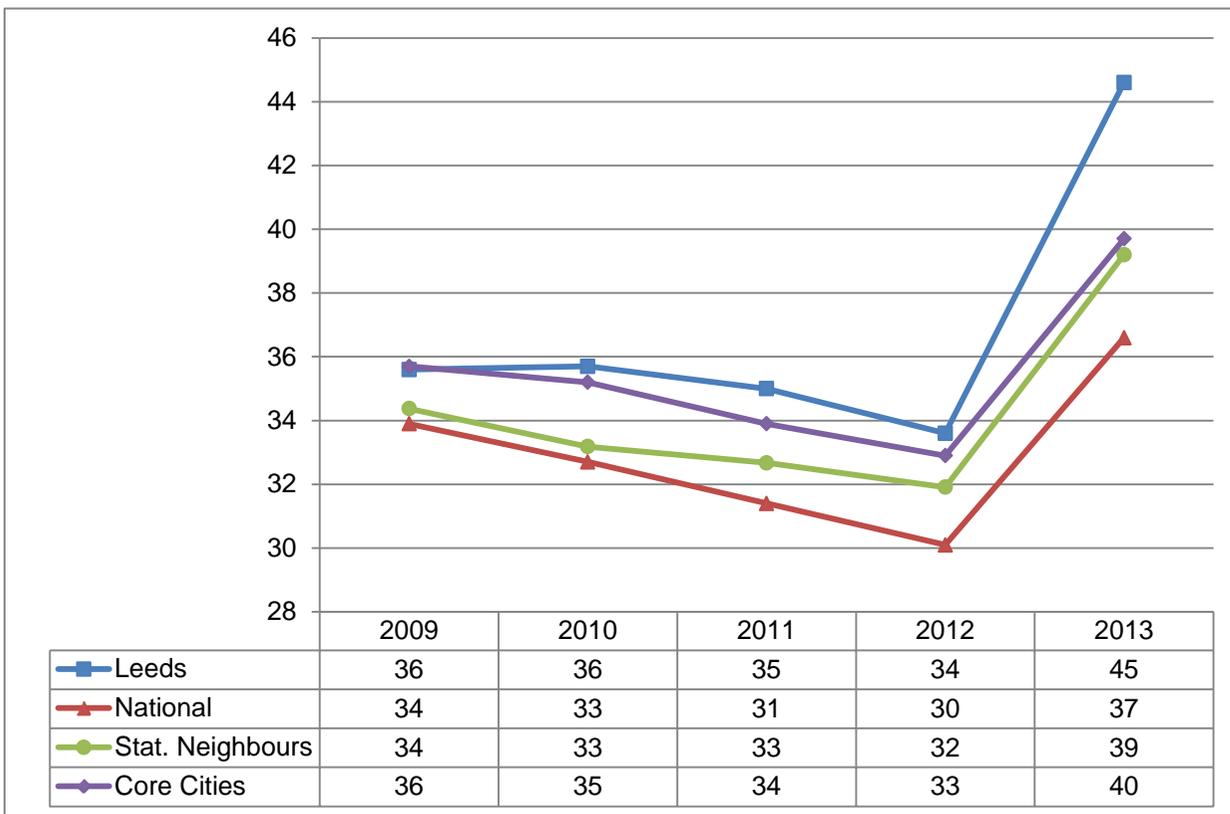
Data Notes: \*Children are defined as having reached a good level of development at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and literacy. \*\* Traveller Irish. \*\*\*CLA for the 6 months to 31/05/2012

**Please note due to the indicator definition changing 'most improved analysis' cannot be undertaken. Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)



2012-13, EYFS - Low Achievers Gap\*



England Rank	152/152
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National Quartile	Change from last
	Not comparable

**Key Issues:** 2012 data is not comparable to previous years due to the introduction of the revised framework. Previous years data has been included to provide a context for Leeds' performance when compared to the national, statistical neighbour and core cities average. In 2013, the the achievement gap in Leeds between the lowest 20 per cent of children and the mean is 45 per cent. This performance lags behind the national, statistical neighbours and core cities average by 8, 6 and 5 percentage points respectively.

Data Status: Final

Data Source: DfE Statistical First Release SFR 43/2013

Data Notes: \*The percentage gap in achievement between the lowest 20 per cent of achieving children in a local authority (mean score), and the score of the median.

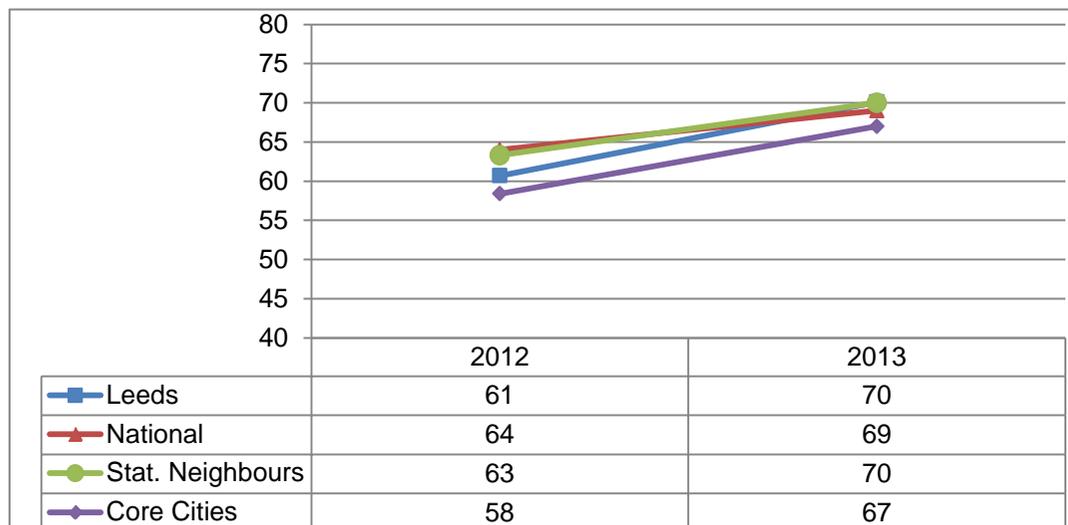
**Pupil group attainment and progress breakdown is not available for this indicator.**



## Key Stage 1 including Phonics - Learning Outcomes Dashboards

Dashboard	Changes Since Previous Version
Percentage of pupils meeting the required standard of Phonic Coding at the end of year 1	Pupil group analysis
Reading - percentage of pupils achieving level 2 or above	Pupil group analysis
Writing - percentage of pupils achieving level 2 or above	Pupil group analysis
Maths - percentage of pupils achieving level 2 or above	Pupil group analysis
Reading - percentage of pupils achieving level 3 or above	Pupil group analysis
Writing - percentage of pupils achieving level 3 or above	Pupil group analysis
Maths - percentage of pupils achieving level 3 or above	Pupil group analysis
Reading - Average Point Score	Pupil group analysis
Writing - Average Point Score	Pupil group analysis
Maths - Average Point Score	Pupil group analysis
Reading, Writing and Maths - Average Point Score	Pupil group analysis

## 2012-13, Key Stage 1 - Percentage of pupils meeting the required standard of Phonic Coding at the end of year 1



England Rank	equal 31/148
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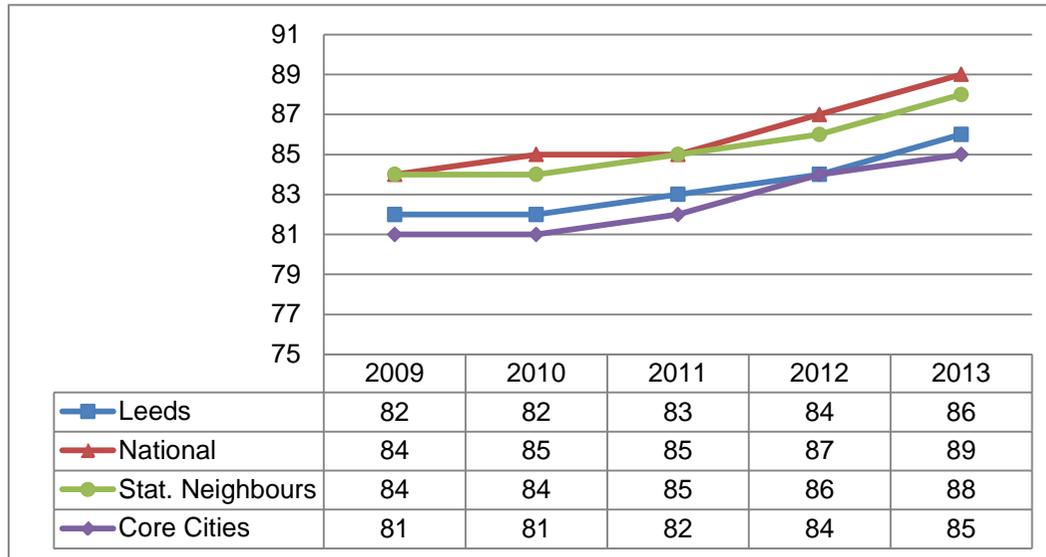
National Quartile Position	Change from last year
1st quartile	9% points

Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Indian	SEN - Statemented	Traveller of Irish Heritage
Chinese	Gypsy/Roma	Bangladeshi
Autumn born	Traveller of Irish Heritage	Any Other Black background
Not CLA or FSM; Non SEN	CLA	Any Other Ethnic Group
Non FSM	School Action	Irish

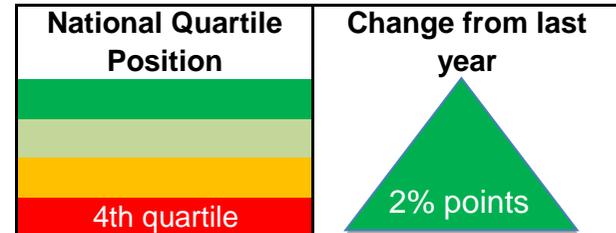
**Key Issues:** The phonic coding test is only in its second year and Leeds' performance has improved by nine percentage points and the 2013 figure is ahead of the national figure by one percentage point.

Data Status: Final  
 Data Source: DfE Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)  
 Data Notes: The phonic mark can be between 0 and 40. If a pupil's mark is at or above the threshold mark they are considered to have reached the required standard. The threshold mark was 32 in both 2011/12 and 2012/13.  
**Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**  
[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

## 2012-13, KS1 - Reading - percentage of pupils achieving level 2 or above



England Rank	equal 125/148
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Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Indian	SEN - Statemented	Irish
Non SEN	Traveller of Irish Heritage	Any other Black Background
Not CLA or FSM	Gypsy/Roma	School Action Plus
Non FSM / autumn born	School Action plus	Chinese
Female; White & Asian	SEN - non Statemented	SEN - non Statemented; White & Black African

**Key Issues:** There has been a two percentage point increase for Leeds pupils, ahead of the core cities average by one percentage point, but behind the national and statistical neighbour by three and two percentage points respectively.

Data Status: Final

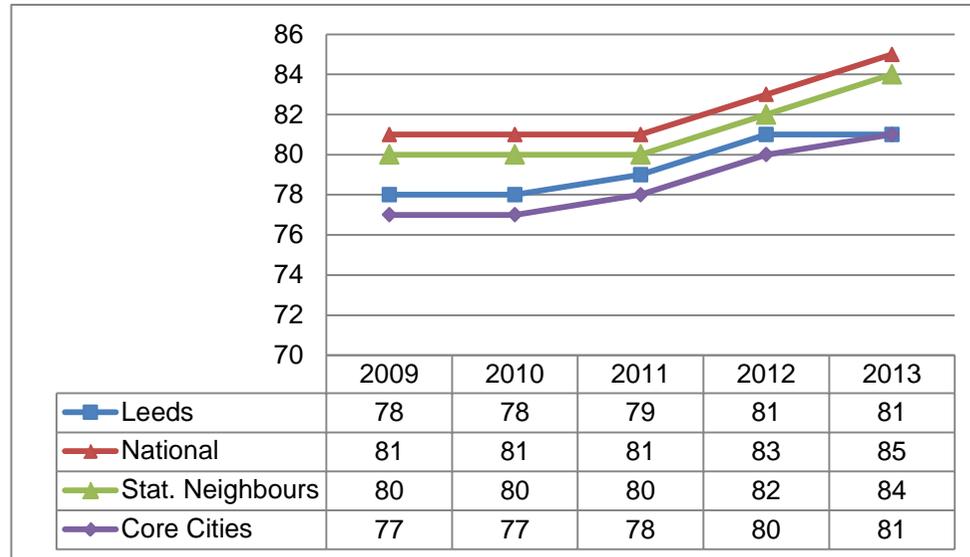
Data Source: DfE Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

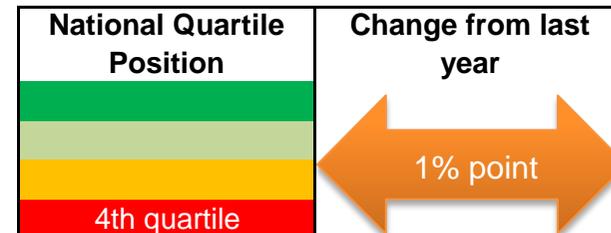
[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)



## 2012-13, KS1 - Writing - percentage of pupils achieving level 2 or above



<b>England Rank</b>	equal 129/148
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Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Indian	SEN - Statemented	Any other Black background; Chinese
Non SEN	Gypsy/Roma	Irish
Not CLA or FSM	Traveller of Irish Heritage	School Action Plus
Female; non FSM	School Action & Action plus; SEN - non Statemented	Any other W/Background; B/Caribbean; B/African
Chinese; autumn born	CLA	SEN - non Statemented; White & Black African

**Key Issues:** Performance in Leeds has remained the same as the previous year and matches that of core cities, with 81 per cent of pupils achieving the benchmark. However, the national and the statistical neighbour figures have both improved by two percentage points.

Data Status: Final

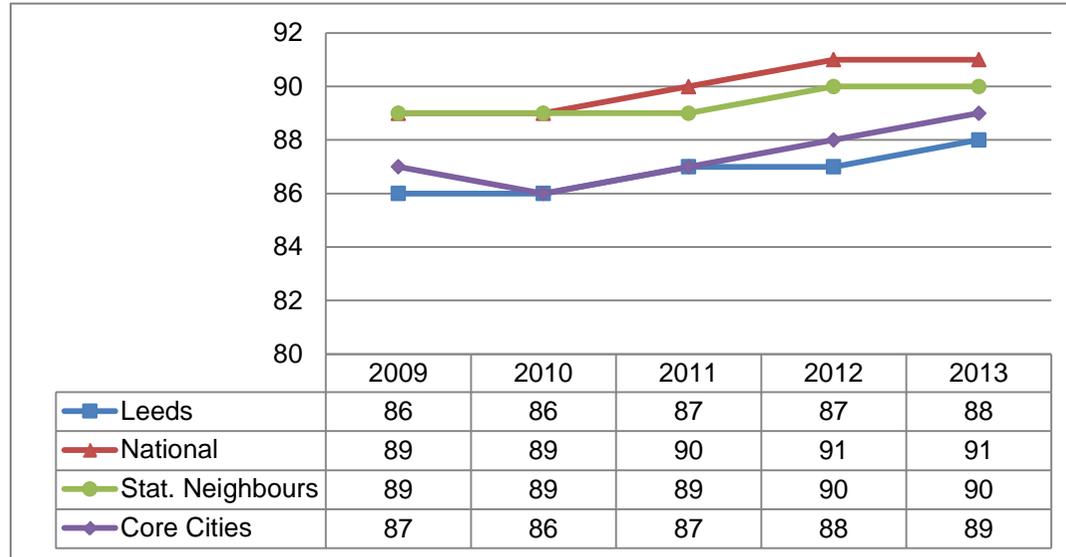
Data Source: DfE Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

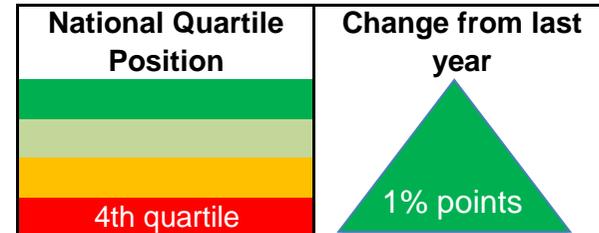
[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)



2012-13, KS1 - Maths - percentage of pupils achieving level 2 or above



England Rank	equal 133/148
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Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Chinese	SEN - Statemented	Traveller of Irish Heritage
Indian; non SEN	Gypsy/Roma	White & Black African
White & Asian; White & Black African	School Action plus	Chinese
Not CLA or FSM; non FSM; autumn born	Traveller of Irish Heritage	Any other Black background
Female; White British; non EAL	SEN - non Statemented	Black Caribbean; any other ethnic group

**Key Issues:** Performance in Leeds improved by one percentage point to 88 per cent of pupils meeting the benchmark. This bucks the national and statistical neighbour trend where the results remained the same as the previous year. However, Leeds' performance is behind the national, statistical neighbours and core cities by three, two and one percentage point/s respectively.

Data Status: Final

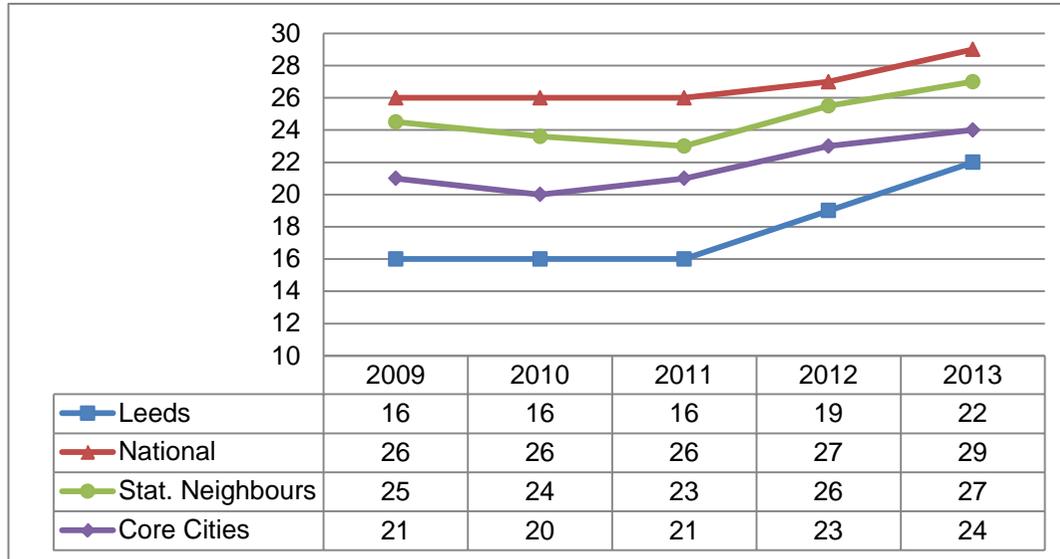
Data Source: DfE Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

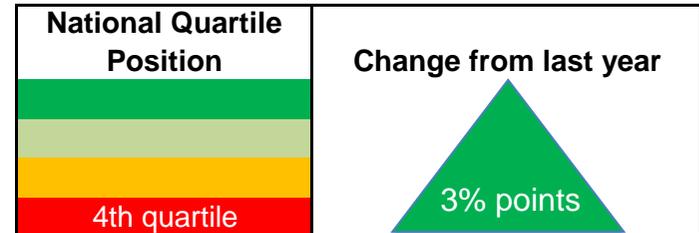


[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

## 2012-13, KS1 - Reading - percentage of pupils achieving level 3 or above



England Rank	equal 135/150
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Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Autumn born	Traveller of Irish Heritage; Gypsy/Roma	Any other: White, mixed & Black background
Non FSM; not CLA or FSM; Indian	SEN - Statemented	Indian
Any other mixed background	School Action	EAL; autumn born
Non SEN	CLA; SEN - non Statemented	Bangladeshi
Female; White British	School Action plus	Male; Not CLA; EAL; W/British; B/African; summer born

**Key Issues:** Leeds performance has improved by three percentage points, however performance is still below that of the national, statistical neighbours and core cities by seven, five, and two percentage points respectively.

Data Status: Final

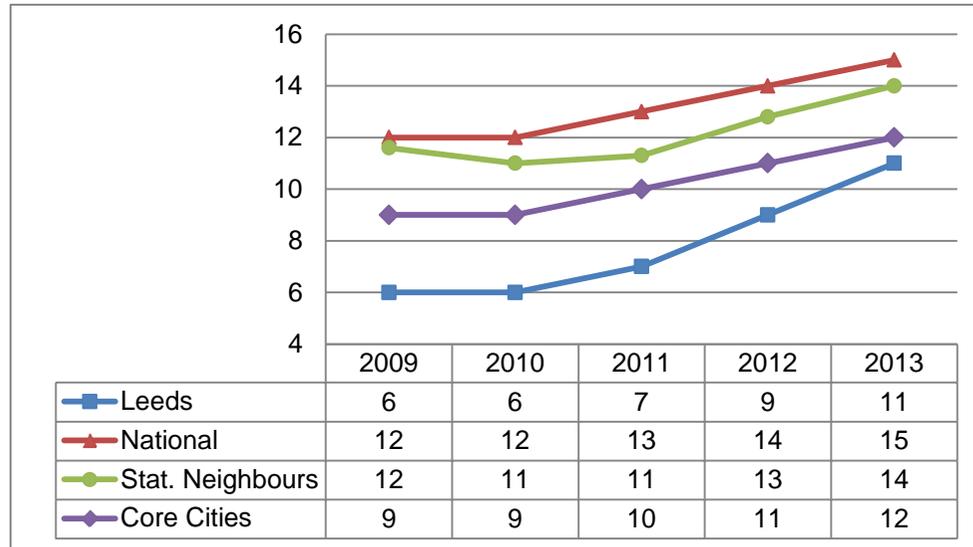
Data Source: DfE Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

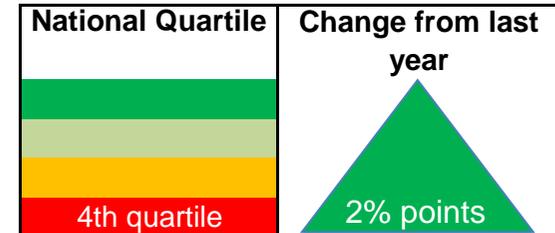
[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)



## 2012-13, KS1 - Writing - percentage of pupils achieving level 3 or above



<b>England Rank</b>	equal 128/150
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Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Indian; autumn born	CLA; Traveller of Irish Heritage; Gypsy/Roma	Indian
Any other mixed background	Bangladeshi	Any other White & mixed background
Female; non FSM; not CLA or FSM; Chinese	FSM; CLA or FSM; White & Black Caribbean	Any other Black background; autumn born
Non SEN	Irish; Pakistani; Black Caribbean	Any other Asian background; Black African
Non EAL; White British	EAL	Female; non FSM/SEN; not CLA or FSM; EAL

**Key Issues:** Performance by Leeds' pupils has improved by two percentage points. Although the direction of travel for this indicator is positive, Leeds' performance is behind that of the national, statistical neighbours and core cities by four, three and one percentage point/s.

