

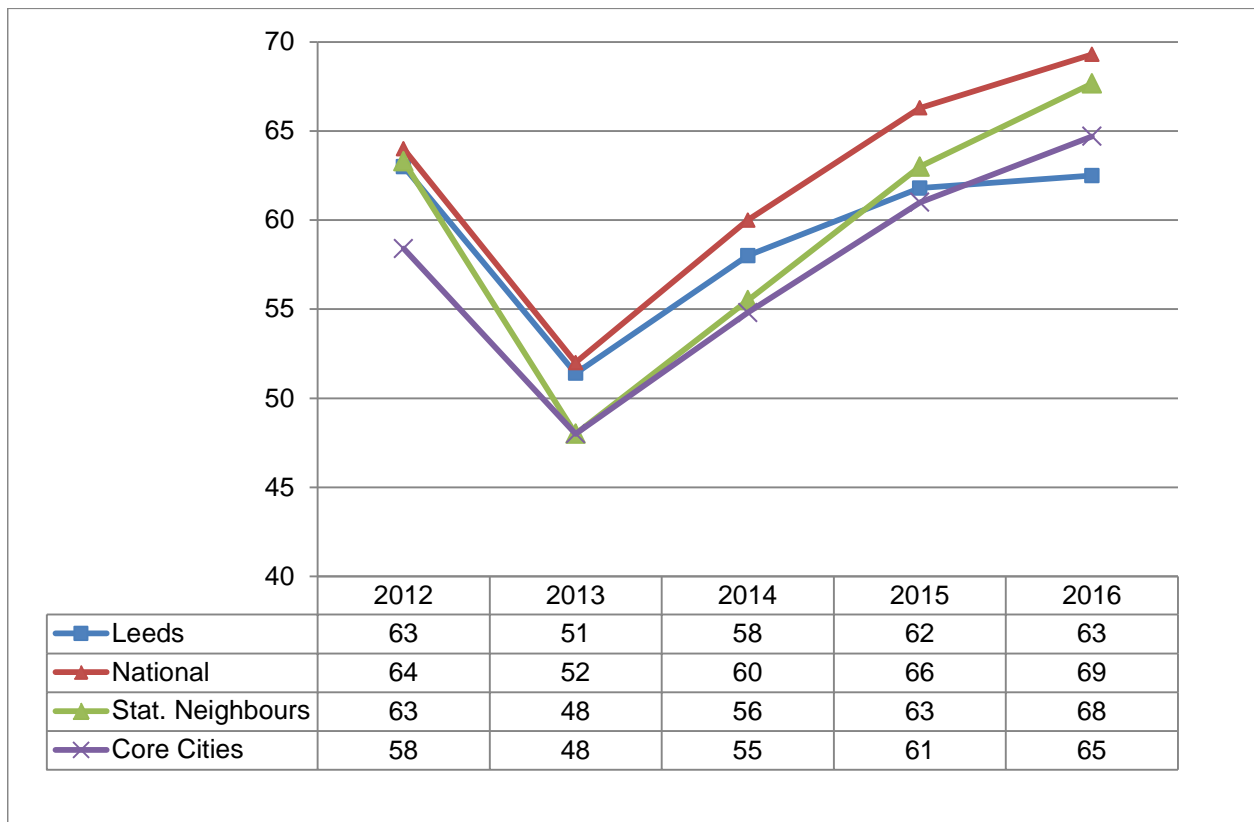
2015-16 Early Years Foundation Stage - Learning Outcomes Dashboards

Dashboards	Changes Since Previous Version
Percentage of pupils achieving A Good Level Of Development	New dashboard added
Low Achievers Gap	New dashboard added

For additional information, please click below for the accompanying summary of the SFR release.

[EYFS SFR summary](#)

2015-16, EYFS - Percentage of pupils achieving A Good Level Of Development*



England Rank	144/151
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National Quartile Position	Change from last year
4th Quartile	1% point

Key Issues: The percentage of children achieving a good level of development has improved in 2016 by one percentage point. The gap between performance in Leeds and the national average has increased since 2016 from four to six percentage points. Leeds' performance is also behind that of core cities and statistical neighbours by two and five percentage points respectively.

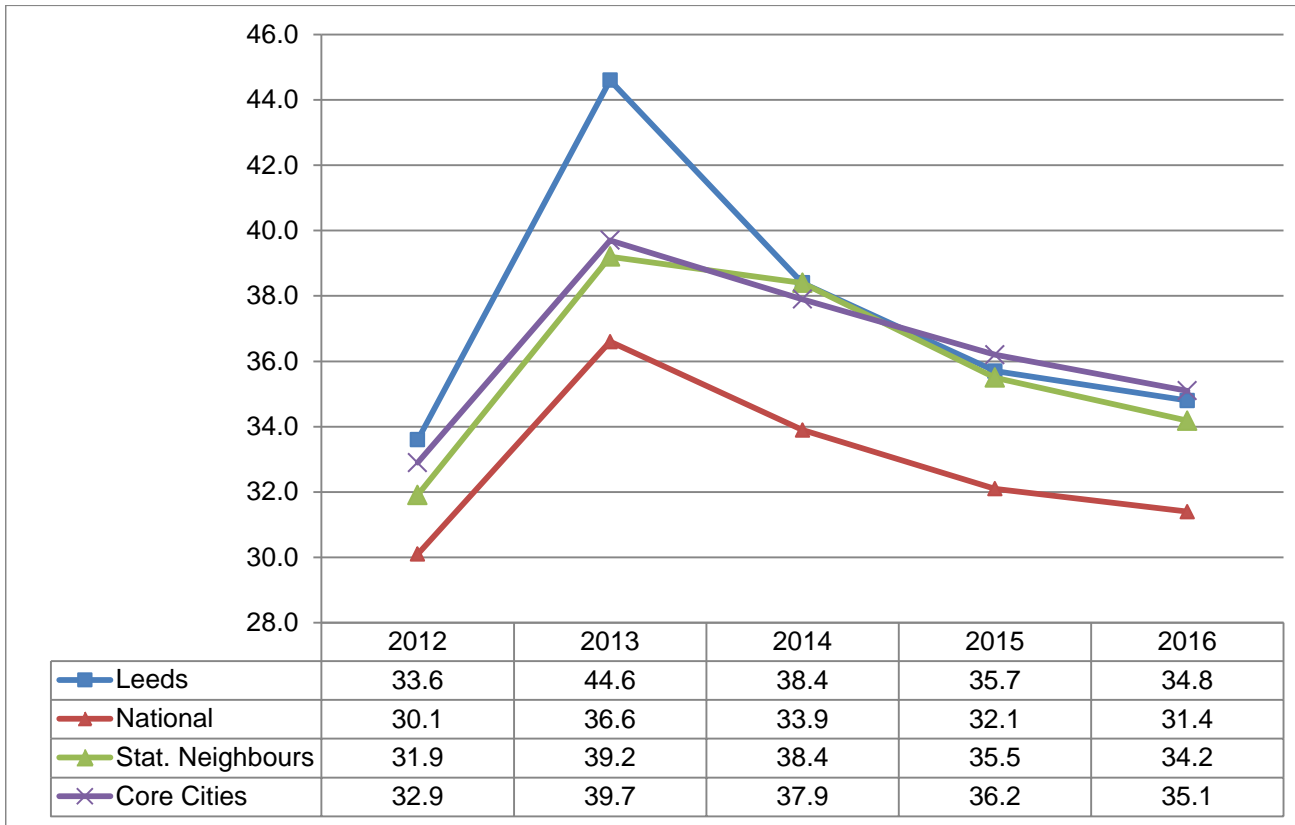
Data Status: Provisional

Data Source: DfE Statistical First Release SFR 50 2016

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. Data prior to 2012 is not comparable due to the introduction of the revised framework.



2015-16, EYFS - Low Achievers Gap*



England Rank	Equal 112/151
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National Quartile	Change from last year
3rd Quartile	0.9% points

Key Issues: The percentage inequality gap in Leeds has reduced, from 35.7 in 2015 to 34.8 in 2016. The gap in Leeds remains higher than national, and our comparators.

Data Status: Provisional

Data Source: DfE Statistical First Release SFR 50 2016

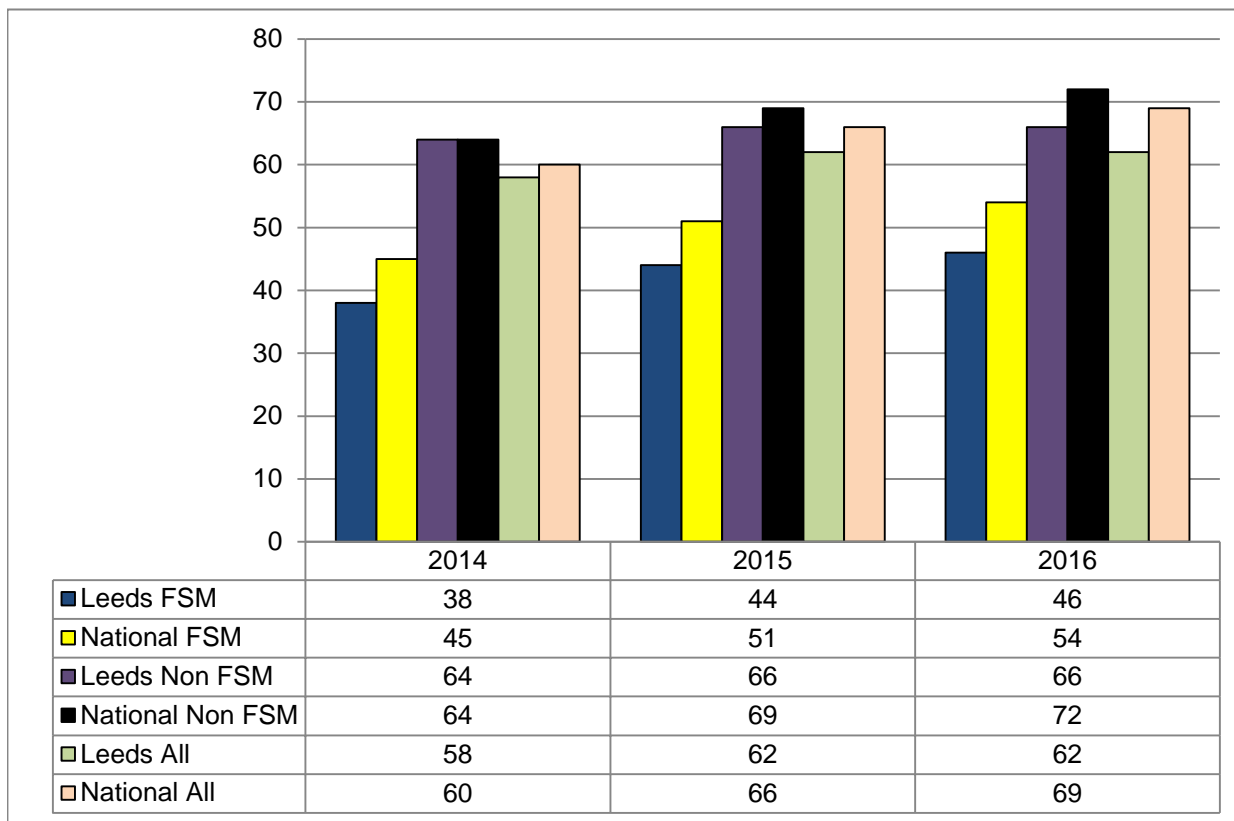
Data Notes: *The gap is calculated as the percentage difference between the mean average of the lowest 20% and the median average for all children. Data prior to 2012 is not comparable due to the introduction of the revised framework.



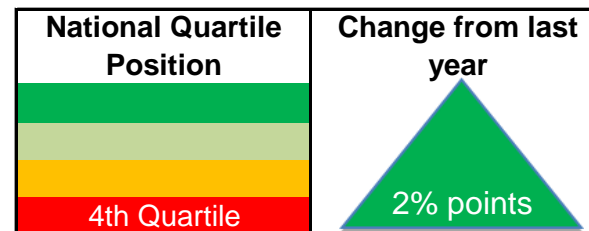
2015-16 Early Years Foundation Stage - Learning Outcomes Dashboards - Pupil Groups

Dashboards	Changes Since Previous Version
Percentage of pupils achieving a Good Level Of Development - FSM	New dashboard added
Percentage of pupils achieving a Good Level Of Development - EAL	New dashboard added
Percentage of pupils achieving a Good Level Of Development - SEN provision	New dashboard added
Percentage of pupils achieving a Good Level Of Development - Ethnicity	New dashboard added
Percentage of pupils achieving a Good Level Of Development - Gender	New dashboard added

2015-16 EYFS - Percentage of pupils achieving a Good Level Of Development - FSM



England Rank	Equal 142/150
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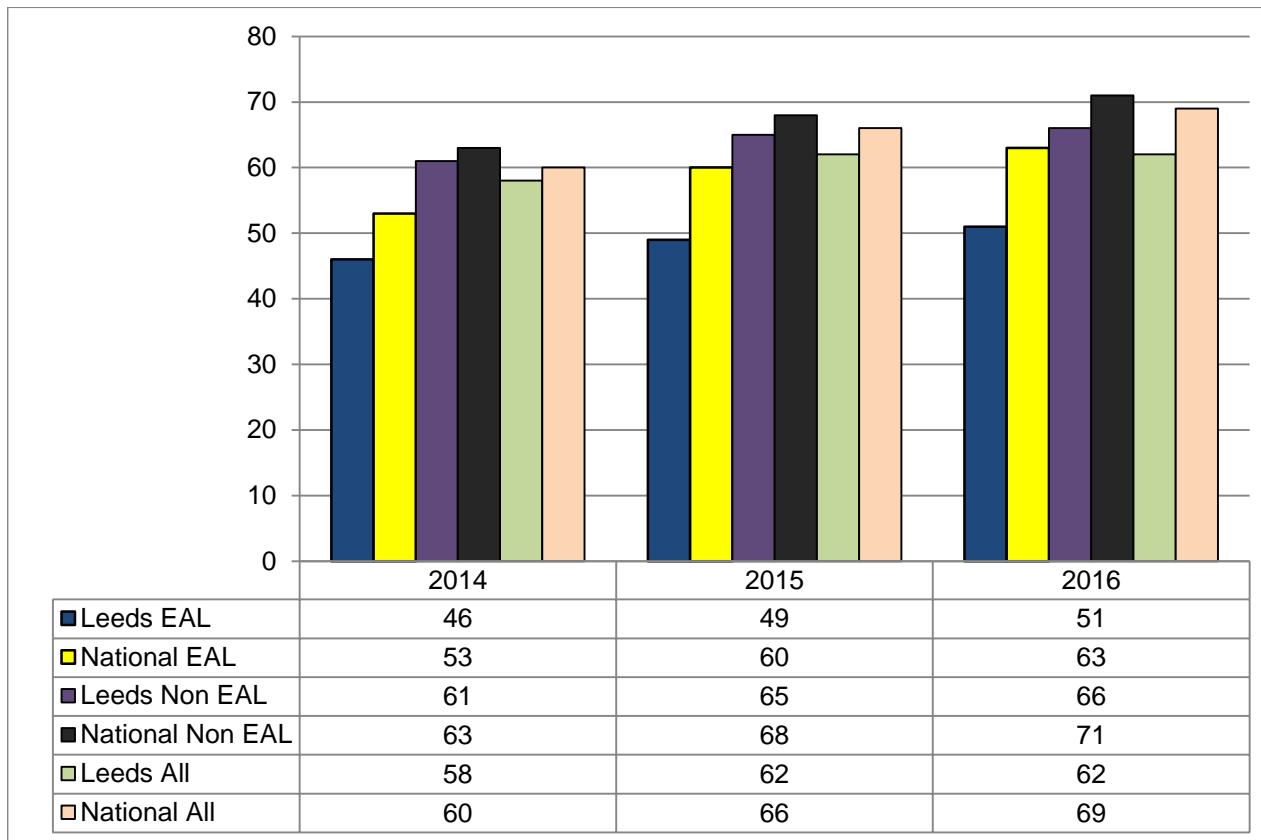


Key Issues: In Leeds the percentage of children achieving a good level of development on free school meals has increased by two percentage points, despite this performance is still behind national. The gap between Leeds FSM and non-FSM has remained at 20 percentage points.

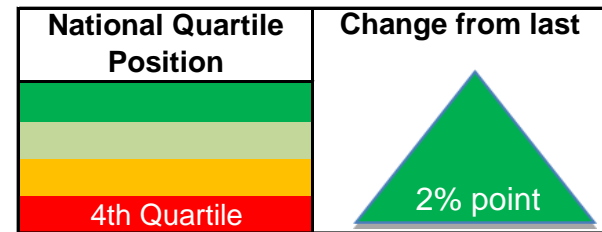
Data Status: Provisional
 Data Source: DfE Statistical First Release 50/2016
 Data Notes:



2015-16, EYFS - Percentage of pupils achieving a Good Level Of Development - English as an additional language (EAL)



England Rank	Equal 137/147
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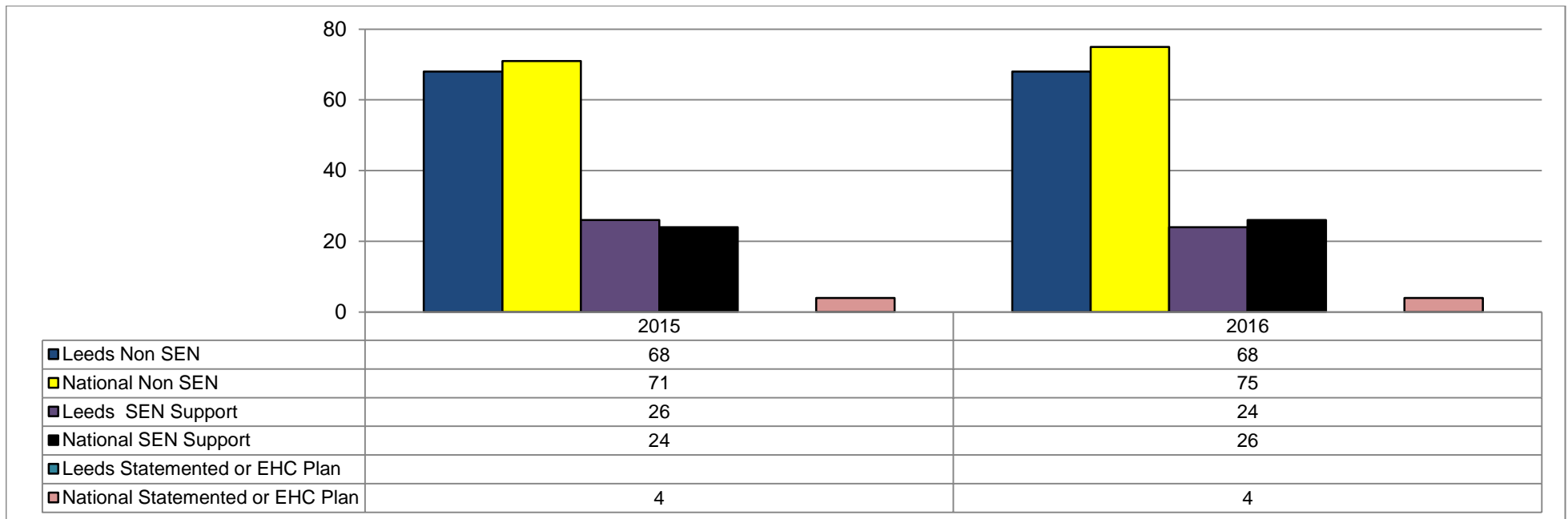


Key Issues: In Leeds the percentage of EAL achieving a good level of development has increased by two percentage points and the gap between Leeds EAL and national EAL is 12 percentage points. The gap between Leeds EAL and non-EAL is 15 percentage points compared to a gap of 8 percentage points nationally.

Data Status: Provisional
 Data Source: DfE Statistical First Release 50/2016
 Data Notes:



2015-16, EYFS - Percentage of pupils achieving a Good Level Of Development - SEN provision



	England Rank	National Quartile Position	Change from last year
Non SEN	Equal 142/151	4th Quartile	
SEN Support	Equal 92/150	3rd Quartile	
Statemented / EHCP		N/A	

Key Issues: In Leeds, performance for pupils who are categorised as 'SEN Support' has decreased by two percentage points.

Data Status: Provisional

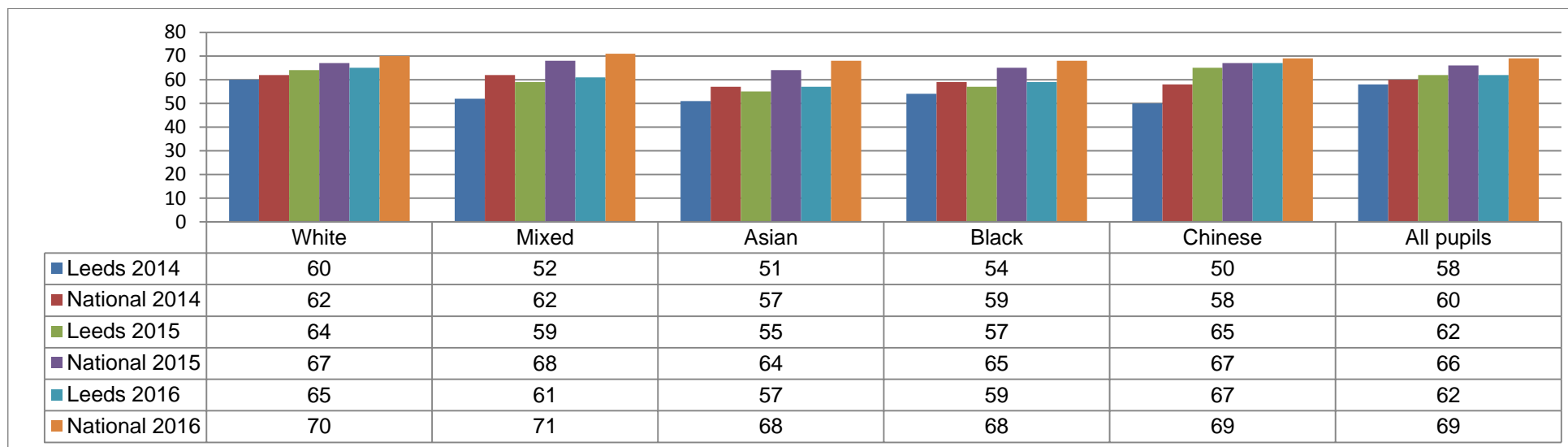
Data Source: DfE Statistical First Release 50/2016

Data Notes: From 2015, pupils with SEN have been grouped into the following categories: SEN support (replaces the former 'School Action' and 'School Action Plus) and Statement/EHC plan - a pupil has a statement of SEN or an EHC plan when a formal assessment has been made. This change is due to SEND reforms which came into effect in 2014.

2015, 2016 - No ranking or national quartile information available for Statemented or EHC category of SEN due to data suppression



2015-16, EYFS - Percentage of pupils achieving a Good Level Of Development - Ethnicity



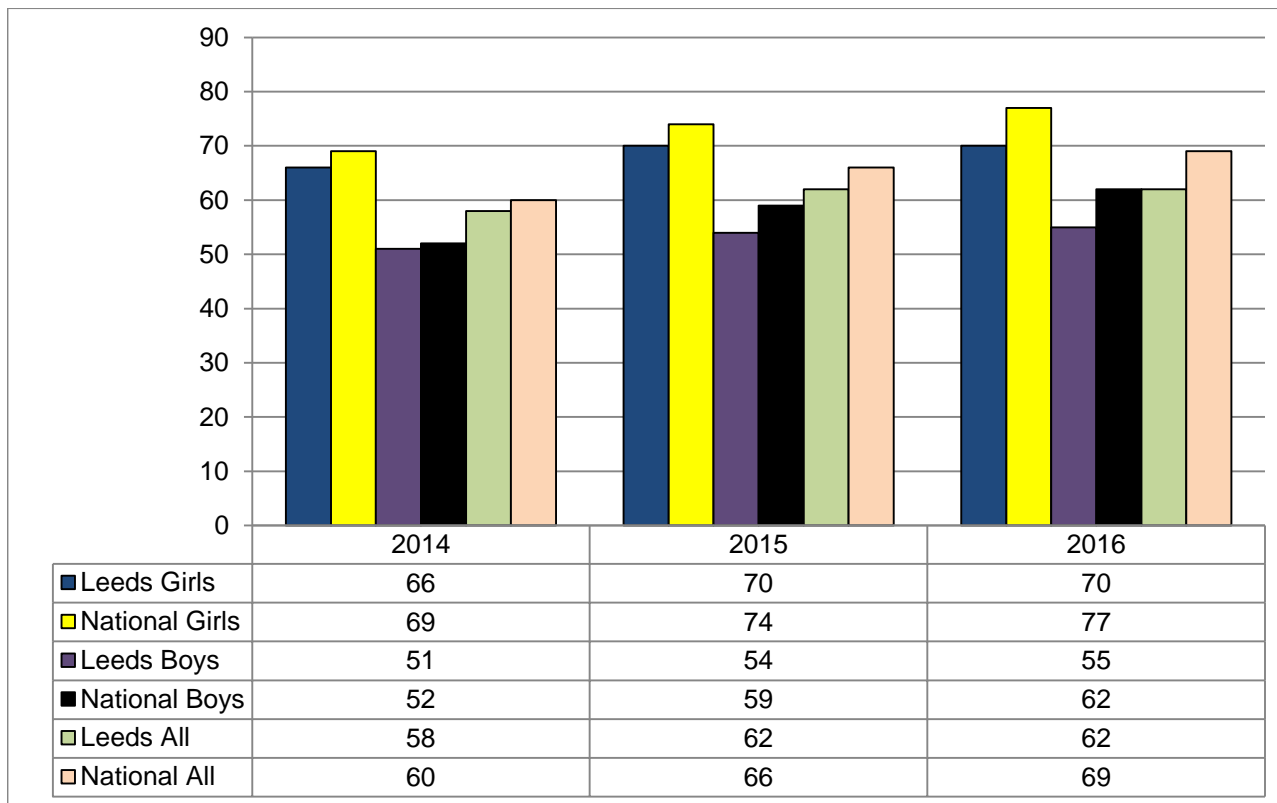
	England Rank	National Quartile Position	Change from last year
White	Equal 127/146	4th Quartile	1
Mixed	Equal 139/145	4th Quartile	2
Asian	Equal 135/144	4th Quartile	2
Black	Equal 101/124	4th Quartile	2
Chinese	Equal 55/139	2nd Quartile	x

Key Issues: Leeds is below the national average in all groups, however the percentage of good level of development has improved across all groups in Leeds.

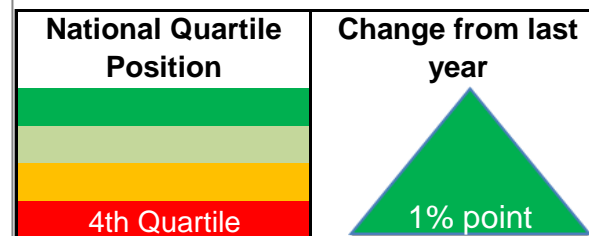
Data Status: Provisional
 Data Source: DfE Statistical First Release 50/2016
 Data Notes:



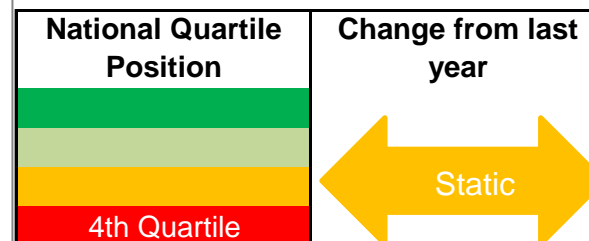
2015-16, EYFS - Percentage of pupils achieving a Good Level Of Development - Gender



England Rank - Boys Equal 139/151



England Rank - Girls Equal 145/151



Key Issues: Girls in Leeds are out performing boys by 15 percentage points which mirrors the national trend where the gap is 15 percentage points. Performance of boys in Leeds is seven percentage point below performance nationally and the gap between Leeds' girls and the national figure is also seven percentage points.

