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**Report of: The Director of Children's Services**

**Report to: Executive Board**

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**Subject: Annual Standards Report (Early Years Foundation Stage, Primary & Secondary Schools)**

Are specific electoral Wards affected?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If relevant, name(s) of Ward(s):		
Are there implications for equality and diversity and cohesion and integration?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Is the decision eligible for Call-In?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the report contain confidential or exempt information?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If relevant, Access to Information Procedure Rule number:		
Appendix number:		

## 1. Summary of main issues

- 1.1 This report summarises the achievement of learners in Leeds at all Key Stages (including Early Years Foundation Stage) in 2013. It also outlines the action taken by the Council to fulfill its responsibilities to support, monitor, challenge and intervene as necessary. Evidence is drawn from national and local performance data, monitoring activities undertaken by council officers and Ofsted inspection reports.
- 1.2 Across all key stages of learning, standards are generally seeing year on year improvement but they are not as high as we would like them to be. Rates of improvement in the city are often strong, but gaps between Leeds and the national position remain to be closed. It is clear from national data sets that there are upward trends in Leeds in comparison to other local authorities but the pace of improvement needs to be accelerated.
- 1.3 The changing and growing population in Leeds brings particular challenges. Over recent years we have seen a significant increase in the birth rate, resulting in increasing number of learners in the primary phase; we are now starting to see these larger cohorts move into secondary schools. In addition to growth in the

overall population, we are also observing a proportionately higher increases in the number of vulnerable learners, either due to deprivation, special educational needs, because they have recently arrived from overseas or have English as an additional language. Considerable success has been achieved in improving the outcomes of children who are Looked After, and there is clear evidence that specific interventions, individual schools and individual clusters are having a positive impact on closing the achievement gaps for our vulnerable learners. The next step is to apply this good practice across the piece in order to deliver consistent, accelerated improvement in outcomes for all of our vulnerable learners.

- 1.4 The key challenge for schools, academies, early years settings and colleges in Leeds, within our ambition to be the best city through working with partners, is to raise standards and tackle under performance at all key stages with increased pace, with a special focus on narrowing the gap in outcomes for the most vulnerable groups of learners. There has been an improvement in the number of good and outstanding schools and early years settings, but there are still some that fall below the floor standards or are vulnerable in terms of inconsistent results. Where this is the case the council is taking strong action to provide the appropriate support, challenge and intervention by providing bespoke packages of support, advice and guidance alongside high quality training for school staff and governors.
- 1.5 Narrowing the gap objectives are central to the key Council plans, eg. the Best Council Plan, the Children and Young People's Plan, the Child Poverty Strategy and the Health and Well Being Strategy. The detail of the strategy for improving educational outcomes is found in the learning improvement plans. Narrowing the gap between average outcomes in the city and the outcomes experienced by vulnerable groups of children and young people is a particular focus of these strategies. The Leeds Education Challenge strategy has been the major driver of change to date. Accelerating the pace of change and improvement requires a refresh of the strategy. This is currently being worked on. Approaches to school support remain central to the improvement agenda, as will work on cluster based approaches to tackling the barriers to learning that lie outside the school gates.
- 1.6 Despite the introduction of a new and challenging assessment framework within the Early Years Foundation Stage, overall attainment at this key stage is closely in line with national performance and above or in line with many statistical neighbour authorities, however in Leeds, the attainment gap between the lowest achievers and the average is a major challenge which needs to be addressed.
- 1.7 At Key Stage 1 the percentage of children meeting the required standard of phonic decoding in Leeds was 1% above both the national figure and the statistical neighbour figure and above that for core cities. It places Leeds in the top quartile of schools nationally. The percentage of children achieving a level 2 or better in Leeds increased by 2 % for reading, 1% in mathematics but remained static in writing.
- 1.8 Results for the percentage of learners achieving level 4+ at the end of Key Stage 2 for 2013 show that there has been a 1 percentage point improvement in mathematics, a 2% point improvement in writing, whilst results in reading have remained static. The combined indicator for reading, writing and mathematics has improved by 1% point. Progress data for Leeds places the local authorities in the

top quartile nationally in reading and writing and in the second quartile for mathematics. National floor standard measures are not directly comparable with previous years as combined attainment in level 4 now includes reading, writing and mathematics in addition to 2 levels of progress in all three subjects. There are currently 19 schools below the 2013 floor standards. These schools receive substantial support and challenge from a range of partners, where appropriate, coordinated, monitored and evaluated by the local authorities.