Data Status: Final

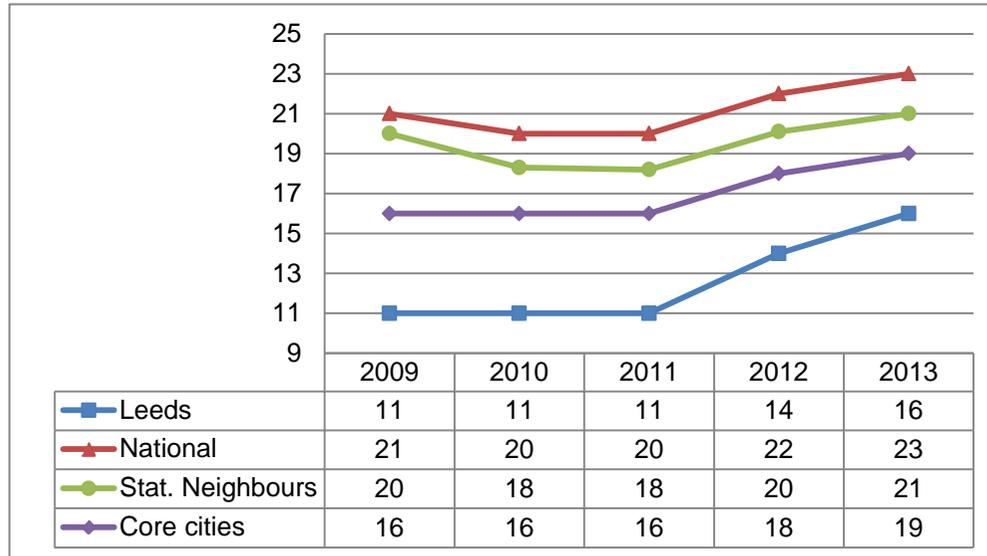
Data Source: DfE Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

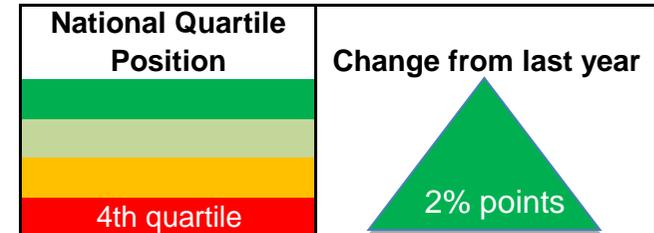
[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)



## 2012-13, KS1 - Maths - percentage of pupils achieving level 3 or above



England Rank	equal 143/150
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Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Indian	Traveller of Irish Heritage; Gypsy/Roma	Any other mixed background
Chinese; autumn born	SEN - Statemented	Indian
Non FSM; not CLA or FSM	CLA; School Action	White & Black African
Any other mixed background	SEN - non Statemented	Any other W/background; Bangladeshi; B/Caribbean
Male; Mixed White & Asian; non SEN	S. Action plus; FSM; CLA or FSM; Any other B/background	EAL; autumn born

**Key Issues:** Performance in Leeds has improved by two percentage points which is greater than that of the national, statistical neighbour and core cities by one percentage point. However, of the four, Leeds has the lowest percentage of pupils achieving level 3 or above in Maths.

Data Status: Final

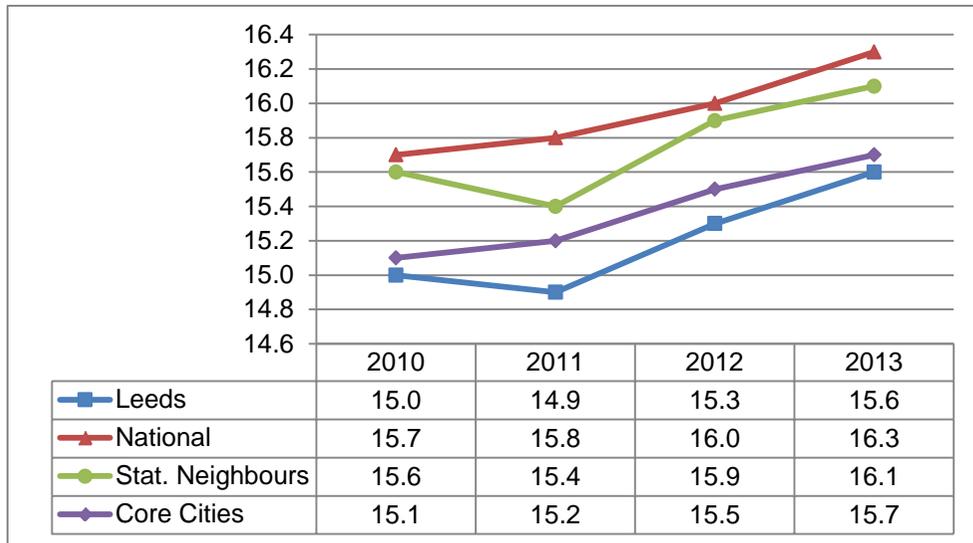
Data Source: DfE Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

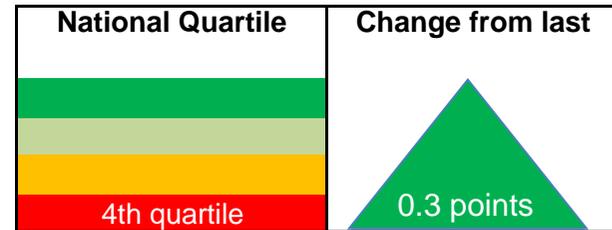
[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)



## 2012-13, Key Stage 1 - Average Point Score - Reading



<b>England Rank</b>	equal 127/152
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Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Indian	SEN - Statemented	Traveller of Irish Heritage
Non SEN	Gypsy/Roma	Irish
Not CLA or FSM; non FSM; autumn born	Traveller of Irish Heritage	Any other Black background
Female; White & Asian; any other mixed b/ground	School Action plus	School Action plus
British; non EAL	SEN - non Statemented	Chinese

**Key Issues:** Although Leeds' performance demonstrates year on year improvement since 2011, performance is still behind the national, statistical neighbours and core cities average point score by 0.7, 0.5 and 0.1 respectively.

Data Status: Final

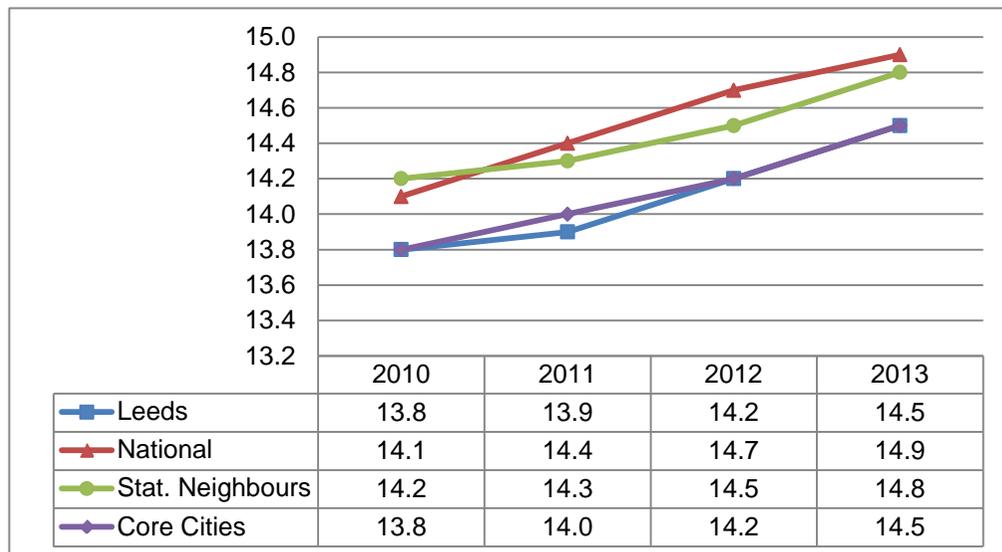
Data Source: Def. Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

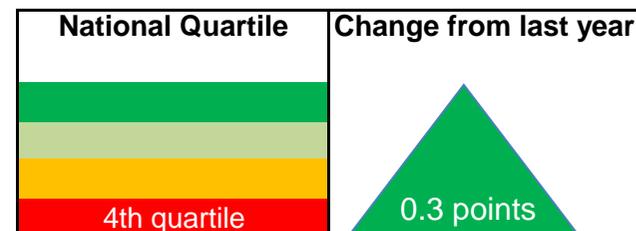
[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)



## 2012-13, Key Stage 1 - Average Point Score - Writing



England Rank	equal 122/152
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Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Indian	SEN - Statemented	Traveller of Irish Heritage
Non SEN	Gypsy/Roma	Any other Black background
Not CLA or FSM; non FSM; autumn born; female	Traveller of Irish Heritage	Chinese
Chinese	School Action plus	Irish
Any other mixed b/ground; White & Asian; W/British	SEN - non Statemented	School Action plus

**Key Issues:** Performance in Leeds has improved by a score of 0.3 points, to 14.5 which is matched by the core cities' figure. However, Leeds is still behind the national and statistical neighbour average point score by 0.4 and 0.3 respectively.

Data Status: Final

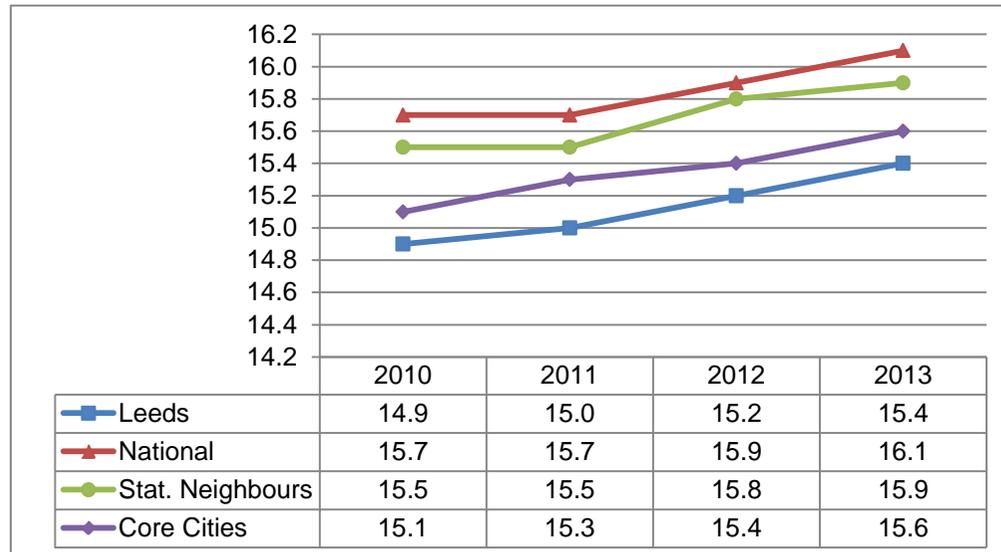
Data Source: Def. Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

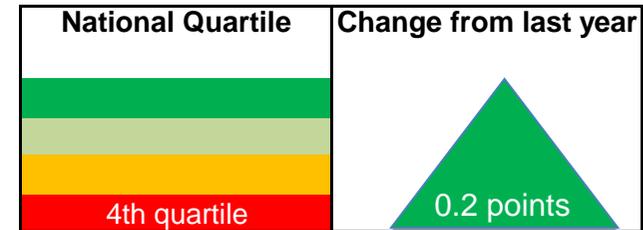
[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)



## 2012-13, Key Stage 1 - Average Point Score - Maths



England Rank	equal 144/152
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Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Chinese	SEN - Statemented	Traveller of Irish Heritage
Indian	Gypsy/Roma	Chinese
Non SEN; autumn born	Traveller of Irish Heritage	White & Black African
Not CLA or FSM; non FSM	School Action plus	Any other Black background
White & Asian	SEN - non Statemented	Indian

**Key Issues:** Leeds' performance has shown year on year improvements. However, the average point score is still behind that of the national, statistical neighbour and core cities average by 0.7, 0.5 and 0.2 respectively.

Data Status: Final

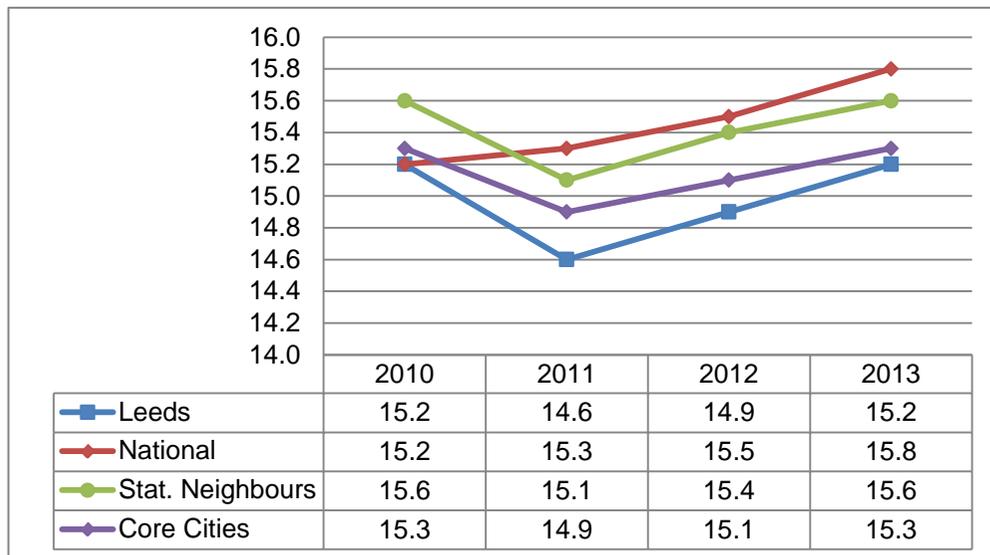
Data Source: Def. Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

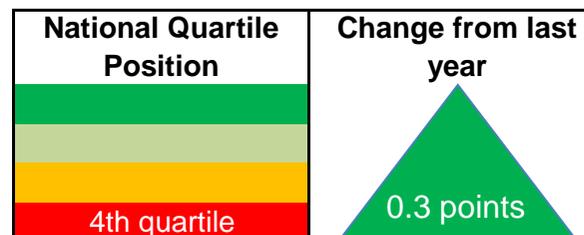
[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)



## 2012-13, Key Stage 1 - Average Point Score - Reading, Writing and Maths



England Rank	equal 129/152
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Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Indian	SEN - Statemented	Traveller of Irish Heritage
Non SEN	Gypsy/Roma	Any other Black background
Not CLA or FSM; autumn born; non FSM	Traveller of Irish Heritage	Chinese
Chinese	School Action plus	Irish
White & Asian; female	SEN - non Statemented	School Action plus

**Key Issues:** Leeds' performance has shown improvement year on year. However, the average point score is still behind that of the national, statistical neighbour and core cities average by 0.6, 0.4 and 0.1 respectively.

Data Status: Final

Data Source: Def. Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

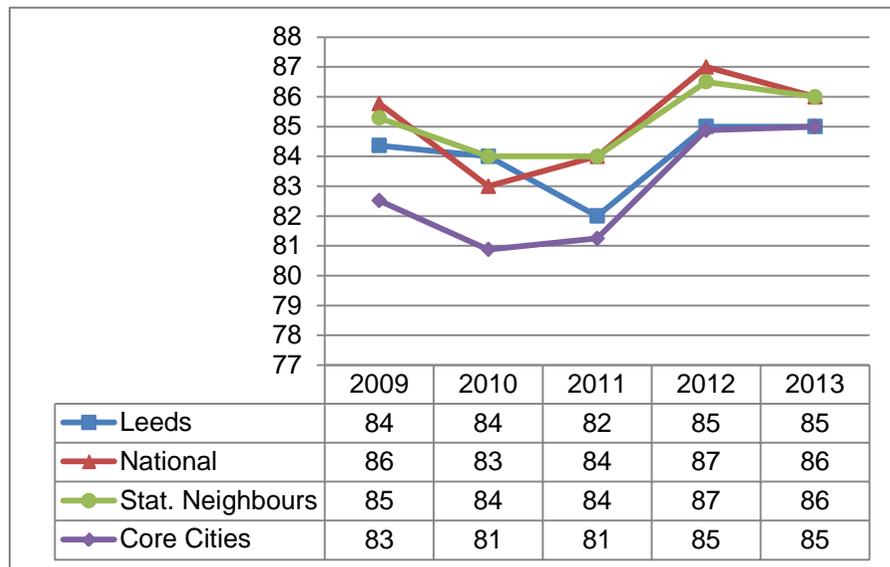
[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)



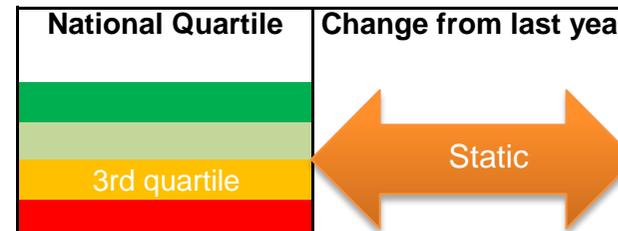
## Key Stage 2 - Learning Outcomes Dashboards

Dashboard	Changes Since Previous Version
Percentage of pupils achieving level 4 or above - Reading	Validated data added
Percentage of pupils achieving level 4 or above - Writing	Validated data added
Percentage of pupils achieving level 4 or above - Maths	Validated data added
Percentage of pupils achieving level 4 or above - Reading, Writing and Maths	Validated data added
Percentage of pupils achieving level 5 or above - Reading	Validated data added
Percentage of pupils achieving level 5 or above - Writing	Validated data added
Percentage of pupils achieving level 5 or above - Maths	Validated data added
Percentage of pupils achieving level 5 or above - Reading, Writing and Maths	Validated data added
Percentage of pupils making expected progress between key stage 1 and key stage 2 - Reading	Validated data added
Percentage of pupils making expected progress between key stage 1 and key stage 2 - Writing	Validated data added
Percentage of pupils making expected progress between key stage 1 and key stage 2 - Maths	Validated data added
Key Stage 2 - Average Point Score Reading, Writing and Maths	Validated data added

## 2012-13, Key Stage 2 - Percentage of pupils achieving level 4 or above - Reading



<b>England Rank</b>	equal 97/152
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Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Indian	Statemented	Not comparable
Non SEN	Gypsy/Roma	
Non FSM; Chinese	CLA	
Female; Non EAL; White British; Irish	Non Statemented	
Pupils On Roll throughout years 5 & 6	Traveller of Irish Heritage; any other White	

**Key Issues:** From 2013, reading and writing teacher assessments are no longer combined to produce an overall English level. Instead, reading and writing is being reported separately.

Performance in Leeds has remained static since 2012, however performance is below that of the national and statistical neighbour average by one percentage point, with 85% of children meeting the benchmark.

Data Status: Revised

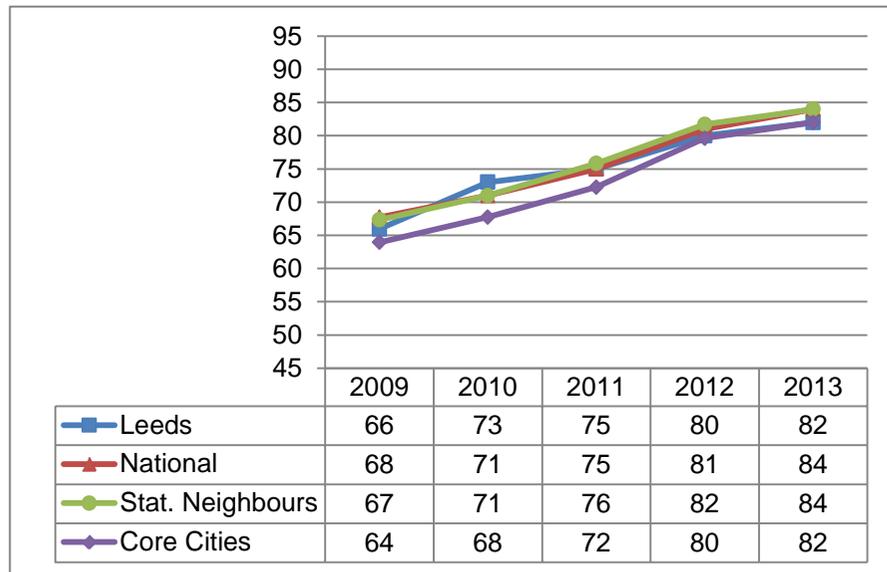
Data Source: DfE Statistical First Release - SFR 51/2013; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

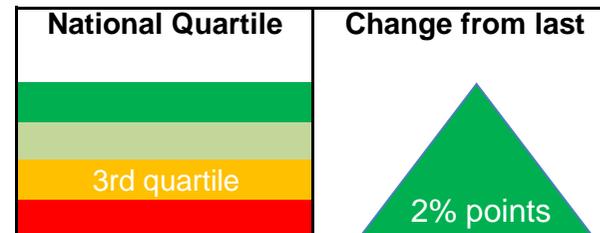


[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

## 2012-13, Key Stage 2 - Percentage of pupils achieving level 4 or above - Writing



England Rank	equal 111/152
--------------	---------------



Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Non SEN; Indian	Statemented	Not comparable
Irish	Gypsy/Roma	
Non FSM	Traveller of Irish Heritage	
Female	Non Statemented	
Non EAL; White British	CLA	

**Key Issues:** From 2013, reading and writing teacher assessments are no longer combined to produce an overall English level. Instead, reading and writing is being reported separately.

Performance has improved by two percentage points in Leeds but the gap between Leeds and the national has increased by two percentage points to 84 per cent.