Data Status: Provisional
 Data Source: DfE Statistical First Release 50/2016
 Data Notes:



2015-16, Key Stage 1 - Learning Outcomes Dashboards

Dashboards	Changes Since Previous Version
Percentage of pupils meeting the required standard of Phonic Coding at the end of year 1	New Dashboard added
Percentage of pupils meeting the required standard of Phonic Coding at the end of year 2	New Dashboard added
Reading - Percentage reaching the expected standard	New Dashboard added
Writing - Percentage reaching the expected standard	New Dashboard added
Maths - Percentage reaching the expected standard	New Dashboard added
Reading - Percentage reaching the higher standard	New Dashboard added
Writing - Percentage reaching the higher standard	New Dashboard added
Maths - Percentage reaching the higher standard	New Dashboard added

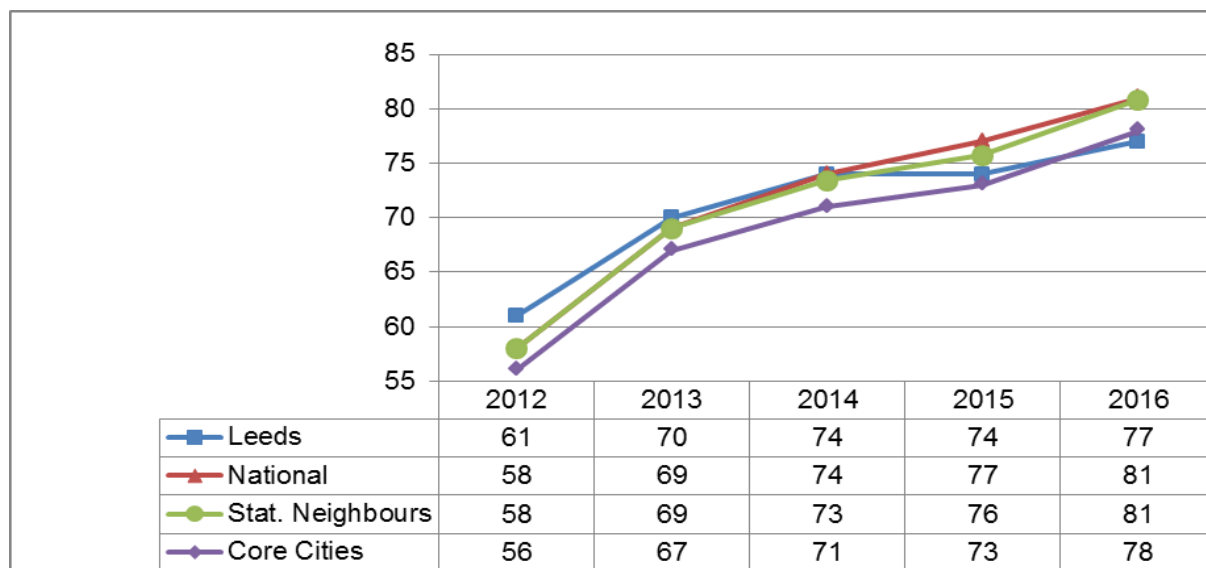
Changes in assessment

The 2016 key stage 1 assessments are the first which assess the new, more challenging national curriculum introduced in 2014. The test outcome is no longer being reported using levels, instead scaled scores have been used. A scaled score of 100 will always represent the expected standard on the test. Pupils scoring 100 or more will have met the expected standard on the test. In 2016 panels of teachers set the raw score required to meet the expected standard.

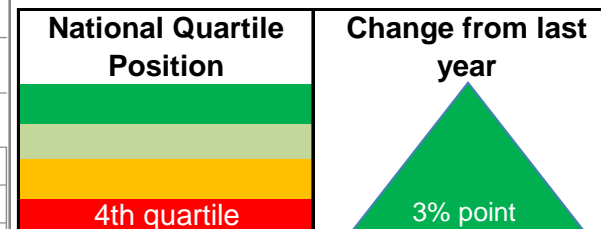
The expected standard has also been raised to be higher than the old level 2. As a result, figures for 2016 are not comparable to those for earlier years. A new set of KS1 national curriculum tests replaced the previous tests and tasks. The new tests consisted of:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1: spelling
- English grammar, punctuation and spelling Paper 2: questions
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning

2015-16, Key Stage 1 - Percentage of pupils meeting the required standard of Phonic Coding at the end of year 1 Learning Outcomes Dashboard



England Rank	equal 133/150
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Key Issues: The phonic coding test is in its fifth year. Leeds' performance has increased by three percentage points from last year and is four percentage points behind the national and statistical neighbour average.

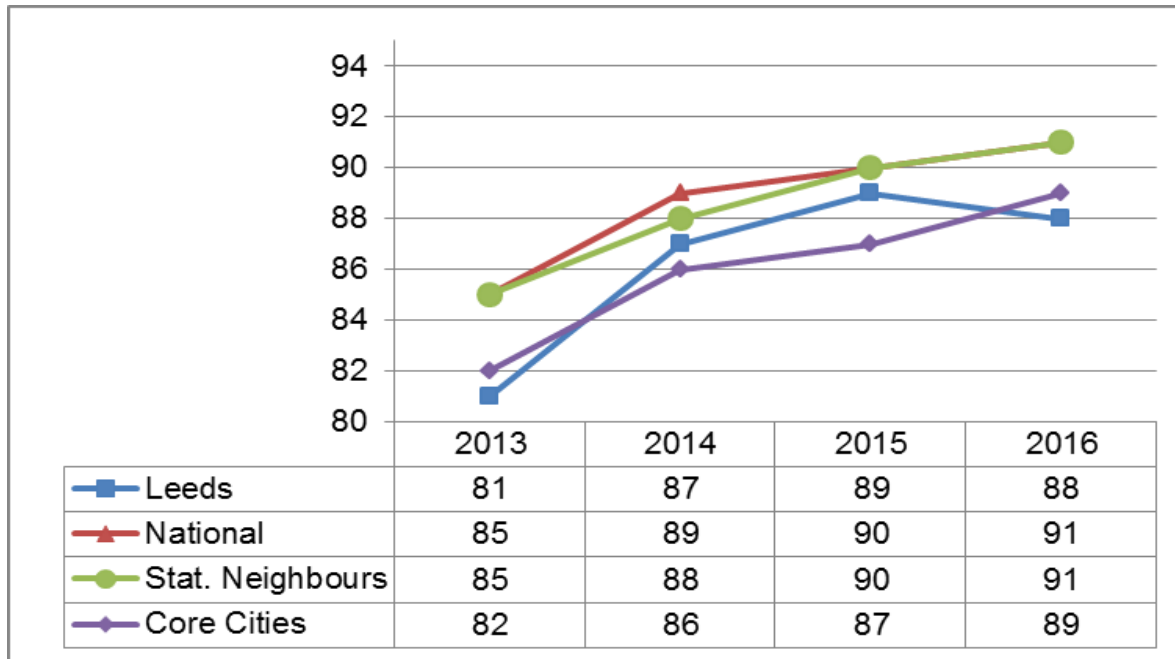
Data Status: Provisional

Data Source: DfE Statistical First Release - SFR42/2016

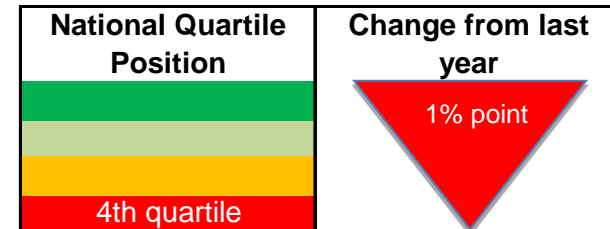
Data Notes: The phonic mark can be between 0 and 40. If a pupil's mark is at or above the threshold mark they are considered to have reached the required standard. Please note this data combines phonics screening check results for: pupils screened in year 1 who were still on roll at the end of key stage 1 and those re-checked or taking for the first time in year 2.



2015-16, Key Stage 1 - Percentage of pupils meeting the required standard of Phonic Coding at the end of year 2 Learning Outcomes
Dashboard



England Rank	equal 140/150
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Key Issues: The phonic coding test is in its fifth year. Leeds' performance has fallen by one percentage point from last year. Leeds is three percentage points behind the national and statistical neighbour average, and one percentage point below core cities.

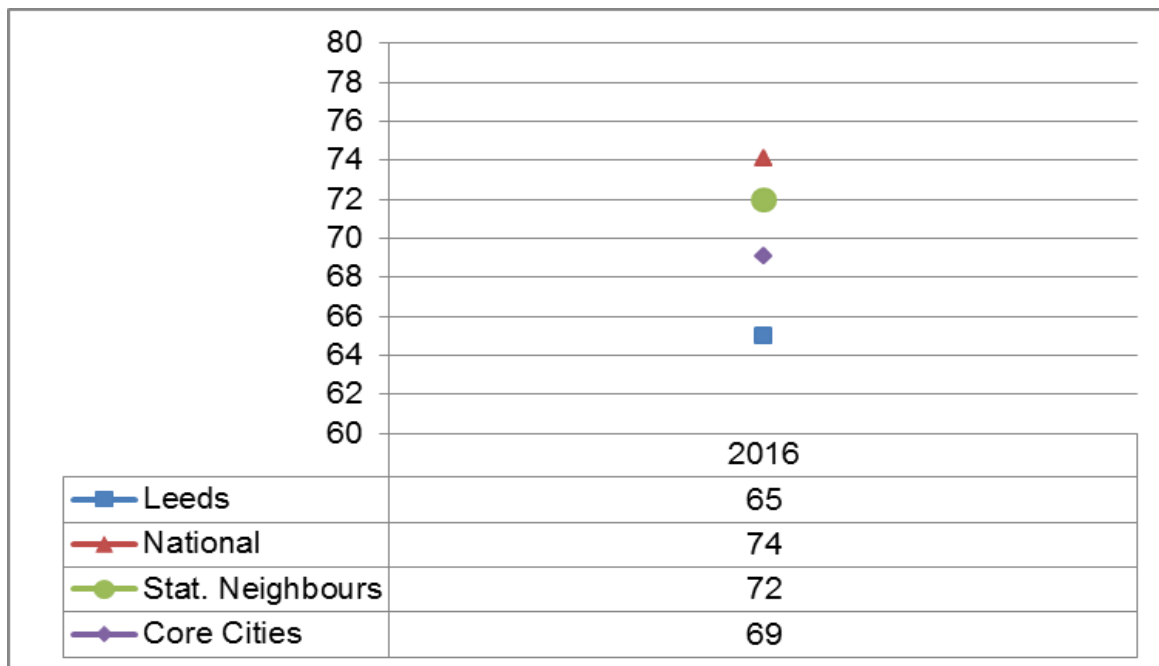
Data Status: Provisional

Data Source: DfE Statistical First Release - SFR42/2016

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. Please note this data combines phonics screening check results for: pupils screened in year 1 who were still on roll at the end of key stage 1 and those re-checked or taking for the first time in year 2.



2015-16, Key Stage 1 - Reading - Percentage reaching the expected standard Learning Outcomes Dashboard



England Rank	149/150
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National Quartile Position	Change from last year
	N/A new indicator
4th quartile	

Key Issues: In Leeds 65% of pupils reached the expected standard in reading. Performance in Leeds is nine percentage points below the national figure, seven percentage points below statistical neighbours and four percentage points below the core cities.

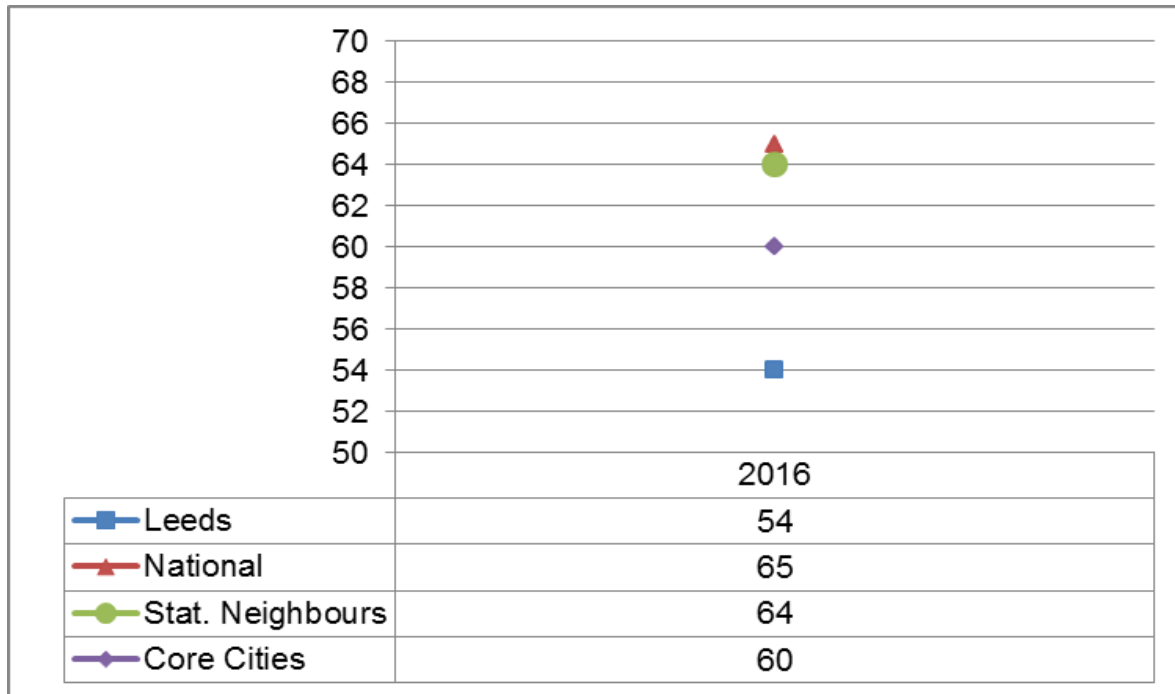
Data Status: Provisional

Data Source: DfE Statistical First Release - SFR42/2016

Data Notes: Pupils were assessed against the new more challenging curriculum, which was introduced in 2014, for the first time this year. Results are no longer reported as levels. No historical data is available to make comparisons against.



2015-16, Key Stage 1 - Writing - Percentage reaching the expected standard Learning Outcomes Dashboard



England Rank	equal 146/150
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National Quartile Position	Change from last year
	N/A new indicator
4th quartile	

11

Key issue: In Leeds 54% of pupils reached the expected standard in writing. Performance in Leeds is eleven percentage points below the national figure, ten percentage points below statistical neighbours and six percentage points below the core cities.

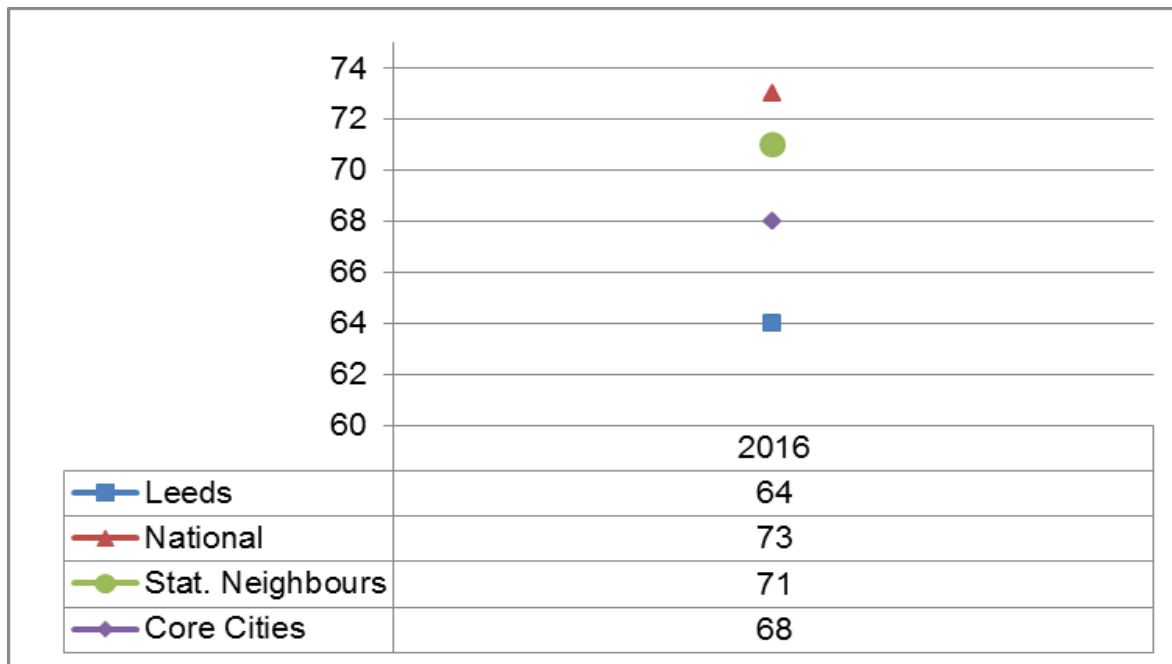
Data Status: Provisional

Data Source: DfE Statistical First Release - SFR42/2016

Data Notes: Pupils were assessed against the new more challenging curriculum, which was introduced in 2014, for the first time this year. Results are no longer reported as levels. No historical data is available to make comparisons against.



2015-16, Key Stage 1 - Maths - Percentage reaching the expected standard Learning Outcomes Dashboard



England Rank	equal 146/150
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National Quartile Position	Change from last year
	N/A new indicator
quartile	

Key Issues: In Leeds 64% of pupils reached the expected standard in maths. Performance in Leeds is nine percentage points below the national figure, seven percentage points below statistical neighbours and four percentage points below the core cities.

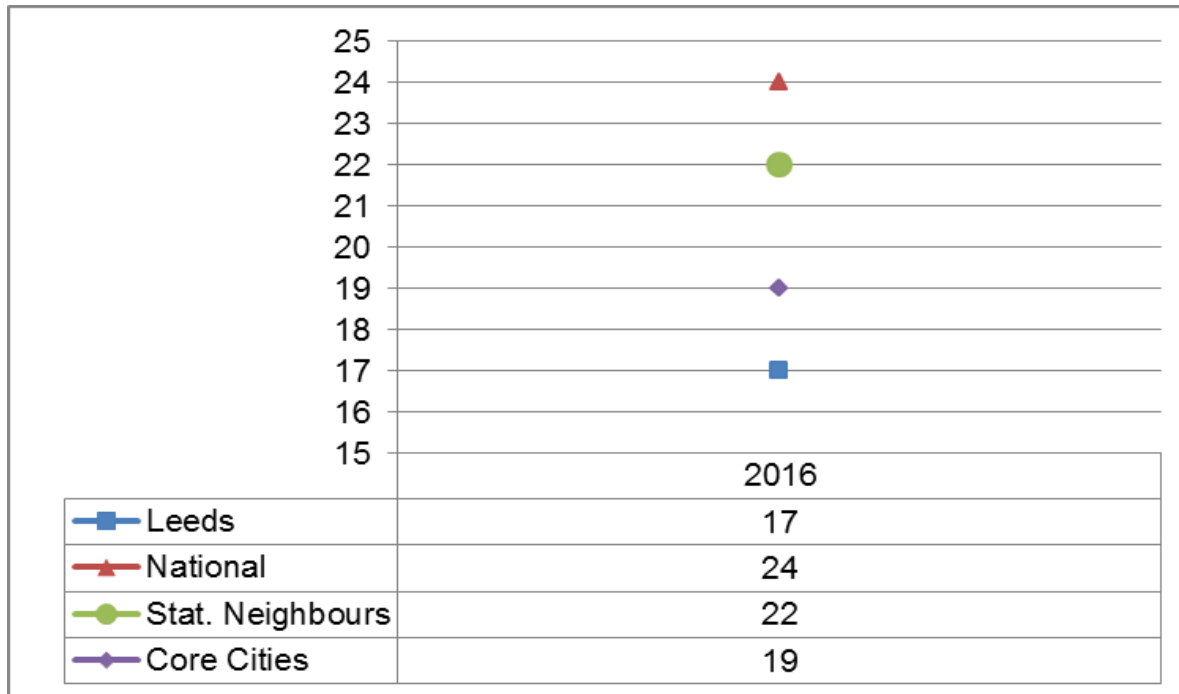
Data Status: Provisional

Data Source: DfE Statistical First Release - SFR42/2016

Data Notes: Pupils were assessed against the new more challenging curriculum, which was introduced in 2014, for the first time this year. Results are no longer reported as levels. No historical data is available to make comparisons against.



2015-16, Key Stage 1 - Reading - Percentage reaching the higher standard Learning Outcomes Dashboard



England Rank	equal 136/150
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National Quartile Position	Change from last year
4th quartile	N/A new indicator

Key Issues: In Leeds 17% of pupils reached the higher standard in reading. Performance in Leeds is seven percentage points below the national figure, five percentage points below statistical neighbours and two percentage points below the core cities.

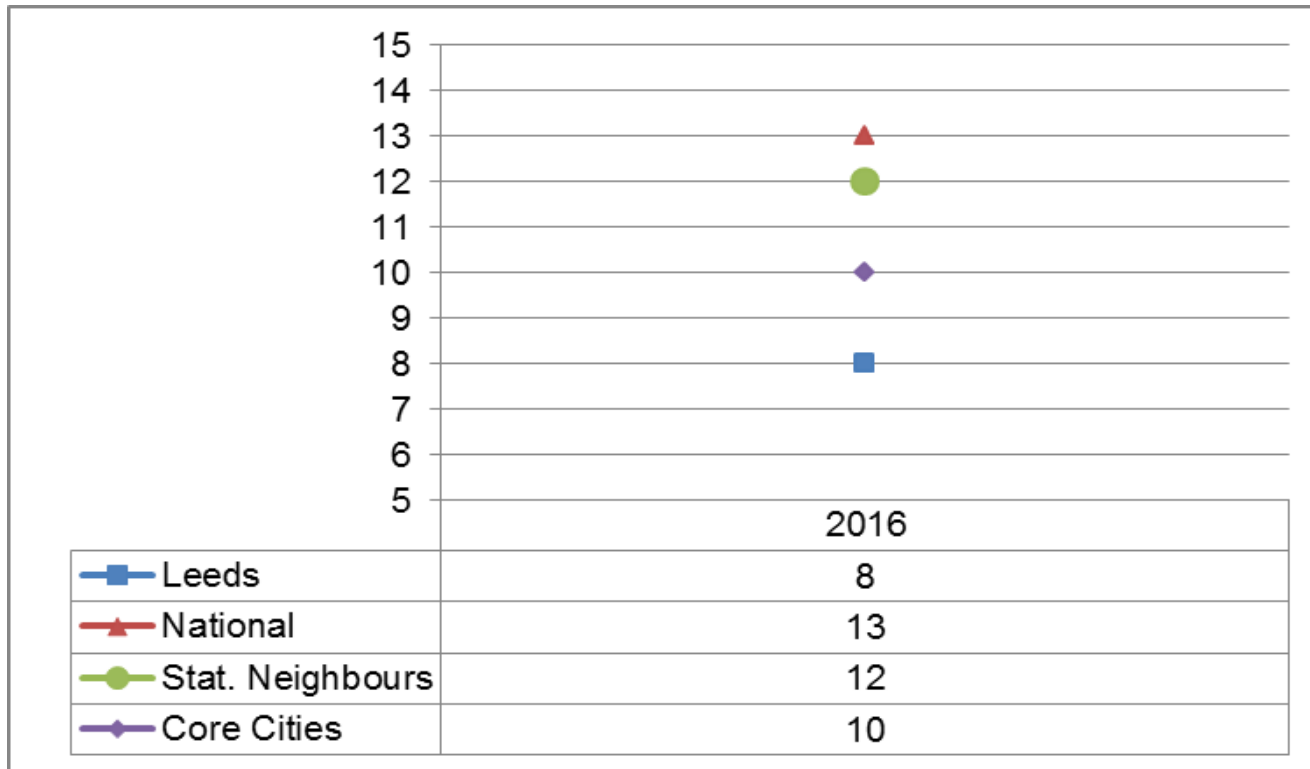
Data Status: Provisional

Data Source: DfE Statistical First Release - SFR42/2016

Data Notes: Pupils were assessed against the new more challenging curriculum, which was introduced in 2014, for the first time this year. Results are no longer reported as levels. No historical data is available to make comparisons against.



2015-16, Key Stage 1 - Writing - Percentage reaching the higher standard Learning Outcomes Dashboard



England Rank	equal 134/150
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National Quartile	Change from last year
	N/A new indicator

Key Issues: In Leeds 8% of pupils reached the higher standard in writing. Performance in Leeds is five percentage points below the national figure, four percentage points below statistical neighbours and two percentage points below core cities.

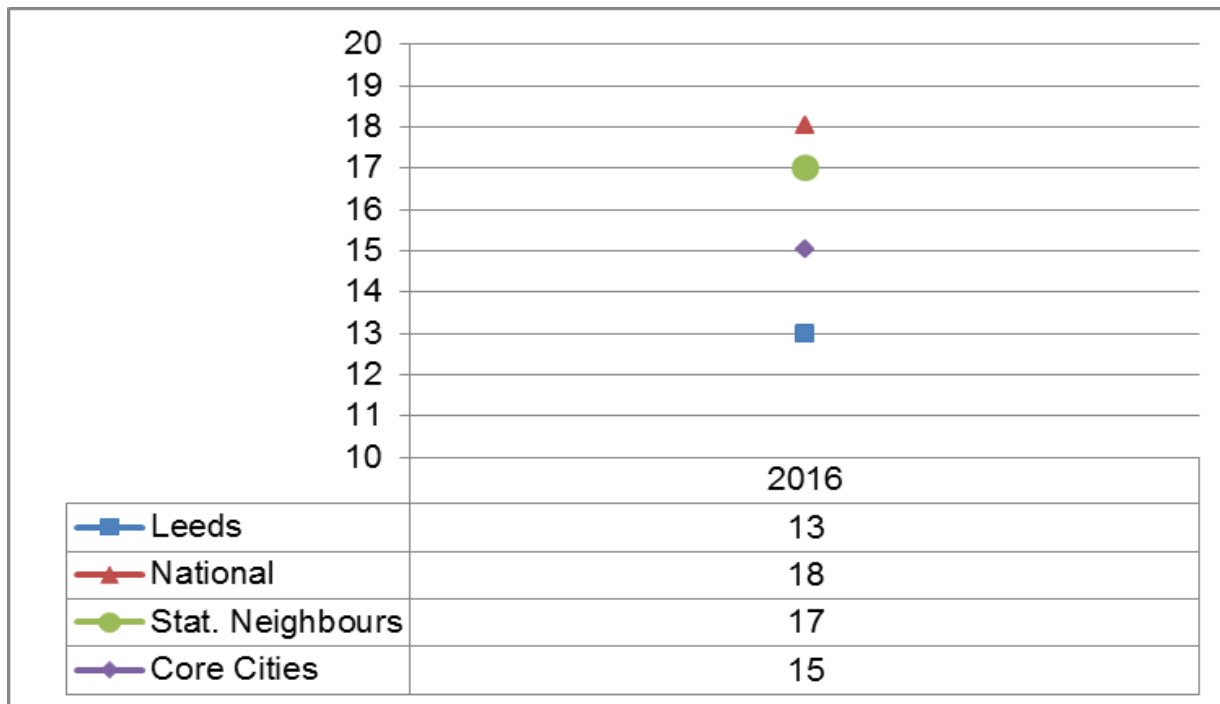
Data Status: Provisional

Data Source: DfE Statistical First Release - SFR42/2016

Data Notes: Pupils were assessed against the new more challenging curriculum, which was introduced in 2014, for the first time this year. Results are no longer reported as levels. No historical data is available to make comparisons against.



2015-16, Key Stage 1 - Maths - Percentage reaching the higher standard Learning Outcomes Dashboard



England Rank	equal 136/150
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National Quartile Position	Change from last year
	N/A new indicator
4th quartile	

Key Issues: In Leeds 13% of pupils reached the higher standard in Maths. Performance in Leeds is five percentage points below the national figure, four percentage points below statistical neighbours and two percentage points below core cities.

Data Status: Provisional

Data Source: DfE Statistical First Release - SFR42/2016

Data Notes: Pupils were assessed against the new more challenging curriculum, which was introduced in 2014, for the first time this year. Results are no longer reported as levels. No historical data is available to make comparisons against.

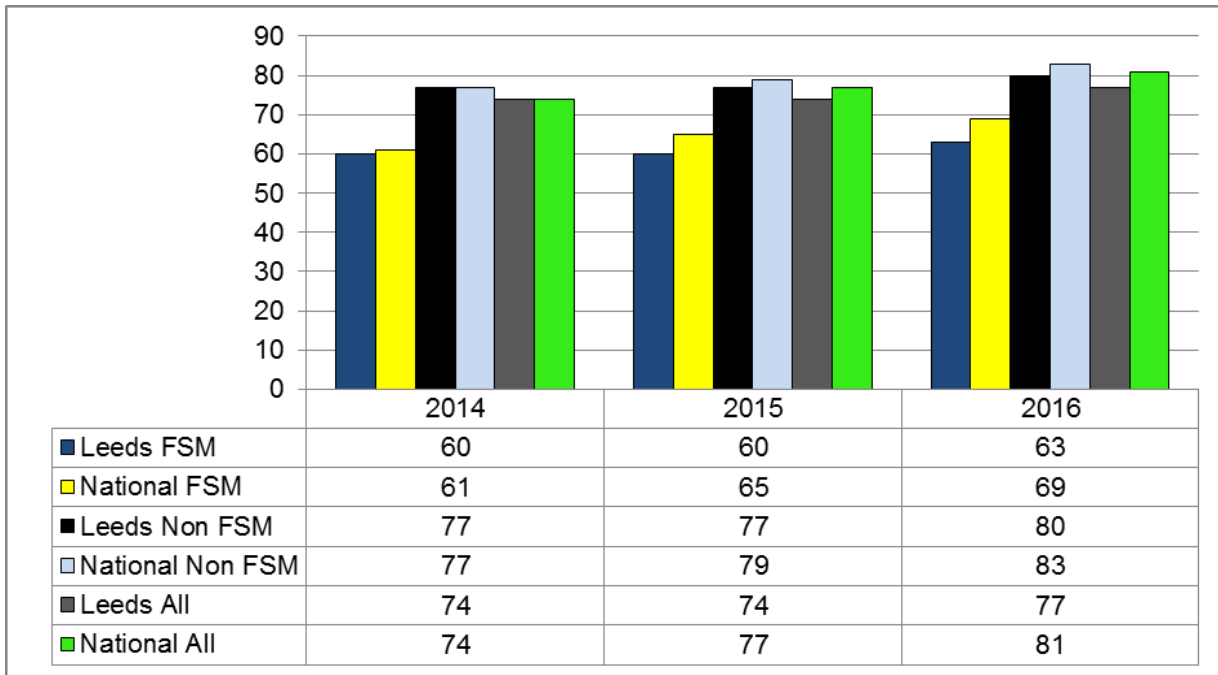


2015-16, Key Stage 1 - Percentage of pupils reaching the expected standard in writing – SEN provision

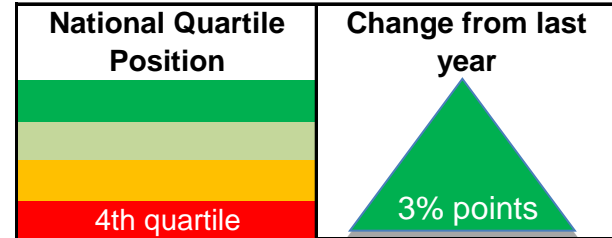
Dashboards	Changes Since Previous Version
Percentage of year 1 pupils meeting the required standard of phonic decoding - FSM	New dashboard added
Percentage of year 1 pupils meeting the required standard of phonic decoding - EAL	New dashboard added
Percentage of year 1 pupils meeting the required standard of phonic decoding - SEN provision	New dashboard added
Percentage of year 1 pupils meeting the required standard of phonic decoding - Ethnicity	New dashboard added
Percentage of year 1 pupils meeting the required standard of phonic decoding - Gender	New dashboard added
Percentage of pupils reaching the expected standard in reading – FSM	New dashboard added
Percentage of pupils reaching the expected standard in writing – FSM	New dashboard added
Percentage of pupils reaching the expected standard in maths – FSM	New dashboard added
Percentage of pupils reaching the expected standard in reading – EAL	New dashboard added
Percentage of pupils reaching the expected standard in writing – EAL	New dashboard added
Percentage of pupils reaching the expected standard in maths – EAL	New dashboard added
Percentage of pupils reaching the expected standard in Reading – SEN	New dashboard added
Percentage of pupils reaching the expected standard in writing – SEN	New dashboard added
Percentage of pupils reaching the expected standard in maths – SEN	New dashboard added
Percentage of pupils reaching the expected standard in reading – Ethnicity	New dashboard added
Percentage of pupils reaching the expected standard in writing – Ethnicity	New dashboard added
Percentage of pupils reaching the expected standard in maths Ethnicity	New dashboard added

Please note: A separate Dashboard has been produced for CLA later in the year.