- 1.9 In terms of overall attainment and progress at Key Stage 4 in 2013, there have been further improvements in Leeds against most benchmarks compared to 2012. The number of students gaining 5+ A\*- C grade GCSEs including English and mathematics rose by 1.6% to 56.6%. However, national results improved by 1.9% so the gap here has widened marginally placing Leeds in the 4<sup>th</sup> quartile of schools nationally. The proportion of students gaining five good passes in any GCSE or equivalent subject rose by a further 2% to 86% in 2013 placing Leeds ahead of the national, core city and statistical neighbour averages and therefore in the 2<sup>nd</sup> quartile of schools. Improvements were also noted in the main progress measures in English and mathematics although Leeds is still behind national averages here, resulting in 4<sup>th</sup> quartile performance. In 2013, there were four schools and academies below the current KS4 floor standard of 40% or more pupils achieving 5 or more GCSEs at grades A\*- C including English and mathematics compared to seven in 2012.
- 1.10 The overall picture at Key Stage 5 in 2013 remains largely positive with performance against all indicators in the first and second quartiles and relatively high local authorities rankings against all key indicators. Year 13 students in Leeds in 2013 achieved a higher average points score than seen nationally and there was a rise in the average points per entry. In addition, the percentage of students achieving 2 or more passes remains higher than national.
- 1.11 Attendance in Leeds primary schools fell by 0.5 percentage points in 2012/13 to 95.3%, after best ever figures in 2011/12. Attendance in Leeds primary schools is still above national and statistical neighbours. In 2012/13 secondary attendance was maintained at 93.7% for the second year in a row; this is the highest ever level for secondary attendance in Leeds
- 1.12 There was 1 permanent exclusion from a Leeds primary school in the 2012/13 academic year; the same as in the previous year. The number of permanent exclusions from Leeds secondary schools (including academies) in 2012/13 was 14 compared to 26 in the previous year.
- 1.13 Under the Ofsted framework introduced in September 2013, the proportion of good or outstanding schools has increased in Leeds since the time of the 2012 Standards Report. While there are significantly fewer schools now in an Ofsted category, the focus is to further reduce the number judged as requiring improvement and improve the number judged as good or better.
- 1.14 The key strategy that has driven the improvements to date was the Leeds Education Challenge (LEC). In both the primary and secondary sectors the role of

the eight seconded Leeds headteachers and other systems leaders such as national leaders of education, the learning improvement service and teaching schools are crucial elements in the delivery of the aims of the Leeds Education Challenge.

1.15 The dramatic improvements in the outcomes for Children Looked After achieved last year were broadly maintained, with more children making expected progress in most of the indicators than previously. This was particularly marked by the end of Key Stage 4 where 42% of Children Looked After made expected progress in English compared to only 33% nationally.

1.16 More detailed information around the data is available in appendix 1 of this report.

## **2. Recommendations**

2.1 The Board is asked to endorse and support:

- The progress that has been made and the areas that need further improvement;
- The future provision of support, challenge and intervention in Leeds to ensure that progress continues to be made;
- Sector lead and partnership working in securing accelerated improvement;
- The recommendations from the scrutiny review of English and mathematics are implemented.

## **1. Purpose of this report**

1.1 This report summarises the achievement of learners at all Key Stages in 2013 and the good progress in early years foundation stage and primary and secondary education in Leeds. It also outlines the action taken by the Council to fulfill its responsibilities to support, monitor, challenge and intervene as necessary. Evidence is drawn from national and local performance data monitoring activities undertaken by council officers and Ofsted inspection reports.

## **2. Background information**

2.1 As reported last year, there have been significant changes within the field of education both nationally and locally with a shift from large centralised systems and teams to a much smaller and, by necessity, a more effective and streamlined central local authority improvement function. Despite increasing and significant budget pressures within the council there is a continued drive to develop innovative and creative in approaches to school improvement. The challenge for the local authority is twofold:

2.1.1 Firstly, to retain its core roles of; monitoring, challenging and intervening in schools where necessary. Whilst this applies to all local authority maintained schools, there is an emphasis on weaker schools where standards are too low. In addition, Her Majesty's Chief Inspector of Schools (HMCI) has made it explicit that local authorities must evaluate, monitor and challenge the effectiveness of academies. The Council will therefore continue to challenge all schools including academies

about outcomes, particularly those concerned with the success of students from poorer backgrounds, ethnic minorities or with special needs.

- 2.1.2 Secondly, to act as a key broker in developing support to schools to improve through the promotion of school led improvement systems. School to school support is a key element of government policy and one which the local authority is actively promoting and developing in Leeds.