Data Status: Revised

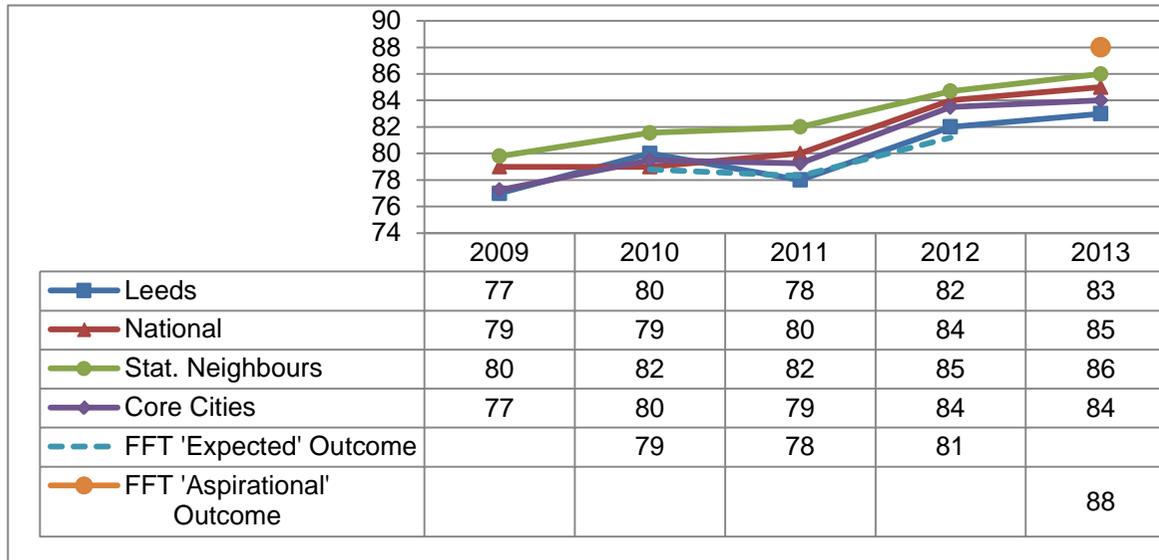
Data Source: DfE Statistical First Release - SFR 51/2013; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: From 2012 schools were no longer required to administer a writing test and submit these for external marking, therefore teacher assessments have been used. **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

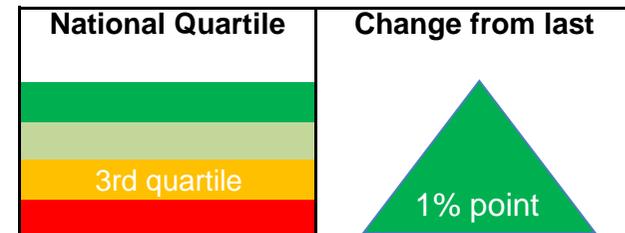


[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

## 2012-13, Key Stage 2 - Percentage of pupils achieving level 4 or above - Maths



<b>England Rank</b>	equal 111/152
---------------------	---------------



Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Non SEN	Statemented	White & Black African
Indian	Traveller of Irish Heritage	Statemented
Chinese	Gypsy/Roma	Bangladeshi
Non FSM	CLA	Any other mixed background
Irish	Non Statemented	Non Statemented; White British

**Key Issues:** Performance in Leeds has improved by one percentage point to 83 per cent. The gap between Leeds and the national figure remains at two percentage points. Leeds' performance is below that of statistical neighbours and core cities average by three and one percentage points respectively.

Data Status: Revised

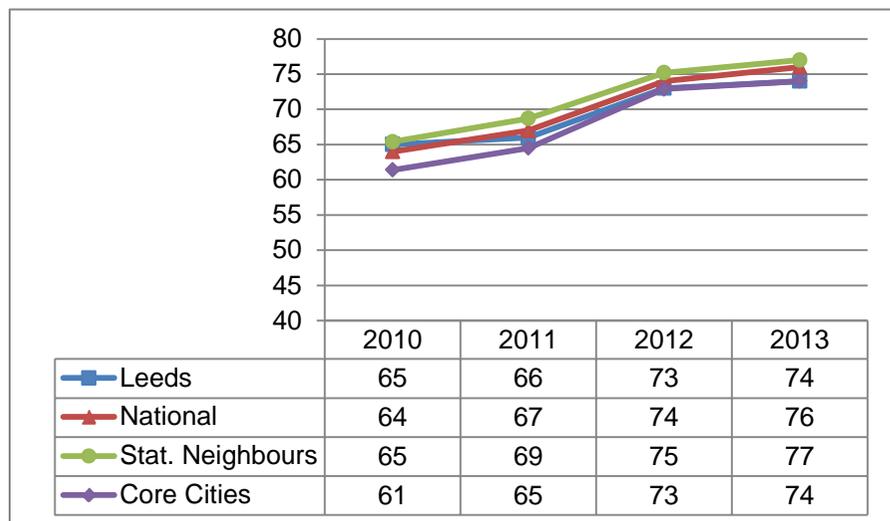
Data Source: DfE Statistical First Release - SFR 34/2013; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

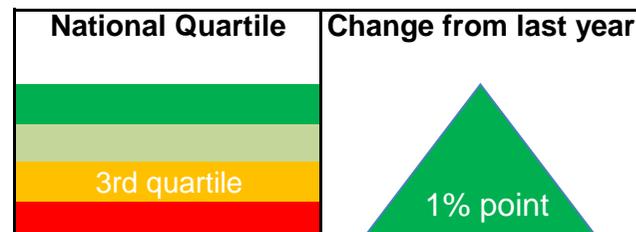
[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)



## 2012-13, Key Stage 2 - Percentage of pupils achieving level 4 or above - Reading, Writing and Maths



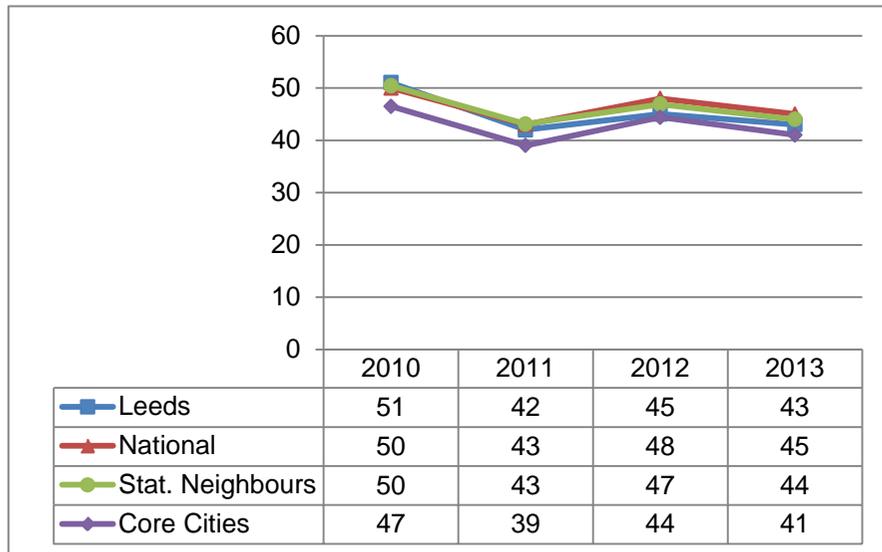
England Rank	equal 105/152
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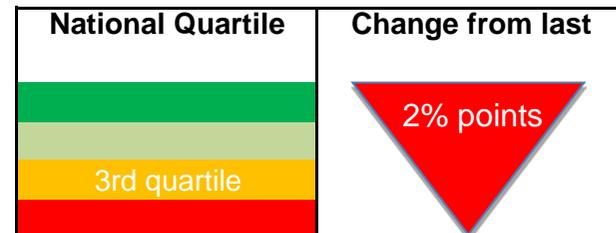
Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Non SEN; Indian	Statemented	Statemented
Non FSM; Irish	Traveller of Irish Heritage; Gypsy/Roma	Any other mixed background
Chinese	Non Statemented	
Female; non EAL; White & Asian; W/British;	CLA	
Pupils on roll throughout years 5 & 6	Any other Black background	
<p><b>Key Issues:</b> From 2013, reading and writing teacher assessments are no longer combined to produce an overall English level. Instead, reading and writing is being reported separately. This effects the attainment combined measure which includes reading, writing and maths.</p> <p>Performance in Leeds has improved by one percentage point, however the gap between Leeds and the national has increased to two percentage points and the gap between Leeds and statistical neighbours has increased to three percentage points. Leeds' performance is in</p> <p>Data Status: Revised                      Data Source: DfE Statistical First Release - SFR 34/2013; pupil group analysis RAISEonline LA populated (unvalidated)                      Data Notes: From 2012 schools were no longer required to administer a writing test and submit these for external marking, therefore teacher assessments have been used. For 'most improved' analysis, 2012 English and maths results have been used.  <b>Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.</b>  <a href="#">For a more detailed breakdown of pupil group analysis and how it compares nationally please click here</a></p>		



## 2012-13, Key Stage 2 - Percentage of pupils achieving level 5 or above - Reading



England Rank	equal 87/152
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Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Irish; Chinese	Traveller of Irish Heritage	Not comparable
Non FSM; non SEN	Gypsy/Roma	
White & Asian	Statemented	
Female; W/British; Indian	Non Statemented	
Non EAL	CLA	

**Key Issues:** From 2013, reading and writing teacher assessments are no longer combined to produce an overall English level. Instead, reading and writing is being reported separately.

Performance in Leeds is down by two percentage points this year. This downward trend mirrors national, core cities and statistical neighbours performance. However the gap between Leeds' performance and the national has closed by one percentage point.

Data Status: Revised

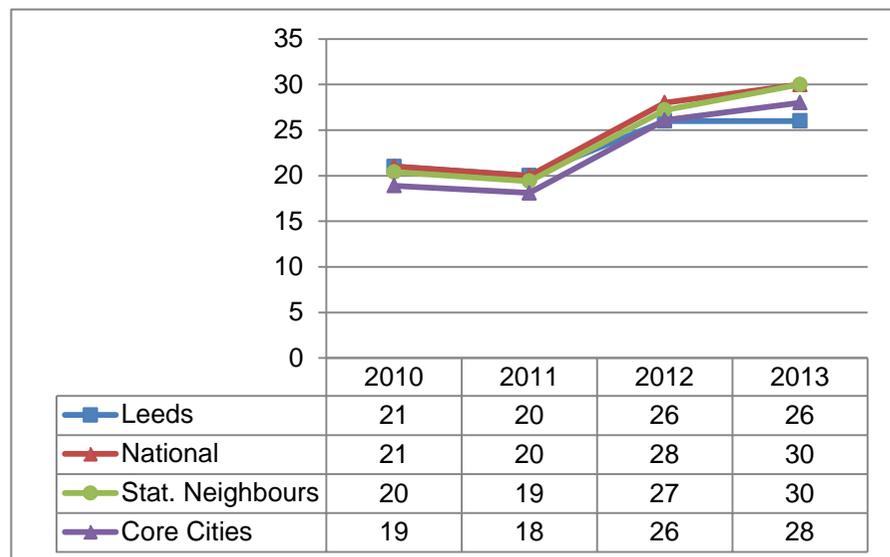
Data Source: DfE Statistical First Release - SFR 51/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

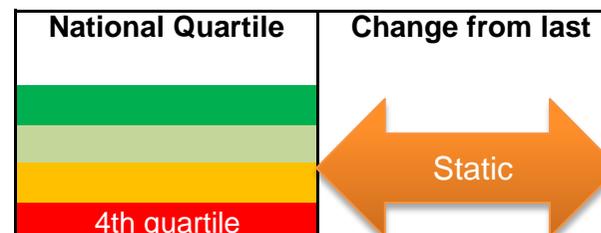
[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)



## 2012-13, Key Stage 2 - Percentage of pupils achieving level 5 or above - Writing



England Rank	equal 124/152
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Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Irish	Gypsy/Roma	Not comparable
Chinese	CLA; non Statemented & Statemented	
Non FSM; White & Black African	FSM	
Female; non SEN	Pakistani; Black Caribbean; other Black backgrnd	
Any other mixed background	EAL; any other White background	

**Key Issues:** From 2013, reading and writing teacher assessments are no longer combined to produce an overall English level. Instead, reading and writing is being reported separately. Performance in Leeds has remained the same as the previous year compared to an increase in performance by two percentage points in the national the core cities figures and an increase of three percentage points in the statistical neighbour figure.

Data Status: Revised

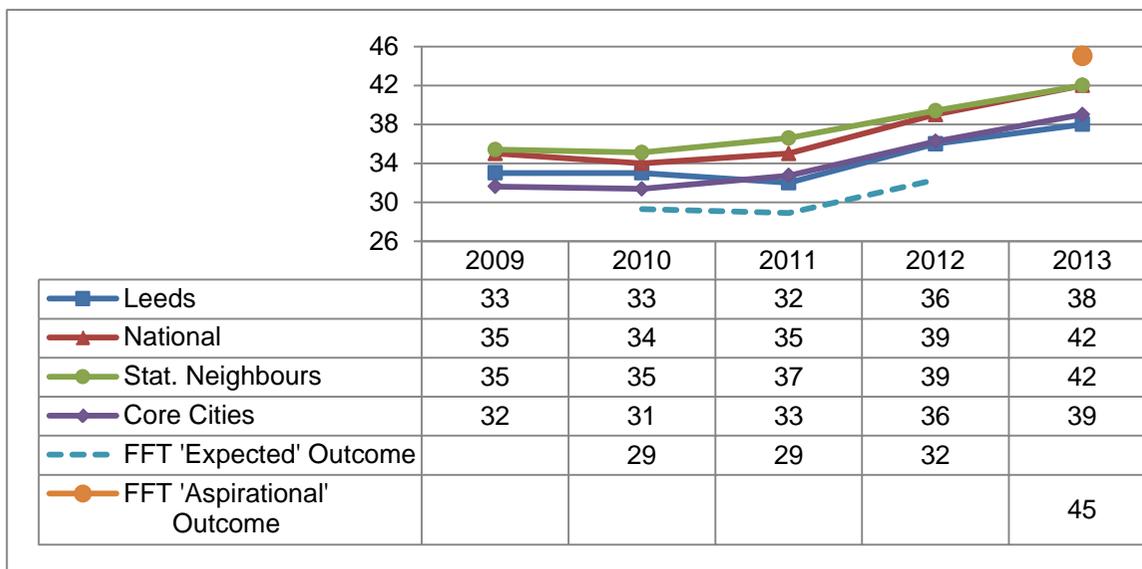
Data Source: DfE Statistical First Release - SFR 34/2013; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: From 2012 schools were no longer required to administer a writing test and submit these for external marking, therefore teacher assessments have been used. **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

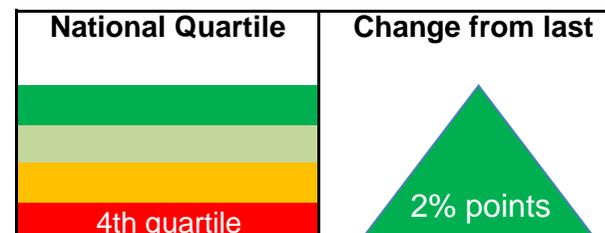
[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)



## 2012-13, Key Stage 2 - Percentage of pupils achieving level 5 or above - Maths



<b>England Rank</b>	equal 106/152
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Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Chinese	Traveller of Irish Heritage	Irish; Indian
Irish	Gypsy/Roma	Chinese
Indian	Statemented	Black Caribbean
Non FSM	CLA	Female; any other mixed background; B/African
Non SEN	Non Statemented	Non FSM/EAL; W/& B/African; Pakistani; Statemented

**Key Issues:** Leeds has continued to make improvements in this measure, mirroring the national, statistical neighbours and core cities trend. However, performance in Leeds remains lower than the national figure by four percentage points.

Data Status: Revised

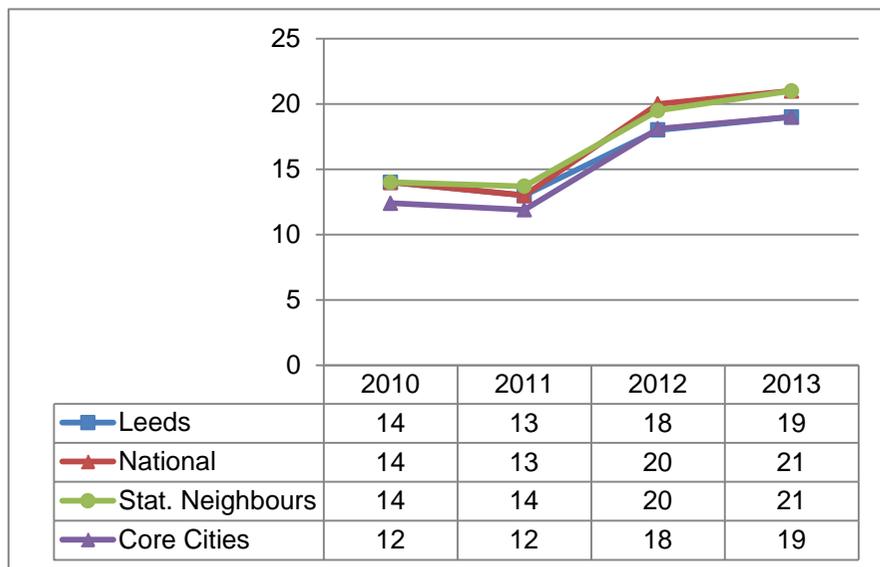
Data Source: DfE Statistical First Release - SFR 51/2013; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

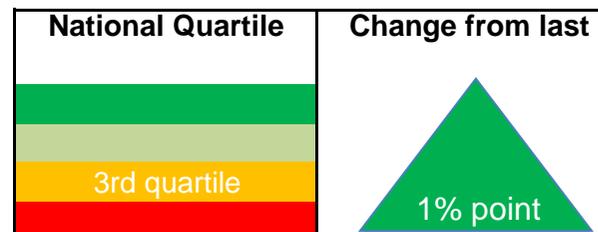
[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)



## 2012-13, Key Stage 2 - Percentage of pupils achieving level 5 or above - Reading, Writing and Maths



England Rank	equal 99/152
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Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Chinese	Traveller of Irish Heritage; Gypsy/Roma	Any other mixed
Irish	CLA; Statemented	
Non FSM; White & Asian	Statemented	
Non SEN; Indian	Black Caribbean	
Female	FSM; Bangladeshi	

**Key Issues:** From 2013, reading and writing teacher assessments are no longer combined to produce an overall English level. Instead, reading and writing is being reported separately. This effects the attainment combined measure which includes reading, writing and maths. Performance in Leeds has improved by one percentage point to 19 per cent. The gap between the Leeds and the national figure remains at two percentage points.

Data Status: Revised

Data Source: DfE Statistical First Release - SFR 34/2013; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: For 'most improved' analysis, 2012 English and maths results have been used. **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**



[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

## 2012-13, Key Stage 2 - Percentage of pupils making expected progress between key stage 1 and key stage 2 - Reading



England Rank	equal 16/152
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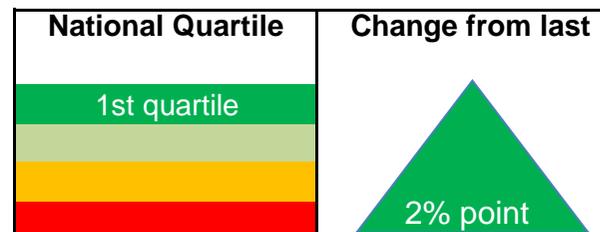
Pupil group attainment on this measure		
Strongest	Weakest	Most Improved 2012-13
Any other Ethnic Group	Statemented	Not comparable
W/& B/African; Indian	Gypsy/Roma	
Non SEN; Bangladeshi	CLA	
Non FSM; any other Asian; Black African; Chinese	Non Statemented	
Female; not CLA/EAL; POR* yrs 5 & 6; W/British; W/Asian	Traveller of Irish Heritage	
<p><b>Key Issues:</b> From 2013, reading and writing teacher assessments are no longer combined to produce an overall English level. Instead, reading and writing is being reported separately.</p> <p>Performance in Leeds has remained static since 2012 with 91 per cent of children achieving the benchmark, which is higher than the national, statistical neighbour and core cities average.</p> <p>Data Status: Revised                      Data Source: DfE Statistical First Release - SFR 34/2013; pupil group analysis RAISEonline LA populated (unvalidated)                      Data Notes: POR - pupils on roll. <b>Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.</b></p> <p><a href="#">For a more detailed breakdown of pupil group analysis and how it compares nationally please click here</a></p>		



## 2012-13, Key Stage 2 - Percentage of pupils making expected progress between key stage 1 and key stage 2 - Writing



England Rank	equal 17/152
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Pupil group attainment on this measure		
Strongest	Weakest	Most Improved 2012-13
Traveller of Irish Heritage; Chinese	Statemented	Not comparable
Indian; any other Ethnic Group	Gypsy/Roma	
Bangladeshi; any other Asian background	CLA	
Non SEN; non FSM	Non Statemented	
White & Black African; White Asian; Irish	Any other Black background	

**Key Issues:** From 2013, reading and writing teacher assessments are no longer combined to produce an overall English level. Instead, reading and writing is being reported separately. Performance in Leeds has improved by two percentage points with 94 per cent of children achieving the benchmark, which is higher than the national, statistical neighbour and core cities average.

Data Status: Revised

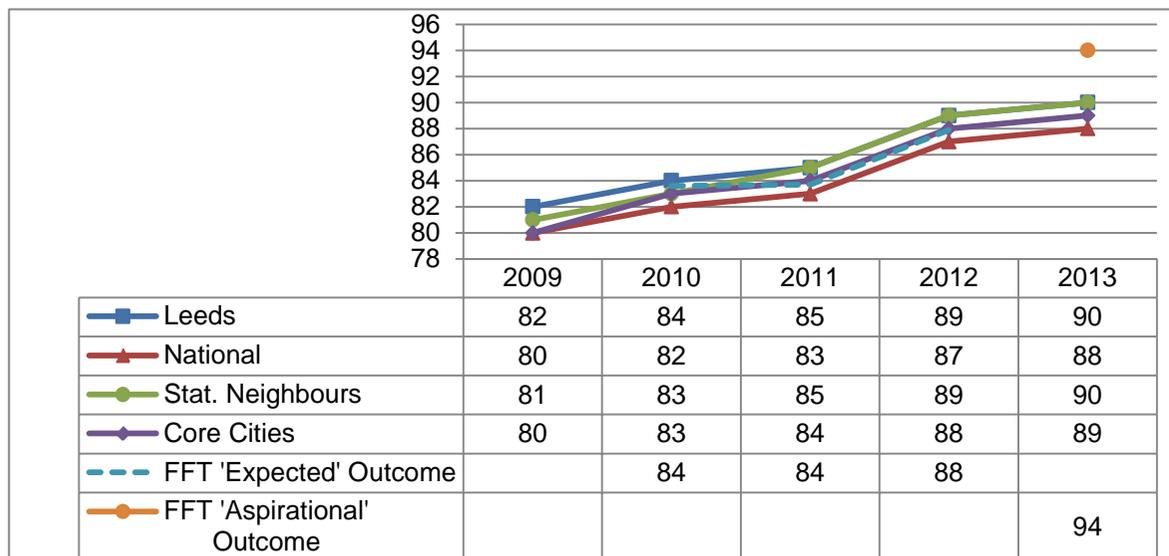
Data Source: DfE Statistical First Release - SFR 34/2013; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

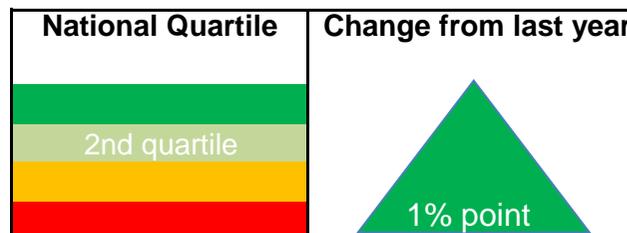


[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

## 2012-13, Key Stage 2 - Percentage of pupils making expected progress between key stage 1 and key stage 2 - Maths



England Rank	equal 47/152
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Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Any other Ethnic Group	Statemented	Gypsy/Roma
Indian	Any other Black background	White and Black African
Bangladeshi	CLA; non Statemented	Bangladeshi
White and Asian	White & Black African	CLA; White & Asian
Non FSM; non SEN; Chinese	Traveller of Irish Heritage	Indian; any other Asian background

**Key Issues:** The percentage of pupils making expected levels of progress has improved in Leeds by one percentage point and is still ahead of the national by the same. This trend is mirrored in the national, statistical neighbour and core cities average. Performance in Leeds has improved by one percentage point with 90 per cent of children achieving the benchmark, which is higher than the national and core cities average.