2015-16, Key Stage 1 - Percentage of pupils reaching the expected standard in Phonics - FSM



England Rank	equal 125/150
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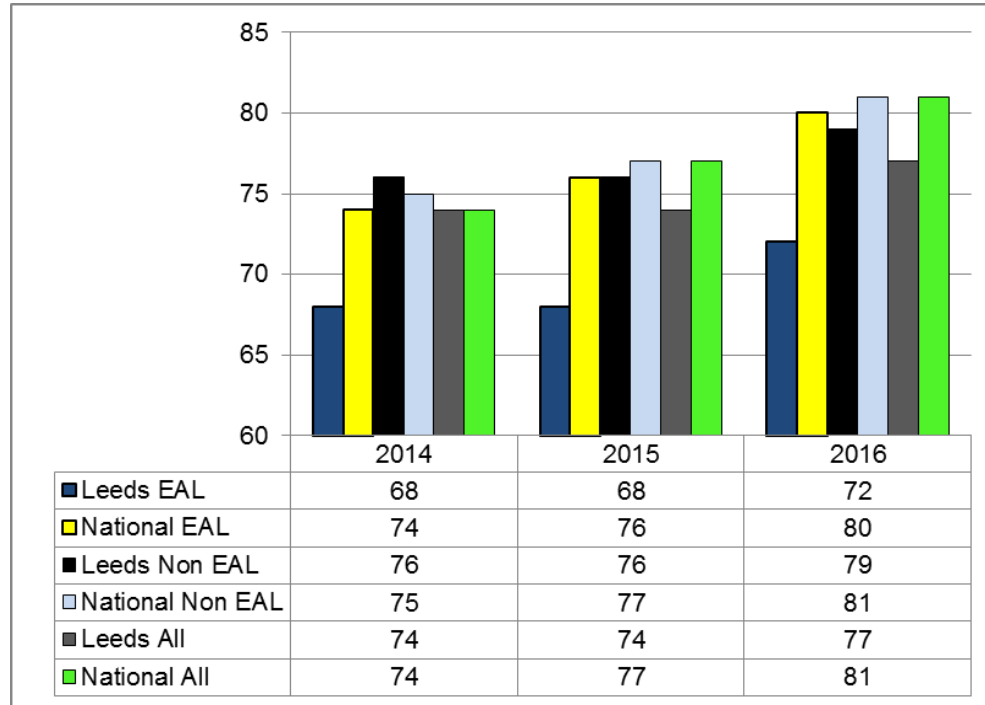


Key Issues: 63 per cent of all children who are eligible for free school meals (FSM) achieved the required standard of phonic decoding, which is six percentage points below the national figure. The gap between FSM entitled pupils and non FSM entitled pupils in Leeds has remained static at 17 percentage points, compared to a national gap of 14 percent. Leeds' performance for this indicator has improved by three percentage points in 2016.

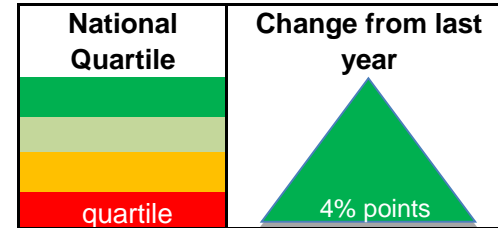
Data Status: Final
 Data Source: DfE Statistical First Release: SFR42/2016
 Data Notes:



2015-16, Key Stage 1 - Percentage of pupils reaching the expected standard in Phonics - EAL



England Rank equal 138/150

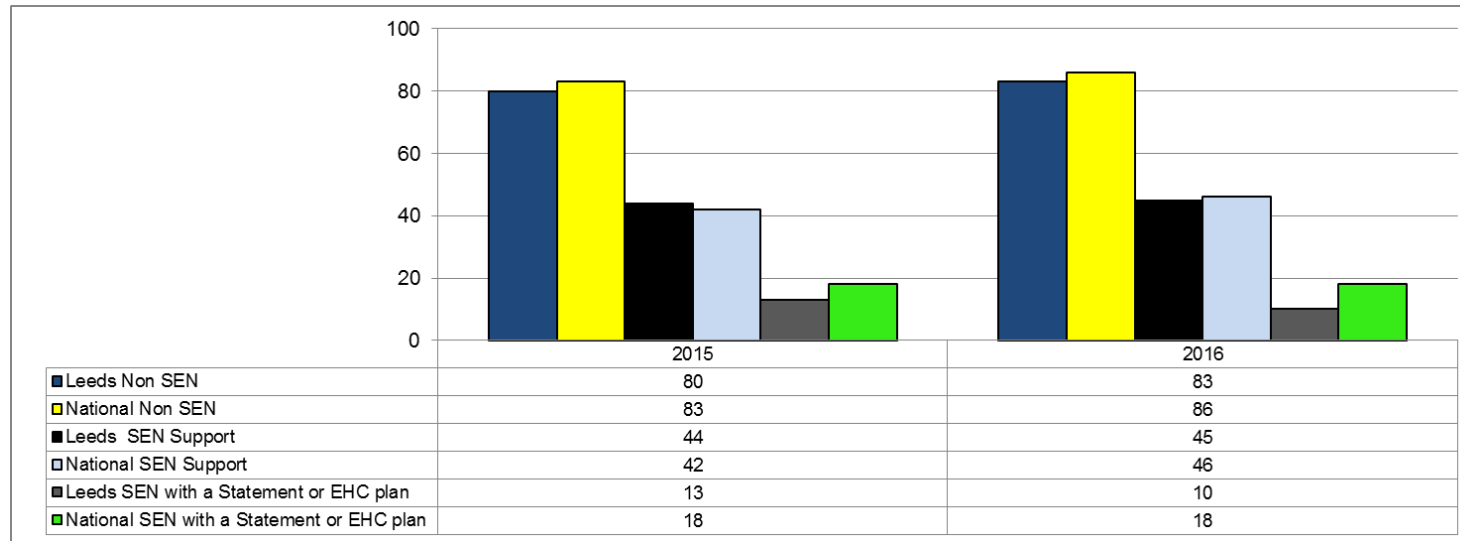


Key Issues: 72 per cent of pupils who speak English as an additional language (EAL) achieved the required standard of phonic decoding compared to the national figure of 80 per cent, creating a eight per cent gap in 2016. The gap between Leeds children who have EAL and those that don't is seven percentage points compared to a national gap of one percentage point.

Data Status: Final
 Data Source: DfE Statistical First Release: SFR42/2016
 Data Notes:



2015-16, Key Stage 1 - Percentage of pupils reaching the expected standard in writing – Phonics - SEN



	England Rank	National Quartile Position	Change from last year
Non SEN	equal 135/150	4th quartile	3% points ↑
SEN Support	equal 76/150	2nd quartile	1% points ↑
SEN + Statement or EHC	equal 116/134	4th quartile	3% points ↓

In 2016 performance across the Non SEN and SEN Support groups has improved and the SEN + Statement or EHC group has seen a decline of three percentage points. Leeds performance is below the national average across all groups.

Data Status: Final

Data Source: DfE Statistical First Release: SFR42/2016

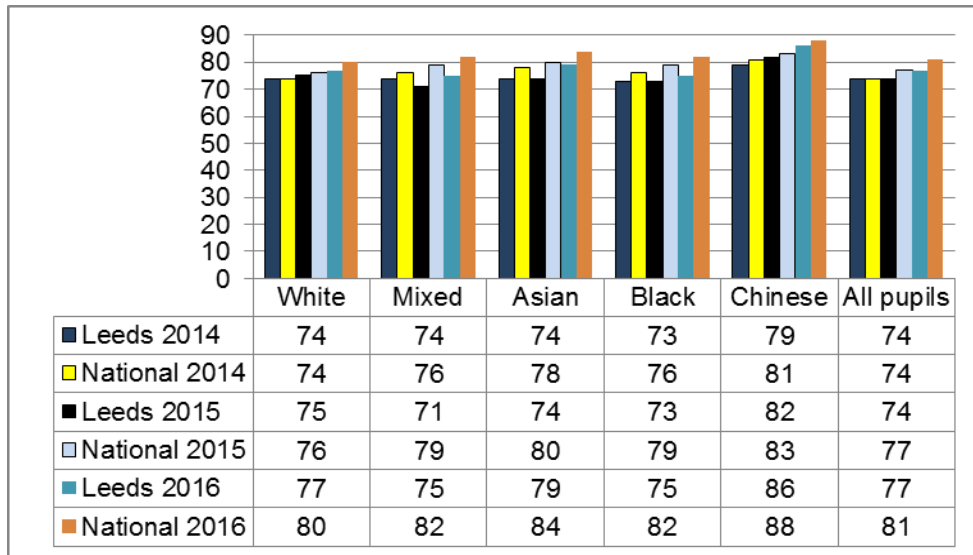
Data Notes: From 2015, pupils with SEN have been grouped into the following categories

SEN support (This category replaces the former 'School Action' and 'School Action Plus).

Statement/EHC plan - A pupil has a statement of SEN or an EHC plan when a formal assessment has been made.



2015-16, Key Stage 1 - Percentage of pupils reaching the expected standard in Phonics - Ethnicity



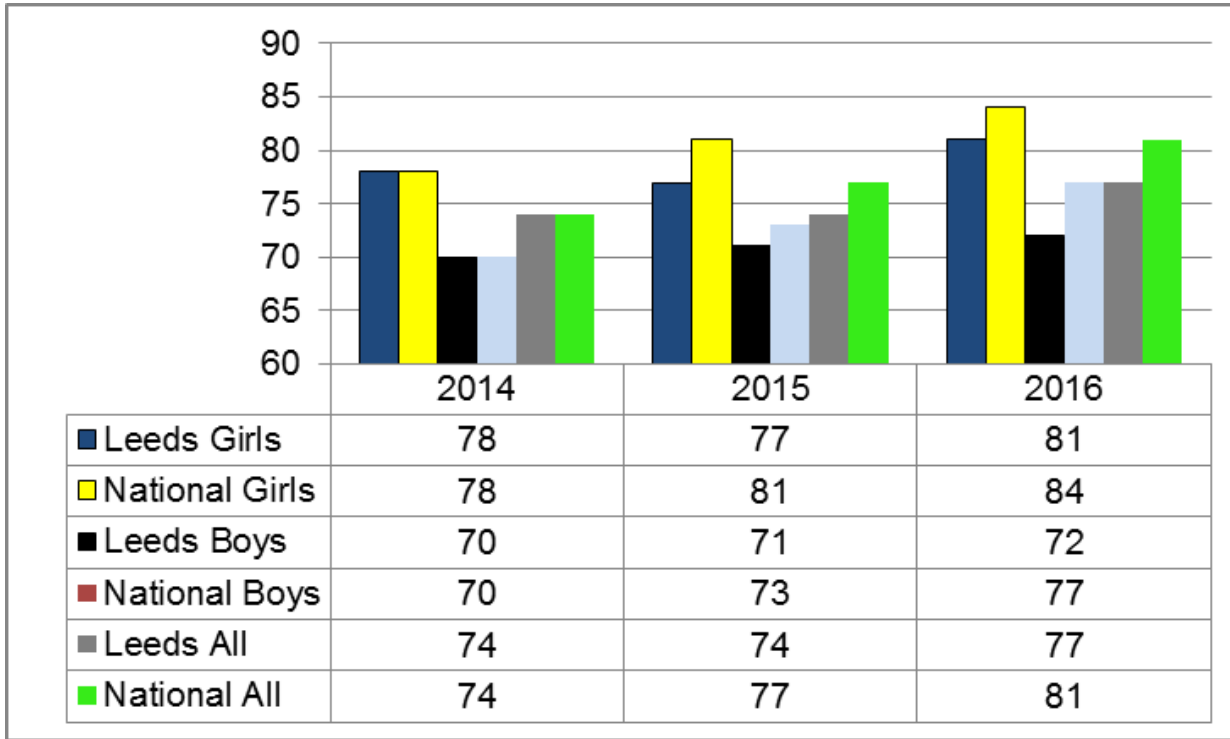
	England Rank	National Quartile Position	Change from last year
White	equal 124/150	4th quartile	2% point ↑
Mixed	equal 142/148	4th quartile	4% points ↑
Asian	equal 116/139	4th quartile	5% points ↑
Black	equal 108/121	4th quartile	2% points ↑
Chinese	equal 41/84	2nd quartile	4% points ↑

Key Issues: In 2016 performance has improved across all groups. However, performance for all groups is below the national average, with the widest gaps between Asian (5%) mixed and Chinese (4%) pupils.

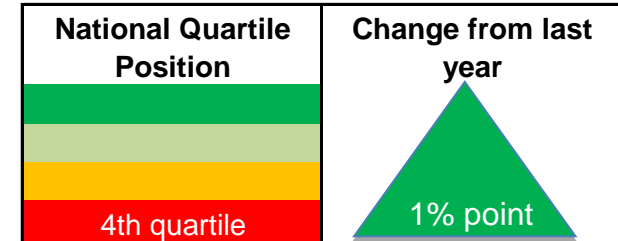
Data Status: Final
 Data Source: DfE Statistical First Release: SFR42/2016
 Data Notes:



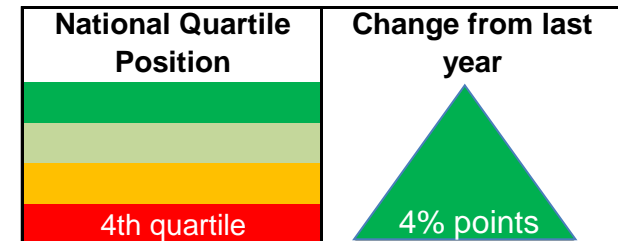
2015-16, Key Stage 1 - Percentage of pupils reaching the expected standard in Phonics - Gender



England Rank - Boys Equal 139/150



England Rank - Girls Equal 135/150

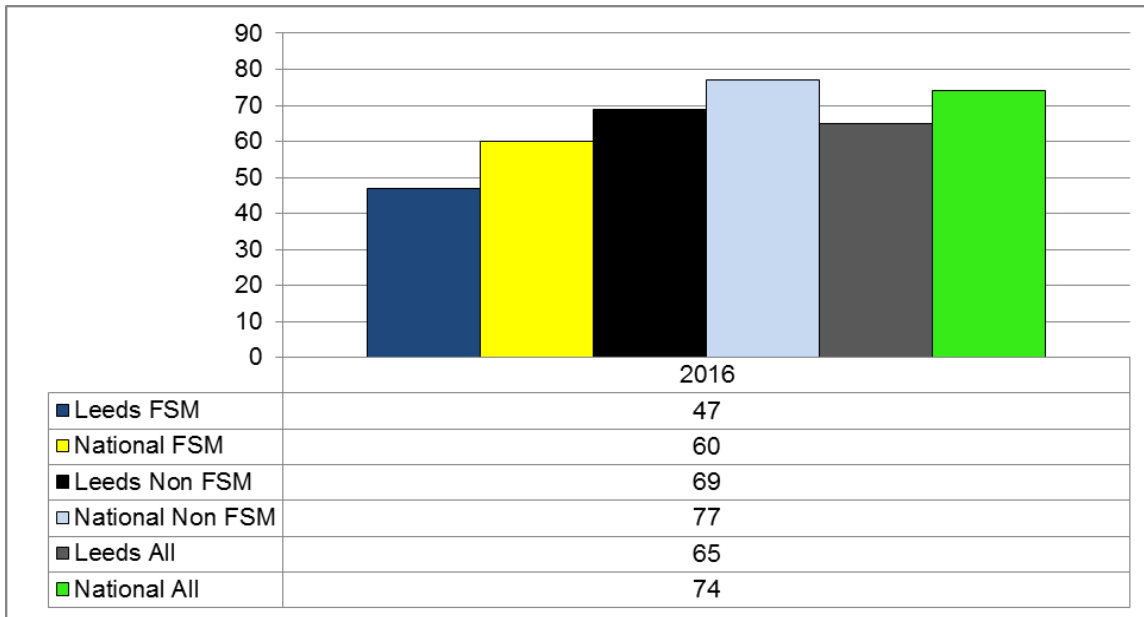


Key Issues: Girls in Leeds outperformed boys by nine percentage points, mirroring a national trend where the gap between boys and girls is seven percentage points.

Data Status: **Final**
 Data Source: DfE Statistical First Release SFR42/2016
 Data Notes:



2015-16, Key Stage 1 - Percentage of pupils reaching the expected standard in reading – FSM



England Rank	149/150
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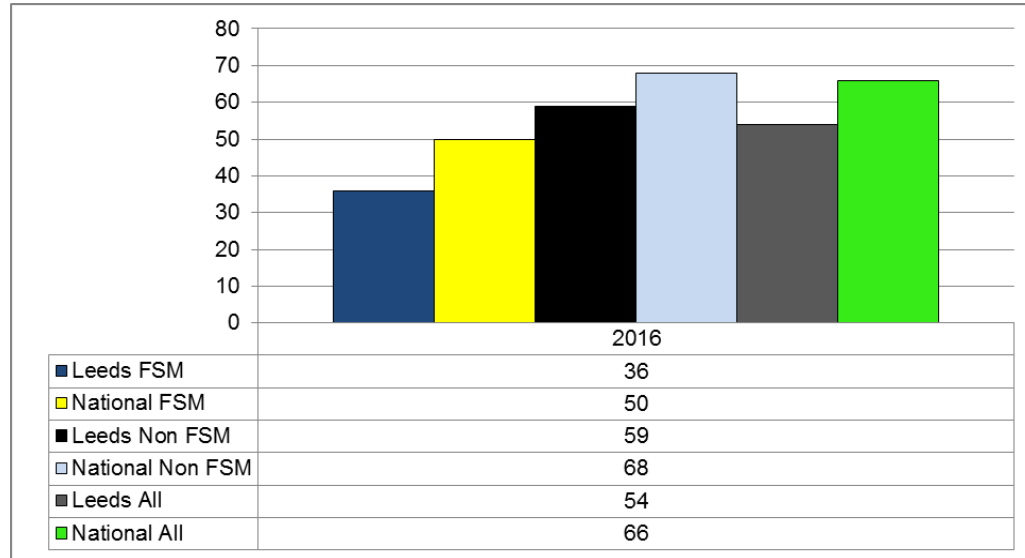
National Quartile Position	Change from last year
	N/A new indicator

Key Issues: 47 per cent of all children who are eligible for FSM met the expected standard in Reading, compared to 69 per cent of children who aren't eligible. This represents a gap of 22 percentage points compared to the national gap of 17 percentage points. Nationally, 60 per cent of children who are eligible for FSM achieve the benchmark creating a gap of 13 percentage points between the national and Leeds figure.

Data Status: Final
 Data Source: DfE Statistical First Release: SFR42/2016



2015-16, Key Stage 1 - Percentage of pupils reaching the expected standard in writing – FSM



England Rank	equal 146/150
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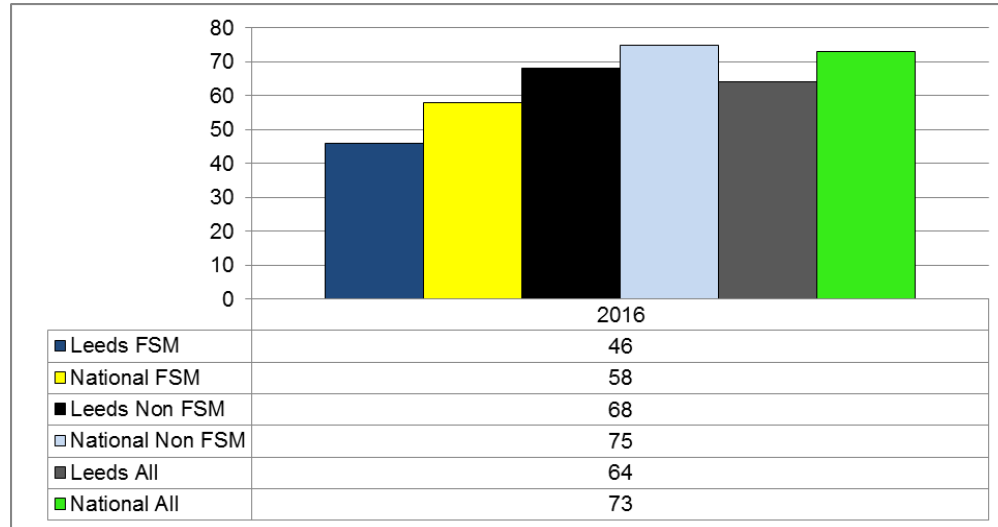
National Quartile Position	Change from last year
	N/A new indicator

Key Issues: 36 per cent of all children who are eligible for FSM met the expected standard in Writing compared to 50 per cent of children nationally. The gap between FSM pupils in Leeds and non-FSM is 23 percentage points compared to the national gap of 18 percentage points.

Data Status: Final
 Data Source: DfE Statistical First Release: SFR42/2016
 Data Notes:



2015-16, Key Stage 1 - Percentage of pupils reaching the expected standard in maths – FSM



England Rank	equal 145/150
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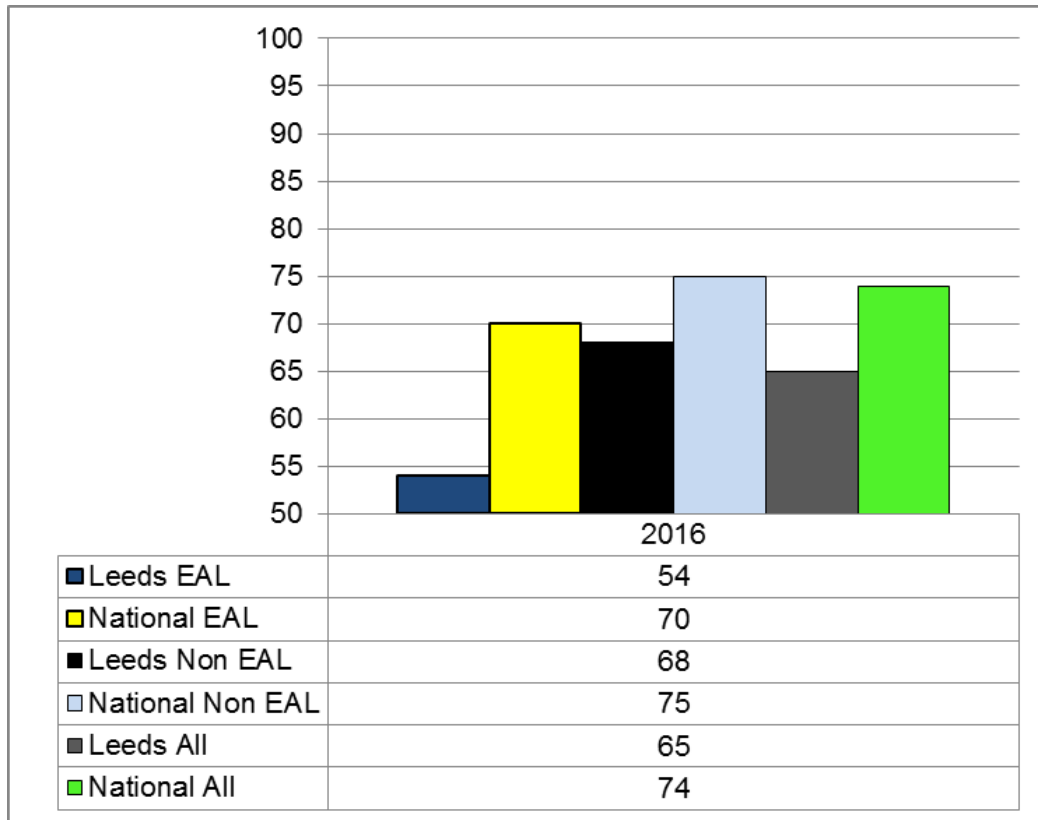
National Quartile Position	Change from last year
	N/A new indicator

Key Issues: 46 per cent of all children who are eligible for FSM met the expected standard in Maths, compared to 68 per cent of children who aren't eligible. This represents a gap of 22 percentage points compared to the national gap of 17 percentage points between children who are FSM and those who are not. Nationally, 58 per cent of children who are eligible for FSM achieve the benchmark, which represents a gap of 12 percentage points between Leeds and the national average.

Data Status: Final
 Data Source: DfE Statistical First Release: SFR42/2016
 Data Notes:



2015-16, Key Stage 1 - Percentage of pupils reaching the expected standard in reading – EAL



England Rank	equal 143/148
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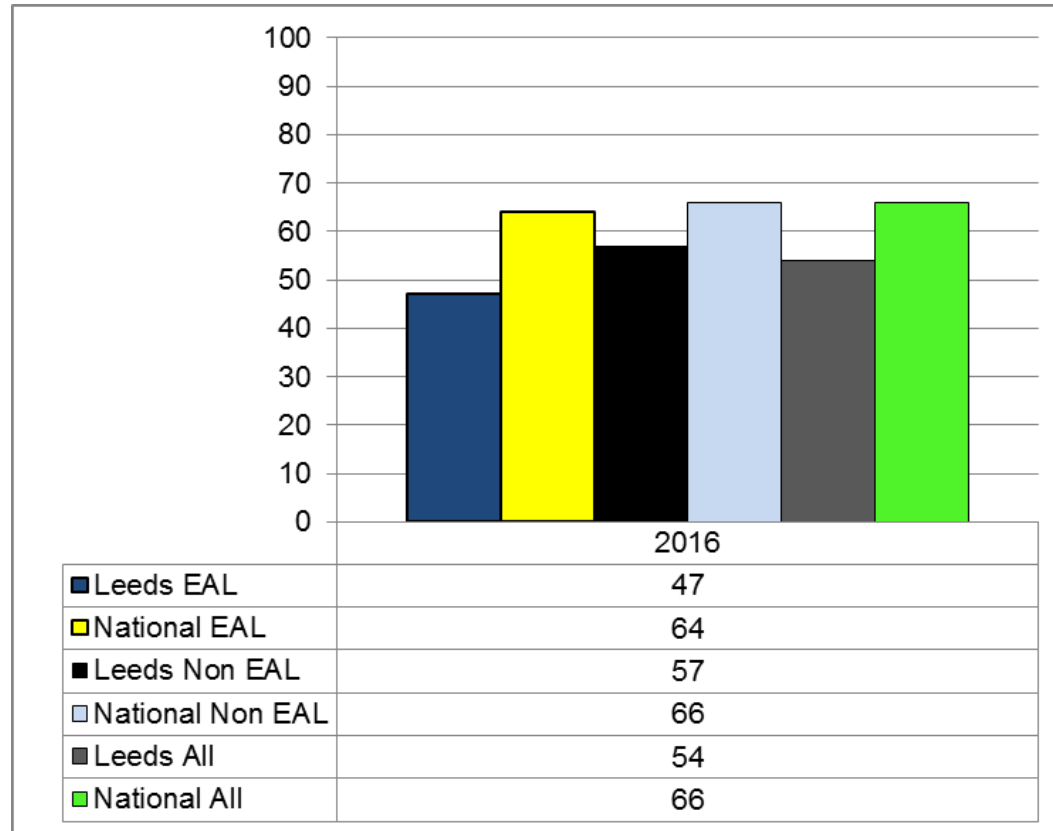
National Quartile Position	Change from last year
4th quartile	N/A new indicator

Key Issues: 54 per cent of pupils who have EAL met the expected standard in Reading compared to the national figure of 70 per cent. The gap between Leeds children who have EAL and those that don't is 14 percentage points compared to the national gap of five per cent points.