- 2.2 The decision by Leeds City Council following extensive consultation with schools was to ensure that it has sufficient school improvement resource to continue to provide a robust model of challenge and support to all local authority maintained schools. This comprises an annual review cycle for all schools (differentiated according to need) and additional support for schools causing concern;

An increasing number of systems leaders (providing school to school support) notably:

- A small team of Leeds headteachers and partners seconded to work with the Local Authority on a part-time basis to help accelerate the rate of improvement across the city. There are currently eight such secondments: four primary headteachers (working within the 0-11 phase), two secondary headteachers (working within the 11-19 phase) and two SILC principals (cross-phase).
- A team of National and Local Leaders of Education (NLEs and LLEs), recruited by the National College yet largely deployed by Leeds local authority according to specific needs identified by the school improvement team.
- Developing partnerships with teaching schools. The main areas of partnership working here include: the deployment of NLEs and LLEs and, more recently, Specialist Leaders of Education (SLEs); leadership development programmes; and bespoke programmes to improve the quality of teaching and learning.
- The Primary Traded Service – the traded aspect of the primary school improvement service.
- The Leeds Learning Partnership – the traded aspect of the secondary school improvement service.
- Scrutiny Board which focused on attainment in English and mathematics in all phases with the outcome being a set of recommendations that will shape future working in these areas. The recommendations are based on the information shared which included to an in-depth audit and review of the impact of support, advice and training; the impact of challenge and intervention; the work of the Learning Improvement team, teaching schools and other partner. This was a valuable undertaking and the level of challenge given by the Board Members was appreciated.

## 2.3 Improvement Strategy

- 2.3.1 The Leeds Education Challenge has provided the overarching strategy through which the local authority responds strategically to the very different educational landscape and to ensure the progress made in recent years is accelerated.

Alongside this is the ambitious city-wide commitment to achieving a child friendly city (an objective of the council's Best City Plan) that underpins school improvement and builds upon the new relationships with schools and partners, the newly integrated children's service and the changes to national policy and funding. A key piece of work was the introduction and implementation of the Learning Improvement Strategy, which categorises schools and identifies the level of support required. This has developed the role of the LA in relation to challenge and intervention which has strengthened the partnership with headteachers and governors. The Leeds Education Challenge will itself, however, need to change to reflect the rapidly changing educational national and local policy and funding landscape. Future development will need to ensure that in undertaking its strategic role, the local authority is strong, strategic, supportive within the context of challenging leadership across services and schools to ensure that all children and young people in Leeds attain at the highest standards. This will need to fully address the issue of narrowing the gap to ensure that outcomes are comparable to other local authorities.

## 2.4. Leeds as a Child Friendly City

- 2.4.1 A key element of the work of the Learning Improvement team and partners is to drive up standards of achievement to ensure that the city is the best place for children to grow up. Its ambition is to support those children that have barriers to learning which sit outside the school gates by working in the context of increasingly effective cluster collaboration. Central to this work is the drive to ensure that learning in schools and settings is engaging, dynamic and inclusive, leading to accelerated rates of progress of all learners. Learner Voice is a central component of the best monitoring and evaluation practice. Restorative practice is being led and developed from within the school system to ensure that schools, learners and their families all feel that they are worked with and have a high degree of control.

## 3. Main issues

- 3.1 These can be grouped under eight main headings

- Early Years Foundation Stage (EYFS)
- Attainment and progress at Key Stage 1
- Attainment and progress at Key Stage 2
- Attainment and progress at Key Stage 4
- Attainment and progress at Key Stage 5
- Attendance in primary and secondary schools
- Exclusions from primary and secondary schools
- The Ofsted framework

## 3.2 Early Years Foundation Stage (EYFS) Summary

- 3.2.1 Overall outcomes at the end of the 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. Due to the new assessment framework in 2013 data from previous years is not comparable.