Data Status: Revised

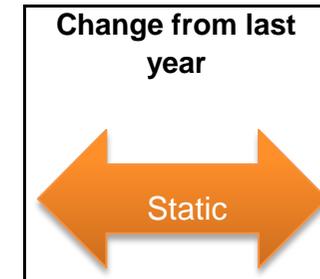
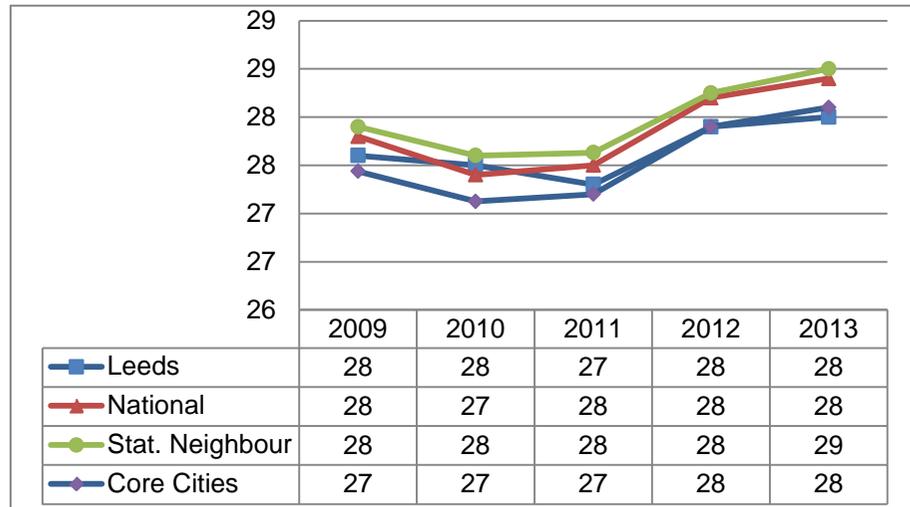
Data Source: DfE Statistical First Release - SFR 51/2013; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)



## 2012-13, Key Stage 2 - Average Point Score Reading, Writing and Maths



Pupil group attainment on this measure		
Strongest	Weakest	Most Improved 2012/13
Chinese	Statemented	Indian
Irish; Indian	Gypsy/Roma	Any other mixed
Non SEN	Traveller of Irish Heritage	Chinese
Non FSM	CLA	White & Black African
White British	Non Statemented	White British

Pupil group progress on this measure		
Strongest	Weakest	Most Improved 2012/13
Other Ethnic group	Statemented	Statemented
Chinese	CLA	Non Statemented
Bangladeshi	Caribbean	CLA
Other White backgrnd	Non Statemented	Low*; High*; on roll throughout Yrs 5&6; non SEN; Caribbean
AO* Asian Backgrnd; African	Gypsy/Roma	Non FSM

**Key Issues:** Average point score is not longer published in the SFR, which is why the ranking and quartile information is not available. Performance in Leeds has remained static and is in line with the national and core cities average.

Data Status: Revised

Data Source: DfE School Performance Tables

Data Notes: \*Low attaining are those below Level 2 at Key Stage 1 (APS<12). Middle attaining are those at Level 2 at Key Stage 1 (12≤APS<18). High attaining are those above Level 2 at Key Stage 1 (APS≥18). **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)



# Children's Trust - Children and Young People's Plan Report Cards Q2 2013-14

**Meeting:** Children's Trust Board - 9 December 2013

**Population:** Key Stage 4 pupils in Leeds schools (School Years 10-11)

**Outcome 2 :** Children and young people do well at all levels of learning and have the skills for life

**Priority 3:** Improve behaviour, attendance and achievement

**LCC lead:** Paul Brennan

**CTB lead:** Martin Fleetwood and Diana Towler

**Why is this a priority** Achievement at 16 highlights young people's success in learning throughout compulsory education. It provides a basis for ongoing learning to 19 and beyond, supporting both learning into adulthood and entry into the workforce. This measure ensures that all schools are reaching minimum levels in ensuring an acceptable proportion of young people are reaching levels of attainment at the end of Key Stage 4 that enable progression to further and higher education.

Red ↔

**RAG:** Gap to national widened, ranked in fourth quartile **Direction of travel:** Challenges to headline measure given national policy context around early entry

## Story behind the baseline

**Curve:** Percentage of young people achieving 5+ A\*-C GCSEs or equivalent, including English and maths GCSE

Provisionally, 56.6% of pupils achieved five or more A\*-C GCSEs including English and maths. This is 1.6 percentage points above last year's result, but the gap to national performance has slightly widened by 0.3 percentage points. Leeds is ranked joint 116th nationally of 151 local authorities, an improvement on a rank of 123 last year but still in the fourth quartile nationally. These headline figures hide a great deal of turbulence across the whole GCSE and exam system.

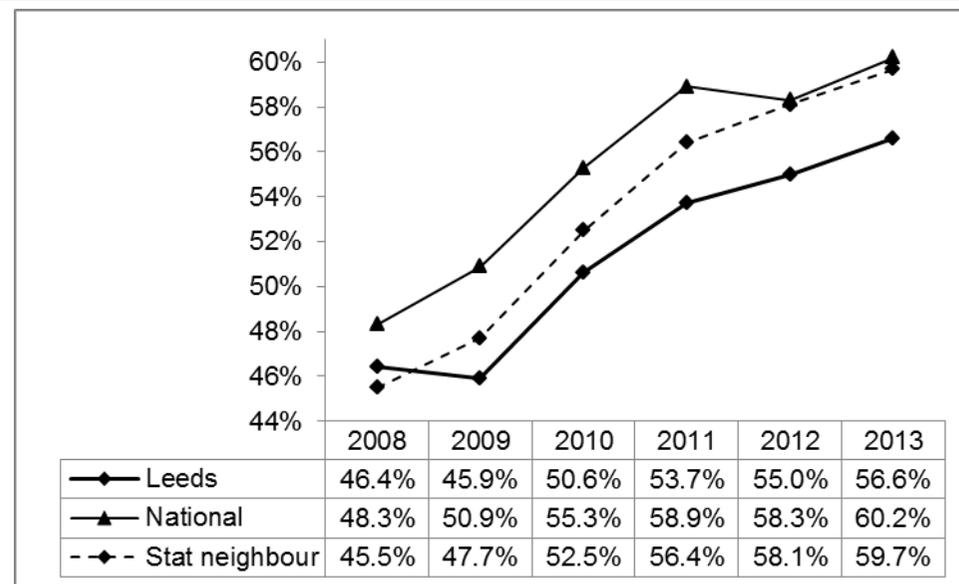
The indicator with the greatest increase since 2012 is the percentage of young people obtaining the English Baccalaureate (EBacc), showing the impact of the DfE's policy agenda over recent years. Provisionally this is an increase of five percentage points, with a corresponding national increase of seven percentage points. The 2013 Year 11 cohort chose GCSE options as the DfE was raising the profile of the EBacc, and this will have influenced the school curriculum offer.

Floor standards for secondary schools are currently set based on the percentage of students achieving 5+ A\*-C GCSEs or equivalent including English and maths GCSE. In 2012 this was set at 40% with the stated intention of on-going increases. Based on provisional results six schools are below this standard. Progress measures, which may lift some of these schools above the floor standard, are not available at this point in the year. In October the DfE announced their intention to change the floor standard that will apply from 2016, i.e., for current Year 9 pupils. This will measure pupils' progress and attainment in eight subjects, with Key Stage 2 results being used to set an expectation of what pupils should achieve at GCSE. Work is currently starting to estimate the impact of this for Leeds.

The recent national policy announcement about moving from counting a student's best GCSE grade for Ebacc subjects in the school performance tables, to counting their grade at their first attempt, will have an impact on this measure for 2014. It is very likely that this will lower the headline measure at city and school-levels, and will also create an impact in post-16 provision with young people having to retake maths and English GCSE at this point.

The recent national policy announcement about moving from counting a student's best GCSE grade for Ebacc subjects in the school performance tables, to counting their grade at their first attempt, will have an impact on this measure for 2014. It is very likely that this will lower the headline measure at city and school-levels, and will also create an impact in post-16 provision with young people having to retake maths and English GCSE at this point.

The quarter 4 report card will contain a summary of progress and attainment for different pupil groups, once confirmed data is available.



## Children's Trust - Children and Young People's Plan Report Cards Q2 2013-14

**What do children and young people think** Around half of secondary respondents to the 2012/13 Growing up in Leeds survey agreed that their school helps them learn in the way that is best for them. Based on preliminary results, just over a third of secondary pupils thought their lessons were interesting and fun and around half thought that teaching was good in their school.

### What we have done

- The Learning Improvement Strategy was revised in July 2013. This describes how the appropriate level of support and challenge is provided for secondary schools. A Secondary Review Group meets monthly to consider the progress of schools and to ensure that no school is left unsupported.
- The core offer for all schools has been maintained and includes adviser monitoring visits (the number is dependent on school category, but includes a standards review for all schools); support for headteacher and deputy headteacher appointments; support for Ofsted inspections; additional support for vulnerable schools, including schools in Ofsted categories; and the brokering of additional support from other sources. Where applicable, the level of support brokered for individual schools has been reviewed following recent Ofsted judgements and 2013 examination outcomes.
- Detailed local authority (LA) action plans have been written for vulnerable schools (in particular those with a Grade 3 or 4 Ofsted judgement). These give greater clarity to the role of the LA in monitoring progress and clearly define the support available to schools, including that which is brokered by the LA from Teaching School Alliances and other key partners.
- The 11-19 Learning Improvement team has recently undertaken a number of teaching and learning reviews in targeted schools, providing a comprehensive external view of progress in this area. The quality of teaching in maths and English has been a key focus.

### New actions

- Secondary advisers will be working with schools that have been identified as being likely to be inspected to support them in preparation for this. A summary has been produced of the changes to the Ofsted inspection handbook that came into effect in September 2013. This has identified several key themes that have been given greater prominence, including: specific mention of the most able; use and effectiveness of the pupil premium; and the importance of governors knowing and understanding the school's data.
- The new inspection handbook specifies that inspectors will be looking at how well pupils apply their mathematical skills across the curriculum. A joint primary and secondary maths conference is being held this term, including Ofsted's national adviser for mathematics as the keynote speaker.
- An English and literacy conference this term will also include input from Ofsted, as the national adviser for English will speak on the implications of the new National Curriculum and cross-curricular literacy.
- A major focus of the Leeds Learning Partnership offer this year will be supporting schools to prepare for national curriculum and assessment reforms. Other key strands will include moderation and standardisation; developing extended writing; and making effective use of the pupil premium.

### What works locally

Teachers with specialist subject expertise from Leeds secondary schools deliver much of the Leeds Learning Partnership offer, through training and networks. This contributes to a school-led school improvement strategy, with seconded headteachers within the local authority contributing to ensuring good practice is shared and an appropriate level of challenge is maintained. The local authority can broker the support of national and local leaders of education, who work to strengthen the skills of senior leaders in schools.

### Data development

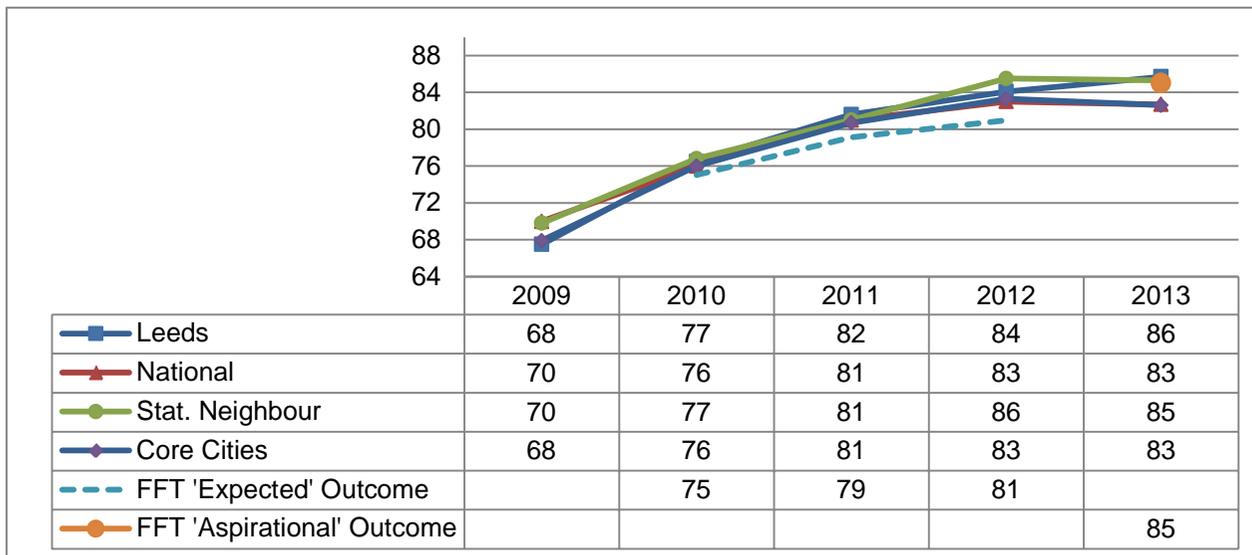
Children's Services are developing a more comprehensive data overview of all secondary settings. This will enable easier access to the main data headlines for each setting and enable a quicker response to support, challenge and intervention.

**Partners with a role to play** Schools, academies and sponsors, governing bodies, DfE, further education providers, Leeds City Council services that deliver the Leeds offer to schools

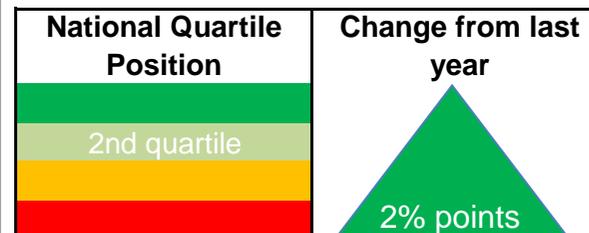
## Key Stage 4 - Learning Outcomes Dashboards

Dashboard	Changes Since Previous Version
Percentage of pupils achieving 5 A*-C at GCSE	No change
Percentage of pupils achieving 5 A*-C including English and Maths at GCSE	No change
Percentage of pupils achieving 5 A*-G at GCSE	No change
Percentage of pupils achieving the English Baccalaureate	No change
Percentage of no passes at GCSE	No change
Percentage of pupils making expected progress between Key Stage 2 and 4 in English	No change
Percentage of pupils making expected progress between Key Stage 2 and 4 in Maths	No change
Capped Average Point Score Per Pupil	No change
Un-capped Average Point Score Per Pupil	No change

## 2012-13, Key Stage 4 - Percentage of pupils achieving 5 A\*-C at GCSE



<b>England Rank</b>	equal 49/151
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Pupil group attainment on this measure 2011-2013		
Strongest	Weakest	Most Improved
Indian	SEN Action	SEN Statement
No SEN	FSM - Yes	SEN Action Plus
FSM last 6 yrs - No	SP* OnRoll >2yrs - No	Bangladeshi
FSM - No	SEN Action Plus	Black Caribbean
Girls	SEN Statement	FSM last 6 yrs -Yes

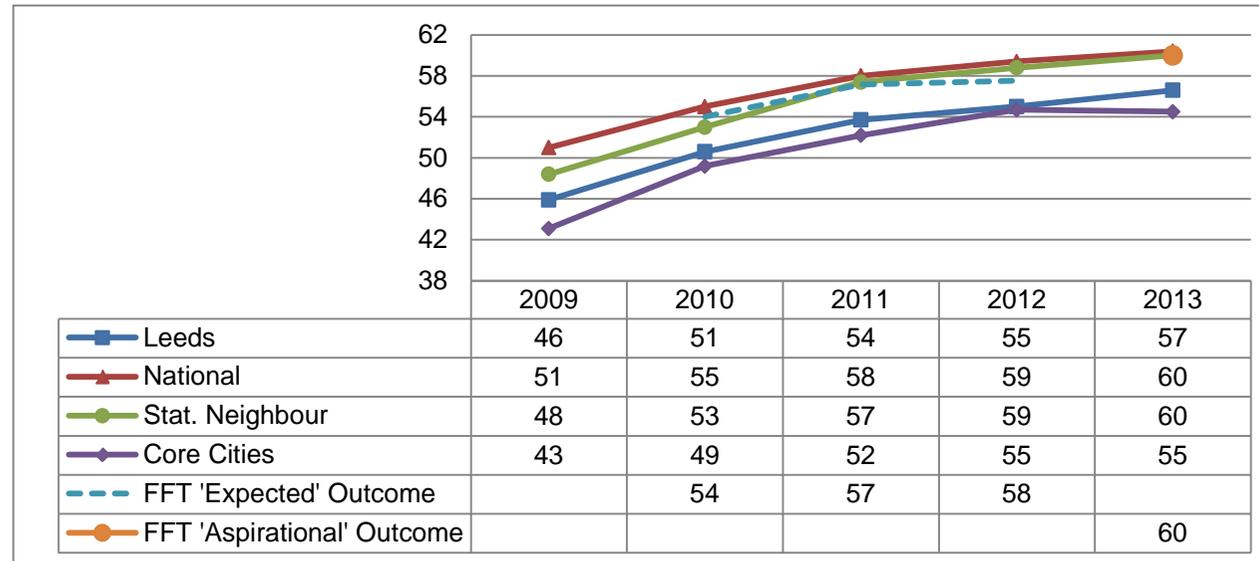
Pupil group progress on this measure 2011-2013		
Strongest	Weakest	Most Improved
EAL - Yes	All Pupils Upper	SEN Action Plus
Black African	FSM last 6 yrs -Yes	SEN Action
All Pupils - Low 20%	FSM - Yes	All Pupils - Low 20%
Indian	SEN Action Plus	FSM last 6 yrs -Yes
Pakistani	SP* OnRoll >2yrs - No	Bangladeshi

**Key Issues:** Performance in Leeds has continued to improve in 2013 by two percentage points and is ahead of the national and core cities average by three percentage points.

Data Status: Provisional  
 Data Source: DfE Statistical First Release SFR 40/2013; pupil group analysis - Fischer Family Trust  
 Data Notes: \*SP denotes service pupils



## 2012-13, Key Stage 4 - Percentage of pupils achieving 5 A\*-C including English and Maths at GCSE



<b>England Rank</b>	equal 116/151
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<b>National Quartile Position</b>	<b>Change from last year</b>
 4th quartile	 2% points

Pupil group attainment on this measure 2011-2013		
Strongest	Weakest	Most Improved
Indian	SP* OnRoll >2yrs - No	Bangladeshi
FSM last 6 yrs - No	FSM - Yes	Black Caribbean
No SEN	SEN Action	Any Other
FSM - No	SEN Action Plus	Indian
Girls	SEN Statement	SP* OnRoll >2yrs - No

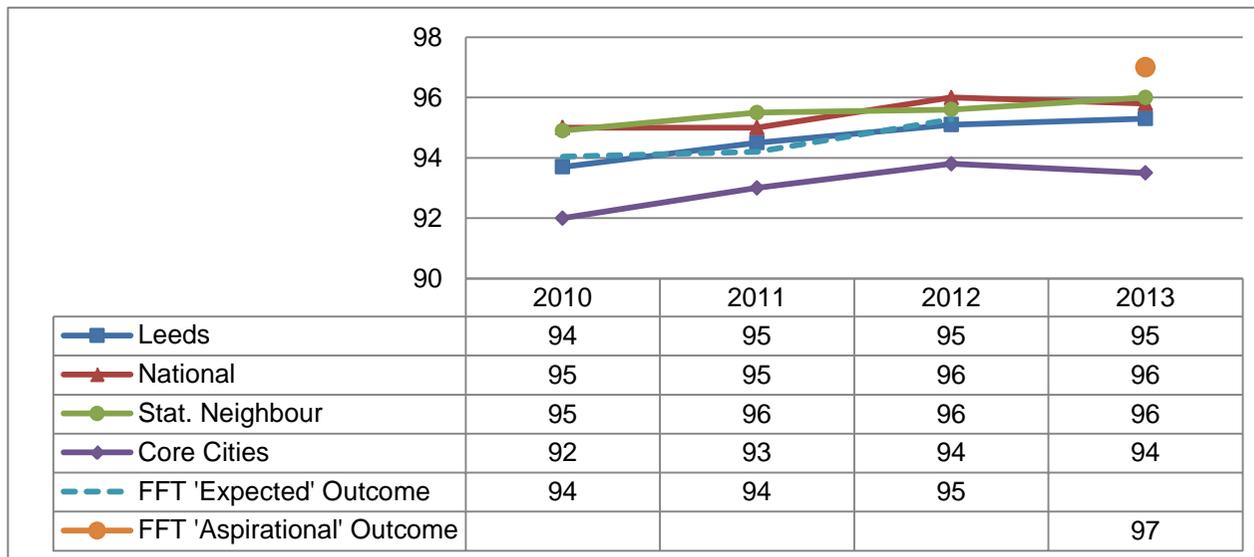
Pupil group progress on this measure 2011-2013		
Strongest	Weakest	Most Improved
Chinese	SEN Action	SEN Action
EAL - Yes	FSM last 6 yrs - Yes	Chinese
Indian	FSM - Yes	SEN Action Plus
Black African	SP* OnRoll >2yrs - No	EAL - Yes
Other Asian	SEN Action Plus	Black African

**Key Issues:** The 2013 result of 57 per cent shows a two percentage point improvement in Leeds since last year, but three per cent fewer pupils in Leeds meet this benchmark than nationally and in statistical neighbours. However, the Leeds figure is ahead of the core cities average by two percentage points.