Data Status: Final
 Data Source: DfE Statistical First Release: SFR42/2016
 Data Notes:



2015-16, Key Stage 1 - Percentage of pupils reaching the expected standard in writing – EAL



England Rank	equal 144/149
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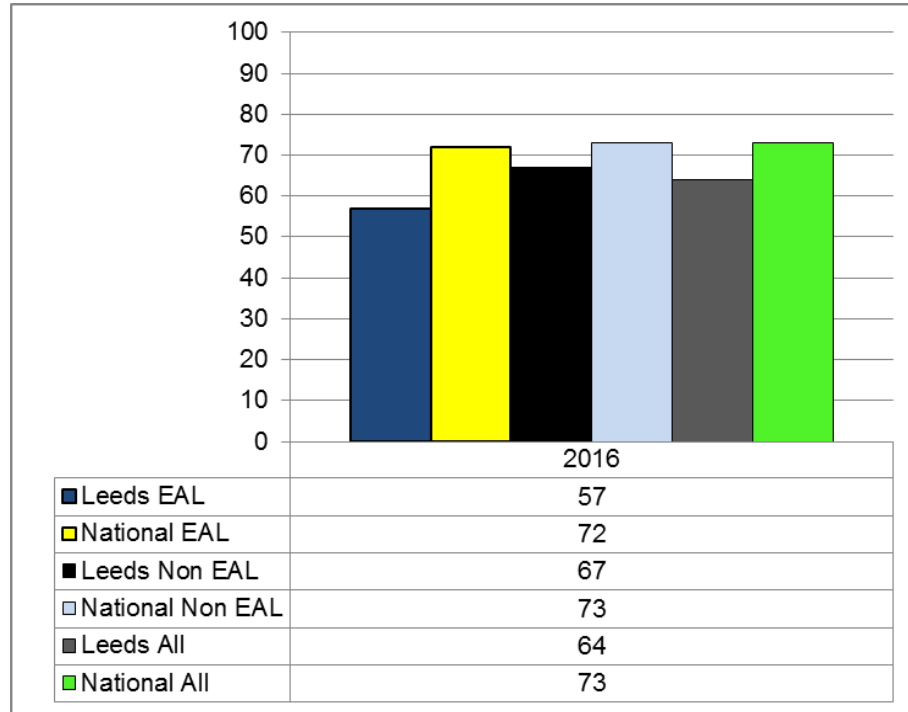
National Quartile Position	year
	N/A new indicator

Key Issues: In Leeds 47 per cent of pupils who speak English as an additional language met the expected standard in Writing compared to the national figure of 64 per cent representing a gap of seventeen percentage points. The gap between Leeds children who have EAL and those that don't is ten percentage points compared to the national gap of two percentage points.

Data Status: Final
 Data Source: DfE Statistical First Release: SFR42/2016
 Data Notes:



2015-16, Key Stage 1 - Percentage of pupils reaching the expected standard in maths – EAL



England Rank	equal 145/148
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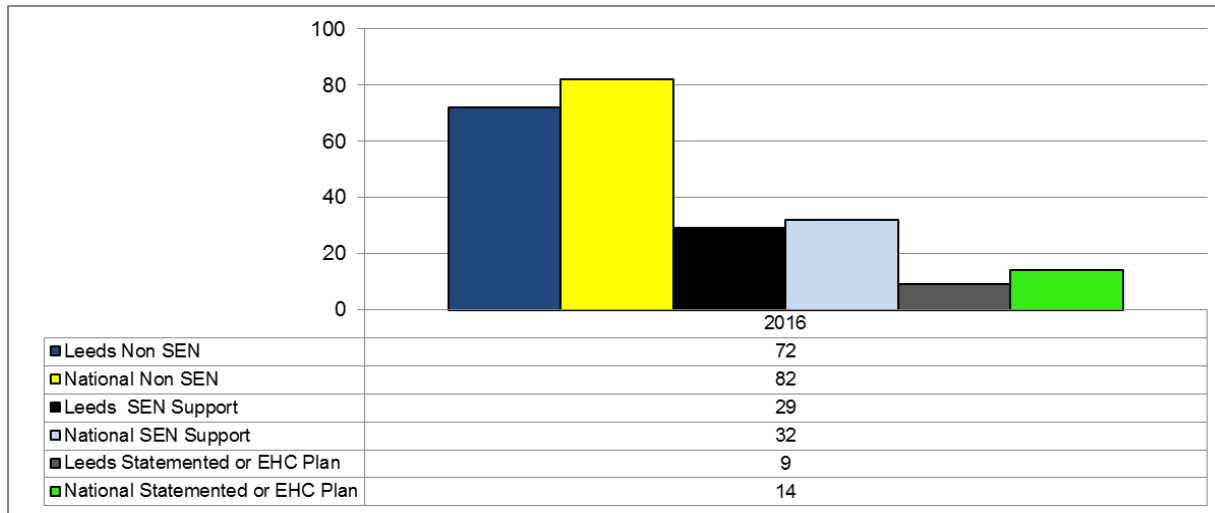
National Quartile Position	year
	N/A new indicator
quartile	

Key Issues: 57 per cent of pupils who speak English as an additional language met the expected standard in Maths compared to the national figure of 72 per cent, which represents a gap of fifteen percentage points. The gap between Leeds pupils who have EAL and those that don't is ten percentage points compared to the national gap of 1 percentage point.

Data Status: Final
 Data Source: DfE Statistical First Release: SFR42/2016
 Data Notes:



2015-16, Key Stage 1 - Percentage of pupils reaching the expected standard in reading – SEN provision



	England Rank	National Quartile Position	Change from last year
Non SEN	150/150	4th quartile	N/A New indicator
SEN Support	equal 97/145	2nd quartile	
SEN + Statement or EHC Plan	equal 113/135	4th quartile	

Key Issues: In Leeds 29 percent of pupils in the SEN Support category met the expected standard in reading compared to the national figure of 32 percent, which represents a gap of three percentage points. Nine per cent of Leeds pupils with a Statement or EHC Plan achieved the standard compared to the national figure of 14 percent creating a gap of 5 percent points.

Data Status: Final

Data Source: DfE Statistical First Release: SFR42/2016

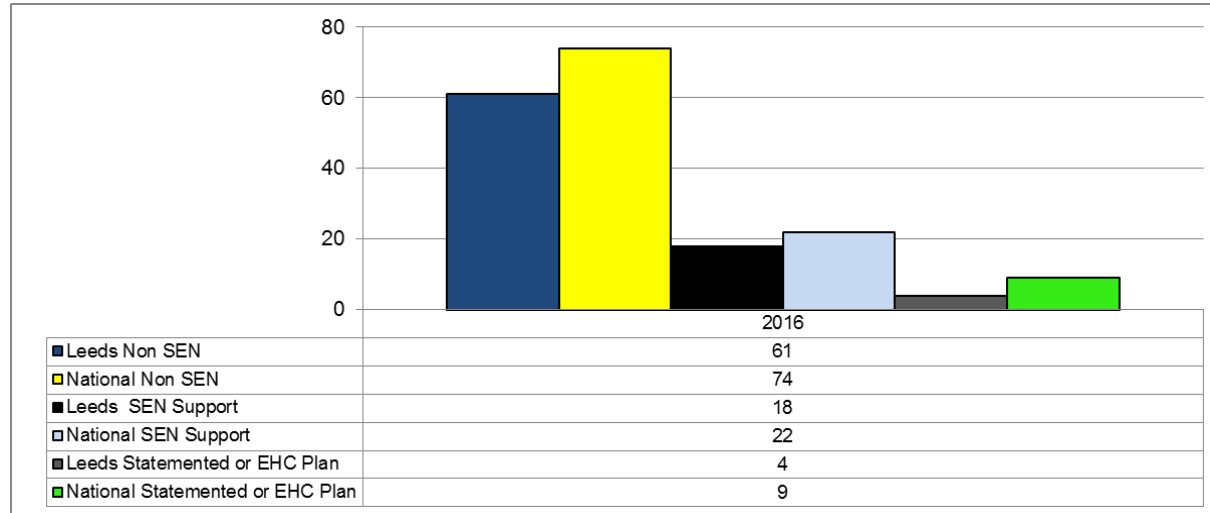
Data Notes: From 2015, pupils with SEN are categorised as follows:

SEN support -. This category replaces the former 'School Action' and 'School Action Plus' categories.

Statement/EHC plan - A pupil has a statement of SEN or an EHC plan when a formal assessment has been made.



2015-16, Key Stage 1 - Percentage of pupils reaching the expected standard in writing – SEN provision



	England Rank	National Quartile Position	Change from last year
Non SEN	equal 148/150	4th quartile	N/A new indicator
SEN Support	equal 95/143	2nd quartile	
SEN + Statement or EHC Plan	equal 119/124	4th quartile	

Key Issues: 18 per cent of pupils in the SEN Support category met the expected standard in writing compared to the national figure of 22 per cent, which represents a gap of four percentage points. Four percent of Leeds pupils with a Statement or EHC Plan achieved the standard compared to the national figure of nine percent creating a gap of five percentage points.

Data Status: Final

Data Source: DfE Statistical First Release: SFR42/2016

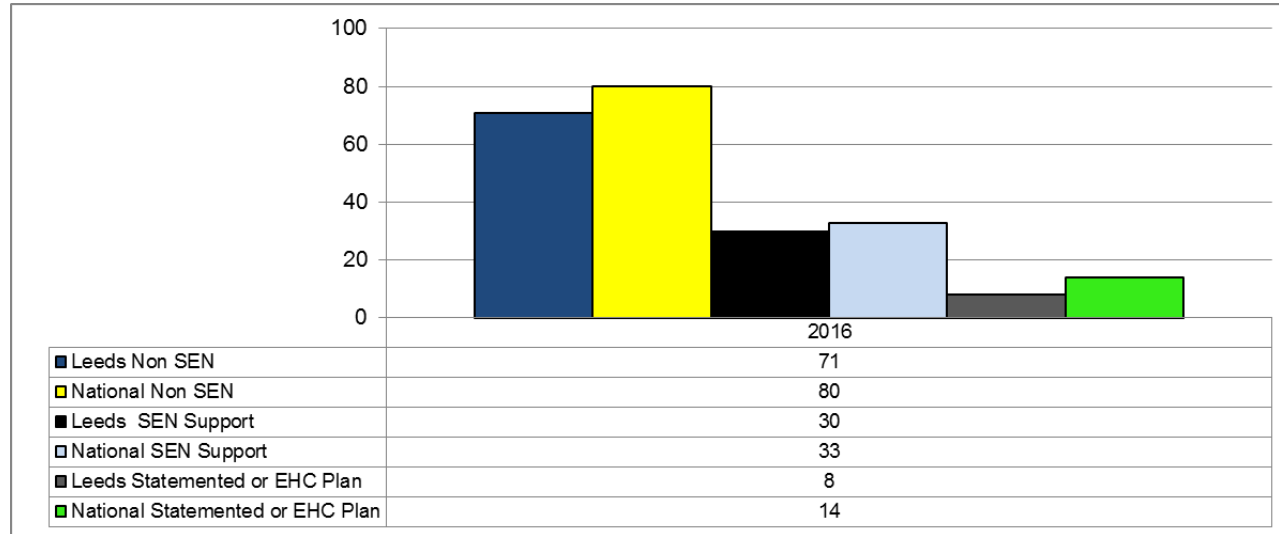
Data Notes: From 2015, pupils with SEN are categorised as follows:

SEN support - This category replaces the former 'School Action' and 'School Action Plus' categories.

Statement/EHC plan - A pupil has a statement of SEN or an EHC plan when a formal assessment has been made.



2015-16, Key Stage 1 - Percentage of pupils reaching the expected standard in maths – SEN provision



	England Rank	National Quartile Position	Change from last year
Non SEN	equal 149/150	4th quartile	N/A new indicator
SEN Support	equal 96/144	2nd quartile	
Plan	equal 124/140	4th quartile	

Key Issues: 30 per cent of pupils in the SEN Support category met the expected standard in Maths compared to the national figure of 33 per cent, which represents a gap of three per cent points. Eight per cent of Leeds pupils with a Statement or EHC Plan achieved the standard compared to the national figure of 14 per cent creating a gap of six per cent points.

Data Status: Final

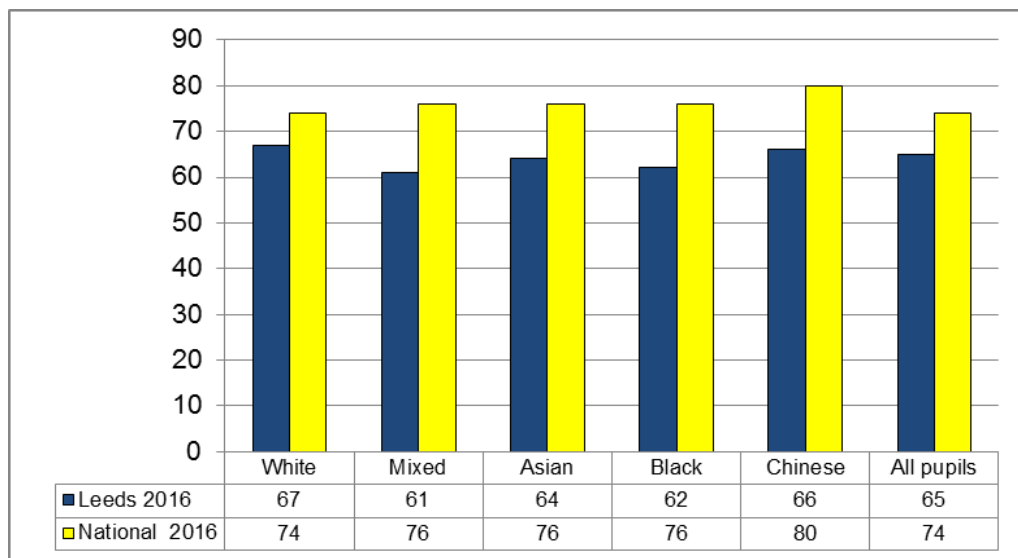
Data Source: DfE Statistical First Release: SFR42/2016

Data Notes: From 2015, pupils with SEN are categorised as follows:

SEN support -. This category replaces the former 'School Action' and 'School Action Plus' categories.



2015-16, Key Stage 1 - Percentage of pupils reaching the expected standard in reading – Ethnicity



	England Rank	National Quartile Position	Change from last year
White	equal 141/150	4th quartile	N/A new indicator
Mixed	150/150	4th quartile	
Asian	144/148	4th quartile	
Black	equal 120/130	4th quartile	
Chinese	83/97	4th quartile	

Key Issues: In Leeds all pupil groups lag behind the national figures with the biggest gap seen amongst mixed (15 percentage points), black and Chinese pupils (14 percentage points).

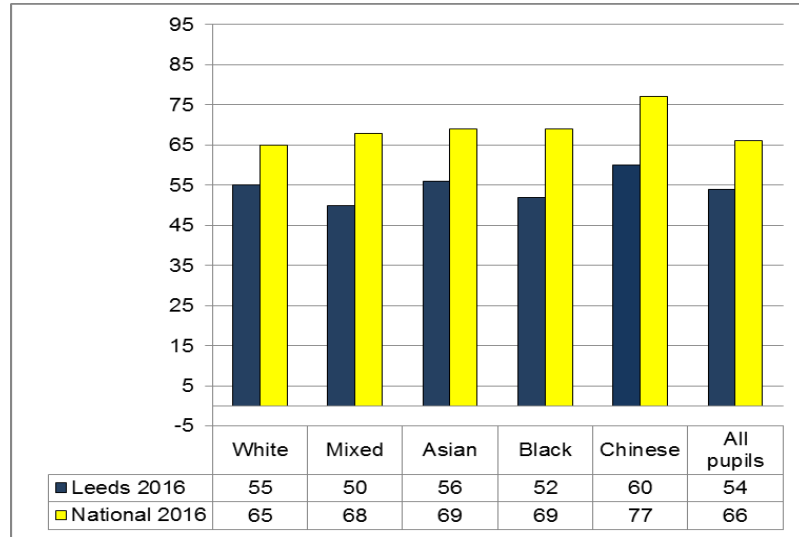
Data Status:Final

Data Source: DfE Statistical First Release: SFR42/2016

Data Notes: For a more detailed breakdown of ethnicity groups please look at the report functions on RaiseOnline LA populated.



2015-16, Key Stage 1 - Percentage of pupils reaching the expected standard in writing – Ethnicity



	England Rank	National Quartile Position	Change from last year
White	equal 144/150	4th quartile	N/A new indicator
Mixed	150/150	4th quartile	
Asian	equal 140/148	4th quartile	
Black	equal 124/135	4th quartile	
Chinese	equal 95/108	4th quartile	

Key Issues: In Leeds all pupil groups lag behind the national figures with the biggest gap seen amongst mixed (18 percentage points), black and Chinese pupils (17 percentage points).

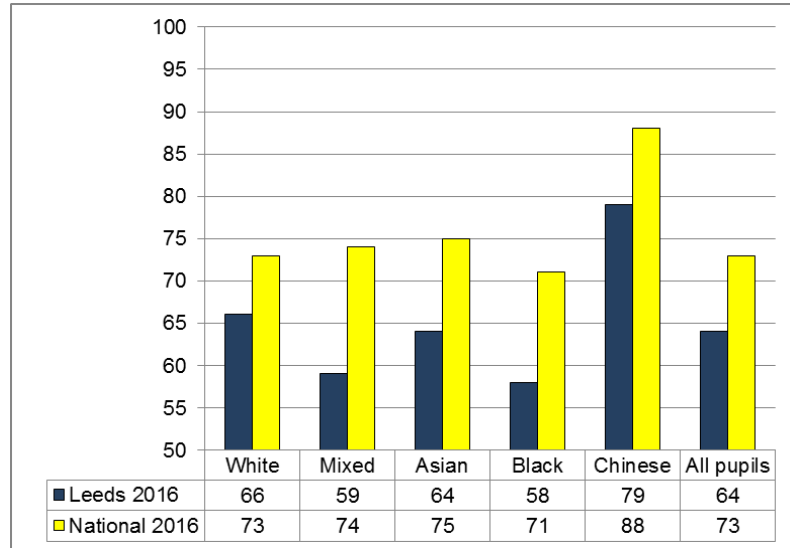
Data Status: Final

Data Source: DfE Statistical First Release: SFR42/2016

Data Notes: For a more detailed breakdown of ethnicity groups please look at the report functions on RaiseOnline LA populated.



2015-16, Key Stage 1 - Percentage of pupils reaching the expected standard in maths - Ethnicity



	England Rank	National Quartile Position	Change from last year
White	equal 141/150	4th quartile	N/A new indicator
Mixed	149/150	4th quartile	
Asian	equal 138/146	4th quartile	
Black	equal 119/135	4th quartile	
Chinese	60/73	4th quartile	

Key Issues: In Leeds all pupil groups lag behind the national figures with the biggest gap seen amongst mixed (15 percentage points) and black pupils (13 percentage points).

Data Status: Final

Data Source: DfE Statistical First Release: SFR42/2016

Data Notes: For a more detailed breakdown of ethnicity groups please look at the report functions on RaiseOnline LA populated.



2015-16, Key Stage 2 - Learning Outcomes Dashboards

Dashboards	Changes Since Previous Version
Percentage of pupils reaching the expected standard - Reading	New dashboard released
Percentage of pupils reaching the expected standard - Writing	New dashboard released
Percentage of pupils reaching the expected standard - Maths	New dashboard released
Percentage of pupils reaching the expected standard - Reading, Writing and Maths	New dashboard released
Percentage of pupils reaching the expected standard - grammar, punctuation and spelling test	New dashboard released
Percentage of pupils achieving a high score - Reading	New dashboard released
Percentage of pupils working at a greater depth - Writing	New dashboard released
Percentage of pupils achieving a high score - Maths	New dashboard released
Percentage of pupils achieving a high score - Reading, Writing and Maths	New dashboard released
Percentage of pupils achieving a high score - grammar, punctuation and spelling test	New dashboard released
Percentage of schools not meeting floor standards	New dashboard released

For additional information, please click below for the accompanying summary of the SFR release.

[Key Stage 2 SFR summary](#)

Changes in assessment

The 2016 key stage 2 assessments are the first which assess the new, more challenging national curriculum which sets high expectations for each child. Children sitting key stage 2 tests in 2016 were the first to be taught and assessed under the new national curriculum. The expected standard has been raised and the accountability framework for schools has also changed. These changes mean that the expected standard this year is higher and not comparable with the expected standard used in previous year's statistics. It would therefore be incorrect and misleading to make direct comparisons showing changes over time.

Levels have been removed and each pupil is now given a scaled score outcome. Scaled scores are normalised values, where a score of 100 will be considered the expected standard. Any score below this means the pupil is working towards the expected standard, and any score above means the pupil is working above the expected standard. Results at the end of Key Stage 2 focus on a child's attainment and progress in maths, reading and writing. Writing is based on teacher assessment, while reading and maths are based on end of key stage tests. A grammar, punctuation and spelling test is also taken.

Teacher assessment

Writing continues to be judged through teacher assessment at Key Stage 2. A major change in the DfE's approach to teacher assessment in 2016 was the move away from a 'best fit' judgement to a requirement for children to meet all the objectives described in the teacher assessment frameworks. The DfE produced interim frameworks for each subject, and each standard within each framework contains a number of 'pupil can' statements. To demonstrate that pupils have met a standard within this interim framework, teachers needed to have evidence that a pupil demonstrated attainment of all of the statements within that standard, and all the statements in the preceding standard(s).

Floor standard

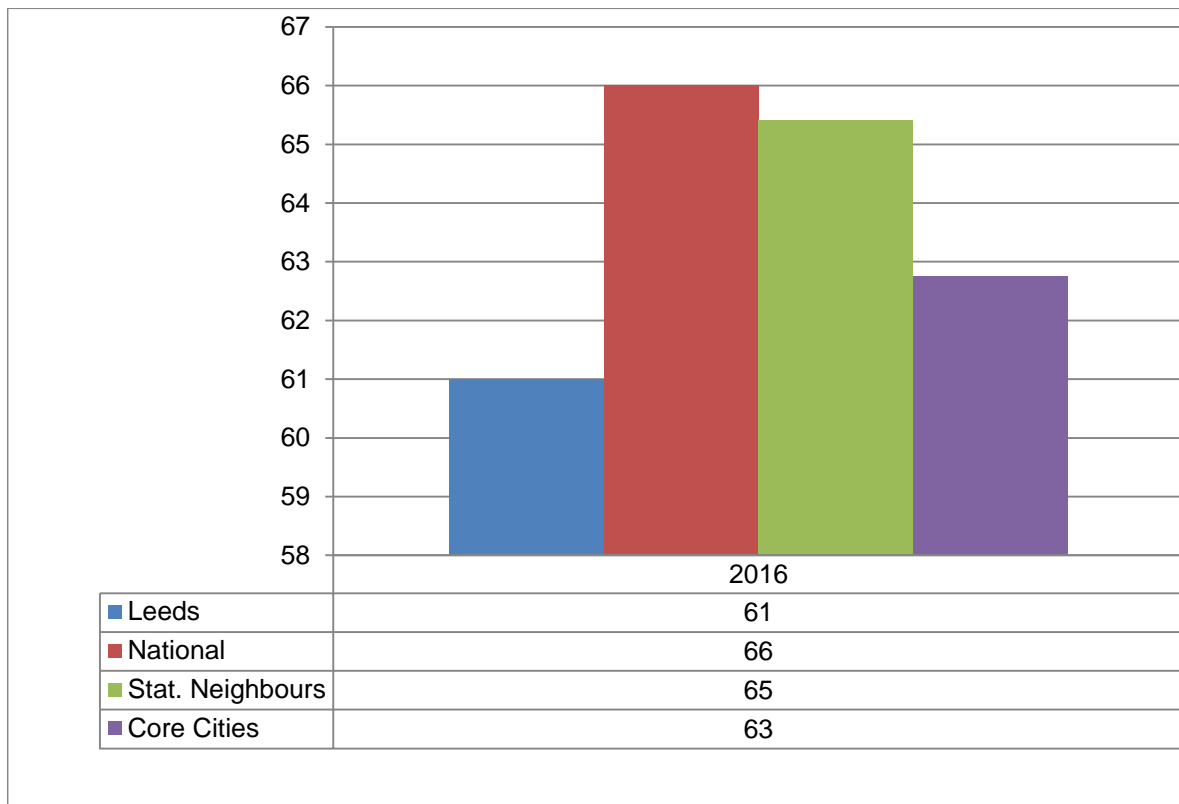
The floor standard is the minimum standard for pupil attainment and / or progress that the Government expects schools to meet. In 2016, a school will be above the floor if:

- at least 65% of pupils meet the expected standard in reading, writing and mathematics, or
- the school achieves sufficient progress scores in all three subjects. The DfE have defined this as: at least -5 in reading, -5 in mathematics and -7 in writing.

To be above the floor, the school needs to meet either the attainment or all of the progress element. The attainment element is a combined measure. This means an individual pupil needs to meet the expected standard in reading, writing and mathematics, in order to be counted towards the attainment element.

To meet the progress element a school needs to have sufficient progress scores in reading, and writing, and mathematics. There is no measure of 'sufficient progress' for individual pupils. In 2016 sufficient progress will be calculated using a value-added methodology.

2015-16, Key Stage 2 - Percentage of pupils reaching the expected standard - Reading



England Rank	Equal 132/152
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National Quartile	Change from last year
	Not applicable

Key Issues: At the end of Key Stage 2, 61 per cent of pupils reached the expected standard in reading. This is below the national average by five percentage points and four percentage points below the statistical neighbour average.

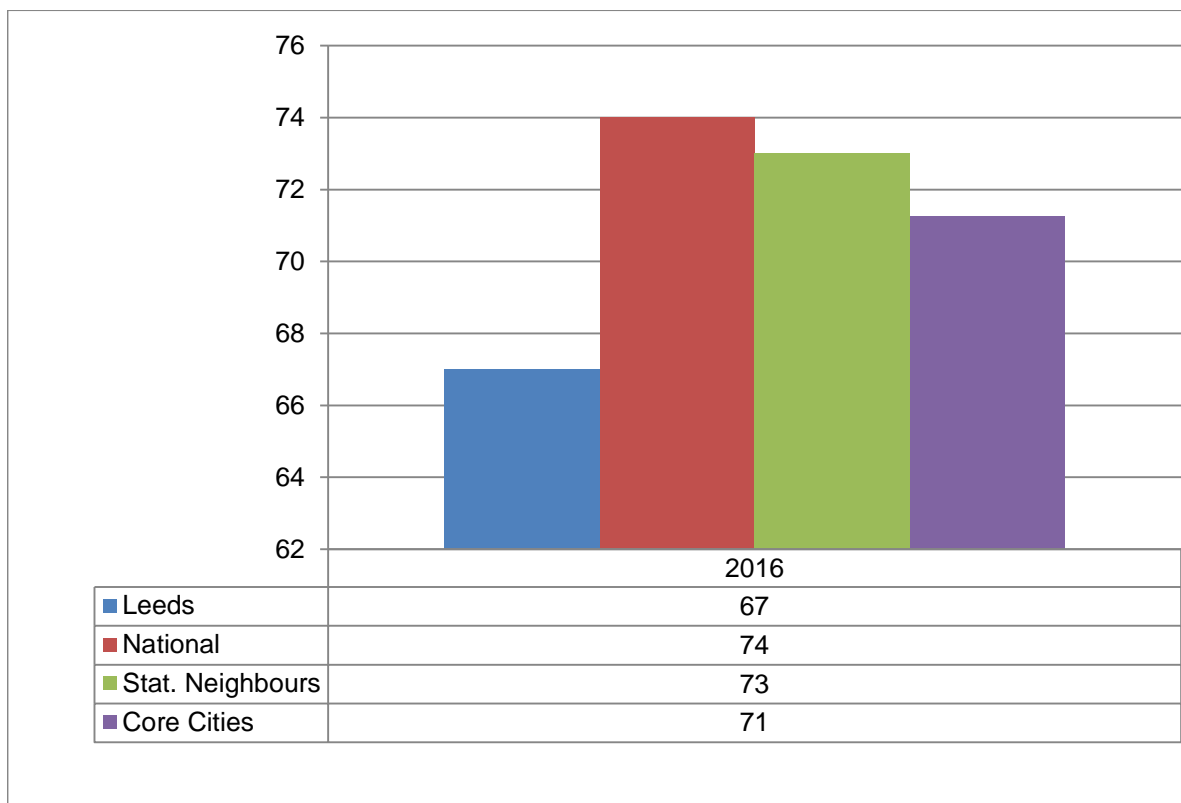
Data Status: Final

Data Source: DfE Statistical First Release - SFR 62 2016

Data Notes: There is no comparable data for previous years due to the changes in assessment which were implemented from 2016.



2015-16, Key Stage 2 - Percentage of pupils reaching the expected standard - Writing



England Rank	144/152
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National Quartile	Change from last year
	Not applicable

Key Issues: 67 per cent of Leeds pupils reached the expected standard in writing at the end of Key Stage 2. This is below the national average by seven percentage points and below statistical neighbours and core cities by six and four percentage points respectively.