- 3.2.2 On the good level of development (GLD) indicator, performance in Leeds is above or in line with all core cities and above or in line with eight out of our ten statistical neighbour authorities. In Leeds schools 51% of children reached a good level of development. 52% of children nationally reached this level and 48% of children did so in statistical neighbour authorities and core cities. Leeds is ranked equal 67th of 152 local authorities for the percentage achieving a good level of development, an improvement from equal 68th in 2012.
- 3.2.3 The gap between the lowest 20% of the cohort and the whole cohort remains significantly wide at 44.6%, compared to 36.6% nationally and 39.0% for statistical neighbours. There is a correlation with the changing demographics which needs to be a key driver to the improvement strategy for early years.
- 3.3 Attainment and progress at Key Stage 1
- 3.3.1 The percentage of children meeting the required standard of phonic decoding in Leeds increased by 9% in 2013 and 70% of children achieved the required standard which was 1% above the national figure.
- 3.3.2 The percentage of children receiving a level 2 or better at the end of Key Stage 1 in Leeds increased by 2 percentage points in reading, 1 percentage point for mathematics but has remained static in writing. There have been continued improvements in the proportion of children achieving level 3 in Leeds. Although outcomes at this higher level remain below those seen nationally, the gap is closing across all three subjects.
- 3.3.3 Levels of attainment are higher for girls than boys in all subjects in Key Stage 1, especially in reading and writing. The gender attainment gap in Leeds has closed slightly in 2013 and is broadly in line with that at national level.
- 3.3.4 Key Stage 1 attainment is still significantly lower for those eligible for Free School Meals than for those not eligible. The gaps, however, continue to be closed in all subjects. Analysis indicates that the gaps in Leeds are wider than those seen nationally.
- 3.3.5 The attainment of pupils with no SEN remained broadly the same as for 2012 outcomes but there was a 1% increase in Level 2 outcomes in mathematics. Attainment of pupils at School Action and School Action Plus has improved in 2013 in all subjects.
- 3.3.6 In 2013, levels of attainment for pupils with English as an additional language (EAL) are lower than for those with English as a first language in Key Stage 1 compared to Leeds and national figures, with a 13 % point gap in reading in Leeds. The gap between Leeds overall and national has not changed in 2013.
- 3.3.7 In 2013, the percentage of Children Looked After (CLA) achieving a level 2 or above was very similar to the dramatically improved figures for 2012 in reading, writing and mathematics. Key Stage 1 attainment for CLA is now either above or close to national.
- 3.3.8 There have been some improvements amongst some historically low achieving

groups, but outcomes remain well below the Leeds average and that of their national peers for groups such as Bangladeshi, Black African, Eastern European, and Gypsy / Roma / Traveller.

- 3.3.9 While many young people are vulnerable because of issues such as ethnicity, English as an additional language or special educational needs, an even larger group are vulnerable due to social deprivation and the simple fact of gender. Poor outcomes of young people from low-income backgrounds, and especially those who are boys, is a long standing issue and schools are receiving significant funding through the pupil premium initiative with the specific intention of improving outcomes for this group . The LA is closely monitoring schools' impact in closing the gap for this group of young people and providing challenge where appropriate.

### 3.4 Attainment and progress at Key Stage 2

- 3.4.1 Primary schools are considered to be below the current national floor standard if below 60% of pupils achieve Level 4 in reading, writing and mathematics and if the percentage of pupils making 2 levels of progress is below the national median in all three subjects. The national medians of progress for 2013 (unvalidated) are 91% for reading, 94% for writing and 90% for mathematics. There are currently 19 Leeds schools (9%) below floor standard in 2013, compared to 6% nationally and for our statistical neighbor local authorities. These schools are –

- Beeston Primary School
- Burley St. Matthias C of E Primary School
- Clapgate Primary School
- Five Lanes Primary School
- Hillcrest Primary School
- Hollybush Primary School
- Ingram Road Primary School
- Ireland Wood Primary School
- Iveson Primary School
- Meadowfield Primary School
- Mill Field Primary School
- Moor Allerton Hall Primary School
- Raynville Primary School
- Richmond Hill Primary School
- Ryecroft Primary School
- Sharp Lane Primary School
- Summerfield Primary School
- Wetherby St.James' C of E Primary School
- Woodlesford Primary School

Of these schools one has since converted to Academy (Hillcrest Primary) and another is due to convert this year (Ryecroft Primary). There is also an additional school that was below floor standards that has since now closed and opened as an academy (Cottingley Primary) and is no longer counted in the data.

- 3.4.2 The percentage of pupils in Leeds achieving level 4 in reading has dropped by 1%



to 84%. This is 1% lower than national outcomes and statistical neighbours, but in line with core cities. Writing outcomes increased by 1% to 81%, which was below that of national and statistical neighbours. Mathematics outcomes increased by 1% to 83% which is slightly below outcomes for statistical neighbours and for national but in line with core cities. The percentage of pupils achieving Level 4 in all three subjects was 73%. The proportion of pupils achieving the higher threshold of level 5 has improved by 2% in mathematics and is now 38%. Outcomes remain static in writing at 26% and fell by 3% in reading to 42%. Reading outcomes fell by 4% nationally in 2013. The attainment gaps closed slightly in reading, increased in writing and remained static in mathematics.