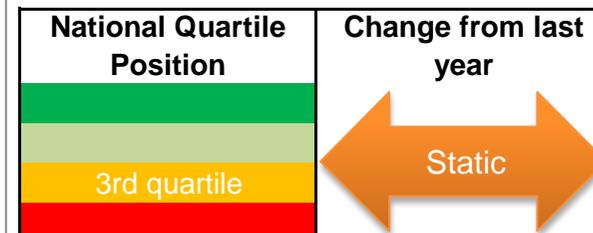
Data Status: Provisional  
 Data Source: DfE Statistical First Release SFR 40/2013; pupil group analysis - Fischer Family Trust  
 Data Notes: \*SP denotes service pupils



## 2012-13, Key Stage 4 - Percentage of pupils achieving 5 A\*-G at GCSE



England Rank	equal 107/151
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Pupil group attainment on this measure 2011-2013		
Strongest	Weakest	Most Improved
Indian	FSM last 6 yrs - Yes	SEN Statement
No SEN	FSM - Yes	Other Asian
EAL - Yes	SP* OnRoll >2yrs - No	Bangladeshi
FSM last 6 yrs - No	SEN Action Plus	FSM last 6 yrs - Yes
Pakistani	SEN Statement	FSM - Yes

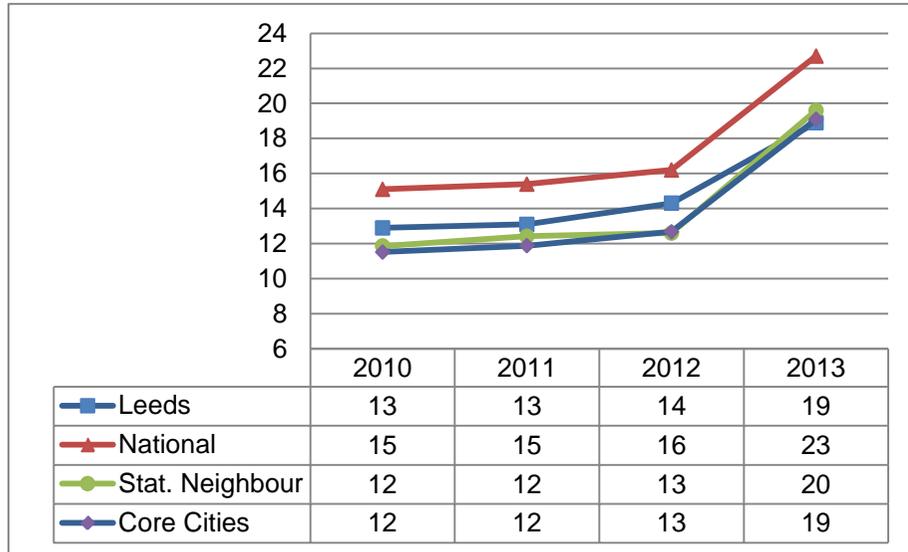
Pupil group progress on this measure 2011-2013		
Strongest	Weakest	Most Improved
EAL - Yes	FSM last 6 yrs - Yes	Other Asian
Pakistani	FSM - Yes	SEN Statement
Black African	SP* OnRoll >2yrs - No	SEN Action
Bangladeshi	SEN Statement	FSM last 6 yrs - Yes
Indian	SEN Action Plus	FSM - Yes

**Key Issues:** Performance in Leeds has remained static with 95 per cent of pupils achieving the benchmark. This trend is mirrored by the national, statistical neighbour and core cities average. The gap between the Leeds figure and the national and statistical neighbour average has remained one per cent.

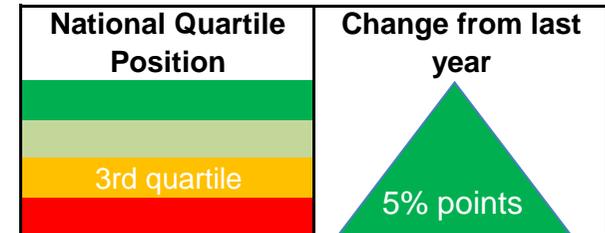
Data Status: Provisional  
 Data Source: DfE Statistical First Release SFR 40/2013; pupil group analysis - Fischer Family Trust  
 Data Notes: \*SP denotes service pupils



## 2012-13, Key Stage 4 - Percentage of pupils achieving the English Baccalaureate



England Rank	equal 109/151
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Pupil group attainment on this measure 2011-2013		
Strongest	Weakest	Most Improved

Pupil group progress on this measure 2011-2013		
Strongest	Weakest	Most Improved

**Key Issues:** The percentage of pupils achieving the EBacc has improved by five percentage points to 19 per cent, although this is matched by the core cities average, the Leeds figure is still behind that of the national average by four percentage points and the statistical neighbour average by one.

Data Status: Provisional

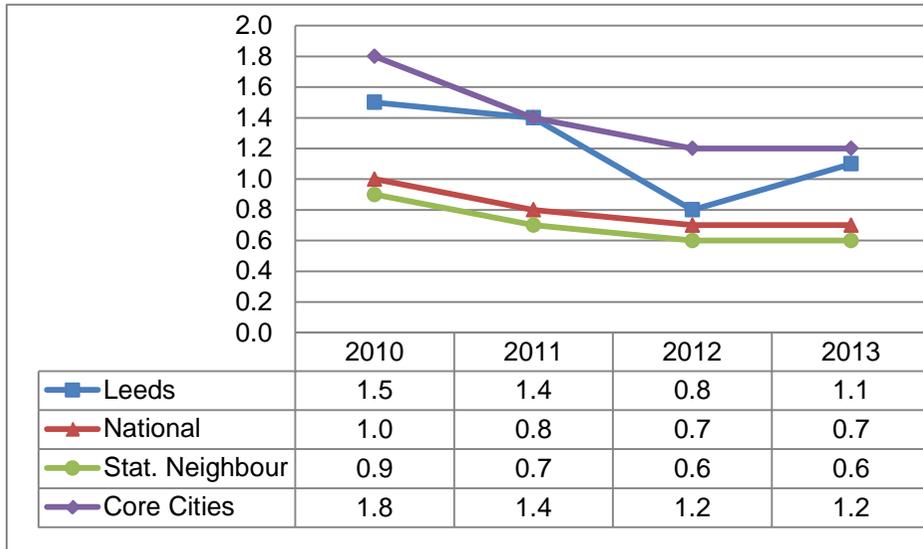
Data Source: DfE Statistical First Release SFR 40/2013

Data Notes: The EBacc, which was introduced in 2010, covers achievement in GCSE (or accredited iGCSE) English, mathematics, sciences, a language (including Latin, classical Greek or ancient Hebrew) and a humanities subject.

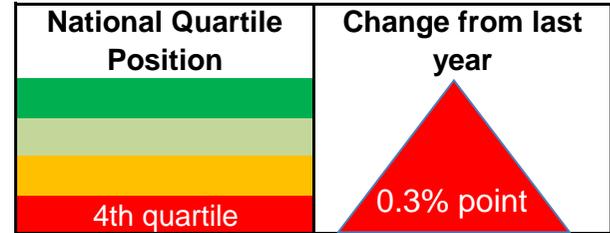


**Pupil group attainment and progress will be reported once the data is made available.**

## 2012-13, Key Stage 4 - Percentage of no passes at GCSE



England Rank	equal 126/151
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Pupil group attainment on this measure 2011-2013		
Strongest	Weakest	Most Improved

Pupil group progress on this measure 2011-2013		
Strongest	Weakest	Most Improved

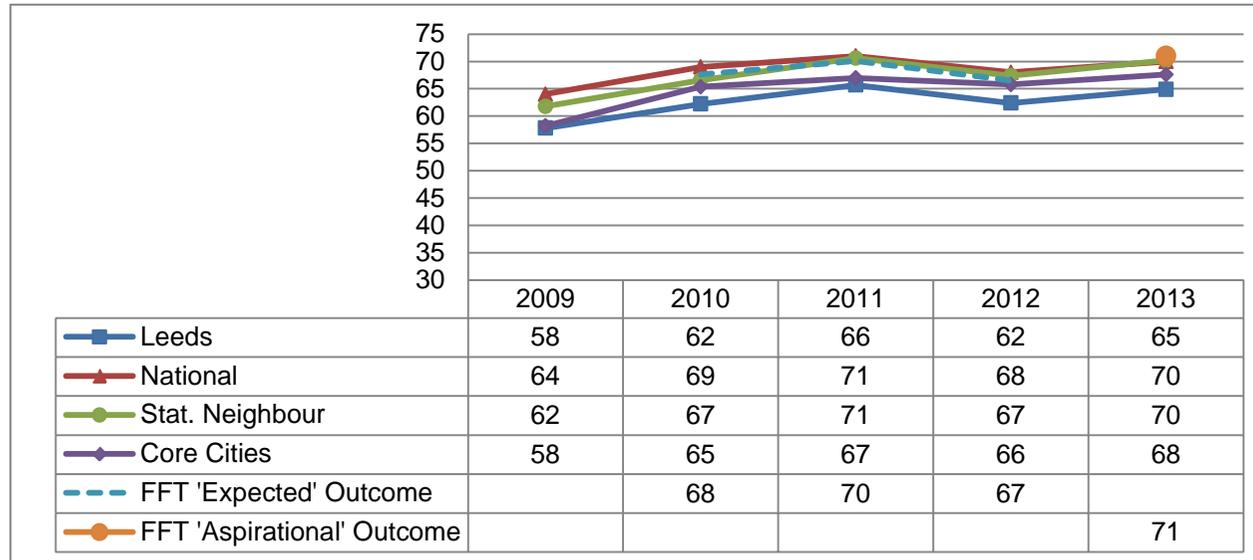
**Key Issues:** The percentage of pupils in Leeds not achieving any passes has marginally increased by 0.3 percentage point. This is higher than the national and statistical neighbour average by 0.4 and 0.5 percentage points where performance has remained static since last year, but slightly lower than the core cities average by 0.1 percentage points.

Data Status: Provisional  
 Data Source: DfE Statistical First Release SFR 40/2013  
 Data Notes: No data available for 2009.

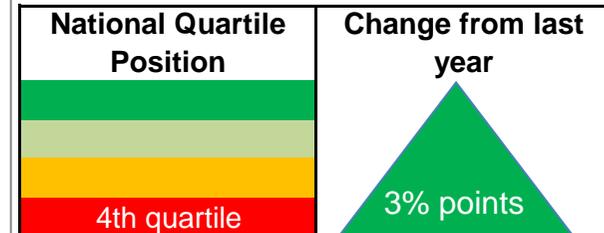


**Pupil group attainment and progress will be reported once the data is made available.**

## 2012-13 - Percentage of pupils making expected progress between Key Stage 2 and 4 in English



England Rank	equal 134/151
--------------	---------------



Pupil group attainment on this measure 2011-2013		
Strongest	Weakest	Most Improved
Indian	FSM - Yes	Bangladeshi
Black African	SP* OnRoll >2yrs - No	SEN Statement
No SEN	SEN Action	Black Caribbean
FSM last 6 yrs - No	SEN Action Plus	Black African
EAL - Yes	SEN Statement	EAL - Yes

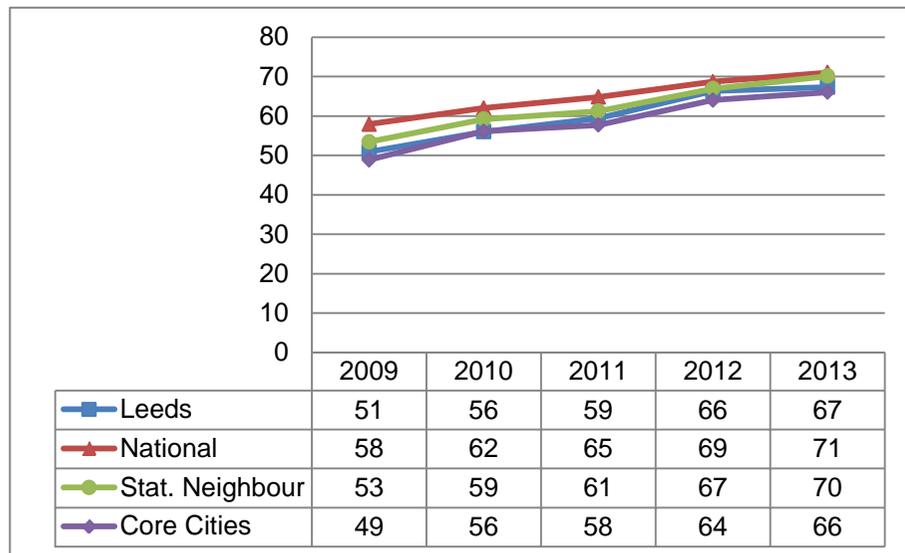
Pupil group progress on this measure 2011-2013		
Strongest	Weakest	Most Improved
Chinese	FSM last 6 yrs -Yes	Black Caribbean
Indian	SEN Action	Black African
Black African	FSM - Yes	SEN Action
EAL - Yes	SP* OnRoll >2yrs - No	EAL - Yes
No SEN	SEN Action Plus	All Pupils - Middle

**Key Issues:** Performance in Leeds has improved by three percentage points in 2013 after falling in 2012 by four percentage points. However, the national and statistical neighbour figure is ahead of Leeds by five percentage points and the core cities average by three percentage points.

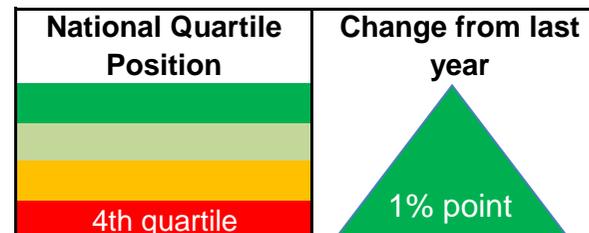
Data Status: Provisional  
 Data Source: DfE Statistical First Release SFR 40/2013; pupil group analysis - Fischer Family Trust  
 Data Notes: \*SP denotes service pupils



## 2012-13 - Percentage of pupils making expected progress between Key Stage 2 and 4 in Maths



England Rank	equal 124/151
--------------	---------------



Pupil group attainment on this measure 2011-2013		
Strongest	Weakest	Most Improved
Indian	SP* OnRoll >2yrs - No	Bangladeshi
FSM last 6 yrs - No	FSM - Yes	Black Caribbean
No SEN	SEN Action	Indian
FSM - No	SEN Action Plus	SEN Action Plus
Other Asian	SEN Statement	SEN Action

Pupil group progress on this measure 2011-2013		
Strongest	Weakest	Most Improved
Chinese	SEN Action	SEN Action
Indian	FSM last 6 yrs -Yes	SEN Action Plus
EAL - Yes	SP* OnRoll >2yrs - No	All Pupils - Middle
Black African	FSM - Yes	Black African
FSM last 6 yrs - No	SEN Action Plus	FSM - No

**Key Issues:** Performance in Leeds has improved by one percentage point with 67 per cent of pupils making expected progress in Maths. This is ahead of the core cities average by one per cent, however, more pupils meet this benchmark nationally and in statistical neighbouring authorities (four and three percentage points respectively).

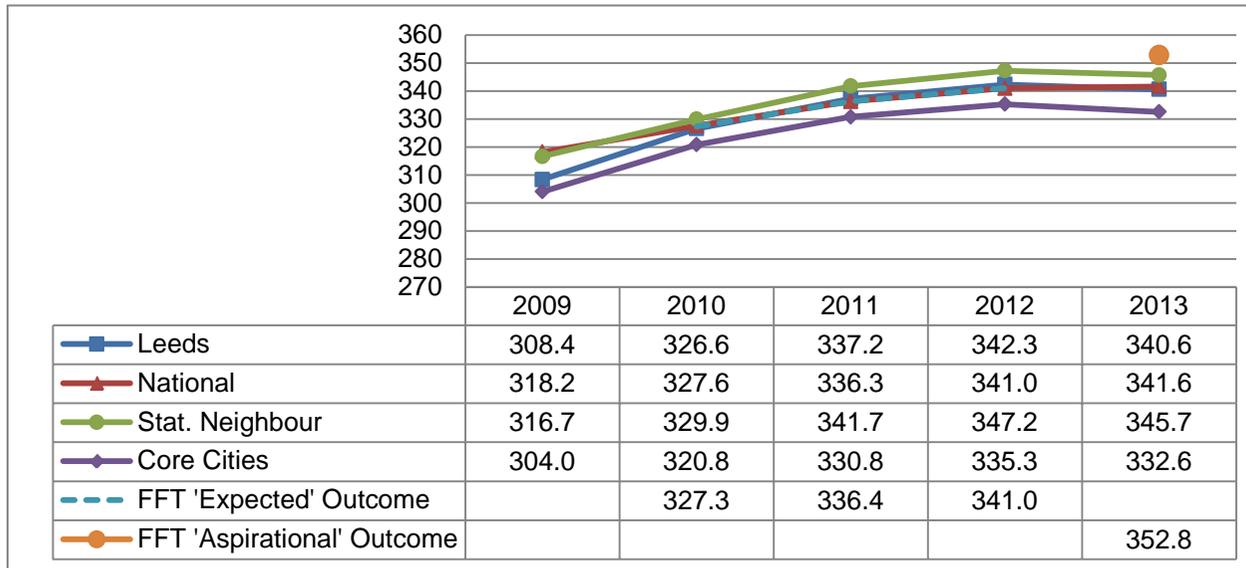
Data Status: Provisional

Data Source: DfE Statistical First Release SFR 40/2013; pupil group analysis - Fischer Family Trust

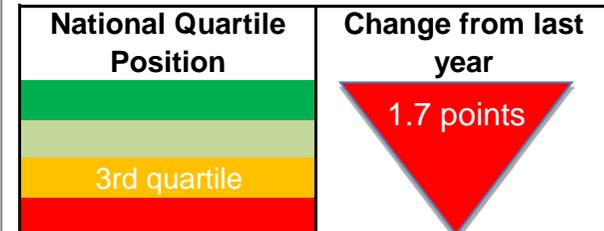
Data Notes: \*SP denotes service pupils



## 2012-13 - Key Stage 4 Capped Average\* Point Score Per Pupil



<b>England Rank</b>	equal 80/151
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Pupil group attainment on this measure 2011-2013		
Strongest	Weakest	Most Improved
Indian	SEN Action	SEN Statement
No SEN	FSM - Yes	Bangladeshi
FSM last 6 yrs - No	SP** OnRoll >2yrs - No	SEN Action Plus
Girls	SEN Action Plus	FSM last 6 yrs - Yes
FSM - No	SEN Statement	FSM - Yes

Pupil group progress on this measure 2011-2013		
Strongest	Weakest	Most Improved
Chinese	SEN Statement	SEN Action Plus
Indian	FSM last 6 yrs - Yes	FSM last 6 yrs - Yes
EAL - Yes	FSM - Yes	Bangladeshi
Black African	SP* OnRoll >2yrs - No	FSM - Yes
Other Asian	SEN Action Plus	Other Asian

**Key Issues:** The Capped Average Point Score in 2013 is lower than what was achieved in 2012 by 1.7 points and the Leeds figure is behind that of the national and statistical neighbours by 1 and 5.1 points respectively, but ahead of the core cities average by eight points.

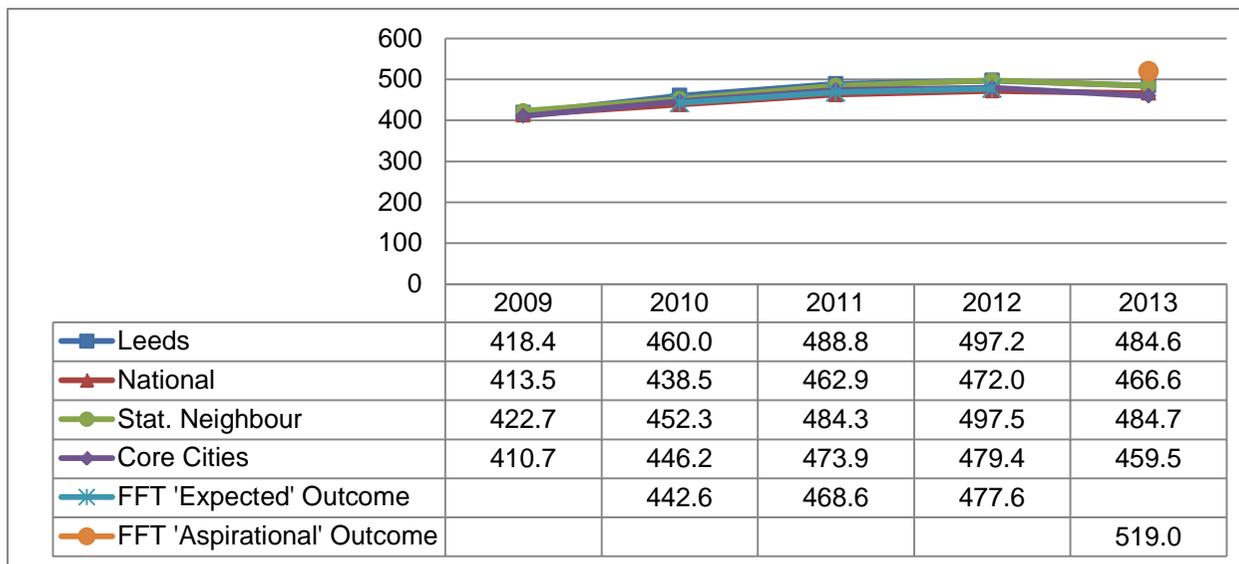
Data Status: Provisional

Data Source: DfE Statistical First Release SFR 40/2013; pupil group analysis - Fischer Family Trust

Data Notes: \*Average capped point scores are calculated using the best 8 GCSE and equivalent results. \*\*SP denotes service pupils.



## 2012-13 - Key Stage 4 Un-capped Average Point Score Per Pupil



England Rank	38/151
--------------	--------

National Quartile Position	Change from last year
2nd quartile	 12.6 points

Pupil group attainment on this measure 2011-2013		
Strongest	Weakest	Most Improved
Indian	SEN Action	SEN Action Plus
No SEN	FSM - Yes	SEN Statement
FSM last 6 yrs - No	SP* OnRoll >2yrs - No	FSM last 6 yrs - Yes
Girls	SEN Action Plus	FSM - Yes
EAL - Yes	SEN Statement	Black Caribbean

Pupil group progress on this measure 2011-2013		
Strongest	Weakest	Most Improved
Chinese	FSM last 6 yrs - Yes	SEN Action Plus
Indian	SEN Statement	SEN Action
EAL - Yes	FSM - Yes	FSM - Yes
Black African	SP* OnRoll >2yrs - No	Girls
Other Asian	SEN Action Plus	All Pupils - Low 20%

**Key Issues:** The Un-capped Average Point Score figure has come down by 12.6 points in Leeds since 2012, however, it is still higher than the national and core cities average by 18 and 25.1 points respectively. Performance in Leeds is in line with that of the statistical neighbours.

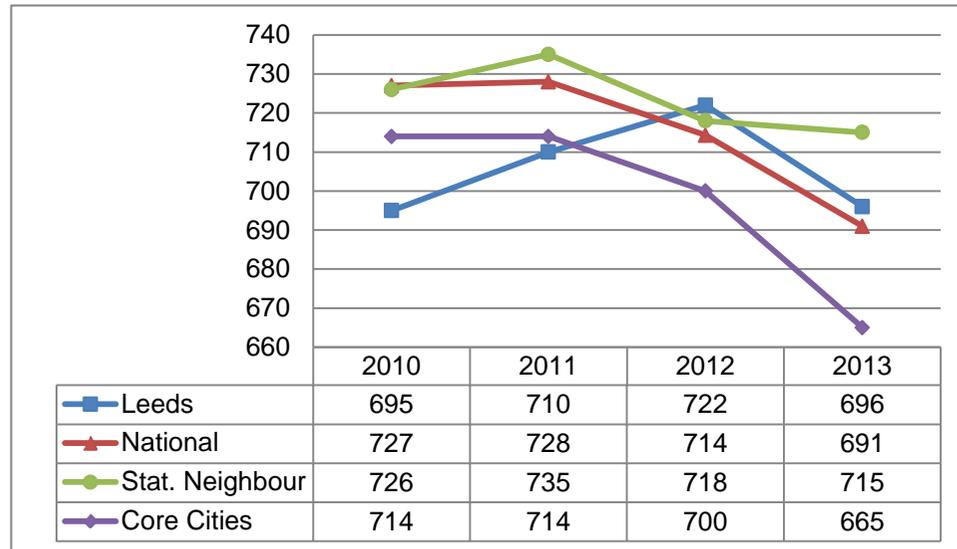
Data Status: Provisional  
 Data Source: DfE Statistical First Release SFR 40/2013; pupil group analysis - Fischer Family Trust  
 Data Notes: \*SP denotes service pupils.