Data Status: Final

Data Source: DfE Statistical First Release - SFR 62 2016

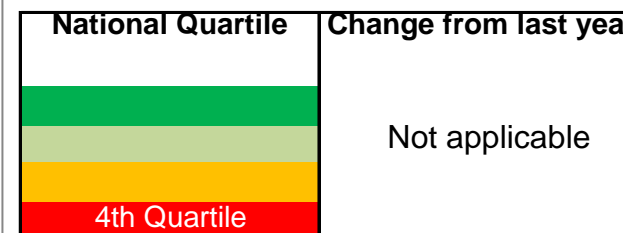
Data Notes: There is no comparable data for previous years due to the changes in assessment which were implemented from 2016.



2015-16, Key Stage 2 - Percentage of pupils reaching the expected standard - Maths



England Rank	Equal 125/152
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Key Issues: 66 per cent of pupils in Leeds reached the expected standard maths. This is below the national average and statistical neighbour average by four percentage points. Leeds' performance is also behind the core cities average by two percentage points.

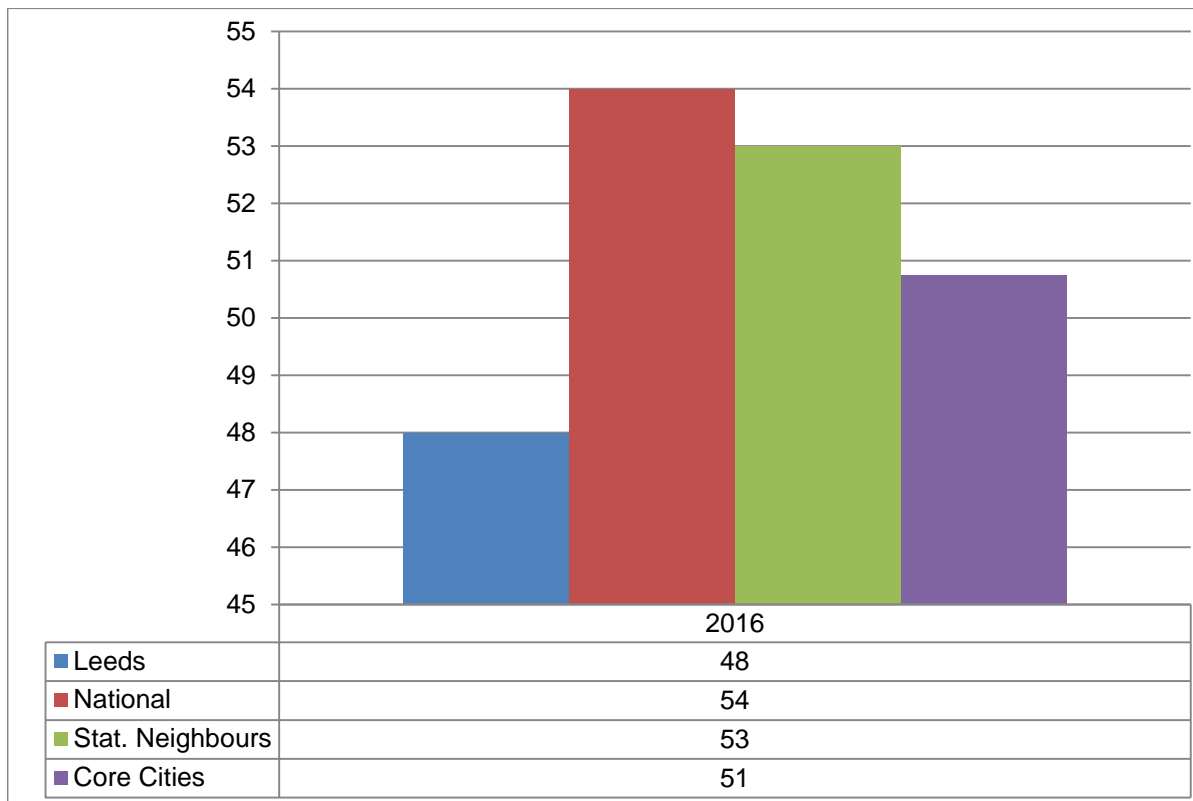
Data Status: Final

Data Source: DfE Statistical First Release - SFR 62 2016

Data Notes: There is no comparable data for previous years due to the changes in assessment which were implemented from 2016.



2015-16, Key Stage 2 - Percentage of pupils reaching the expected standard - Reading, Writing and Maths



England Rank	Equal 132/152
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National Quartile	Change from last year
	Not applicable

Key Issues: 48 per cent of pupils in Leeds reached the expected standard in reading, writing and maths compared to the national average of 54 per cent. Leeds' performance is also behind statistical neighbours and the core cities average by five and three percentage points respectively.

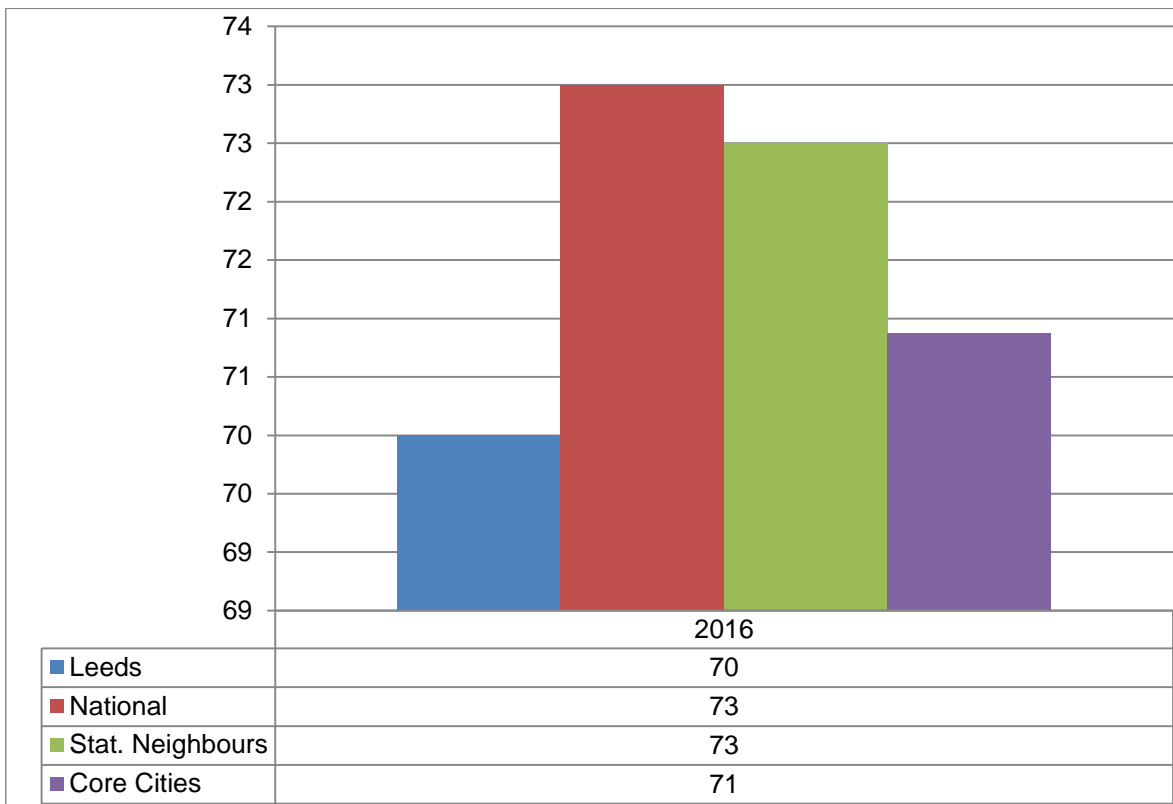
Data Status: Final

Data Source: DfE Statistical First Release - SFR 62 2016

Data Notes: There is no comparable data for previous years due to the changes in assessment which were implemented from 2016.



2015-16, Key Stage 2 - Percentage of pupils reaching the expected standard - grammar, punctuation and spelling test



England Rank	Equal 111/152
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National Quartile	Change from last year
	Not applicable

Key Issues: 70 per cent of Leeds pupils reached the expected standard in grammar, punctuation and spelling at the end of Key Stage 2. This is below the national average by three percentage points and below statistical neighbours and the core cities average by three and one percentage points respectively.

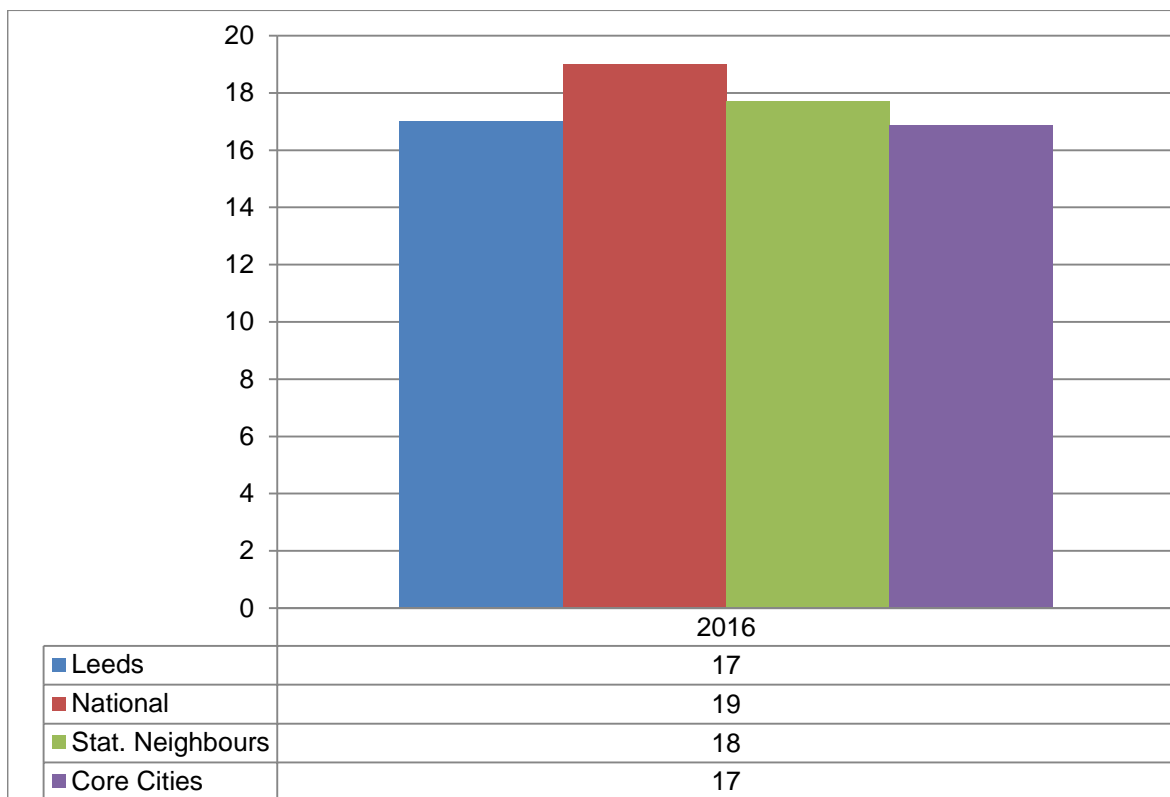
Data Status: Final

Data Source: DfE Statistical First Release - SFR 62 2016

Data Notes: There is no comparable data for previous years due to the changes in assessment which were implemented from 2016.



2015-16, Key Stage 2 - Percentage of pupils achieving a high score - Reading



England Rank	Equal 96/152
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National Quartile	Change from last year
	Not applicable

Key Issues: 17 per cent of Leeds pupils achieved a high score in reading at the end of Key Stage 2. This is below the national average by two percentage points and the statistical neighbours average by one. Performance in Leeds is in line with that of core cities.

Data Status: Final

Data Source: DfE Statistical First Release - SFR 62 2016

Data Notes: There is no comparable data for previous years due to the changes in assessment which were implemented from 2016.



2015-16, Key Stage 2 - Percentage of pupils working at a greater depth - Writing



England Rank	Equal 130/152
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National Quartile	Change from last year				
<table border="1"> <tr><td>Green</td></tr> <tr><td>Light Green</td></tr> <tr><td>Yellow</td></tr> <tr><td>Red</td></tr> </table>	Green	Light Green	Yellow	Red	Not applicable
Green					
Light Green					
Yellow					
Red					
4th Quartile					

Key Issues: 10 per cent of pupils in Leeds were working at a greater depth in writing at the end of Key Stage 2. This is below the national average by five percentage points and below the statistical neighbour and core cities average by four and two percentage points respectively.

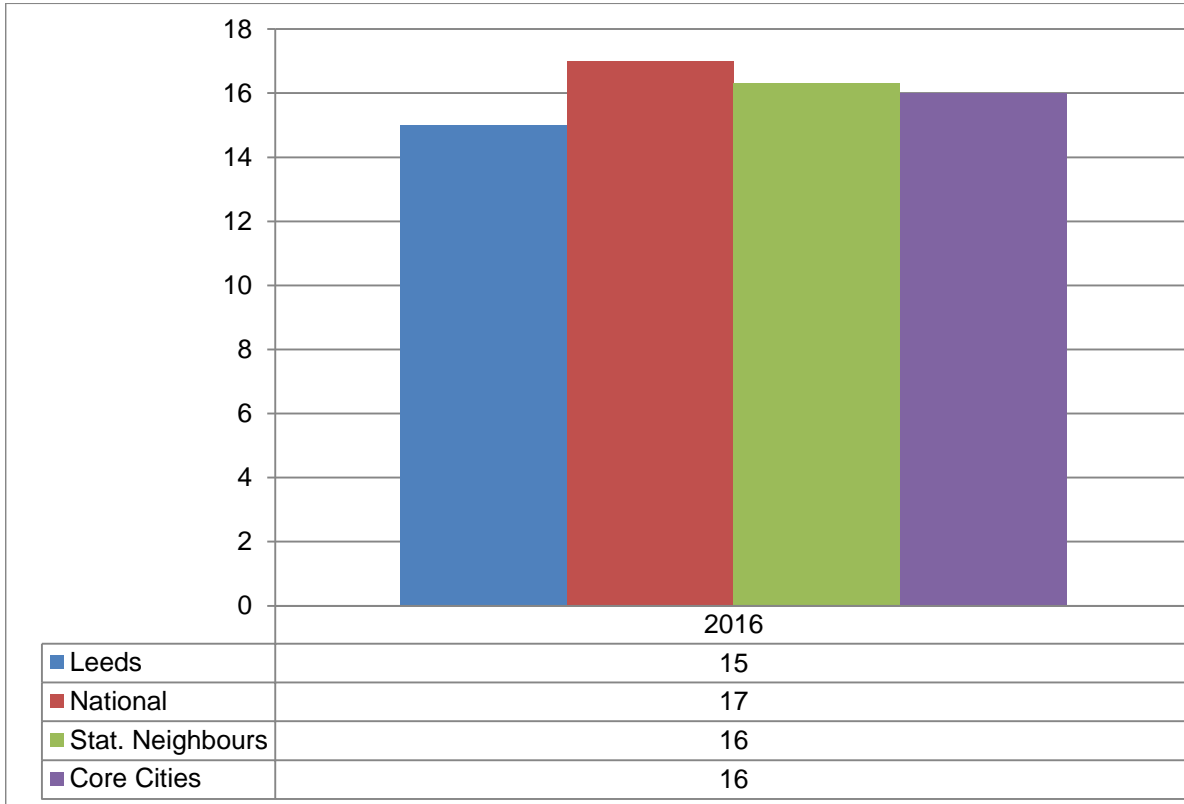
Data Status: Final

Data Source: DfE Statistical First Release - SFR 62 2016

Data Notes: There is no comparable data for previous years due to the changes in assessment which were implemented from 2016.



2015-16, Key Stage 2 - Percentage of pupils achieving a high score - Maths



England Rank	Equal 83/152
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National Quartile	Change from last year
	Not applicable

Key Issues: 15 per cent of pupils in Leeds achieved a high score in maths at the end of Key Stage 2. This is below the national average by two percentage points and one percentage point compared to our comparators.

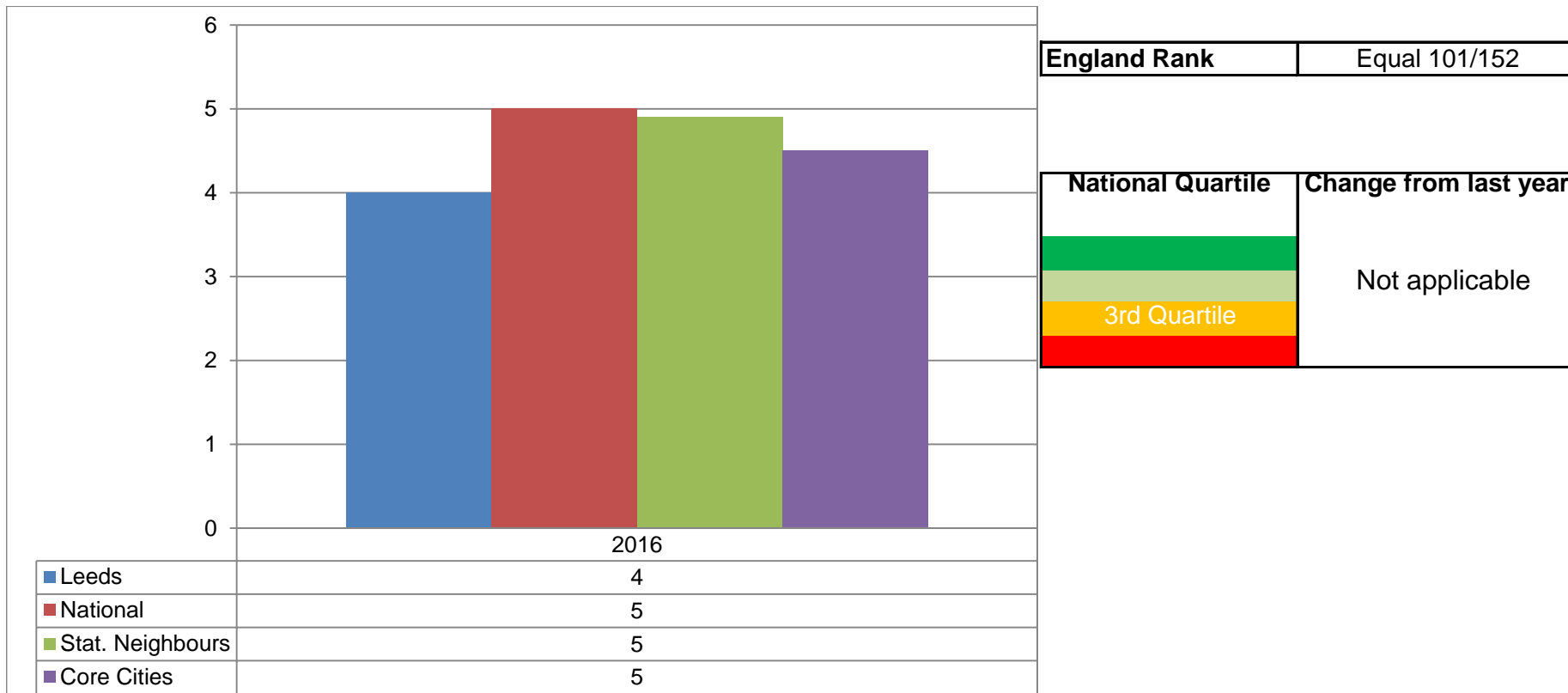
Data Status: Final

Data Source: DfE Statistical First Release - SFR 62 2016

Data Notes: There is no comparable data for previous years due to the changes in assessment which were implemented from 2016.



2015-16, Key Stage 2 - Percentage of pupils achieving a high score - Reading, Writing and Maths



Key Issues: Four per cent of pupils in Leeds achieved a high score in maths at the end of Key Stage 2. This is below the national average and our comparators by one percentage point.

Data Status: Final

Data Source: DfE Statistical First Release - SFR 62 2016

Data Notes: There is no comparable data for previous years due to the changes in assessment which were implemented from 2016.



2015-16, Key Stage 2 - Percentage of pupils achieving a high score - grammar, punctuation and spelling



England Rank	Equal 105/152
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National Quartile	Change from last year
	Not applicable

Key Issues: 20 per cent of pupils in Leeds achieved a high score in grammar, punctuation and spelling at the end of Key Stage 2. This is below the national average by three percentage points and below the statistical neighbour and core cities average by two and one percentage point respectively.

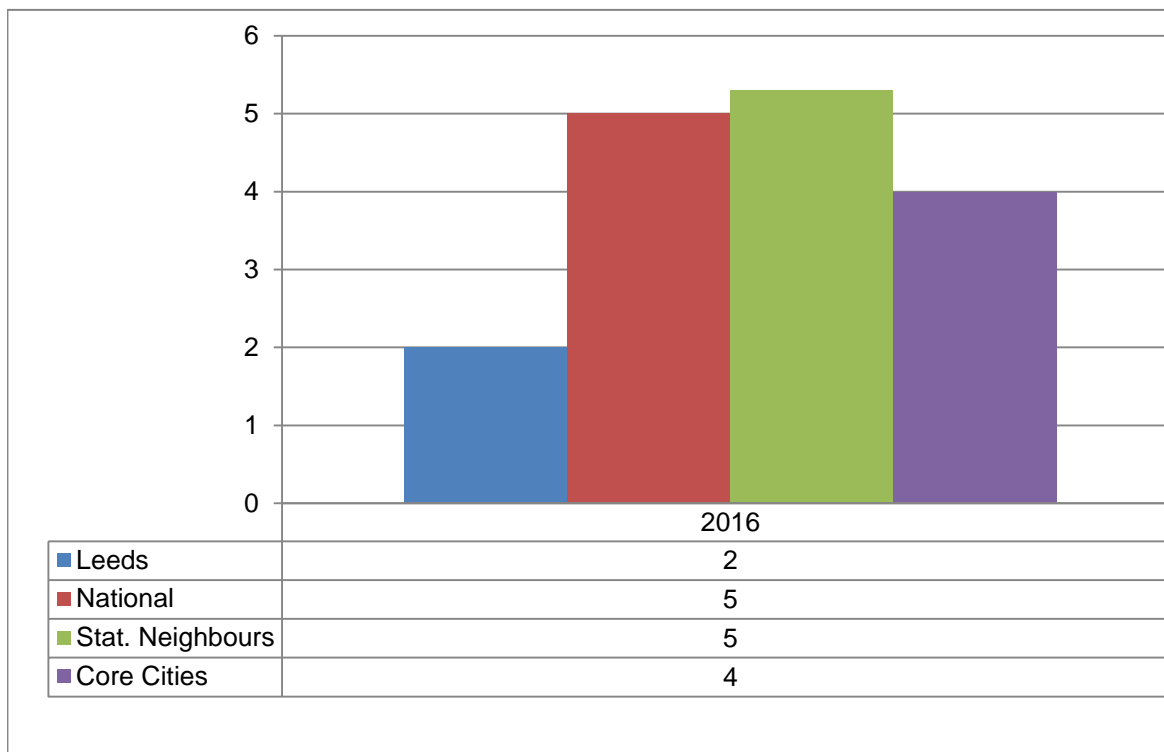
Data Status: Final

Data Source: DfE Statistical First Release - SFR 62 2016

Data Notes: There is no comparable data for previous years due to the changes in assessment which were implemented from 2016.



2015-16, Key Stage 2 - Percentage of schools not meeting floor targets



England Rank	Equal 44/152
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National Quartile	Change from last year
	Not applicable

Key Issues: Two per cent of Leeds primary schools are not meeting floor targets. This is above the national by three percentage points and above our comparators.

Data Status: Final

Data Source: DfE Statistical First Release - SFR 62 2016

Data Notes: In 2016, a school will be above the floor if: • at least 65% of pupils meet the expected standard in reading, writing and mathematics, or • the school achieves sufficient progress scores in all three subjects. The DfE have defined this as: at least -5 in reading, -5 in mathematics and -7 in writing. To be above the floor, the school needs to meet either the attainment or all of the progress element. The attainment element is a combined measure. This means an individual pupil needs to meet the expected standard in reading, writing and mathematics, in order to be counted towards the attainment element.

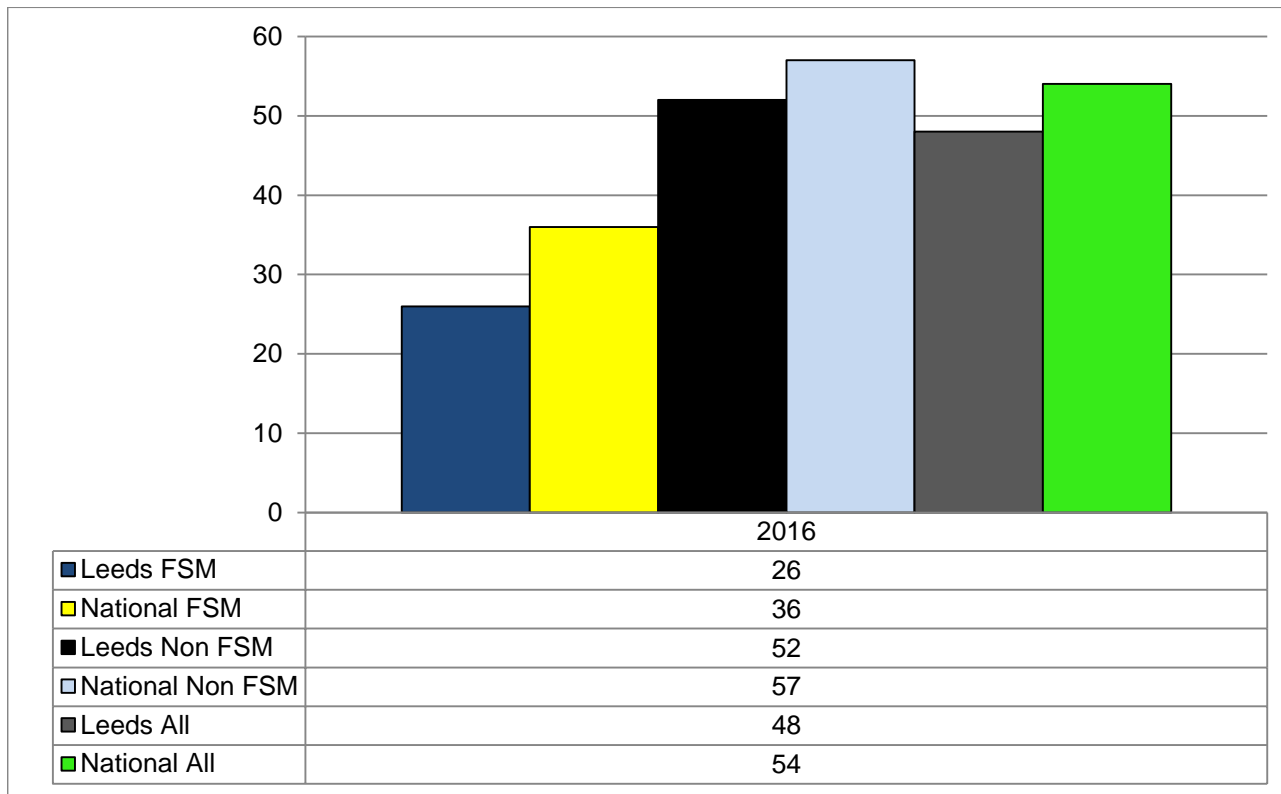


2015-16, Key Stage 2 - Learning Outcomes Dashboards - Pupil Groups

Dashboards	Changes Since Previous Version
Percentage of pupils reaching the expected standard - Reading, Writing and Maths - FMS	New dashboard added
Percentage of pupils reaching the expected standard - Reading, Writing and Maths - EAL	New dashboard added
Percentage of pupils reaching the expected standard - Reading, Writing and Maths - SEN	New dashboard added
Percentage of pupils reaching the expected standard - Reading, Writing and Maths - Ethnicity	New dashboard added
Percentage of pupils reaching the expected standard - Reading, Writing and Maths - Gender	New dashboard added
Percentage of pupils reaching the expected standard - grammar, punctuation and spelling test - FMS	New dashboard added
Percentage of pupils reaching the expected standard - grammar, punctuation and spelling test - EAL	New dashboard added
Percentage of pupils reaching the expected standard - grammar, punctuation and spelling test - SEN	New dashboard added
Percentage of pupils reaching the expected standard - grammar, punctuation and spelling test - Ethnicity	New dashboard added
Percentage of pupils reaching the expected standard - grammar, punctuation and spelling test - Gender	New dashboard added

Please note: A separate Dashboard has been produced for CLA

2015-16, Key Stage 2 - Percentage of pupils reaching the expected standard - Reading, Writing and Maths - FMS



England Rank	Equal 138/150
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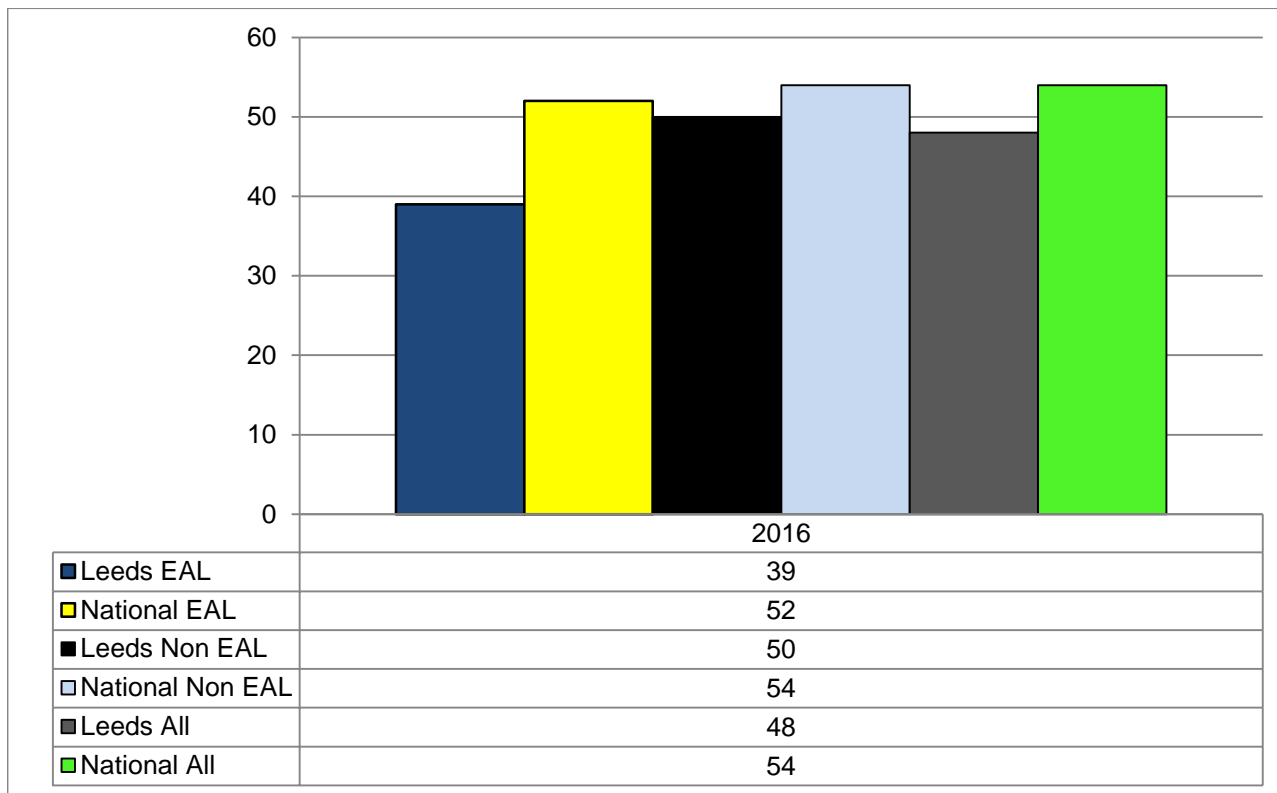
National Quartile Position	Change from last year Not applicable
4th Quartile	

Key Issues: FSM pupils in Leeds do not perform as well as FSM pupils nationally (26 percentage points versus 36). The gap between FSM pupils and non FSM pupils in Leeds is 26 percentage points.