- 3.4.3 Pupils are expected to make a minimum of 2 levels of progress in all subjects between Key Stage 1 and Key Stage 2. The percentage of children making expected progress in Leeds is higher than national. Leeds is ranked equal 16 of all local authorities for progress in reading, equal 17/152 for writing progress, placing us in the top quartile nationally. Mathematics progress remains above 2 percentage points above national at 90% which places us equal 47 of all local authorities. This means that there is good capacity for sustained improvement once the baseline of achievement is raised.
- 3.4.4 There remain significant gaps in attainment between those eligible for Free School meals and those who are not. This reflects the national picture. Results for pupils eligible for Free School meals have remained static in Leeds. The attainment gap between FSM eligible and their peers is wider than that nationally. However, the percentage of pupils eligible for FSM in Leeds making 2 levels of progress is higher than the national figure for FSM eligible children.
- 3.4.5 Attainment for SEN pupils remains lower than the national equivalent, however, as with FSM eligible children, the percentage of SEN children making expected progress is higher in Leeds than seen nationally.
- 3.4.6 In 2013, levels of attainment for pupils with English as an additional language (EAL) are lower than for those with English as a first language in Key Stage 2 compared to Leeds and national figures. The percentage of pupils with EAL achieving level 4 in English and mathematics is 9 percentage points lower than for those with English as a first language.
- 3.4.7 The percentage of Children Looked After (CLA) achieving a level 4 in mathematics declined 4 percentage points in 2013 but remains 11 percentage points higher than in 2011. Also the proportion achieving the expected level of progress compared to the end of Key Stage 1 in mathematics increased by 9 percentage points. This year the single benchmark for English was replaced by separate measures for reading and writing. More Children Looked After achieved the benchmark level 4 in writing compared to 2012, while fewer achieved the benchmark in reading. The percentage achieving the expected level of progress improved by 3 percentage points in writing and decreased by 3 percentage points in reading. All three measures of progress are at or above national.
- 3.4.8 The general picture is that many groups have shown some improvement, but remain below the Leeds average and below the national figures for their peer groups. This is true for the Bangladeshi, Pakistani, Black African, Mixed Black Caribbean and White, and Gypsy/Roma/Traveler heritage groups.

### 3.5 Attainment and progress at Key Stage 4

- 3.5.1 There have been improvements against most headline indicators at KS4 in 2013. However, whilst the issues around GCSE grade boundary changes noted in 2012 were not as significant this year, a number of schools still reported significant differences between the grades achieved by students compared to what they were expecting to receive. As a result, there has been an increased number of re-marks requested this year and data headlines are therefore subject to further changes.
- 3.5.2 In 2013, 56.6% of year 11 pupils gained five good GCSEs including English and mathematics – 1.6% higher than in 2012. Nationally results improved by 1.9% so the gap between Leeds and national figures has widened marginally.
- 3.5.3 The proportion of students gaining five good passes in any GCSE or equivalent subject rose by 2% to 86% in 2013. Leeds is therefore ahead of the national and core city averages by 3% and the statistical neighbours average by 1%.
- 3.5.4 The number achieving five passes (5A\*- G) has remained static with 95% of pupils achieving this 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 at 1% although Leeds is 1% higher than core cities. The percentage of students leaving school with no qualifications has marginally increased by 0.3% from 2012 although this is still better than in previous years.
- 3.5.5 The proportion of students achieving all of the components of the English Baccalaureate (EBacc) has increased by 5% to 19%. Whilst this is in line with the average for core cities, the Leeds figure is still behind the national average by 4% and the statistical neighbor average by 1%.
- 3.5.6 After a fall in 2012 in the percentage of students making the expected three levels of progress between Key Stage 2 and Key Stage 4 in English, performance in 2013 has improved by 3% to 65%. However, the national and statistical neighbour figure is 5% higher than Leeds and the core cities average is 3% higher.

After last year's significant 7% rise in the percentage of students making expected progress in mathematics, there has been a further 1% increase in 2013 to 67% – 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). These two performance measures are now key indicators used during Ofsted inspections of schools.

- 3.5.7 In 2013, the Capped Average Point Score (for the best 8 GCSE and equivalent results) fell slightly from 342.3 to 340.6 although the three-year trend is rising. This is behind that of national and statistical neighbours by 1 and 5.1 points respectively, but ahead of the core cities average by 8 points. Whilst the Un-capped Average Point Score figure has fallen by 12.6 points in Leeds since 2012,

it is still higher than the national and core cities average by 18 and 25.1 points respectively and in line with that of the statistical neighbours.