## Key Stage 5 - Learning Outcomes Dashboards

Dashboard	Changes Since Previous Version
Average points per student at A level	
Average points per entry at A level	
Percentage achieving two or more passes at A Level	
Percentage achieving three or more passes at A Level	

## 2012-13, Key Stage 5 - Average points per student at A level



<b>England Rank</b>	55/150
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<b>National Quartile Position</b>	<b>Change from last year</b>

Pupil group attainment on this measure		
Strongest	Weakest	Most Improved

Pupil group progress on this measure		
Strongest	Weakest	Most Improved

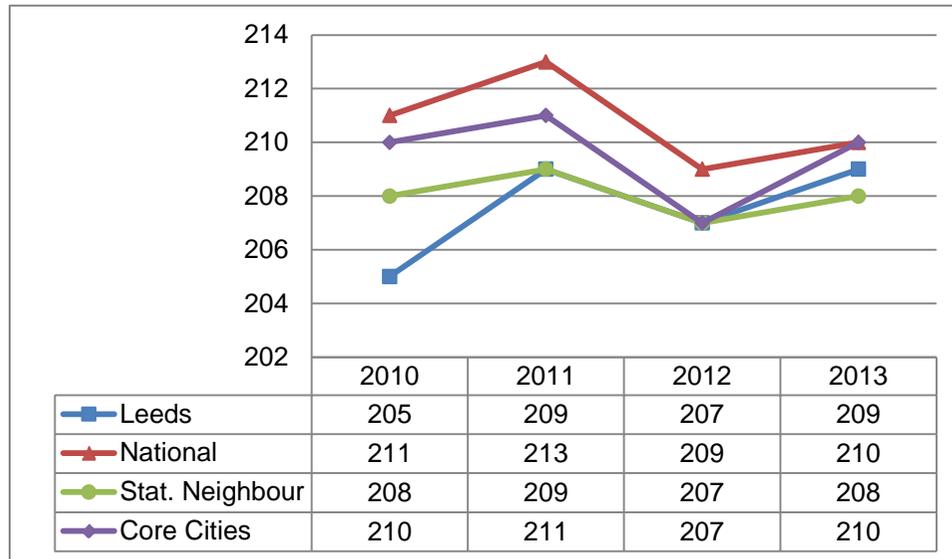
**Key Issues:**

Data Status: V0.1  
 Data Source: SFR41\_2013  
 Data Notes: Data used is for GCE A level and Level 3 results of all state-funded students aged 16 to 19

**Pupil group attainment and progress will be reported once the data is made available.**



### 2012-13, Key Stage 5 - Average points per entry at A level



England Rank	67/150
--------------	--------

<b>National Quartile Position</b>	<b>Change from last year</b>
<p>2nd quartile</p>	<p>2 points</p>

Pupil group attainment on this measure		
Strongest	Weakest	Most Improved

Pupil group progress on this measure		
Strongest	Weakest	Most Improved

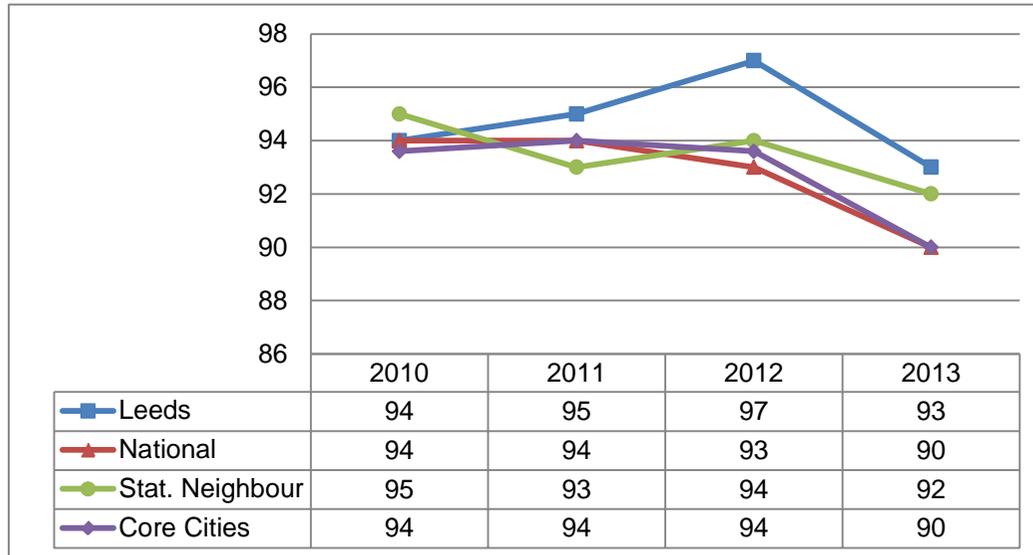
**Key Issues:**

Data Status: V0.1  
 Data Source: SFR41\_2013  
 Data Notes: Data used is for GCE A level and Level 3 results of all state-funded students aged 16 to 19

**Pupil group attainment and progress will be reported once the data is made available.**



## 2012-13, Key Stage 5 - Percentage achieving two or more passes at A Level



<b>England Rank</b>	equal 37/150
---------------------	--------------

<b>National Quartile Position</b>	<b>Change from last year</b>
1st quartile	

Pupil group attainment on this measure		
Strongest	Weakest	Most Improved

Pupil group progress on this measure		
Strongest	Weakest	Most Improved

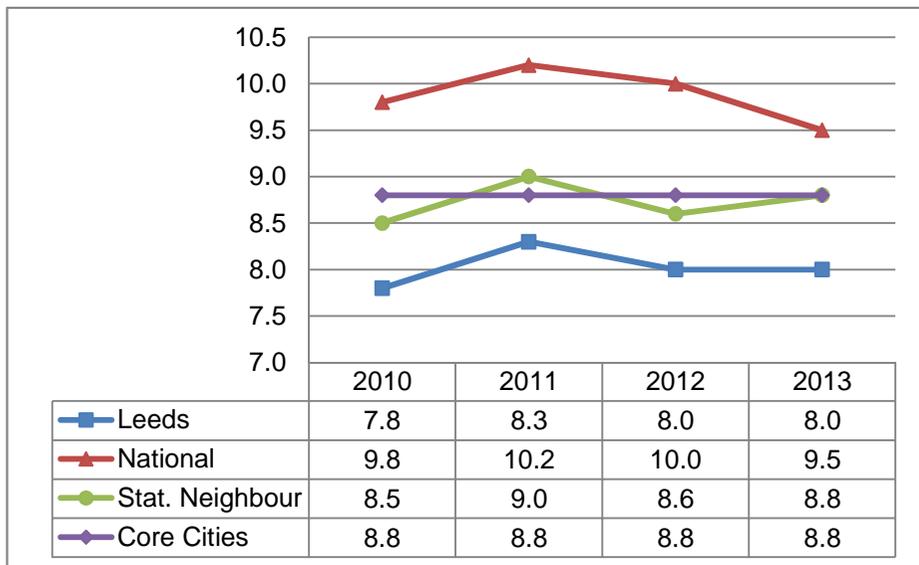
**Key Issues:**

Data Status: V0.1  
 Data Source: SFR41\_2013  
 Data Notes: Data used is for GCE A level and Level 3 results of all state-funded students aged 16 to 19

**Pupil group attainment and progress will be reported once the data is made available.**



## 2012-13, Key Stage 5 - Percentage achieving three or more A\*-A passes at A Level



England Rank	equal 70/150
--------------	--------------

National Quartile Position	Change from last year
2nd quartile	static

Pupil group attainment on this measure		
Strongest	Weakest	Most Improved

Pupil group progress on this measure		
Strongest	Weakest	Most Improved

### Key Issues

Data Status: V0.1  
 Data Source: SFR41\_2013  
 Data Notes: Data used is for GCE A level and Level 3 results of all state-funded students aged 16 to 19

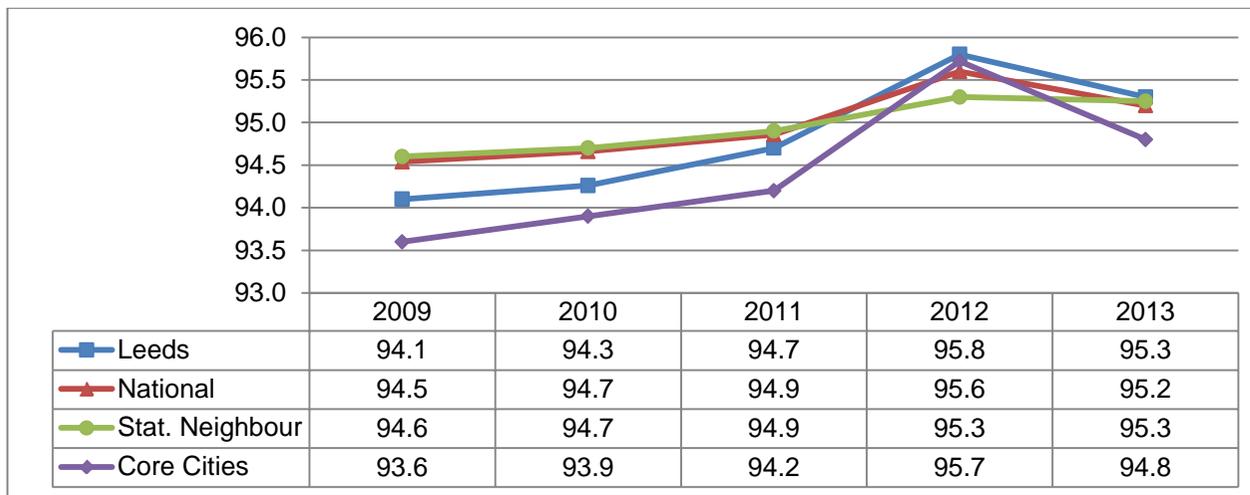
**Pupil group attainment and progress will be reported once the data is made available.**



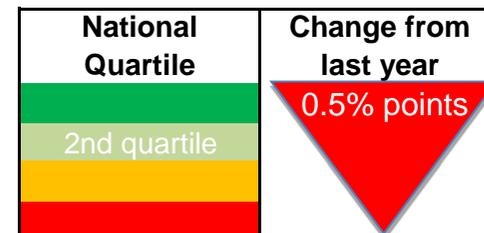
## Primary Attendance Half Terms 1 - 4 Dashboards

<b>Dashboard</b>	<b>Changes Since Previous Version</b>
Percentage attendance in primary schools	2013 data added
Percentage authorised absence in primary schools	2013 data added
Percentage unauthorised absence in primary schools	2013 data added
Percentage persistent absentees in primary schools	2013 data added

## 2012-13, Percentage attendance in primary schools



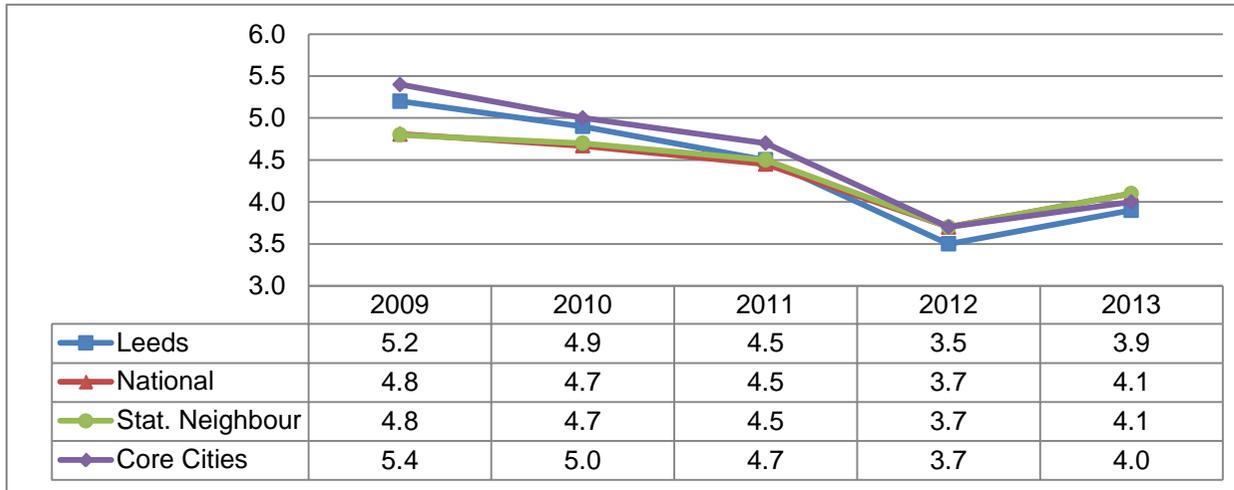
<b>England Rank</b>	Equal 49/152
---------------------	--------------



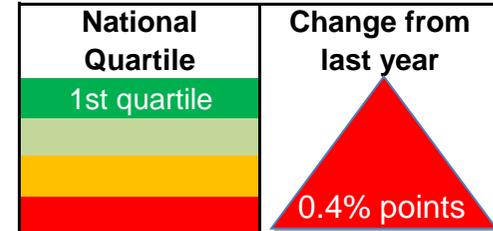
Pupil Group Attendance		
Strongest	Weakest	Most Improved
CLA	Traveller Irish Heritage	
Black African	Gypsy/Roma	
Chinese	SEN Statement	
FSM - No; White Irish	White Eastern European	
Year Group 6; Black Caribbean; Non SEN; W / British	Bangladeshi	
<p><b>Key Issues:</b> Attendance in Leeds primary schools fell by 0.5 percentage points in 2012/13, after a strong increase in 2011/12. This drop in attendance was mostly due to higher levels of illness in the autumn term compared to the previous year when there was an unprecedented low level of illness. Attendance in Leeds primary schools is still above national and core cities average.</p>		
<p>Data Status: Final                      Data Source: DfE Statistical First Release SFR 39/2013; pupil group analysis - local data, Leeds School Census                      Data Notes: Half terms 1-4</p>		
<p><b>'Most Improved' analysis to be submitted at a later date.</b></p>		



## 2012-13, Percentage authorised absence in primary schools

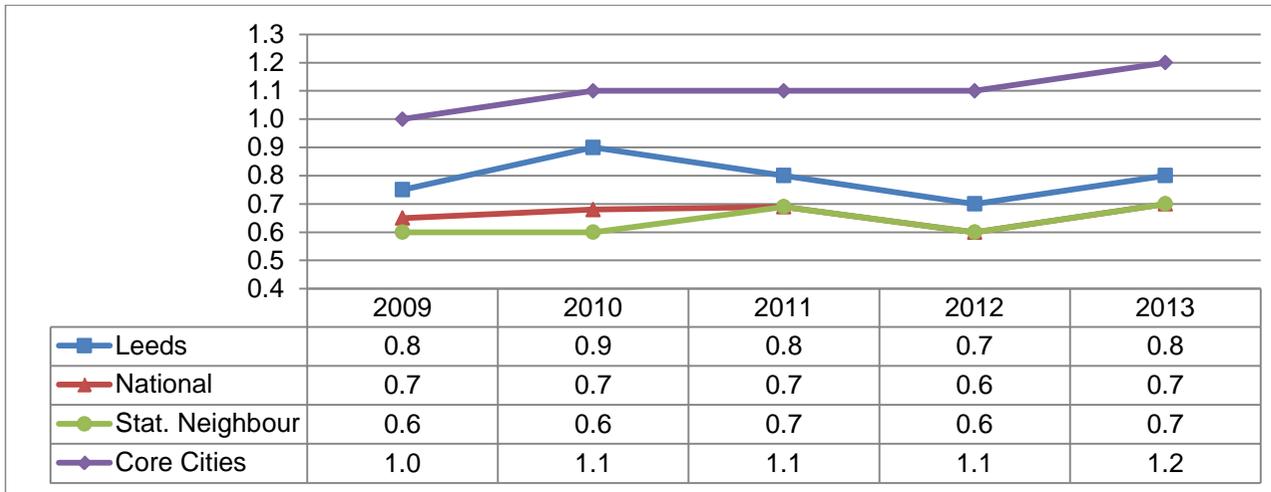


<b>England Rank</b>	Equal 37/152
---------------------	--------------

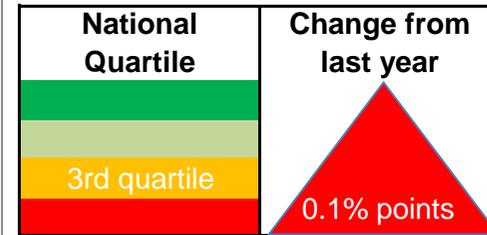


Pupil Group Authorised Absence		
Strongest	Weakest	Most Improved
Black African; CLA - Yes	Traveller Irish Heritage	
Chinese	Gypsy / Roma	
Black Caribbean	SEN Statement	
Black Other; White Irish	White Eastern European	
FSM - No	Bangladeshi	
<p><b>Key Issues:</b> Authorised absence increased in by 0.4 percentage points in 2012/13, the same level of increase as seen nationally and in statistical neighbours. Levels of authorised absence in Leeds primary schools remain lower than nationally and in statistical neighbours.</p>		
<p>Data Status: Final                      Data Source: DfE Statistical First Release SFR 39/2013; pupil group analysis - local data, Leeds School Census                      Data Notes: Half terms 1-4</p>		
<p><b>'Most Improved' analysis to be submitted at a later date.</b></p>		

## 2012-13, Percentage unauthorised absence in primary schools



<b>England Rank</b>	equal 87/152
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Pupil Group Unauthorised Absence		
Strongest	Weakest	Most Improved
CLA - Yes	Gypsy/Roma	
Chinese	Traveller of Irish Heritage	
FSM - Yes	Any other ethnic group	
Indian; Black African	White Eastern European	
White Western European	FSM - Yes	

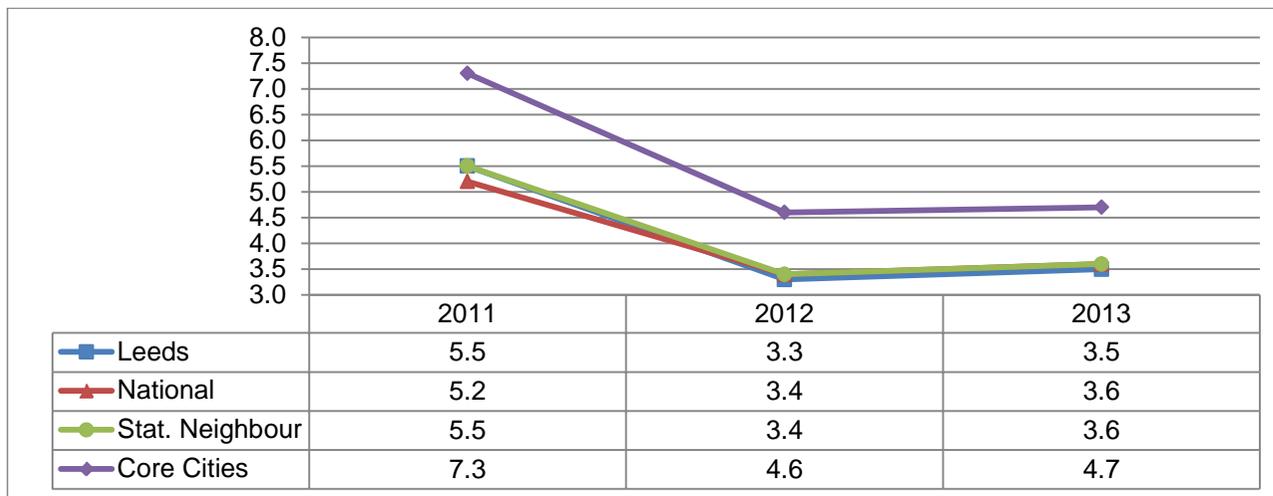
**Key Issues:** Unauthorised absence increased by 0.1 percentage point in 2012/13 in Leeds and the same increase also occurred nationally and in statistical neighbour authorities. Levels of unauthorised absence remain higher in Leeds than nationally and in statistical neighbours, but significantly lower than core cities.