Data Status: Final
 Data Source: DfE Statistical First Release SFR 62 2016
 Data Notes:



2015-16, Key Stage 2 - Percentage of pupils reaching the expected standard - Reading, Writing and Maths - EAL



England Rank	Equal 138/150
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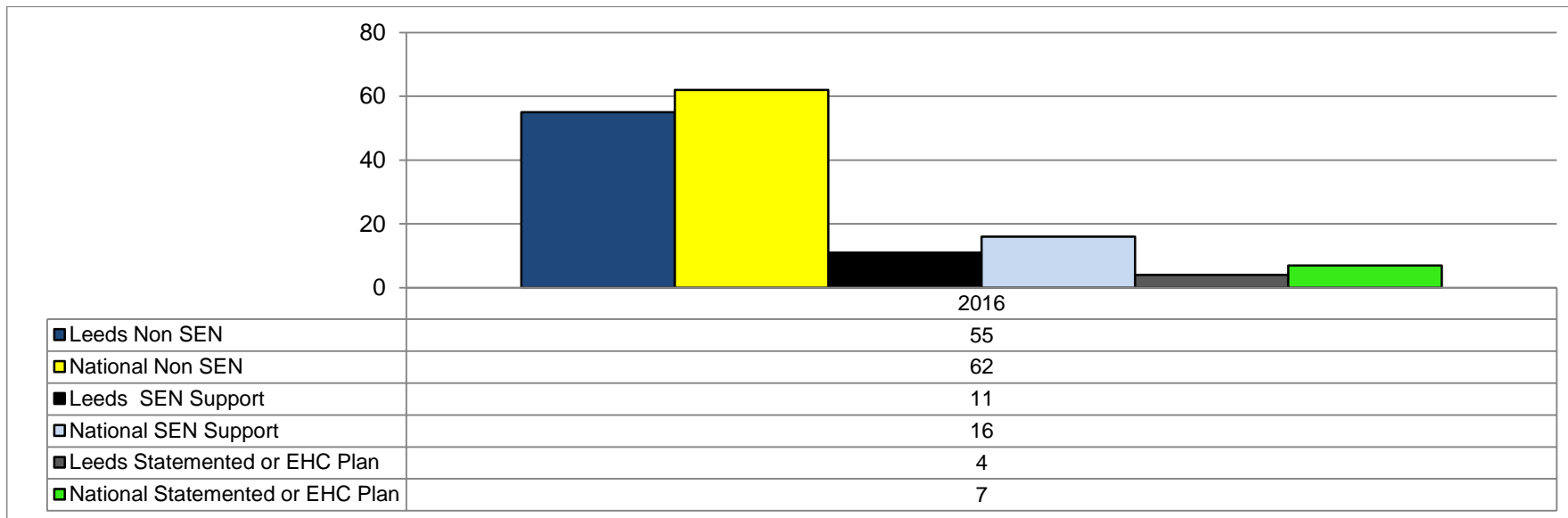
National Quartile Position	Change from last year				
<table border="1"> <tr><td>Green</td></tr> <tr><td>Light Green</td></tr> <tr><td>Yellow</td></tr> <tr><td>Red</td></tr> </table>	Green	Light Green	Yellow	Red	Not applicable
Green					
Light Green					
Yellow					
Red					
4th Quartile					

Key Issues: 39 per cent of EAL pupils reached the RWM benchmark, compared to 52 per cent nationally (a gap of 13 percentage points). The gap between EAL pupils and non EAL pupils in Leeds is 11 percentage points.

Data Status: Final
 Data Source: DfE Statistical First Release SFR 62 2016
 Data Notes:



2015-16, Key Stage 2 - Percentage of pupils reaching the expected standard - Reading, Writing and Maths - SEN



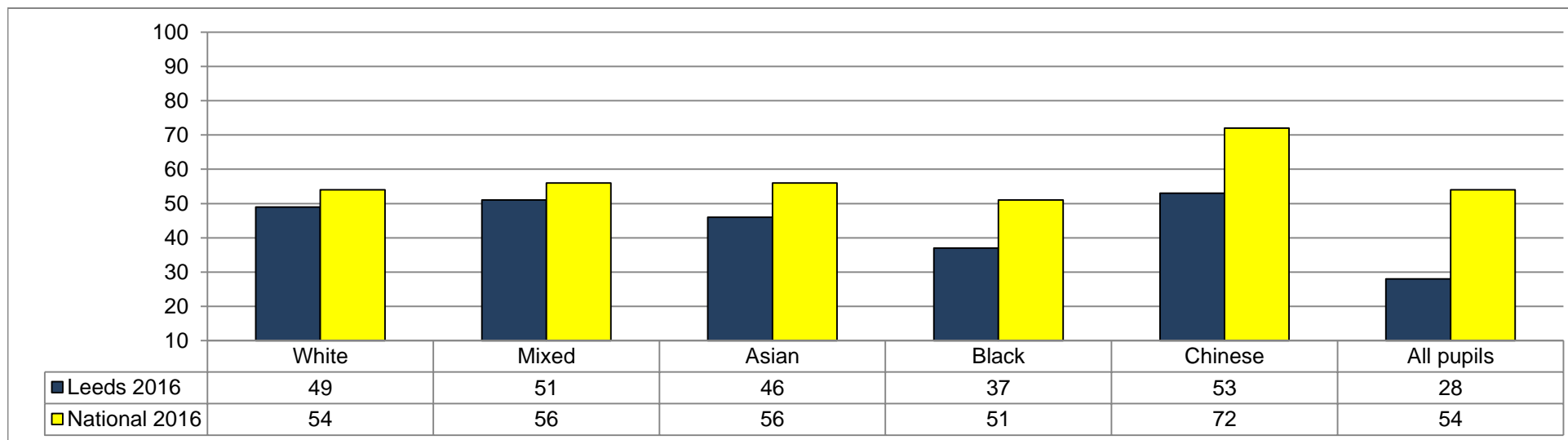
	England Rank	National Quartile Position	Change from last year
Non SEN	Equal 136/151	4th Quartile	Not applicable
SEN Support	Equal 122/147	4th Quartile	
Statement or EHCP	111/128	4th Quartile	

Key Issues: SEN pupils in Leeds perform less well than SEN pupils nationally across all categories with the biggest gap in performance amongst those categorised as 'SEN Support' (five percentage points).

Data Status: Final
 Data Source: DfE Statistical First Release SFR 62 2016
 Data Notes:



2015-16, Key Stage 2 - Percentage of pupils reaching the expected standard - Reading, Writing and Maths - Ethnicity



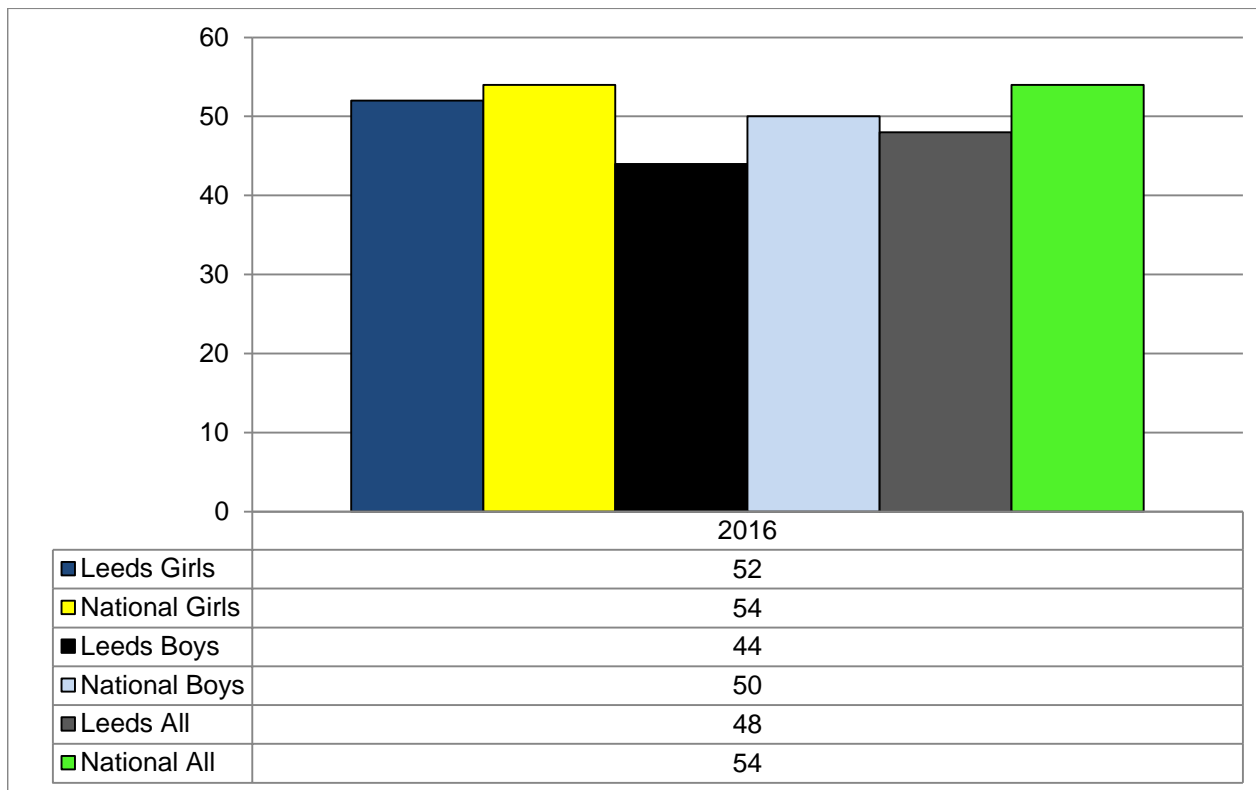
	England Rank	National Quartile Position	Change from last year
White	Equal 121/152	4th Quartile	Not applicable
Mixed	Equal 110/150	3rd Quartile	Not applicable
Asian	Equal 133/148	4th Quartile	Not applicable
Black	Equal 121/131	4th Quartile	Not applicable
Chinese	Equal 68/79	4th Quartile	Not applicable

Key Issues: Pupils in Leeds have not performed as well as pupils nationally across all ethnic groups. The biggest gap of 19 percentage points between Leeds and the national average is amongst the Chinese pupils.

Data Status: Final
 Data Source: DfE Statistical First Release SFR 62 2016
 Data Notes:



2015-16, Key Stage 2 - Percentage of pupils reaching the expected standard - Reading, Writing and Maths - Gender



England Rank - Boys	Equal 133/152
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National Quartile Position	Change from last year
4th Quartile	Not applicable

England Rank - Girls	Equal 131/152
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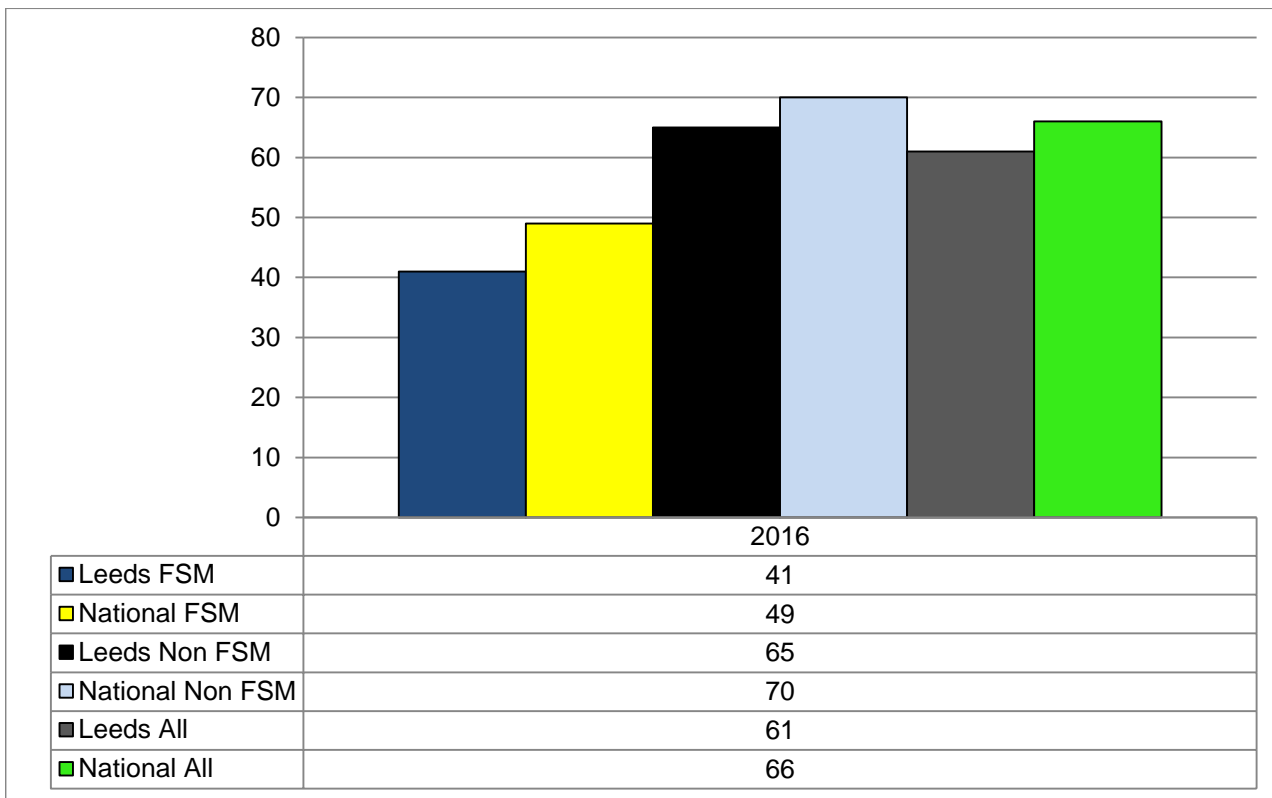
National Quartile Position	Change from last year
4th Quartile	Not applicable

Key Issues: Leeds girls have outperformed boys by eight percentage points, following the national trend. The gap between Leeds girls and girls nationally is two percentage points and the gap between boys in Leeds and boys national is six percentage points.

Data Status: Final
 Data Source: DfE Statistical First Release SFR 62 2016
 Data Notes:



2015-16, Key Stage 2 - Percentage of pupils reaching the expected standard - grammar, punctuation and spelling - FMS



England Rank	Equal 137/149
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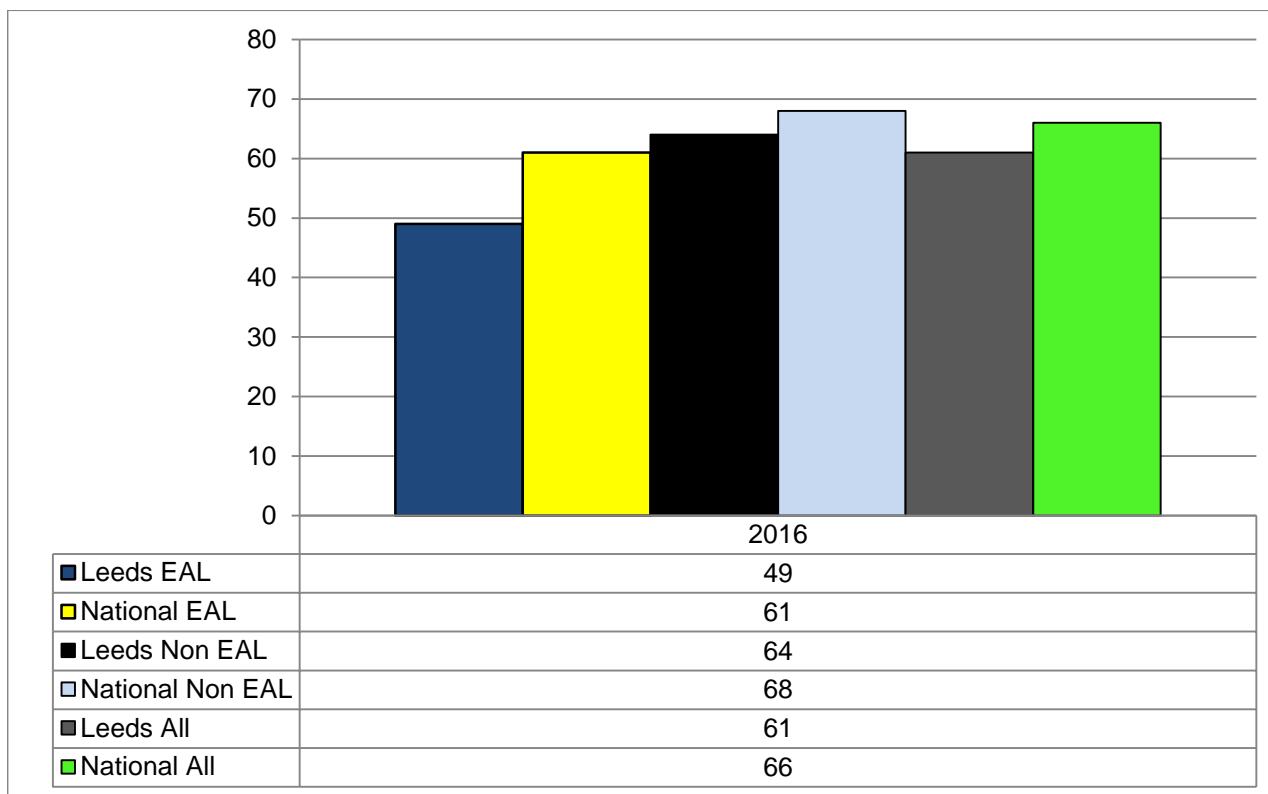
National Quartile Position	Change from last year
4th Quartile	Not applicable

Key Issues: FSM eligible pupils in Leeds do not perform as well FSM pupils nationally (a gap of eight percentage points).

Data Status: Final
 Data Source: DfE Statistical First Release SFR 62 2016
 Data Notes:



2015-16, Key Stage 2 - Percentage of pupils reaching the expected standard - grammar, punctuation and spelling - EAL



England Rank	137/149
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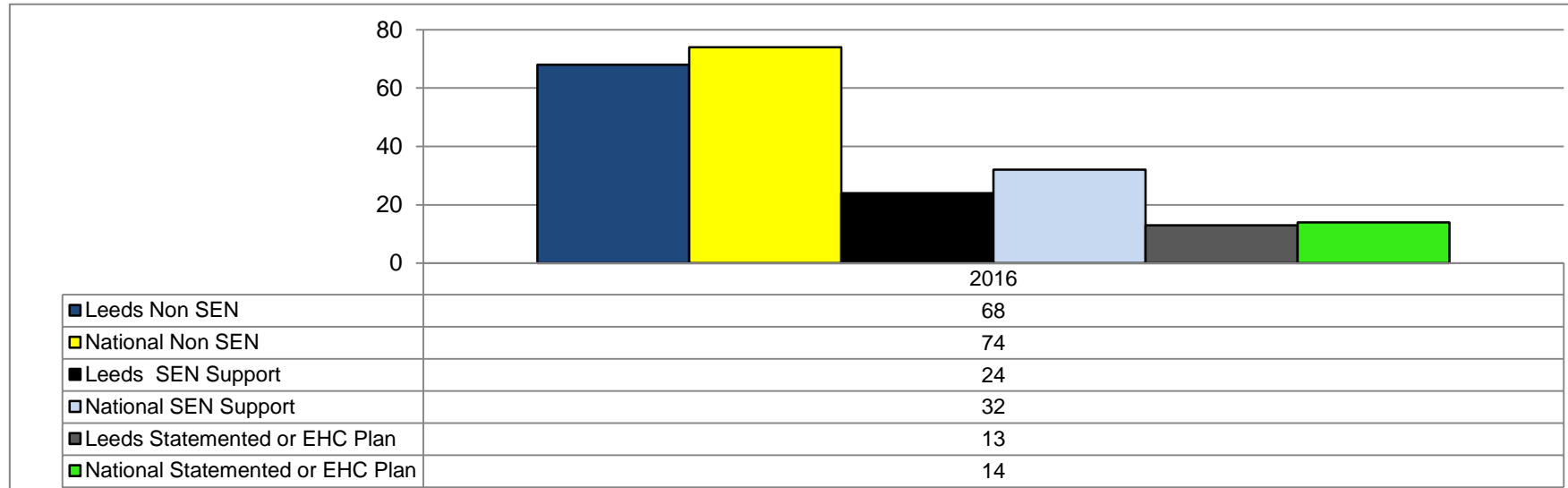
National Quartile Position	Change from last year
4th Quartile	Not applicable

Key Issues: The gap between Leeds EAL pupils and national EAL pupils is twelve percentage points.

Data Status: Final
 Data Source: DfE Statistical First Release SFR 62 2016
 Data Notes:



2015-16, Key Stage 2 - Percentage of pupils reaching the expected standard - grammar, punctuation and spelling - SEN



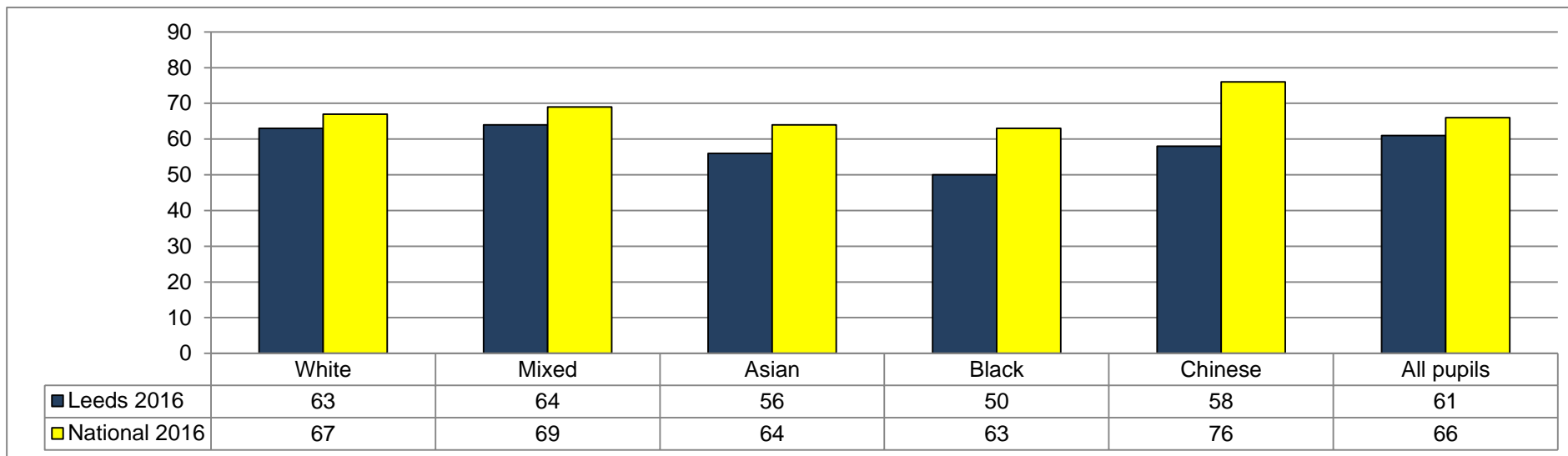
	England Rank	National Quartile Position	Change from last year
Non SEN	Equal 136/150	4th Quartile	Not applicable
SEN Support	135/148	4th Quartile	
Statement or EHCP	Equal 82/146	3rd Quartile	

Key Issues: Pupils in Leeds who are SEND do not perform as well as pupils nationally. The biggest gap of eight percentage points is amongst those pupils categorised as SEN Support.

Data Status: Final
 Data Source: DfE Statistical First Release SFR 62 2016
 Data Notes:



2015-16, Key Stage 2 - Percentage of pupils reaching the expected standard - grammar, punctuation and spelling - Ethnicity



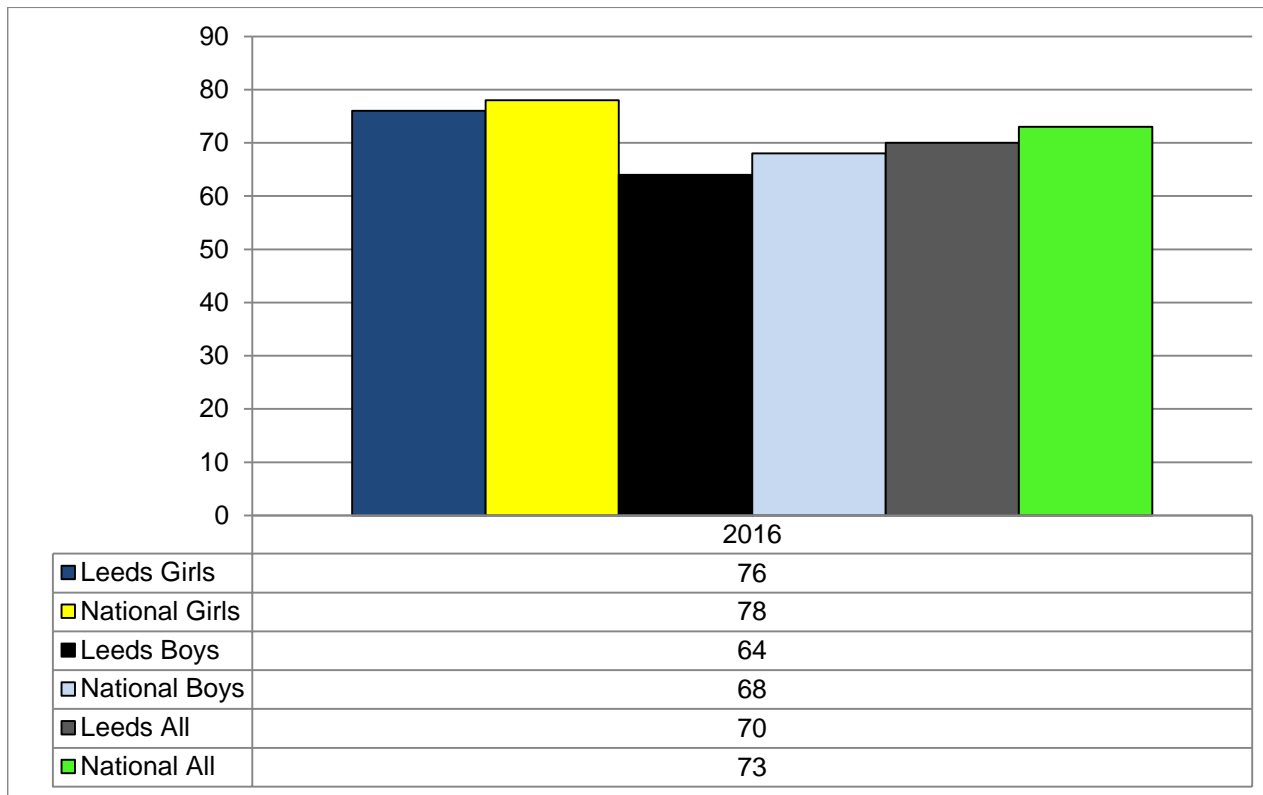
	England Rank	National Quartile Position	Change from last year
White	Equal 122/152	4th Quartile	Not applicable
Mixed	Equal 116/150	4th Quartile	Not applicable
Asian	Equal 131/147	4th Quartile	Not applicable
Black	Equal 120/128	4th Quartile	Not applicable
Chinese	Equal 57/73	4th Quartile	Not applicable

Key Issues: Pupils in Leeds have not performed as well as pupils nationally across all ethnic groups. The biggest gap, of 18 percentage points, between Leeds and the national average is amongst the Chinese pupils.