3.5.8 The key area for further development highlighted in the above paragraphs is the need for accelerated improvement in English and mathematics both in terms of attainment and progress, as this has a significant impact on many of the key indicators. More generally, there is a clearly identified need for further improvement in levels of pupil literacy and numeracy across the curriculum. Underlying the overall local authority headlines, there is still too much variation in the performance of individual schools and academies with some regularly being placed in the top quartile of schools nationally with others consistently underperforming. As a result, improving standards in English and mathematics is a key focus of much of the school-to-school support in Leeds and of school improvement adviser monitoring and challenge. In addition, this is a key element of the Leeds Learning Partnership (the traded professional development offer to Leeds secondary schools and academies).

#### 3.5.9 Schools below floor standards:

In 2013, four schools and academies in Leeds were below the current floor standard of 40% or more pupils achieving five or more GCSEs at grades A\*-C including English and mathematics. These are –

- City of Leeds (23%),
- The Co-operative Academy (32%),
- South Leeds Academy (34%),
- Leeds East Academy (37%).

Of these four, three are academies, and one (City of Leeds) is due to convert to academy in 2014. There are an additional two secondary schools that were below floor standards (John Smeaton Community College and Swallow Hill Community College) that have now closed and opened as academies and are therefore no longer counted in the data.

#### 3.5.10 Attainment and progress of pupil groups at Key Stage 4 (Narrowing the gap):

3.5.11 Gender gaps in Leeds are similar to those observed nationally i.e. girls perform better against most of the main attainment and progress benchmarks, as an example, the percentage of girls achieving 5 or more GCSEs at grades A\*-C including English and mathematics in Leeds is 62% compared to 52% for boys – the national figures are 65 and 55.

3.5.12 The performance of pupils eligible for Free School Meals (FSM) against the benchmark of 5 or more GCSEs at grades A\*-C including English and mathematics remains a concern i.e. 35% compared to 67% for non FSM. This gap of 32% compares to a national gap of 25%.

3.5.13 The gap between the attainment of pupils with SEN (without a statement) and those with no SEN against the same benchmark is wide (23% compared to 65%) although this gap is slightly closer than at national level. Similarly, the gap between SEN pupils with a statement and those with no SEN is closer than

nationally.

- 3.5.14 The data available for Children Looked After suggests that outcomes in Leeds (against the 5+ A\*-C including English and mathematics measure) are slightly above national averages.
- 3.5.15 The percentage of pupils with English as an Additional Language (EAL) achieving 5+A\*- C grades including English and mathematics is 50%, 7% lower than for non EAL pupils. The national difference is only 2%. The progress of EAL pupils in Leeds is broadly in line with national averages.
- 3.5.16 Ethnic Minority achievement: whilst the attainment of some pupil groups against the 5+A\*- C including English and mathematics measure is above or in line with national figures, some pupil groups significantly underperformed in Leeds in 2013 – these include White British, Pakistani, Bangladeshi, Other Asian Background and Black African. The city-wide value-added (progress) indicators for most groups are broadly in line with national expectations. The lowest progress rates are for pupils from Gypsy, Roma and Traveller backgrounds although the Leeds data is stronger than at national level.
- 3.5.17 While many young people are vulnerable because of issues such as ethnicity, English as an additional language or special educational needs, an even larger group are vulnerable due to social deprivation and the simple fact of gender. Only 30.9% of the free school meal entitled cohort achieved 5+A\*-C (incl E&M) compared to 63.6% of non-entitled young people. For boys entitled to FSM it was 25.8%. Poor outcomes of young people from low-income backgrounds, and especially those who are boys, is a long standing issue and schools are receiving funding through the pupil premium initiative aimed at improving outcomes for this group. The LA is closely monitoring schools' impact in closing the gap for this group of young people and providing challenge where appropriate. The value and importance of learning is a focus in our work children, families and communities, as evidenced by our obsession on attendance. This is being built on with additional targeted work to promote learning.

### 3.6 Attainment and progress at Key Stage 5 (Post-16)

- 3.6.1 The overall picture at Key Stage 5 has remained largely positive with performance in the first and second quartiles and relatively high local authority rankings against all key indicators.
- 3.6.2 The average points per Y13 student fell to 696 in 2013 which is likely to be due to a reduction in the number of subjects studied by students. However, this figure is still above the national figure of 691 and well above the core cities average of 665.
- 3.6.3 There was an encouraging rise in the average points per entry in 2013 from 207 to 209 – this is broadly equivalent to averaging a C grade at A-level. This is broadly in line with national, core cities and statistical neighbour averages.
- 3.6.4 The percentage of students achieving 2 or more passes fell in Leeds in 2013, from 97% to 93%. However this was the trend nationally and in core cities and statistical neighbours and Leeds remains higher than all these on this measure. As

a result, performance is the top quartile with a local authority ranking of 37/150. The percentage of students achieving 3 or more A\*- A grades remained static at 8% (slightly lower than national and in core cities and statistical neighbours) resulting in 2<sup>nd</sup> quartile performance and a ranking of 70/150.