Data Status: Final  
 Data Source: DfE Statistical First Release SFR 39/2013; pupil group analysis - local data, Leeds School Census  
 Data Notes: Half terms 1-4

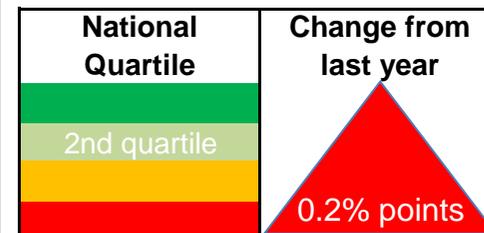
**'Most Improved' analysis to be submitted at a later date.**



## 2012-13, Percentage persistent absentees in primary schools



<b>England Rank</b>	equal 68/152
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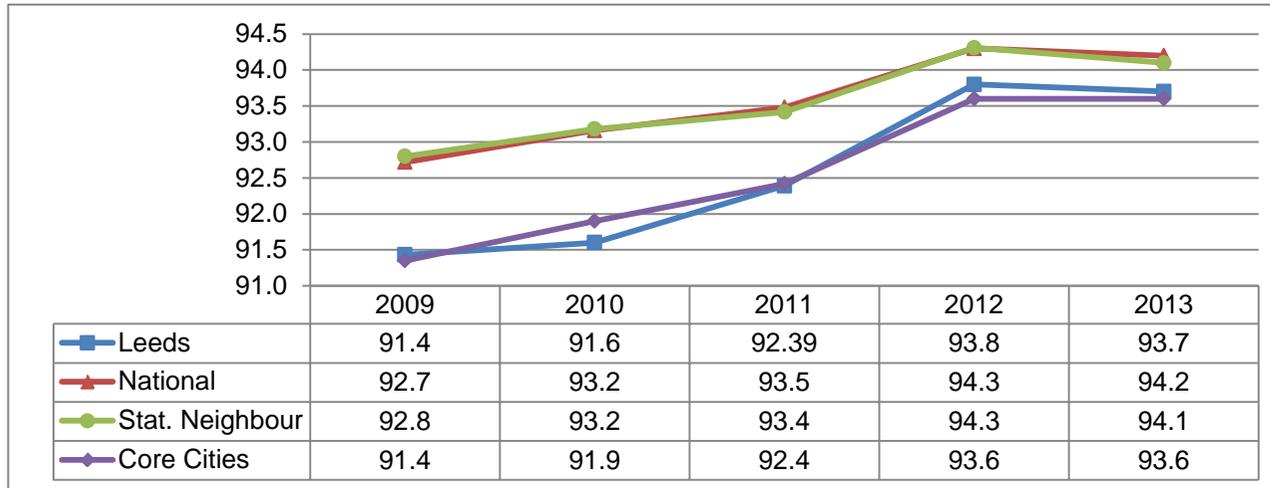
Pupil Group Persistent Absence		
Strongest	Weakest	Most Improved
CLA - Yes	Gypsy / Roma	
Chinese	Traveller of Irish Heritage	
Black African	SEN - Statement	
FSM - No	White Eastern European	
Year Group 6	English as an additional language	
<p><b>Key Issues:</b> The DfE definition of persistent absence is a pupil with 15 per cent of absence over the school year. The percentage of pupils that met this threshold in 2012/13 in Leeds primary schools was 3.5 per cent, marginally higher than in 2011/12. Levels of persistent absence in primary schools in Leeds remained lower than levels of persistent absence nationally, in statistical neighbours and core cities.</p>		
<p>Data Status: Final                      Data Source: DfE Statistical First Release SFR 39/2013; pupil group analysis - local data, Leeds School Census                      Data Notes: Persistent Absentees are defined as having an overall absence rate of around 15 per cent or more. This equates to 46 or more sessions of absence (authorised and unauthorised) during the year.                      Half terms 1-4.</p>		
<p><b>'Most Improved' analysis to be submitted at a later date.</b></p>		



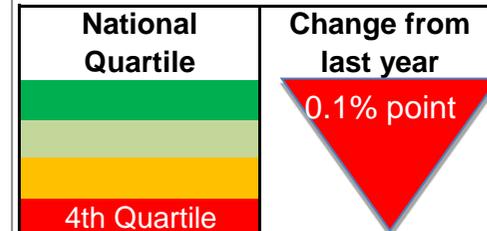
## Secondary Attendance Half Terms 1-4 Dashboards

<b>Dashboard</b>	<b>Changes Since Previous Version</b>
Percentage attendance in secondary schools	2013 data added
Percentage authorised absence in secondary schools	2013 data added
Percentage unauthorised absence in secondary schools	2013 data added
Percentage persistent absentees in secondary schools	2013 data added

## 2012-13, Percentage attendance in secondary schools



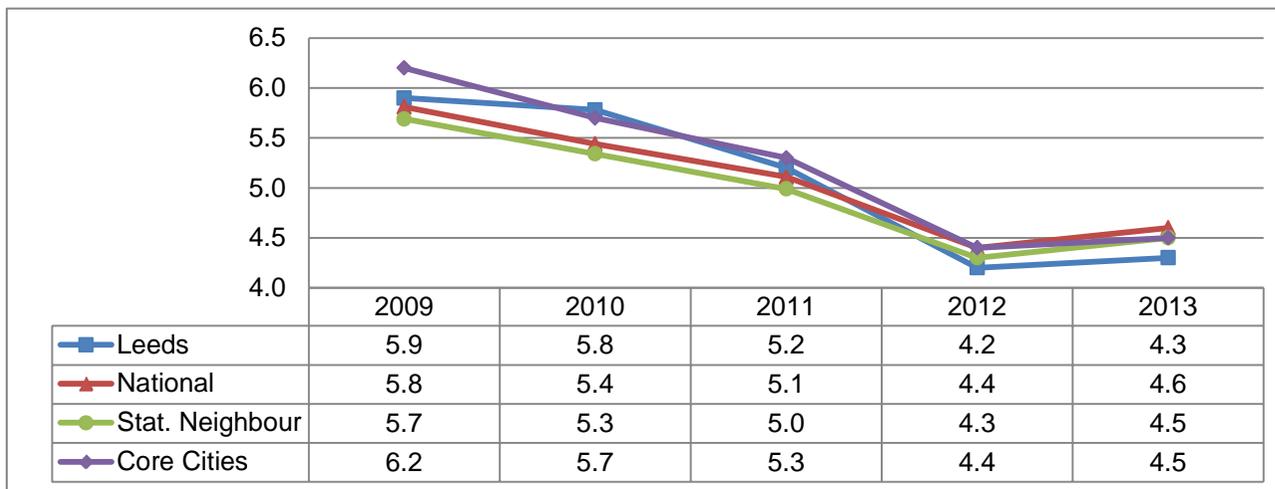
<b>England Rank</b>	equal 123/150
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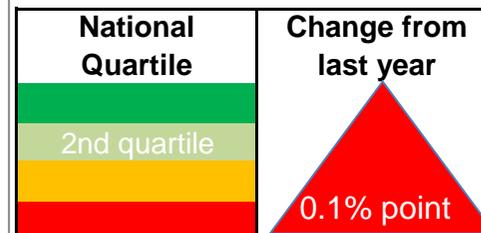
Pupil Group Attendance		
Strongest	Weakest	Most Improved
Chinese	Traveller of Irish Heritage	
Black African	Gypsy/Roma	
Indian	SEN - School Action Plus	
Year Group 7	FSM - Yes	
Asian Other	SEN - School Action	
<p><b>Key Issues:</b> Attendance fell in Leeds secondary schools in 2012/13 by 0.1 percentage point, the same drop was also seen nationally, and attendance in statistical neighbour authorities fell by 0.2 percentage points with attendance in core cities remaining unchanged. Attendance remains lower in Leeds than nationally and in statistical neighbour authorities.</p>		
<p>Data Status: Final                      Data Source: DfE Statistical First Release SFR 39/2013; pupil group analysis - local data, Leeds School Census                      Data Notes: Half terms 1-4</p>		
<p><b>'Most Improved' analysis to be submitted at a later date.</b></p>		



## 2012-13, Percentage authorised absence in secondary schools



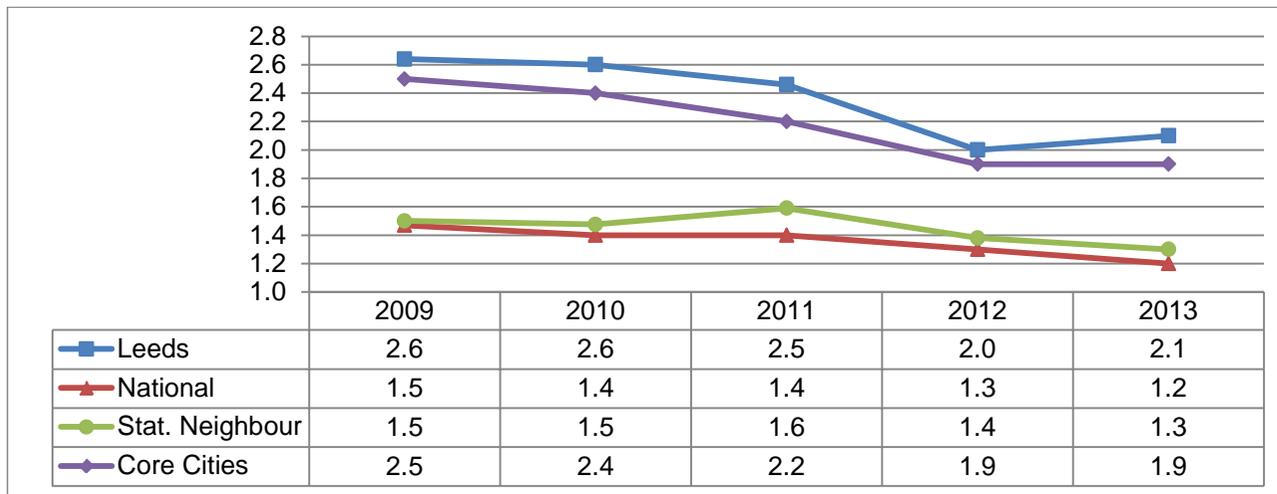
<b>England Rank</b>	Equal 40/150
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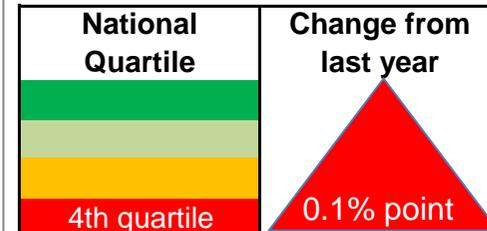
Pupil Group Authorised Absence		
Strongest	Weakest	Most Improved
Chinese	Traveller of Irish Heritage	
Black African	Gypsy/Roma	
Any other Black Background	SEN School Action Plus	
Asian Other	SEN Statement	
Black Caribbean	FSM - Yes	
<p><b>Key Issues:</b> Authorised absence increased by 0.1 percentage point and the level of authorised absence from Leeds secondary schools remains lower than national, statistical neighbours and core cities average.</p>		
<p>Data Status: Final                      Data Source: DfE Statistical First Release SFR 39/2013; pupil group analysis - local data, Leeds School Census                      Data Notes: Half terms 1-4</p>		
<p><b>'Most Improved' analysis to be submitted at a later date.</b></p>		



## 2012-13, Percentage unauthorised absence in secondary schools



England Rank	equal 141/150
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### Pupil Group Unauthorised Absence

Strongest	Weakest	Most Improved
Indian / Chinese	Traveller of Irish Heritage	
Black African	Gypsy / Roma	
Year Group 7	SEN - School Action Plus	
FSM - No	FSM - Yes	
SEN - No	Any other White Background	

**Key Issues:** There was a rise in unauthorised absence in Leeds in 2012/13, but unauthorised absence fell slightly nationally and in statistical neighbours and remained constant in core cities. Unauthorised absence remains significantly higher in Leeds.

Data Status: Final

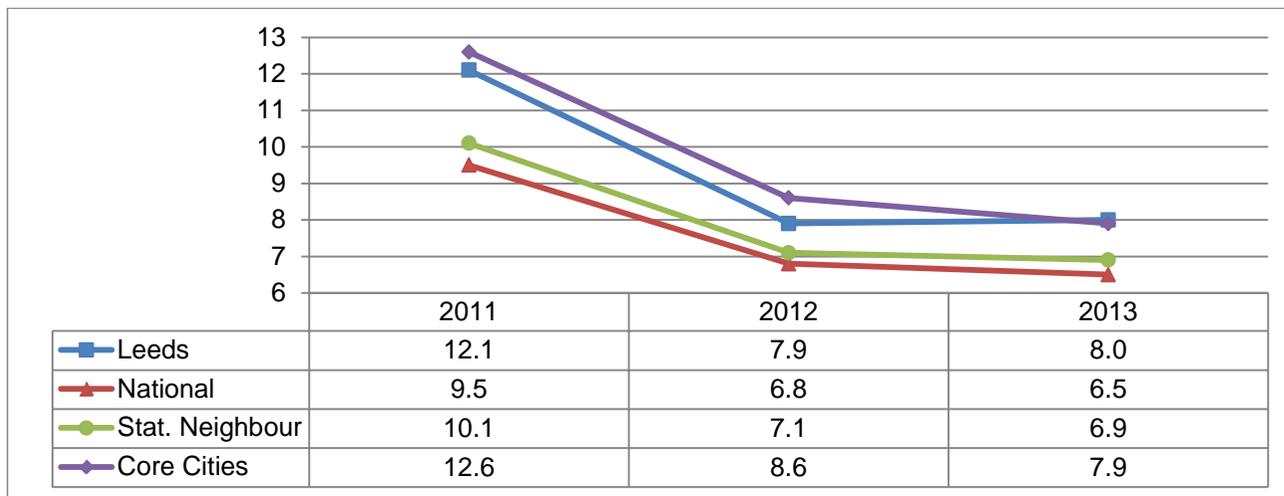
Data Source: DfE Statistical First Release SFR 39/2013; pupil group analysis - local data, Leeds School Census

Data Notes: Half terms 1-4

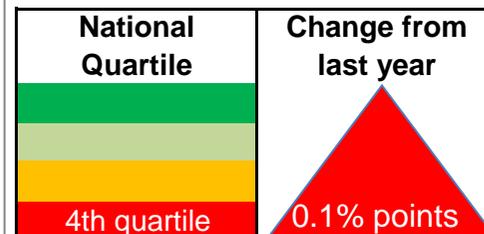
**'Most Improved' analysis to be submitted at a later date.**



## 2012-13, Percentage persistent absentees in secondary schools



<b>England Rank</b>	equal 128/150
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Pupil Group Persistent Absence		
Strongest	Weakest	Most Improved
Chinese	Traveller of Irish Heritage	
Black African	Gypsy/Roma	
Indian	SEN - School Action Plus	
Year Group 7	FSM - Yes	
Other Asian	SEN - Statemented	
<p><b>Key Issues:</b> 8.0 per cent of pupils in Leeds secondary schools missed more than 15 per cent of school in 2012/13, slightly higher than in 2011/12. Persistent absence fell nationally, in statistical neighbours and core cities. Levels of persistent absence therefore remain higher in Leeds, with the gap widening in 2012/13.</p>		
<p>Data Status: Final                      Data Source: DfE Statistical First Release SFR39/2013; pupil group analysis - local data, Leeds School Census                      Data Notes: Persistent Absentees are defined as having an overall absence rate of around 15 per cent or more. This equates to 46 or more sessions of absence (authorised and unauthorised) during the year.                      Half terms 1-4  <b>'Most Improved' analysis to be submitted at a later date.</b></p>		



## **Vulnerable Groups and Closing The Gap**

The following pages are excerpts from the Leeds LA RAISEOnline report, produced by OFSTED / DfE. These analyses provide further details of Leeds' performance against the "Closing The Gap" agenda and on the outcomes of all main pupil groups, including vulnerable groups, at Key Stages 2 and 4. The commentary in the main standards report is informed by these detailed analyses.

## Closing the Gaps at Key Stage 2

Table 3.1.1: Closing the Gaps - Free School Meals and Children Looked After (KS2.CTG)

This report aims to provide schools with an overview of the attainment and progress of pupils in either group of Children Looked After or Free School Meals in the last 6 years.

## School Context

No NC year data available

Please note that the above data was sourced from the schools January 2013 census therefore the year groups displayed above refer to the academic year 2012/13.

Key Stage 1 to Key Stage 2 value added: Free School Meals\* / Children Looked After

	Overall				Mathematics			
	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score
All Pupils	7,260	100.3	0.0	100.0	7,260	100.4	0.0	100.0
CLA or FSM	2,529	99.9	0.0	99.8	2,529	99.9	0.0	99.8
Not CLA or FSM	4,731	100.5	0.0	100.0	4,731	100.6	0.0	100.1
	Reading				Writing (TA)			
	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score
All Pupils	7,260	100.2	0.0	100.0	7,260	100.1	0.0	100.0
CLA or FSM	2,529	99.9	0.0	99.7	2,529	99.9	0.0	99.8
Not CLA or FSM	4,731	100.4	0.0	100.0	4,731	100.2	0.0	100.0

Percentage achieving expected progress, 2013 Mathematics, Reading and Writing (TA) Free School Meals\* / Children Looked After

	Mathematics				Reading				Writing (TA)			
	School		National		School		National		School		National	
	Cohort	Achieving Expected Progress %	Non CLA/FSM	Difference	Cohort	Achieving Expected Progress %	Non CLA/FSM	Difference	Cohort	Achieving Expected Progress %	Non CLA/FSM	Difference
All Pupils	7,292	90	90	0	7,298	90	89	1	7,302	93	93	0
Non CLA/FSM	4,746	93	90	3	4,747	93	89	4	4,748	95	93	2
CLA/FSM	2,546	85	90	-5	2,551	86	89	-3	2,554	91	93	-2
Within School Gap		-8				-7				-4		

## Closing the Gaps at Key Stage 2

Average point scores, 2013, Mathematics, Reading, Writing (TA) and English Grammar, Punctuation & Spelling by Free School Meals\* / Children Looked After

	Mathematics, Reading and Writing (TA)				Mathematics			
	School		National		School		National	
	Cohort	APS	Non CLA/FSM	Difference	Cohort	APS	Non CLA/FSM	Difference
All Pupils	7,578	27.9	29.1	-1.2	7,577	28.3	29.5	-1.2
Non CLA/FSM	4,913	29.0	29.1	-0.1	4,912	29.4	29.5	-0.1
CLA/FSM	2,665	26.0	29.1	-3.1	2,665	26.2	29.5	-3.3
Within School Gap		-3.0				-3.2		
Reading								
Writing (TA)								
School		National		School		National		
Cohort	APS	Non CLA/FSM	Difference	Cohort	APS	Non CLA/FSM	Difference	
All Pupils	7,578	28.2	29.2	-1.0	7,576	27.1	28.3	-1.2
Non CLA/FSM	4,913	29.2	29.2	0.0	4,912	28.1	28.3	-0.2
CLA/FSM	2,665	26.4	29.2	-2.8	2,664	25.3	28.3	-3.0
Within School Gap		-2.8				-2.8		
English Grammar, Punctuation & Spelling				English Grammar, Punctuation & Spelling				
School		National		School		National		
Cohort	APS	Non CLA/FSM	Difference	Cohort	APS	Non CLA/FSM	Difference	
All Pupils	7,577	27.6	28.8	7,577	27.6	28.8	-1.2	
Non CLA/FSM	4,912	28.8	28.8	4,912	28.8	28.8	0.0	
CLA/FSM	2,665	25.4	28.8	2,665	25.4	28.8	-3.4	
Within School Gap		-3.4			-3.4			

Percentage of pupils attaining or surpassing level 4 and level 5 in 2013 in Key Stage 2 for Mathematics, Reading, Writing (TA) and English Grammar Punctuation and Spelling FSM\* / Children Looked After

Percentage of Key Stage 2 pupils achieving level 4 or above									
	Mathematics, Reading and Writing (TA)				Mathematics				
	School		National		School		National		
	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference	
All Pupils	7,575	73	81	-8	7,577	83	88	-5	
Non CLA/FSM	4,911	81	81	0	4,912	88	88	0	
CLA/FSM	2,664	58	81	-23	2,665	72	88	-16	
Within School Gap		-23				-16			
Reading									
Writing (TA)									
School		National		School		National			
Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference		
All Pupils	7,578	84	89	-5	7,576	81	87	-6	
Non CLA/FSM	4,913	89	89	0	4,912	88	87	1	
English Grammar, Punctuation & Spelling				English Grammar, Punctuation & Spelling					
School		National		School		National			
Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference		
All Pupils	7,577	71	79	7,577	71	79	-8		
Non CLA/FSM	4,912	79	79	4,912	79	79	0		

## Closing the Gaps at Key Stage 2

CLA/FSM	2,665	74	89	-15	2,664	70	87	-17	2,665	57	79	-22
Within School Gap		-15			-18				-22			
Percentage of Key Stage 2 pupils achieving level 5 or above												
Mathematics, Reading and Writing (TA)												
Mathematics												
School				National				National				
	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference
All Pupils	7,575	19	26	-7	7,577	38	47	-9				
Non CLA/FSM	4,911	24	26	-2	4,912	47	47	0				
CLA/FSM	2,664	8	26	-18	2,665	22	47	-25				
Within School Gap		-16				-25						
Reading												
School				National				National				
	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference
All Pupils	7,578	42	51	-9	7,576	26	36	-10				
Non CLA/FSM	4,913	50	51	-1	4,912	33	36	-3				
CLA/FSM	2,665	26	51	-25	2,664	13	36	-23				
Within School Gap		-24				-20						
Writing (TA)												
School				National				National				
	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference
All Pupils	7,577	44	53	-9	7,577	44	53	-9				
Non CLA/FSM	4,912	53	53	0	4,912	53	53	0				
CLA/FSM	2,665	29	53	-24	2,665	29	53	-24				
Within School Gap		-24				-24						

School cohort figures are compared to the national group figures for non-CLA and non-FSM.

This report enables schools to compare the level of their CLA/FSM pupils' performance to the national level of non-(CLA or FSM) performance with the intention of encouraging schools to set more ambitious achievement goals for their CLA/FSM pupils. However, this report is also intended to encourage schools to further explore the performance of their CLA/FSM pupils by using the full range of data available in RAISEonline.

## Closing the Gaps at Key Stage 2

Table 3.1.2: Closing the Gaps Trend - Free School Meals and Children Looked After (KS2.CTGT trend selection)

This section displays trend data for indicators linked to floor standards

Percentage of pupils attaining level 4 or above at Key Stage 2

	2011 - English & Mathematics				2012 - English & Mathematics				2013 - Mathematics, Reading and Writing (TA)			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All pupils	7418	73	80	-7	7405	77	84	-7	7575	73	81	-8
CLA/FSM*	2500	59	80	-21	2534	66	84	-18	2664	58	81	-23
Non CLA/FSM*	4918	80	80	0	4871	83	84	-1	4911	81	81	0
Within School Gap		-21				-17				-23		

Percentage of pupils achieving expected progress in English at Key Stage 2

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	7165	88	85	3	7157	92	90	2	-	-	-	-
CLA/FSM*	2405	85	85	0	2457	89	90	-1	-	-	-	-
Non CLA/FSM*	4760	90	85	5	4700	94	90	4	-	-	-	-
Within School Gap		-5				-5				-		

Percentage of pupils achieving expected progress in Reading at Key Stage 2

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	-	-	-	-	7298	90	89	1
CLA/FSM*	-	-	-	-	-	-	-	-	2551	86	89	-3
Non CLA/FSM*	-	-	-	-	-	-	-	-	4747	93	89	4
Within School Gap	-	-	-	-	-	-	-	-		-7		

## Closing the Gaps at Key Stage 2

## Percentage of pupils achieving expected progress in Writing (TA) at Key Stage 2

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	-	-	-	-	7302	93	93	0
CLA/FSM*	-	-	-	-	-	-	-	-	2554	91	93	-2
Non CLA/FSM*	-	-	-	-	-	-	-	-	4748	95	93	2
Within School Gap	-	-	-	-	-	-	-	-	-	-4	-	-

## Percentage of pupils achieving expected progress in Mathematics at Key Stage 2

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	7173	85	85	0	7155	89	89	0	7292	90	90	0
CLA/FSM*	2404	78	85	-7	2455	85	89	-4	2546	85	90	-5
Non CLA/FSM*	4769	88	85	3	4700	92	89	3	4746	93	90	3
Within School Gap	-	-10	-	-	-	-7	-	-	-	-8	-	-

## Closing the Gaps at Key Stage 2

**This section displays trend data for average point scores****Average point scores by Free School Meals\* / Children Looked After**Overall

	2011				2012 - English & Mathematics				2013 - Mathematics, Reading and Writing (TA)			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	7405	27.9	28.9	-1.0	7578	27.9	29.1	-1.2
CLA/FSM*	-	-	-	-	2534	26.2	28.9	-2.7	2665	26.0	29.1	-3.1
Non CLA/FSM*	-	-	-	-	4871	28.8	28.9	-0.1	4913	29.0	29.1	-0.1
Within School Gap		-				-2.6				-3.0		

Mathematics

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	7405	28.0	29.1	-1.1	7577	28.3	29.5	-1.2
CLA/FSM*	-	-	-	-	2534	26.1	29.1	-3.0	2665	26.2	29.5	-3.3
Non CLA/FSM*	-	-	-	-	4871	28.9	29.1	-0.2	4912	29.4	29.5	-0.1
Within School Gap		-				-2.8				-3.2		

Reading

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	7405	28.5	29.4	-0.9	7578	28.2	29.2	-1.0
CLA/FSM*	-	-	-	-	2534	26.9	29.4	-2.5	2665	26.4	29.2	-2.8
Non CLA/FSM*	-	-	-	-	4871	29.3	29.4	-0.1	4913	29.2	29.2	0.0
Within School Gap		-				-2.4				-2.8		

## Closing the Gaps at Key Stage 2

Writing (TA)

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	7405	27.0	28.0	-1.0	7576	27.1	28.3	-1.2
CLA/FSM*	-	-	-	-	2534	25.3	28.0	-2.7	2664	25.3	28.3	-3.0
Non CLA/FSM*	-	-	-	-	4871	27.9	28.0	-0.1	4912	28.1	28.3	-0.2
Within School Gap		-				-2.6				-2.8		

English Grammar, Punctuation and Spelling

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	-	-	-	-	7577	27.6	28.8	-1.2
CLA/FSM*	-	-	-	-	-	-	-	-	2665	25.4	28.8	-3.4
Non CLA/FSM*	-	-	-	-	-	-	-	-	4912	28.8	28.8	0.0
Within School Gap		-				-				-3.4		

This report enables schools to compare the level of their CLA/FSM pupils' performance to the national level of non-(CLA or FSM) performance with the intention of encouraging schools to set more ambitious achievement goals for their CLA/FSM pupils. However, this report is also intended to encourage schools to further explore the performance of their CLA/FSM pupils by using the full range of data available in RAISEonline.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years. All data in this trend report uses this new FSM categorisation.