Data Status: Final
 Data Source: DfE Statistical First Release SFR 62 2016
 Data Notes:



2015-16, Key Stage 2 - Percentage of pupils reaching the expected standard - grammar, punctuation and spelling - Gender



England Rank - Boys	Equal 124/152
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National Quartile Position	Change from last year
4th Quartile	Not applicable

England Rank - Girls	Equal 107/152
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National Quartile Position	Change from last year
3rd Quartile	Not applicable

Key Issues: Girls in Leeds have out-performed Leeds boys by 12 percentage points, following the national trend. The gap between Leeds girls and girls nationally is two percentage points and between Leeds boys and boys nationally it is four percentage points.

Data Status: Final
 Data Source: DfE Statistical First Release SFR 62 2016
 Data Notes:



2015/16, Key Stage 4 - Learning Outcomes Dashboards

Dashboards	Changes Since Previous Version
Key Stage 4 - Average Progress 8 score	New dashboard added
Key Stage 4 - Average Attainment 8 score per pupil	New dashboard added
Key Stage 4 - Percentage of pupils entering the English Baccalaureate	New dashboard added
Key Stage 4 - Percentage of pupils achieving the English Baccalaureate	New dashboard added
Key Stage 4 - Schools below the floor standard	New dashboard added
Key Stage 4 - Percentage of students achieving a good pass in English and in maths	New dashboard added

For additional information, please click below for the accompanying summary of the SFR release.

[Key Stage 4 summary](#)

Changes in assessment

A number of performance indicators that had previously been used to measure secondary school performance are now obsolete, following the introduction of the DfE's Attainment 8 and Progress 8 measures:

- 5A*-C including English and maths
- 5A*-C
- Expected progress in English
- Expected progress in maths

The new indicators are:

- Attainment 8
- Progress 8
- Attainment in English and in maths (also known as "The Basics")

Attainment 8 measures the achievement of a pupil across eight subjects including maths (double weighted), English (double weighted if the combined English qualification, or both language and literature are taken), three further qualifications that count in the English Baccalaureate and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

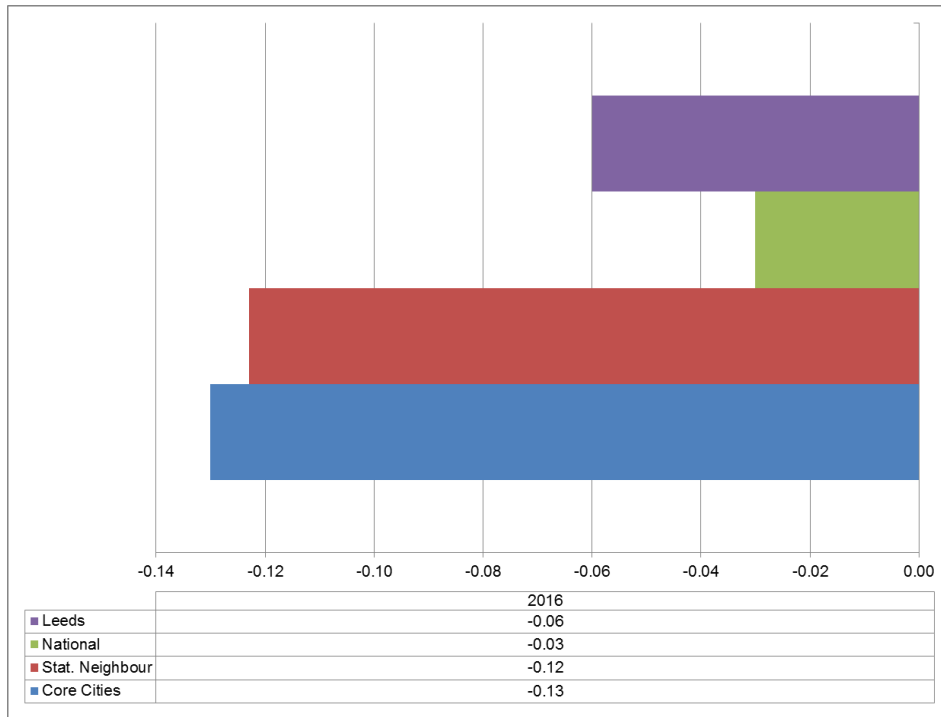
Progress 8 captures the progress a pupil makes from the end of key stage 2 to the end of key stage 4. This is done by comparing a pupil's Attainment 8 score to the average for all other pupils nationally who had the same key stage 2 prior attainment. As Progress 8 is a relative measure, the average Progress 8 score for all pupils nationally is zero.

Progress 8 is a measure for local authorities and for schools, young people do not leave school with a Progress 8 result. Attainment 8 is a summary of their achievements at the end of statutory school age.

Changes in methodology

The DfE made changes to how English counts in two of the headline measures: Attainment in English and maths, and achievement of the English Baccalaureate in 2016, to align more closely with Attainment 8 and Progress 8. These changes in methodology are responsible for some, but not all, of the increase in these measures nationally.

2015-16, Key Stage 4 - Overall Progress 8 score



England Rank	equal 89/151
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Position	year
3rd Quartile	N/A new indicator

Key Issues: Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. In 2016 Leeds is below the national average by 0.03 points, but has performed better than statistical neighbours and core cities.

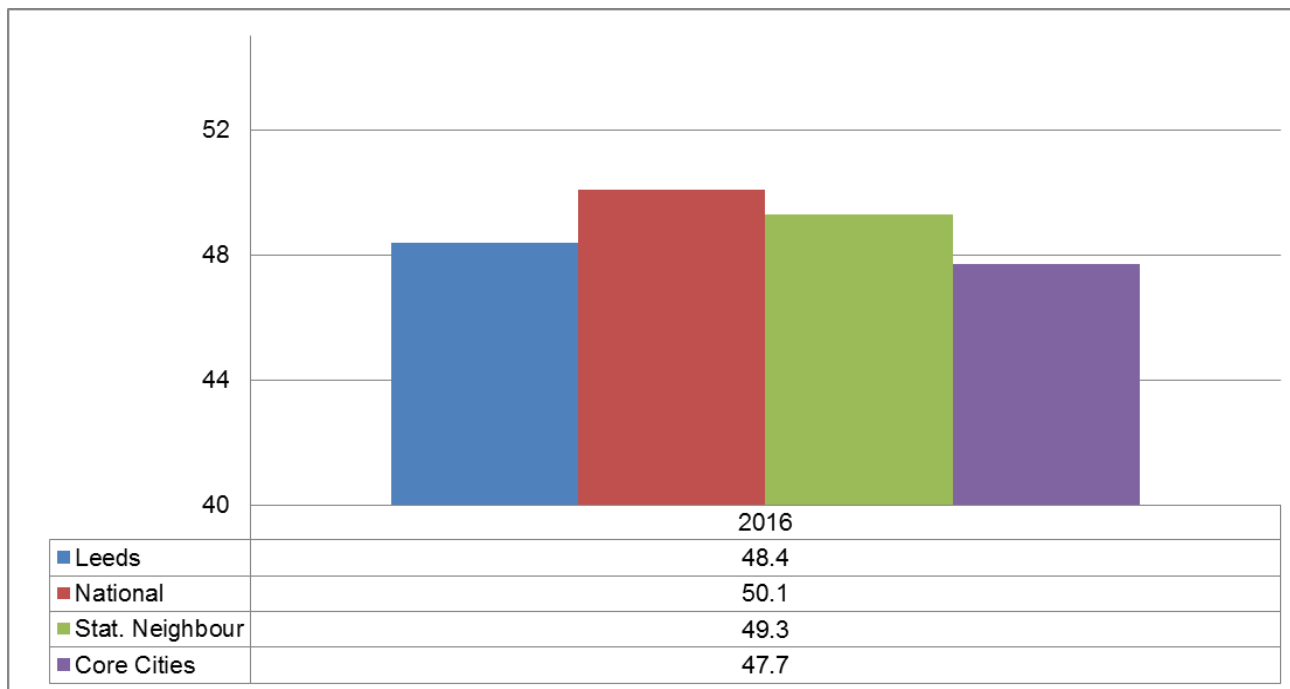
Data Status: Revised

Data Source: DfE Statistical First Release SFR03/2017

Data Notes: Progress 8 is part of the new secondary accountability system being implemented for all schools from 2016. A Progress 8 score of 1.0 means pupils in the group make on average a grade more progress than the national average; a score of -0.5 means they make on average half a grade less progress than average.



2015-16, Key Stage 4 - Average Attainment 8 score per pupil



England Rank	Equal 111/151
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Position	year
3rd Quartile	N/A new indicator

Key Issues: Attainment 8 measures the average achievement of pupils in up to 8 qualifications, In Leeds the average Attainment 8 point score per pupils is 48.4 points compared to 50.1 nationally creating a gap of 1.7 points. Leeds performance in this measure is above core cities, but below statistical neighbours.

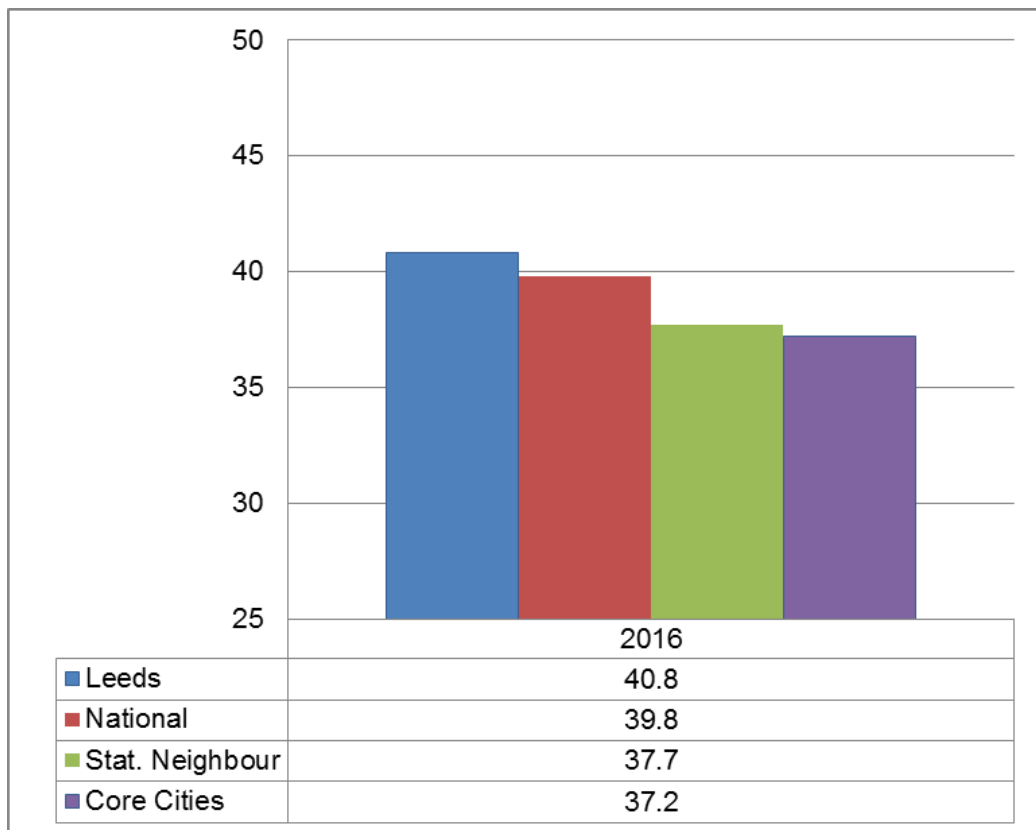
Data Status: Revised

Data Source: DfE Statistical First Release SFR03/2017

Data Notes: Attainment 8 and Progress 8 are part of the new secondary accountability system being implemented for all schools from 2016.



2015-16, Key Stage 4 - Percentage of pupils entering the English Baccalaureate



England Rank	Equal 66/149
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National Quartile Position	Change from last year
2nd Quartile	N/A new indicator

Key Issues: Performance in Leeds for the percentage of pupils entering the English Baccalaureate is above the national average and all other comparators in 2016.

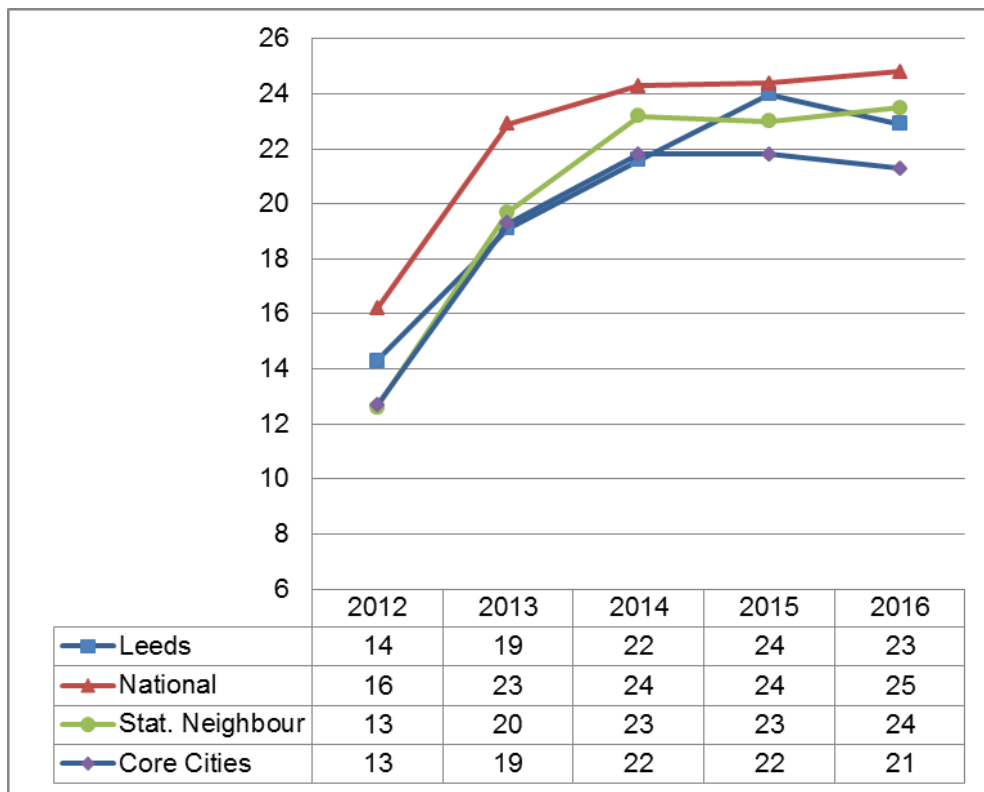
Data Status: Revised

Data Source: DfE Statistical First Release SFR03/2017

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. It is not possible to compare 2013/14 results with previous years. It is also important to note the statistical neighbour list for Leeds was revised in October 2014 so comparisons need to be made with caution.



2015-16, Key Stage 4 - Percentage of pupils achieving the English Baccalaureate



England Rank	86/149
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National Quartile Position	Change from last year
3rd quartile	1% point

Key Issues: Performance has fallen by one percentage point, putting Leeds behind the national average and statistical neighbours and two percentage points above core cities.

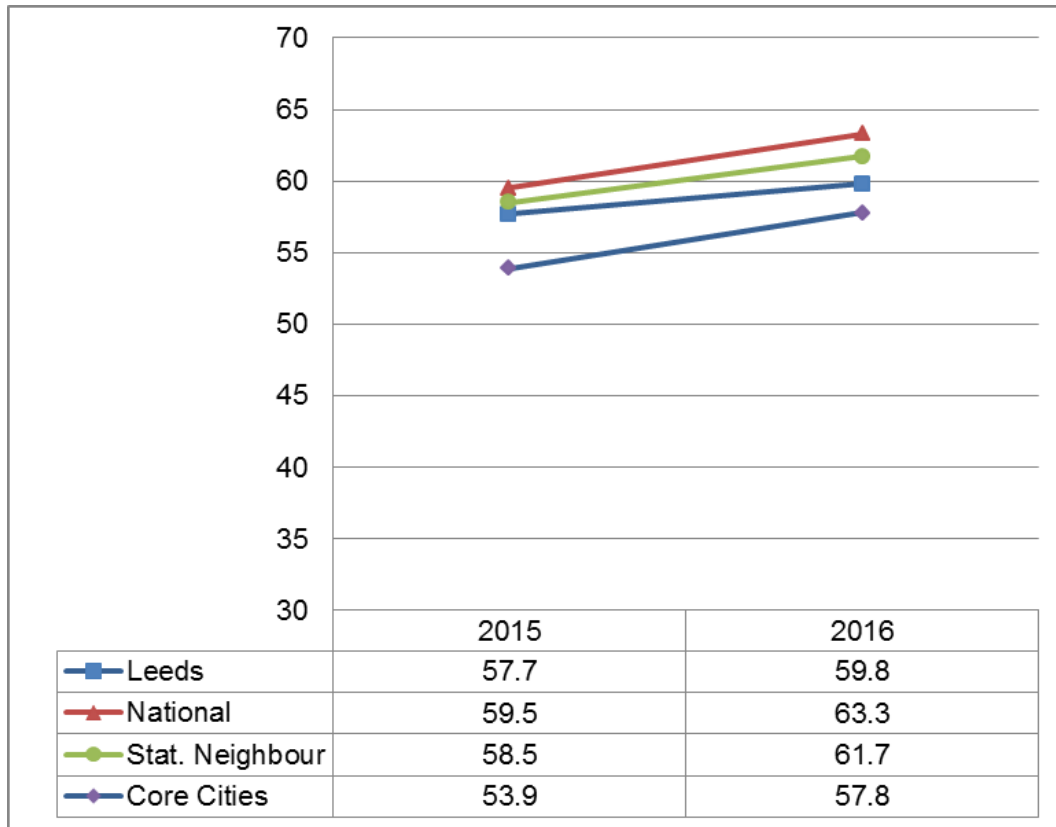
Data Status: Revised

Data Source: DfE Statistical First Release SFR03/2017

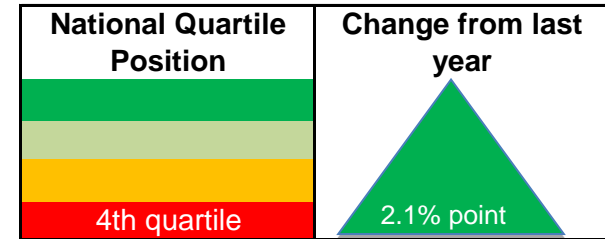
Data Notes: The EBacc, which was introduced in 2010, covers achievement in GCSE (or accredited iGCSE) English, mathematics, sciences, a language (including Latin, classical Greek or ancient Hebrew) and a humanities subject. It is not possible to compare 2013/14 results with previous years. It is also important to note the statistical neighbour list for Leeds was revised in October 2014 so comparisons need to be made with caution.



2015-16, Key Stage 4 - Percentage of students achieving a good pass in English and in maths



England Rank	Equal 114/149
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Key Issues: The new methodology requires pupils on the English language and English literature pathway to achieve an A*-C in either language or literature, with no requirement to take both. Previously pupils on this pathway had to take exams in both English language and literature, and achieve an A*-C or above in English language. This means that data for this indicator is not directly comparable to the previous year. This is only the second year that this measure has been included in this SFR.

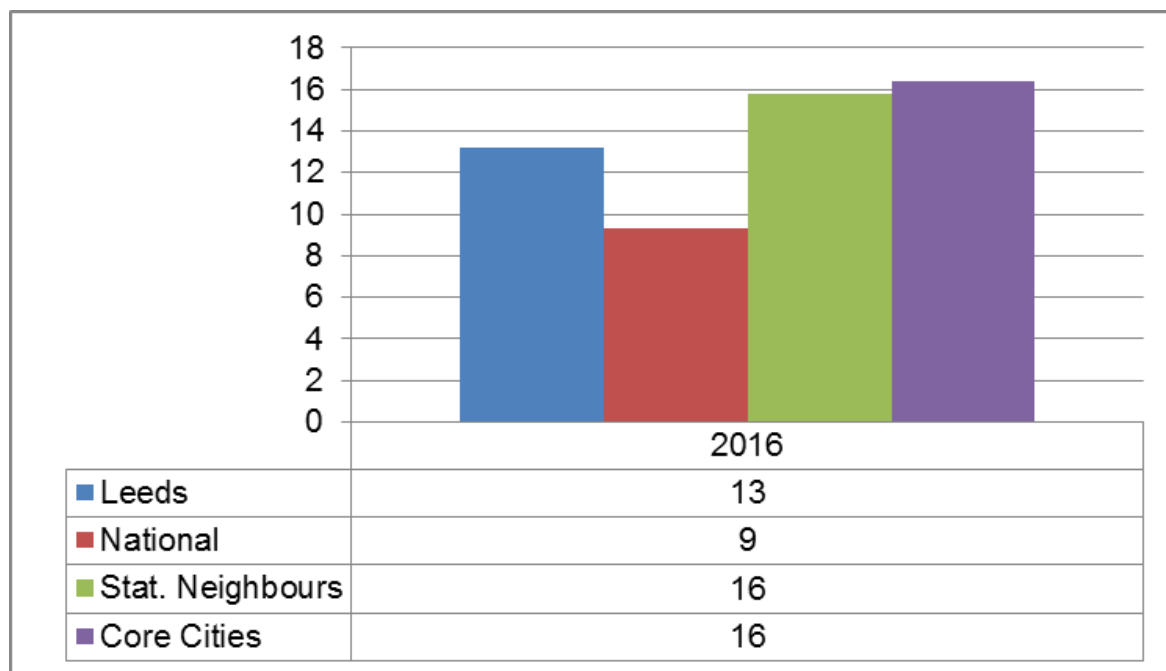
Data Status: Revised

Data Source: DfE Statistical First Release SFR03/2017

Data Notes:



2014-15, Key Stage 4 - Percentage of schools not reaching the floor standard*



England Rank	108/151
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Position	Change from last year
 3rd Quartile	N/A new indicator

Key issues: In 2016 thirteen per cent of Leeds schools did not reach the floor standard this equates to 5 schools. Leeds' performance is behind that of the national average by four percentage points but ahead of the core cities and statistical neighbour average by three percentage points.

Data Status: Revised

Data Source: DfE Statistical First Release SFR03/2017

Data Notes: * A school or college is below the secondary floor standard if its Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero.

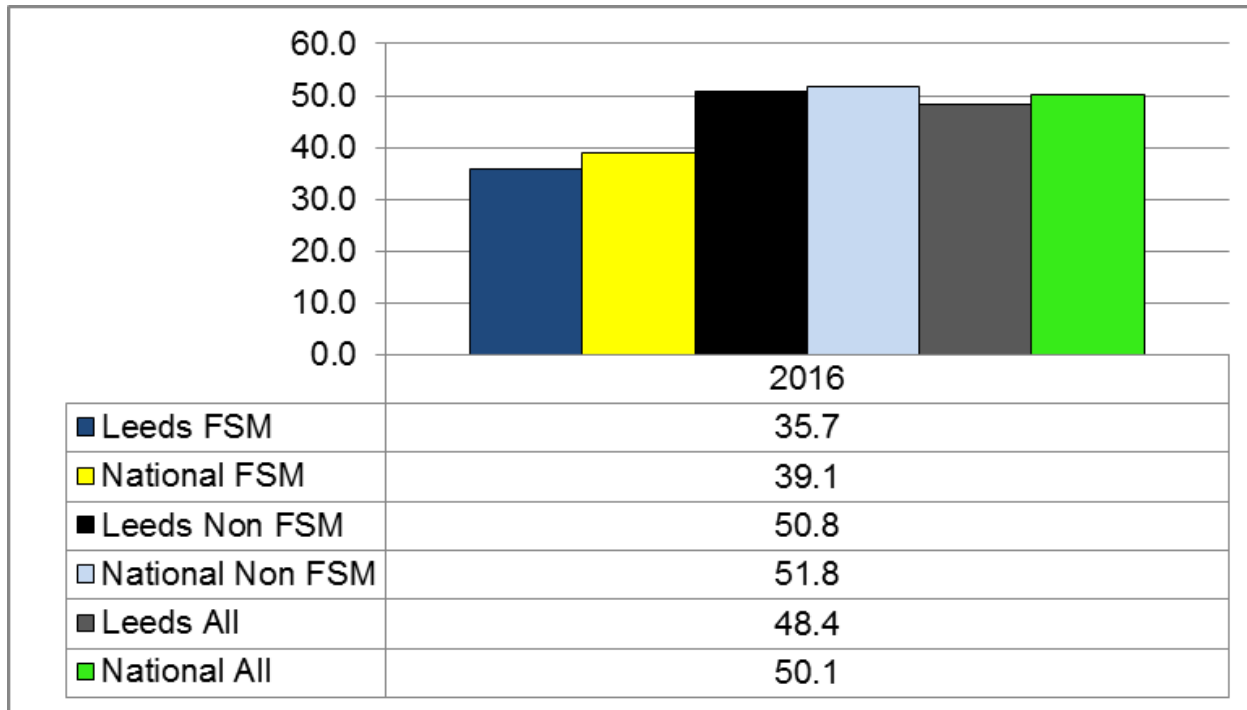


2015-16, Key Stage 4 - Learning Outcomes Dashboards - Pupil Groups

Dashboards	Changes Since Previous Version
Average Attainment 8 Score - FSM	New dashboard added
Average Attainment 8 Score - EAL	New dashboard added
Average Attainment 8 Score - SEN provision	New dashboard added
Average Attainment 8 Score - Ethnicity	New dashboard added
Average Attainment 8 Score - Gender	New dashboard added
Percentage of students achieving a good pass in English and in maths - FSM	New dashboard added
Percentage of students achieving a good pass in English and in maths - EAL	New dashboard added
Percentage of students achieving a good pass in English and in maths - SEN provision	New dashboard added
Percentage of students achieving a good pass in English and in maths - Ethnicity	New dashboard added
Percentage of students achieving a good pass in English and in maths - Gender	New dashboard added

Please note: A separate Dashboard has been produced for CLA

2015-16, Key Stage 4 - Average Attainment 8 Score - FSM



England Rank	Equal 129/148
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National Quartile Position	Change from last year
	N/A new measure

Key issues: in 2016 the average attainment 8 score for Leeds pupils is 35.7 points which is 3.4 points below the national average. The gap in performance between Leeds FSM and non FSM is 15.1 points and the national gap is 12.7 points.

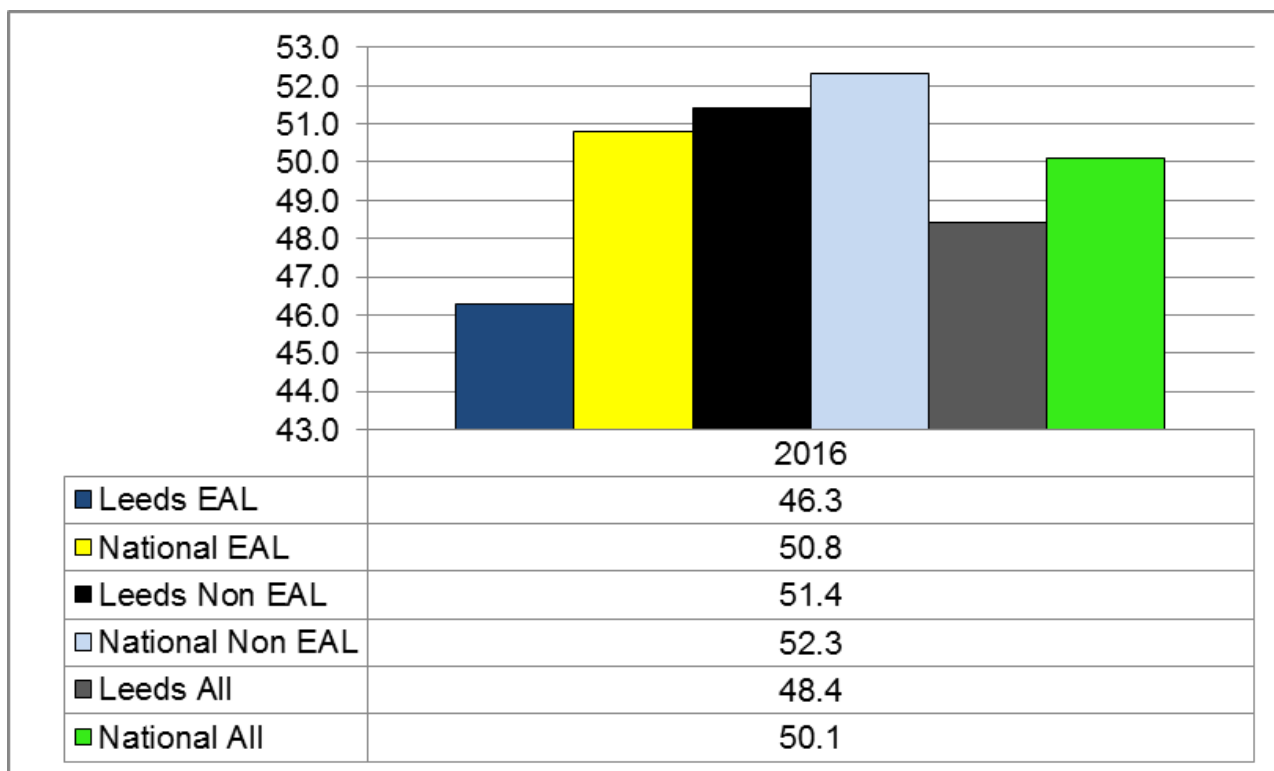
Data Status: Final

Data Source: DfE Statistical First Release SFR03/2017

Data Notes: Attainment 8 measures the achievement of a pupil across eight subjects including maths (double weighted), English (double weighted if the combined English qualification, or both language and literature are taken), three further qualifications that count in the English Baccalaureate and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.