- 3.6.5 In terms of the performance of different groups of pupils at KS5, it should be noted that cohort sizes can be very small and the identification of trends therefore becomes more unreliable. However, it is worth noting that girls continue to record higher average points per student and average points per entry than boys, both in Leeds and nationally. FSM students (174) perform less well than non-FSM students.
- 3.6.6 Value Added judgments for post 16 outcomes are generated by Learning UK Plus. Aggregated analyses for providers from Leeds indicate that fail rates at A level were lower than national and at AS level marginally higher. When looking at pupil progress relative to their starting points i.e. their GCSE scores there is no significant difference between the progress made by students at A and AS Level and in all BTEC qualifications in Leeds compared with the progress of students nationally.
- 3.6.7 Fischer Family Trust produce detailed analyses of A Level value added at a subject level over the past three years. This data suggests that students taking traditional subjects such as English Language, English Language and Chemistry have achieved significantly better than average progress overall. Some of the 'newer' A-levels, such as Performance Studies and Sociology, have performed well for the last three years.

### 3.7 School Attendance

- 3.7.1 In the 2012/13 academic year, primary attendance was 95.4%; the second highest level recorded in Leeds. Attendance in Leeds primary schools is still above national and statistical neighbours. Leeds is now ranked equal 49th for primary attendance, a drop in rank from 2011/12. The highest ever rate was 95.8%, in the 2011/12 academic year. Illness is the most common reason for pupil absence, and in the autumn term of the 2011/12 academic year there was a substantial decrease in absence rates due to illness, both in Leeds and nationally. Figures from the Health Protection Agency show much lower levels of flu-like illness than in previous years. Similarly, the proportion of calls to NHS Direct relating to colds/flu and fever was very low during the period covered by the autumn 2011 term, compared with the previous year. Authorised absence increased 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. Leeds' rank fell slightly in 2012/13 for primary authorised absence. 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. However, compared to the 2010/11 academic year, the year during which we launched our Children and Young People's Plan, there were 569 fewer primary pupils who were persistently absent (pupils with an attendance rate below 85%) in 2012/13 than was the case in 2010/11.

3.7.2 In 2012/13 secondary attendance was maintained at 93.7% for the second year in a row; this is the highest ever level for secondary attendance in Leeds. Attendance remains lower in Leeds than nationally and in statistical neighbor authorities. There was also a rise in unauthorised absence in Leeds in 2012/13, but unauthorised absence fell slightly nationally and in statistical neighbours. Unauthorised absence remains significantly higher in Leeds. There were 1846 fewer persistently absent s secondary pupils in 2012/13 than in 2010/11.

3.7.3 The DfE defined threshold for a pupil to be judged as persistently absent (PA) is 15% of absence over the school year. The percentage of pupils that met this threshold in 2012/13 in Leeds primary schools was 3.5%, marginally higher than in 2011/12. Levels of persistent absence in primary schools in Leeds remained slightly lower than levels of persistent absence nationally and in statistical neighbours. 8.0% of pupils in Leeds secondary schools met the PA threshold in 2012/13, slightly higher than in 2011/12. Persistent absence fell nationally and in statistical neighbours. Levels of persistent absence therefore remain higher in Leeds, with the gap widening in 2012/13.

### 3.8 Exclusions

3.8.1 There was 1 permanent exclusion from a Leeds primary school in the 2012/13 academic year, the same as in the previous year. The number of permanent exclusions from Leeds secondary schools (including academies) in 2012/13 was only 14 compared to 26 in the previous year. This equates to a rate of permanent exclusion lower than the national rate. The trend of no permanent exclusions from SILCs continued in 2012/13.

3.8.2 Local analysis of fixed term exclusions from primary and secondary schools is not yet available.

### 3.9 The Ofsted Framework

#### 3.9.1 Primary

By the end of December 2013, Leeds had 4 primary schools judged “Inadequate” in their most recent inspection, placing them in an Ofsted category:

- Great Preston CE Primary,
- Hillcrest Primary,
- Ryecroft Primary and
- Rothwell CE Primary was judged as requiring ‘special measures’.