## Closing the Gaps at Key Stage 4

Table 3.2.1: Closing the Gaps - Free School Meals and Children Looked After (KS4.CTG)

This report aims to provide schools with an overview of the attainment and progress of pupils in either group of Children Looked After or Free School Meals in the last 6 years.

School Context

No NC year data available

Please note that the above data was sourced from the schools January 2013 census therefore the year groups displayed above refer to the academic year 2012/13.

Key Stage 2 to Key Stage 4 value added: CLA or FSM\*

	Overall				English				Mathematics			
	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score
All Pupils	7,523	997.9	0.0	1,000.0	7,523	998.9	0.0	1,000.0	7,523	998.9	0.0	1,000.0
Non CLA/FSM	5,074	1,008.2	0.0	1,005.8	5,074	1,000.1	0.0	1,000.6	5,074	1,000.1	0.0	1,000.6
CLA/FSM	2,449	976.5	0.0	983.2	2,449	996.5	0.0	998.5	2,449	996.5	0.0	998.2

Percentage achieving expected progress, 2013 English and Mathematics: CLA or FSM\*

	English				Mathematics			
	School		National		School		National	
	Cohort	Achieving Expected Progress %	Non CLA/FSM	Difference	Cohort	Achieving Expected Progress %	Non CLA/FSM	Difference
All Pupils	7,638	64	74	-10	7,670	66	76	-10
Non CLA/FSM	5,134	72	74	-2	5,163	76	76	0
CLA/FSM	2,504	48	74	-26	2,507	46	76	-30
Within School Gap		-24				-30		

## Closing the Gaps at Key Stage 4

Point scores, 2013, English and mathematics by CLA or FSM\*

	English (EBACC) average points				Mathematics (EBACC) average points			
	School		National		School		National	
	Cohort	APS	Non CLA/FSM	Difference	Cohort	APS	Non CLA/FSM	Difference
All Pupils	7,869	37.8	40.5	-2.7	7,869	37.6	40.9	-3.3
Non CLA/FSM	5,265	40.6	40.5	0.1	5,265	40.7	40.9	-0.2
CLA/FSM	2,604	32.2	40.5	-8.3	2,604	31.3	40.9	-9.6
Within School Gap		-8.4				-9.4		

Percentage of pupils achieving 2013 threshold at Key Stage 4 by CLA or FSM\*

	English Baccalaureate				Basics indicator				5 A* - C including English and mathematics				5 A* - G including English and mathematics			
	School		National		School		National		School		National		School		National	
	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference
All Pupils	7,869	19	27	-8	7,869	57	67	-10	7,869	57	67	-10	7,869	93	95	-3
Non CLA/FSM	5,265	25	27	-2	5,265	68	67	1	5,265	67	67	0	5,265	96	95	1
CLA/FSM	2,604	7	27	-20	2,604	36	67	-31	2,604	35	67	-32	2,604	85	95	-10
Within School Gap		-18				-32				-32				-11		

This report enables schools to compare the level of their CLA/FSM pupils' performance to the national level of non-(CLA or FSM) performance with the intention of encouraging schools to set more ambitious achievement goals for their CLA/FSM pupils. However, this report is also intended to encourage schools to further explore the performance of their CLA/FSM pupils by using the full range of data available in RAISEonline.

## Closing the Gaps at Key Stage 4

Table 3.2.2: Closing the Gaps Trend - Free School Meals and Children Looked After (KS4.CTG trend selection)

This section displays trend data for indicators linked to floor standards

Percentage of pupils attaining 5 or more A\*-C GCSEs (or equivalent) including English and mathematics at Key Stage 4

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	8013	54	65	-11	8040	55	64	-9	7869	57	67	-10
CLA/FSM*	2366	28	65	-37	2435	32	64	-32	2604	35	67	-32
Non CLA/FSM*	5647	64	65	-1	5605	65	64	1	5265	67	67	0
Within School Gap		-36				-33				-32		

Percentage of pupils achieving expected progress in English at Key Stage 4

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	7477	66	77	-11	7520	62	72	-10	7638	64	74	-10
CLA/FSM*	2109	46	77	-31	2180	45	72	-27	2504	48	74	-26
Non CLA/FSM*	5368	73	77	-4	5340	69	72	-3	5134	72	74	-2
Within School Gap		-27				-24				-24		

Percentage of pupils achieving expected progress in mathematics at Key Stage 4

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	7503	59	71	-12	7522	66	73	-7	7670	66	76	-10
CLA/FSM*	2120	36	71	-35	2193	46	73	-27	2507	46	76	-30
Non CLA/FSM*	5383	69	71	-2	5329	74	73	1	5163	76	76	0
Within School Gap		-33				-28				-30		

## Closing the Gaps at Key Stage 4

This section displays trend data for average point scores

Point scores English (Ebacc)

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff
All Pupils	-	-	-	-	8040	37.5	40.2	-2.7	7869	37.8	40.5	-2.7
CLA/FSM*	-	-	-	-	2435	31.7	40.2	-8.5	2604	32.2	40.5	-8.3
Non CLA/FSM*	-	-	-	-	5605	40.0	40.2	-0.2	5265	40.6	40.5	0.1
Within School Gap		-				-8.3				-8.4		

Point scores mathematics (Ebacc)

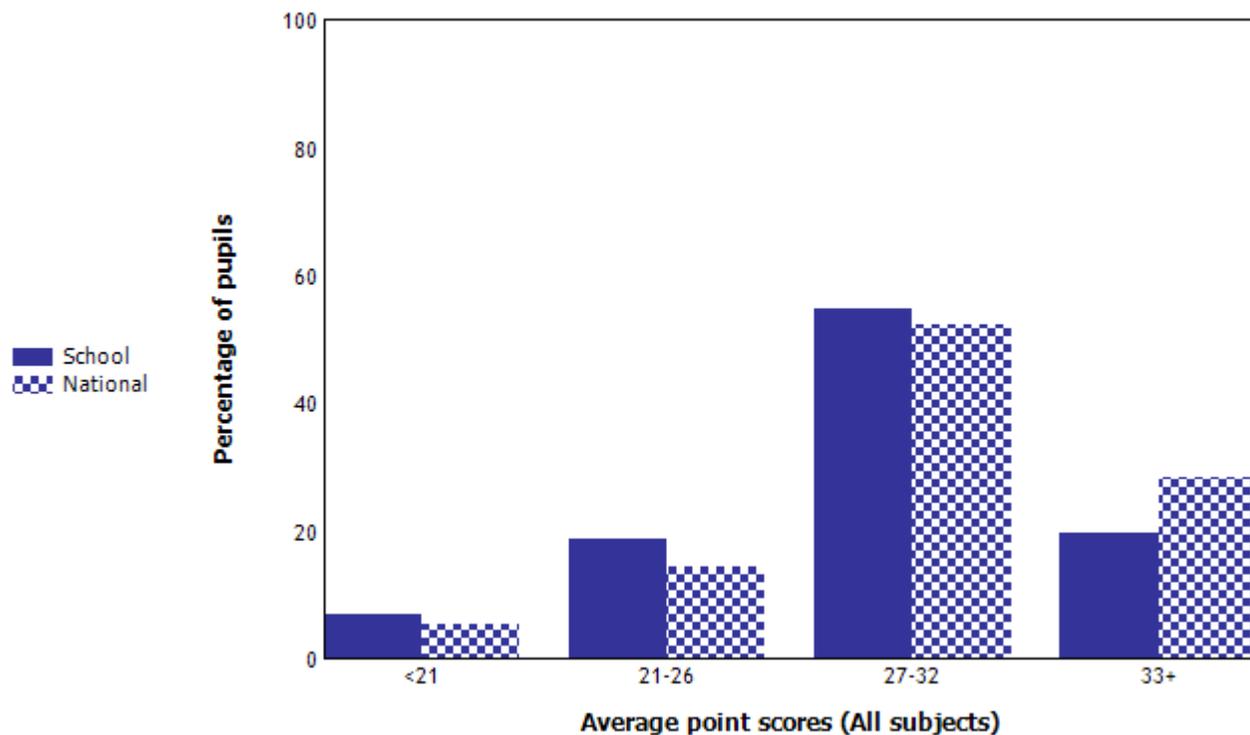
	2011				2012				2013			
	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff
All Pupils	-	-	-	-	8040	37.5	40.6	-3.1	7869	37.6	40.9	-3.3
CLA/FSM*	-	-	-	-	2435	31.0	40.6	-9.6	2604	31.3	40.9	-9.6
Non CLA/FSM*	-	-	-	-	5605	40.3	40.6	-0.3	5265	40.7	40.9	-0.2
Within School Gap		-				-9.3				-9.4		

This report enables schools to compare the level of their CLA/FSM pupils' performance to the national level of non-(CLA or FSM) performance with the intention of encouraging schools to set more ambitious achievement goals for their CLA/FSM pupils.

However, this report is also intended to encourage schools to further explore the performance of their CLA/FSM pupils by using the full range of data available in RAISEonline.

### Attainment at Key Stage 2

Chart 1.3.2 and Table 1.3.3: Attainment, Average Points Score at Key Stage 2 : Overall and by Subject by Pupil Groups - 2013 (KS2.2A)



	Mathematics, Reading and Writing (TA)			Mathematics			Reading			Writing (TA)			English Grammar, Punctuation & Spelling		
	School		National	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
All Pupils	7,578	27.9	28.3	7,577	28.3	28.7	7,578	28.2	28.5	7,576	27.1	27.5	7,577	27.6	28.0
Gender															
Male	3,894	27.7	28.1	3,893	28.5	28.9	3,894	27.8	28.1	3,893	26.3	26.6	3,893	26.9	27.3
Female	3,684	28.2	28.6	3,684	28.1	28.5	3,684	28.6	29.0	3,683	27.9	28.4	3,684	28.4	28.8
Free School Meals*															
FSM	2,655	26.0	26.7	2,655	26.2	27.0	2,655	26.4	26.9	2,654	25.3	25.9	2,655	25.4	26.2
Non FSM	4,923	29.0	29.1	4,922	29.4	29.5	4,923	29.2	29.2	4,922	28.0	28.2	4,922	28.8	28.8
Children Looked After CLA	52	23.0	24.1	52	23.2	24.5	52	23.3	24.8	52	22.3	22.8	52	22.0	23.6

## Attainment at Key Stage 2

	Mathematics, Reading and Writing (TA)			Mathematics			Reading			Writing (TA)			English Grammar, Punctuation & Spelling		
	School		National	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
Not CLA	7,526	28.0	28.4	7,525	28.3	28.7	7,526	28.2	28.5	7,524	27.1	27.5	7,525	27.6	28.0
Free School Meals* or Children Looked After															
CLA or FSM	2,665	26.0	26.7	2,665	26.2	27.0	2,665	26.4	26.9	2,664	25.3	25.9	2,665	25.4	26.2
Not CLA or FSM	4,913	29.0	29.1	4,912	29.4	29.5	4,913	29.2	29.2	4,912	28.1	28.3	4,912	28.8	28.8
Prior Attainment															
Low	1,536	22.7	22.7	1,536	23.1	23.2	1,536	22.8	22.9	1,536	21.9	21.6	1,536	21.1	21.1
Middle	4,580	28.7	28.5	4,580	28.9	28.7	4,580	29.2	28.9	4,580	27.9	27.7	4,580	28.7	28.3
High	1,145	33.1	32.7	1,145	33.8	33.2	1,145	32.6	32.3	1,145	32.2	31.9	1,145	33.0	32.8
Non-mobile pupils															
Pupils on roll throughout years 5 and 6	7,015	28.2	28.5	7,014	28.5	28.9	7,015	28.4	28.7	7,013	27.4	27.7	7,014	27.8	28.2
English as a First Language															
English or believed to be English	6,307	28.3	28.5	6,307	28.6	28.8	6,307	28.6	28.7	6,306	27.4	27.7	6,307	27.9	28.0
Other than English or believed to be other	1,255	26.3	27.9	1,254	26.9	28.6	1,255	26.2	27.6	1,254	25.4	26.9	1,254	26.3	28.1
Unclassified	16	23.7	23.4	16	25.0	24.3	16	24.6	24.0	16	23.8	22.1	16	23.8	23.3
Special Educational Needs															
No Identified SEN	6,012	29.2	29.7	6,011	29.5	30.0	6,012	29.4	29.8	6,010	28.4	29.0	6,011	29.1	29.7
SEN without a statement	1,430	23.7	24.6	1,430	24.1	25.0	1,430	23.8	24.9	1,430	22.9	23.7	1,430	22.2	22.9
School Action	917	24.2	25.2	917	24.5	25.4	917	24.3	25.4	917	23.5	24.4	917	22.6	23.5
School Action plus	513	22.9	23.7	513	23.4	24.2	513	22.9	23.9	513	21.8	22.7	513	21.5	22.1
SEN with a statement	136	17.9	18.4	136	19.0	19.5	136	19.1	19.4	136	14.5	15.5	136	18.5	18.7
Ethnicity Group															
White															
British	5,459	28.4	28.5	5,459	28.6	28.8	5,459	28.7	28.7	5,458	27.5	27.7	5,459	27.9	28.0
Irish	21	29.6	29.4	21	29.9	29.8	21	29.3	29.8	21	29.3	28.5	21	29.0	29.0
Traveller of Irish Heritage	6	22.8	22.9	6	23.0	23.9	6	23.0	23.5	6	22.0	21.9	6	20.0	22.0
Gypsy/Roma	41	19.5	21.2	41	20.4	22.0	41	19.6	21.3	41	18.2	20.0	41	18.2	20.1
Any other White background	205	25.8	27.7	204	26.7	28.5	205	25.5	27.4	204	24.4	26.4	204	25.0	27.2
Mixed															
White & Black Caribbean	132	27.3	27.7	132	27.4	27.8	132	27.8	28.2	132	26.9	27.1	132	26.7	27.5
White & Black African	42	27.9	28.3	42	27.9	28.5	42	28.1	28.6	42	27.6	27.7	42	28.1	28.4

## Attainment at Key Stage 2

	Mathematics, Reading and Writing (TA)			Mathematics			Reading			Writing (TA)			English Grammar, Punctuation & Spelling		
	School		National	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
White & Asian	70	28.2	29.4	70	28.7	29.9	70	28.6	29.4	70	27.2	28.5	70	27.3	29.2
Any other mixed background	132	28.1	28.8	132	28.2	29.1	132	28.3	29.0	132	27.5	28.0	132	27.9	28.8
Asian or Asian British															
Indian	134	29.6	29.6	134	30.4	30.4	134	29.3	29.0	134	28.4	28.5	134	29.8	29.9
Pakistani	544	26.7	27.6	544	27.0	28.0	544	26.7	27.5	544	26.0	26.9	544	27.2	28.0
Bangladeshi	121	26.9	28.2	121	27.1	28.7	121	27.2	27.9	121	26.2	27.7	121	26.7	28.9
Any other Asian background	102	27.2	29.2	102	28.0	30.2	102	27.2	28.5	102	26.1	27.8	102	27.5	29.4
Black or Black British															
Black Caribbean	74	26.2	27.2	74	26.0	27.2	74	26.8	27.6	74	26.0	26.8	74	26.1	27.4
Black African	238	26.4	28.1	238	26.7	28.5	238	26.6	28.1	238	25.8	27.2	238	26.5	28.6
Any other Black background	69	25.8	27.3	69	25.9	27.5	69	26.3	27.7	69	25.1	26.7	69	26.3	27.8
Chinese	35	30.1	31.0	35	31.5	32.6	35	29.4	29.8	35	28.0	29.1	35	29.8	30.4
Any other ethnic group	83	27.5	27.8	83	28.4	28.6	83	27.3	27.4	83	26.0	26.6	83	26.9	27.8
Unclassified - Refused	38	27.0	28.6	38	28.1	28.9	38	27.0	28.9	38	24.9	27.6	38	27.2	28.5
Unclassified - Information not obtained	32	25.5	24.1	32	26.8	24.9	32	25.5	24.7	32	25.1	23.0	32	26.0	24.0

For 2013 the combined subjects point score uses mathematics, reading and writing (TA). Details are available in the RAISEonline library.

## Attainment at Key Stage 4

Table 1.4.11: Average point scores with and without qualifications equivalent to GCSE 2013 (KS4.2A)

Cohort	Capped total point scores						Total point scores						
	with equivalent qualifications			GCSE only			with equivalent qualifications			GCSE only			
	National	School	Sig	National	School	Sig	National	School	Sig	National	School	Sig	
All Pupils	7869	338.3	340.2	Sig+	277.2	251.7	Sig-	461.7	484.1	Sig+	319.1	284.9	Sig-
Gender													
Male	4057	326.5	326.0		261.5	235.8	Sig-	440.2	455.8	Sig+	297.7	263.5	Sig-
Female	3812	350.6	355.3	Sig+	293.6	268.6	Sig-	484.0	514.2	Sig+	341.3	307.7	Sig-
Free School Meals*													
FSM	2566	304.9	303.4		215.4	181.0	Sig-	404.3	419.3	Sig+	235.8	195.1	Sig-
Non FSM	5303	350.3	358.1	Sig+	299.4	285.9	Sig-	482.2	515.5	Sig+	349.0	328.4	Sig-
Children Looked After													
CLA	72	231.0	247.2		138.3	116.6		288.5	334.0		146.0	124.7	
Not CLA	7797	339.1	341.1	Sig+	278.2	252.9	Sig-	463.0	485.5	Sig+	320.4	286.4	Sig-
Free School Meals* or Children Looked After													
CLA or FSM	2604	303.9	302.8		214.4	180.6	Sig-	402.8	418.6	Sig+	234.7	194.7	Sig-
Not CLA or FSM	5265	350.9	358.7	Sig+	300.1	286.8	Sig-	483.2	516.5	Sig+	349.9	329.5	Sig-
Prior Attainment													
Low	1350	260.2	272.2	Sig+	132.9	108.1	Sig-	327.3	362.4	Sig+	136.1	109.4	Sig-
Middle	3910	334.2	338.5	Sig+	267.1	242.4	Sig-	451.2	478.3	Sig+	294.7	264.3	Sig-
High	2271	394.8	392.9		376.4	363.8	Sig-	563.4	582.6	Sig+	462.7	438.3	Sig-
Non-mobile pupils													
Pupils on roll throughout years 10 & 11	7641	343.5	343.1		282.6	254.7	Sig-	470.3	489.5	Sig+	325.9	288.7	Sig-
English as First Language													
English or believed to be English	6987	340.7	341.0		279.5	254.1	Sig-	465.2	484.6	Sig+	321.6	288.5	Sig-
Other than English or believed to be other than English	867	342.9	335.8	Sig-	280.7	234.4	Sig-	468.1	482.5	Sig+	324.2	259.5	Sig-
Unclassified	15	104.6	256.5	Sig+	67.6	103.7		120.2	328.2	Sig+	72.2	103.7	
Special Education Needs													
No Identified SEN	6323	355.8	357.9	Sig+	305.3	279.8	Sig-	492.1	515.1	Sig+	355.1	319.3	Sig-
SEN without a statement	1317	293.9	287.2	Sig-	188.3	148.1	Sig-	377.3	385.3		201.7	156.5	Sig-
School Action	856	306.3	303.5		200.4	158.5	Sig-	398.0	410.3	Sig+	215.4	167.8	Sig-

## Attainment at Key Stage 4

School Action Plus	461	270.6	257.0	Sig-	165.8	128.9	Sig-	338.4	338.8	176.1	135.7	Sig-	
SEN with a statement	229	172.5	156.5		89.2	69.9	Sig-	206.0	196.1	93.3	73.5	Sig-	
Ethnicity Group													
White													
British	6068	340.1	341.3		277.8	255.1	Sig-	464.6	485.6	Sig+	319.1	290.0	Sig-
Irish	25	349.6	360.8		311.7	294.8		465.8	517.1		369.7	349.7	
Traveller of Irish Heritage	5	201.3	163.8		118.3	74.2		249.2	219.9		123.8	74.2	
Gypsy/Roma	37	207.6	174.0		99.4	69.8		252.2	222.0		104.8	79.1	
Any Other White Background	144	337.1	325.4		277.8	241.8	Sig-	457.6	475.5		324.8	274.8	Sig-
Mixed													
White and Black Caribbean	141	329.5	332.3		258.4	235.1	Sig-	444.9	484.8	Sig+	291.1	261.4	Sig-
White and Black African	19	343.5	361.0		291.1	282.7		464.1	508.1		337.4	324.4	
White and Asian	65	357.7	358.3		312.1	276.6	Sig-	492.7	506.6		371.7	319.9	Sig-
Any other Mixed Background	98	346.7	333.9		297.3	263.1	Sig-	473.4	477.0		349.3	300.8	Sig-
Asian or Asian British													
Indian	165	372.4	370.3		331.5	308.6	Sig-	525.0	548.0	Sig+	397.0	362.0	Sig-
Pakistani	409	341.1	334.9		265.5	221.6	Sig-	467.7	474.4		299.6	239.1	Sig-
Bangladeshi	70	347.7	347.3		289.9	216.1	Sig-	470.3	455.5		331.7	225.8	Sig-
Any other Asian Background	99	352.9	337.8		302.6	238.3	Sig-	483.0	476.2		356.3	261.4	Sig-
Black or Black British													
Black Caribbean	103	327.5	330.6		258.6	225.5	Sig-	435.4	467.1	Sig+	288.6	243.1	Sig-
Black African	218	340.9	343.0		283.0	228.0	Sig-	458.9	486.6	Sig+	323.5	247.4	Sig-
Any Other Black Background	60	332.4	310.0		264.6	199.3	Sig-	446.3	426.1		297.3	213.6	Sig-
Chinese	40	389.6	381.8		358.8	345.4		563.8	573.9		451.9	424.9	
Any Other Ethnic Group	60	343.7	352.7		286.9	277.1		467.9	506.1		335.3	320.8	
Unclassified - Refused	24	343.4	341.4		291.3	272.1		466.8	452.5		341.0	297.6	
Unclassified - Information Not Obtained	19	147.3	276.5	Sig+	106.0	142.3		178.9	367.4	Sig+	118.0	142.3	

For an explanation of why APS may vary between reports, please see FAQ.