Hillcrest Primary has converted to academy. Rothwell CE Primary and Ryecroft Primary are due to convert to academy in 2014. Cottingley Primary was judged inadequate in the 2011/12 year and has since become a sponsored academy. Iveson Primary School was removed from the inadequate category during the 2012/13 academic year.

During the 2012/13 academic year, there were 99 inspections of Leeds primary

schools. Of these:

- 43 schools improved on their previous grade for overall effectiveness. 28 schools stayed on the same grade for their overall effectiveness judgement.
- 16 schools went down a grade.

Overall therefore the proportion of good and outstanding primary schools increased in Leeds during 2012/13.

### 3.9.2 Secondary

At the end of December 2013 there were 5 secondary/special schools judged to be inadequate. These were

- South Leeds Academy,
- Bruntcliffe,
- BESD SILC
- E-ACT Leeds East Academy and
- John Smeaton.

City of Leeds School was removed from the inadequate category during the 2012/13 academic year.

From September 2012 to December 2013, there were 28 inspections of Leeds secondary schools including 5 academy inspections. Of these:

- Eight schools improved on their previous grade for overall effectiveness.
- Nine schools stayed on the same grade for their overall effectiveness judgement.
- Six schools went down a grade.

More information on Ofsted reports from 2012/3 can be found in appendix 2 of this report.

## 4. Corporate Considerations

### 4.1 Consultation and Engagement

#### 4.1.1 None specifically for this report

### 4.2 Equality and Diversity / Cohesion and Integration

#### 4.2.1 The improvements in the attainment of vulnerable groups is still a key area for improvement. An equality impact assessment has been undertaken for this report and is attached as appendix 3.

### 4.3 Council policies and City Priorities

#### 4.3.1 The improvement in school performance will continue to be a priority for the council using the new models of school support outlined in this report and delivered through the Leeds Education Challenge. The impact on many minority and vulnerable groups will be an area of particular focus and has strong links with

other areas of council responsibility.

4.3.2 The Children and Young Peoples Plan identifies Attendance, Children Looked After and reducing the number of young people not in education, employment or training (NEET) as the three priority 'Obsessions'. The Leeds Education Challenge monitors and challenges progress in these priorities particularly through the annual cycle of school reviews.

4.3.3 Narrowing the gap objectives are central to the key Council plans, eg. the Best Council Plan, the Children and Young People's Plan, the Child Poverty Strategy and the Health and Well Being Strategy. The detail of the strategy for improving educational outcomes is found in the learning improvement plans. Narrowing the gap between average outcomes in the city and the outcomes experienced by vulnerable groups of children and young people is a particular focus of these strategies. The Leeds Education Challenge strategy has been the major driver of change to date. Accelerating the pace of change and improvement requires a refresh of the strategy. This is currently being worked on. Approaches to school support such as those outlined in section 4.2 and 6.3.1 of this report remain central to the improvement agenda, as will work on cluster based approaches to tackling the barriers to learning that lie outside the school gates.

#### **4.4 Resources and value for money**

4.4.1 The need to continue to improve early years, primary and secondary education, and the Council's need to be informed about strategy and progress, means that this must remain a high priority when allocating resources.

#### **4.5 Legal Implications, Access to Information and Call In**

4.5.1 This report is subject to Call In.

#### **4.6 Risk Management**

4.6.1 None identified

### **5. Conclusions**

5.1 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.

5.2 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.



- 5.3 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.
- 5.4 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.
- 5.5 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.
- 5.6 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.
- 5.7 At Key Stage 4 Leeds remains well below national on most of the headline attainment indicators despite continued improvements, therefore work to continue to close the gap remains a priority. 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.
- 5.8 The past year has been especially turbulent with the introduction of the new national curriculum, the revising of the Ofsted framework, the changing of marking for key stage 4 exams and the introduction of assessment without levels which all will impact significantly on school improvement. There is much work to do but the commitment shown by the Council to support and challenge schools and settings in Leeds is clearly having an impact in terms of the acceleration of improvement by comparison with national rates of improvement.

## **6. Recommendations**

- 6.1 The Board is asked to endorse and support:
- The progress that has been made at all key stages and the areas that need further improvement;
  - The future provision of support, challenge and intervention in Leeds to ensure that progress continues to be made;
  - The further development and changes of the Leeds Education Challenge programme in progressing securing improvement;
  - The recommendations from the scrutiny review of English and mathematics are implemented.

## **7. Background documents<sup>1</sup>**

- 7.1 None

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<sup>1</sup> The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.