2015-16, Key Stage 4 -Average Attainment 8 Score - English as an additional language (EAL)



England Rank	equal 139/149
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National Quartile Position	Change from last year
4th quartile	N/A new measure

Key issues: in 2016 the performance of Leeds pupils who are EAL is 4.5 below the national average. The gap in performance between Leeds EAL and non EAL is 5.1 and the national gap is 1.5.

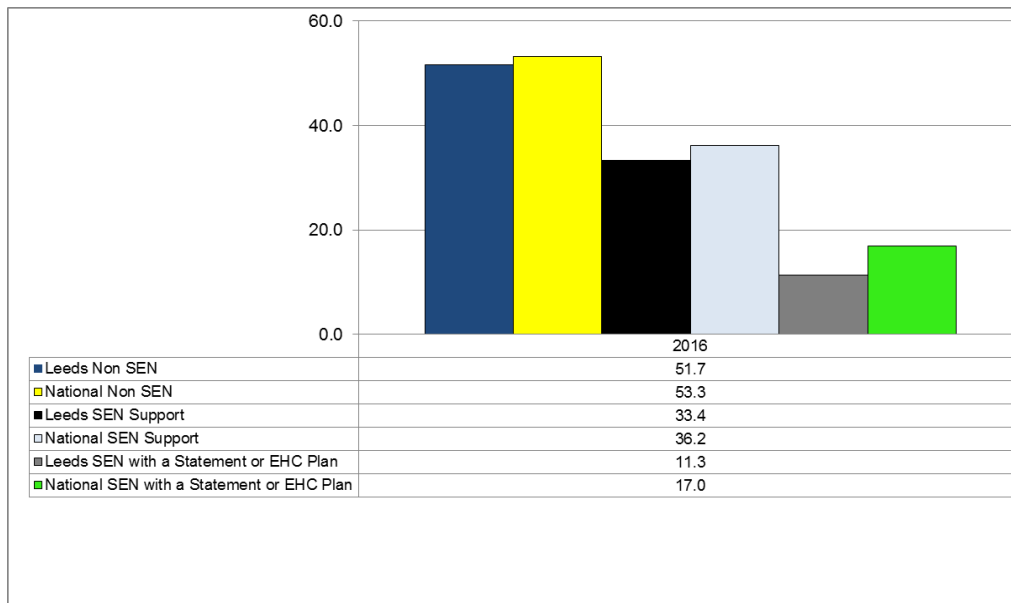
Data Status: Final

Data Source: DfE Statistical First Release SFR03/2017

Data Notes: Attainment 8 measures the achievement of a pupil across eight subjects including maths (double weighted), English (double weighted if the combined English qualification, or both language and literature are taken), three further qualifications that count in the English Baccalaureate and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.



2015-16, Key Stage 4 - Average Attainment 8 Score - SEN provision



	England Rank	National Quartile Position	Change from last year
Non SEN	Equal 110/151	3rd Quartile	N/A new measure
SEN Support	Equal 118/151	4th Quartile	N/A new measure
SEN with a Statement or EHC Plan	139/150	4th Quartile	N/A new measure

Key Issues: Pupils who are identified as having SEN in Leeds do not perform as well as SEN pupils nationally. In 2016 the Average Attainment 8 score for pupils in the SEN Support category was 33.4 which is 2.8 below the national average. Leeds pupils in the SEN with a Statement or EHC Plan category achieved an average score of 11.3 which is 5.7 below the national figure. The gap in performance between Leeds SEN with a Statement or EHC Plan and non SEN is 40.4 and the national gap is 36.3.

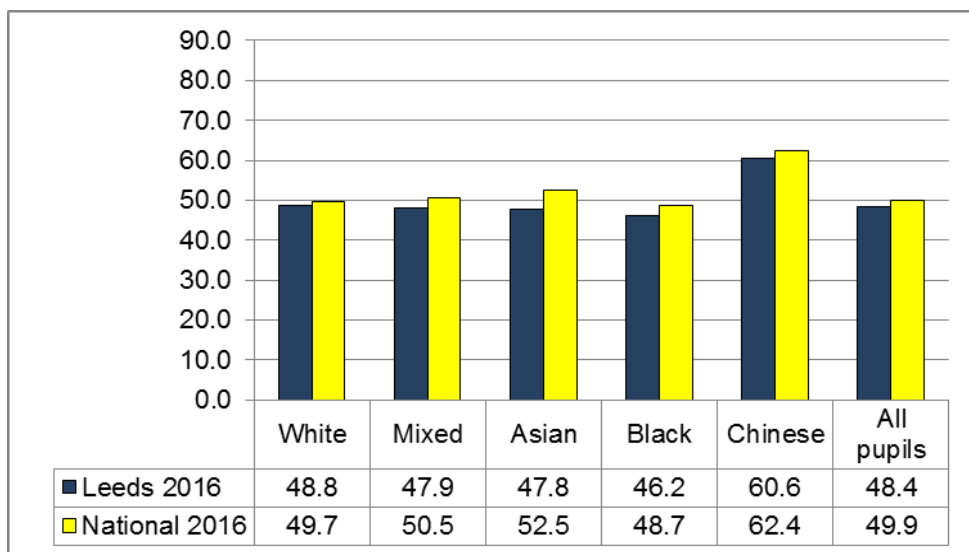
Data Status: Final

Data Source: DfE Statistical First Release SFR03/2017

Data Notes: Attainment 8 measures the achievement of a pupil across eight subjects including maths (double weighted), English (double weighted if the combined English qualification, or both language and literature are taken), three further qualifications that count in the English Baccalaureate and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.



2015-16, Key Stage 4 - Average Attainment 8 score per pupil - Ethnicity



	England Rank	National Quartile Position	Change from last year
White	Equal 97/151	2nd Quartile	N/A new measure
Mixed	124/150	4th Quartile	N/A new measure
Asian	141/148	4th Quartile	N/A new measure
Black	Equal 105/142	3rd Quartile	N/A new measure
Chinese	89/131	3rd Quartile	N/A new measure

Key Issues: Pupils in Leeds have not performed as well as pupils nationally across all ethnic groups. The biggest gap, of 4.7, between Leeds and the national average is amongst Asian pupils.

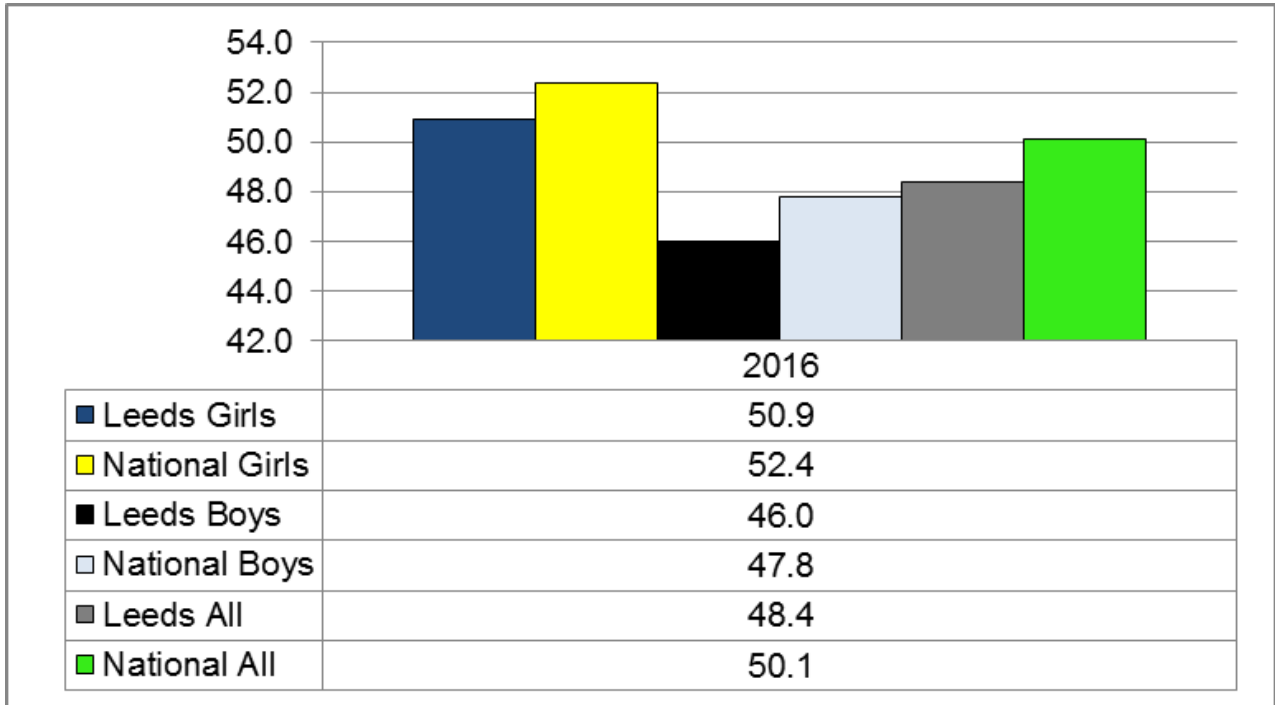
Data Status: Final

Data Source: DfE Statistical First Release SFR03/2017

Data Notes: Attainment 8 measures the achievement of a pupil across eight subjects including maths (double weighted), English (double weighted if the combined English qualification, or both language and literature are taken), three further qualifications that count in the English Baccalaureate and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.



2015-16, Key Stage 4 - Average Attainment 8 Score - Gender



England Rank - Boys Equal 115/151

National Quartile Position	Change from last year
4th quartile	N/A new measure

England Rank - Girls Equal 109/151

National Quartile Position	Change from last year
3rd quartile	N/A new measure

Key Issues: Girls in Leeds have out-performed Leeds boys by 4.9 points mirroring the national trend. The gap between Leeds girls and girls nationally is 1.5 and between Leeds boys and boys nationally is 1.8.

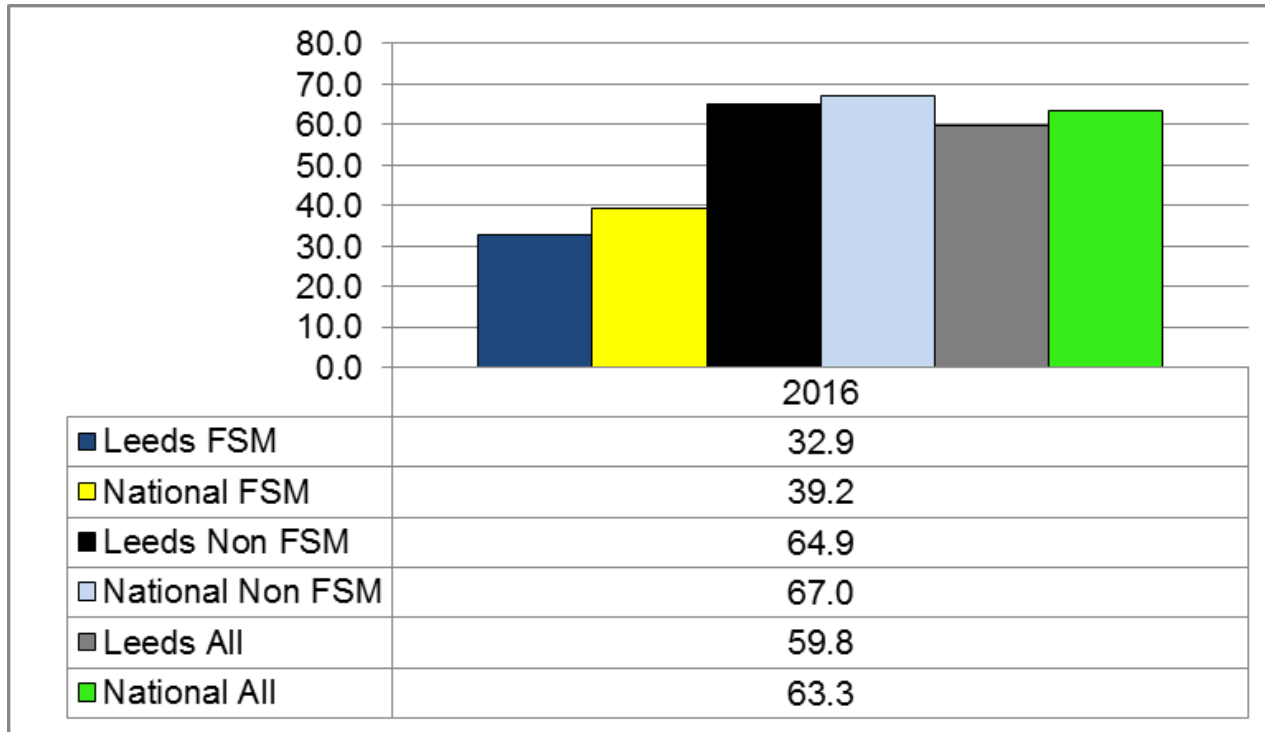
Data Status: Final

Data Source: DfE Statistical First Release SFR03/2017

Data note: Attainment 8 measures the achievement of a pupil across eight subjects including maths (double weighted), English (double weighted if the combined English qualification, or both language and literature are taken), three further qualifications that count in the English Baccalaureate and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.



2015-16, Key Stage 4 - Percentage of students achieving a good pass in English and in Maths - FSM



England Rank	equal 122/148
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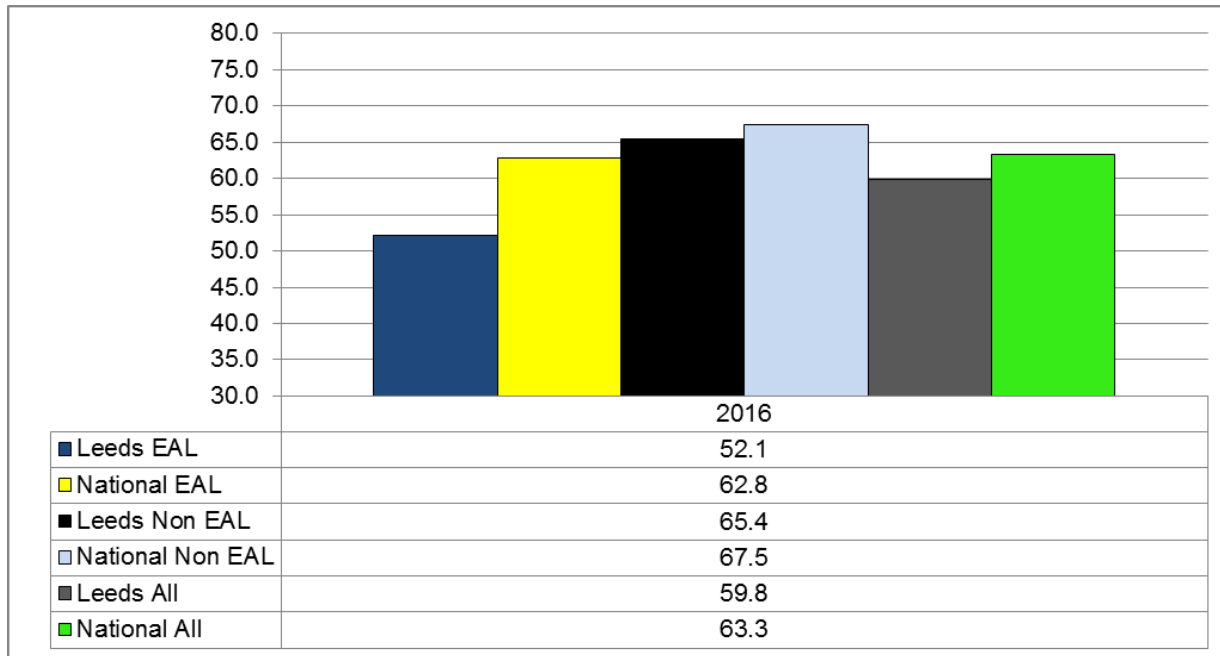
National Quartile Position	Change from last year
4th quartile	N/A new measure

Key issues: in 2016 the performance of Leeds pupils who are Eligible for free school meals is 6.3 percentage points below the national average. The gap in performance between Leeds FSM and non FSM is 32 percentage points compared to a national gap of 27.8 percentage points.

Data Status: Final
 Data Source: DfE Statistical First Release SFR03/2017
 Data Notes:



2015-16, Key Stage 4 - Percentage of students achieving a good pass in English and in Maths - English as an additional language (EAL)



England Rank	134/137
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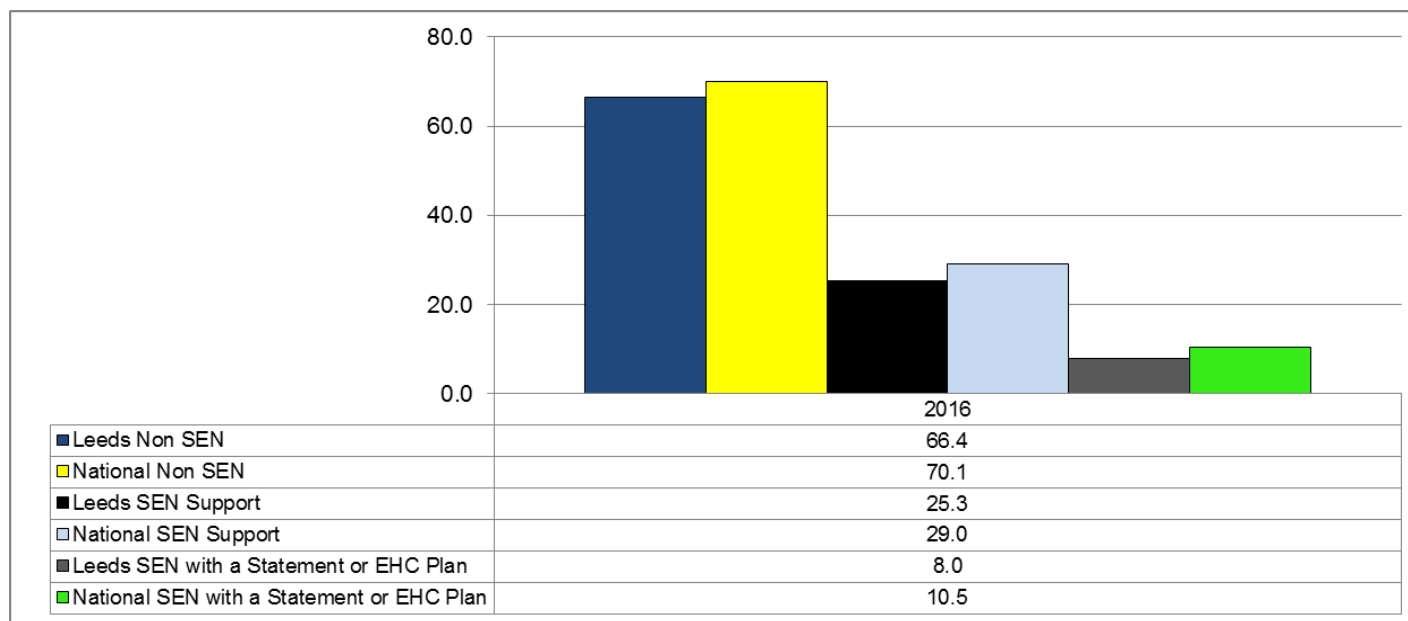
National Quartile Position	Change from last year
4th quartile	N/A new measure

Key issues: in 2016 the performance of Leeds pupils who are EAL is 10.7 percentage points below the national average. The gap in performance between Leeds EAL and non EAL is 13.3 percentage points compared to a national gap of 4.7 percentage points.

Data Status: Final
 Data Source: DfE Statistical First Release SFR03/2017
 Data Notes:



2015-16, Key Stage 4 - Percentage of students achieving a good pass in English and in Maths - SEN provision



	England Rank	National Quartile Position	Change from last year
Non SEN	116/149	4th Quartile	N/A new measure
SEN Support	59/82	3rd Quartile	N/A new measure
SEN with a Statement or EHC Plan	72/90	4th Quartile	N/A new measure

Key Issues: Pupils who are identified as having SEN in Leeds do not perform as well as SEN pupils nationally. In 2016, 25.3 percent of pupils in the SEN Support category achieved a good pass in English and in maths which is 3.7 percentage points below the national figure. Eight percent of Leeds pupils in the SEN with a Statement or EHC Plan category achieved a good pass which is 2.5 percentage points below the national average. The gap in performance between Leeds SEN with a Statement or EHC Plan and non SEN is 58.4 percentage points compared to a national gap of 59.6 percentage points.

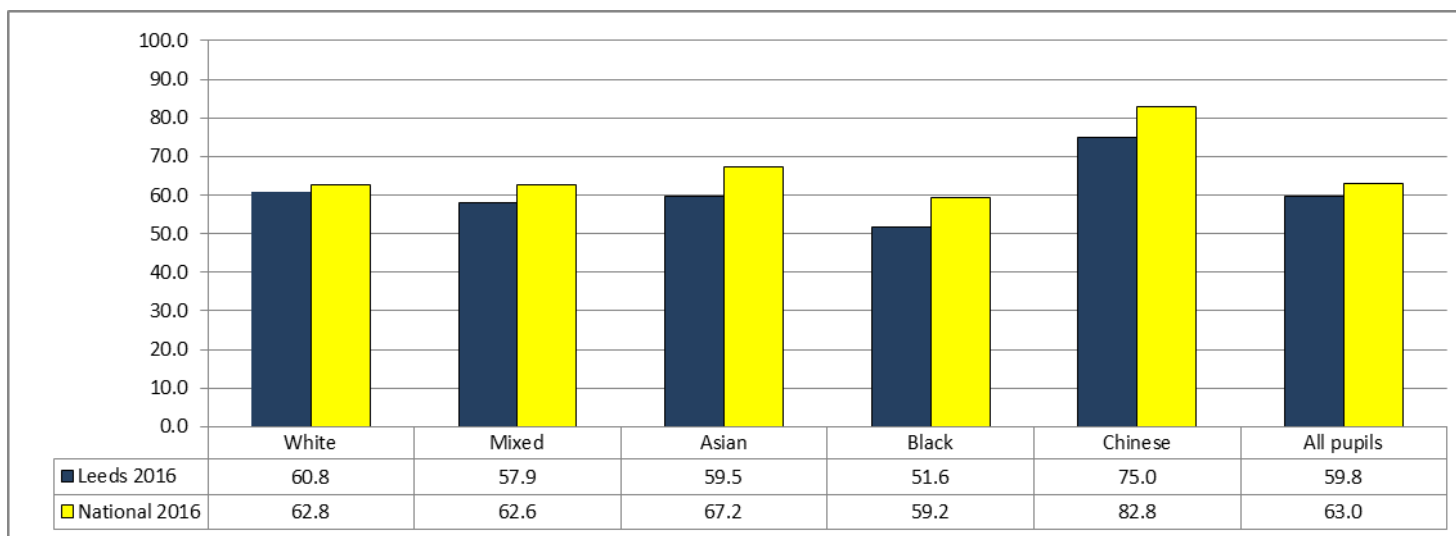
Data Status: Final

Data Source: DfE Statistical First Release SFR03/2017

Data Notes:



2015-16, Key Stage 4 - Percentage of students achieving a good pass in English and in Maths - Ethnicity



	England Rank	National Quartile Position	Change from last year
White	Equal 95/151	3rd Quartile	N/A new measure
Mixed	Equal 107/150	3rd Quartile	N/A new measure
Asian	123/139	4th Quartile	N/A new measure
Black	100/133	3rd Quartile	N/A new measure
Chinese	56/73	4th Quartile	N/A new measure

Key Issues: In 2016 pupils in Leeds have not performed as well as pupils nationally across all ethnic groups. The biggest gap, of 7.8 percentage points, between Leeds and the national average is amongst the Chinese pupils.

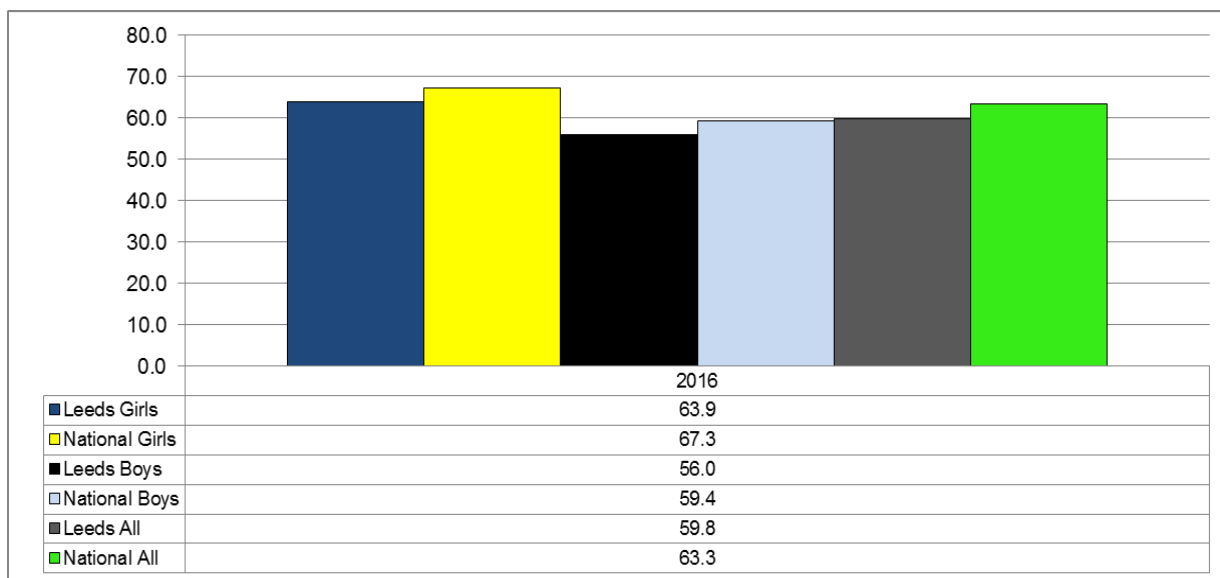
Data Status: Final

Data Source: DfE Statistical First Release SFR03/2015

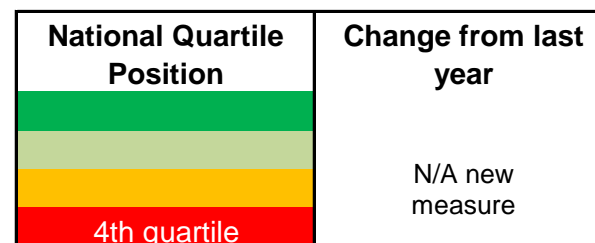
Data Notes:



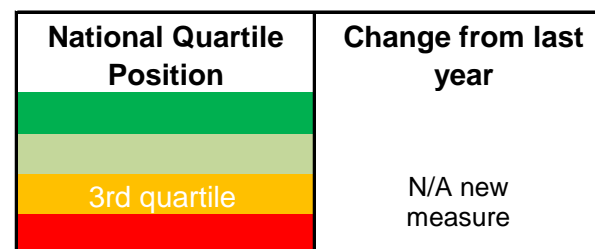
2015-16, Key Stage 4 - Percentage of students achieving a good pass in English and in Maths - Gender



England Rank Boys	Equal 110/151
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England Rank Girls	Equal 113/151
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Key Issues: Girls in Leeds have out-performed Leeds boys by 7.8 percentage points mirroring the national trend. The gap between Leeds girls and girls nationally is 3.4 percentage points and between Leeds boys and boys nationally is also 3.4 percentage points.

Data Status: Final
 Data Source: DfE Statistical First Release SFR03/2017
 Data Notes:



2015-16, Key Stage 5 - Learning Outcomes Dashboards

Dashboards	Changes Since Previous Version
Average point score per A level entry	Dashboard Updated
Average point score for a student's best three A levels	Dashboard Updated
Percentage of students achieving grades AAB or higher (in at least two facilitating subjects)	Dashboard Updated
Average point score per entry for Applied General students	Dashboard Updated

For additional information, please click below for the accompanying summary of the SFR release.

[Key Stage 5 summary](#)

Changes in assessment

A number of reforms to 2016 performance tables have had an impact on the way in which statistics in the SFR have been calculated:

- **Introduction of new performance measures**

For level 3 results, average attainment is now reported separately for students studying different types of qualifications (vocational attainment is no longer reported, instead attainment is reported separately for students studying applied general and tech level qualifications). Average point score (APS) per entry measures continue to be reported but per student measures have been removed, and a new measure has been included showing the average point score and grade for a student's best 3 A levels. This SFR provides new national tables reporting on English and maths progress for students without a good pass at key stage 4.

- **Changes to the vocational qualifications that can count**

The recommendations from the Wolf Review will take effect for the first time in the 2016 16-18 performance tables, and also in the calculation of the data underpinning the SFR.

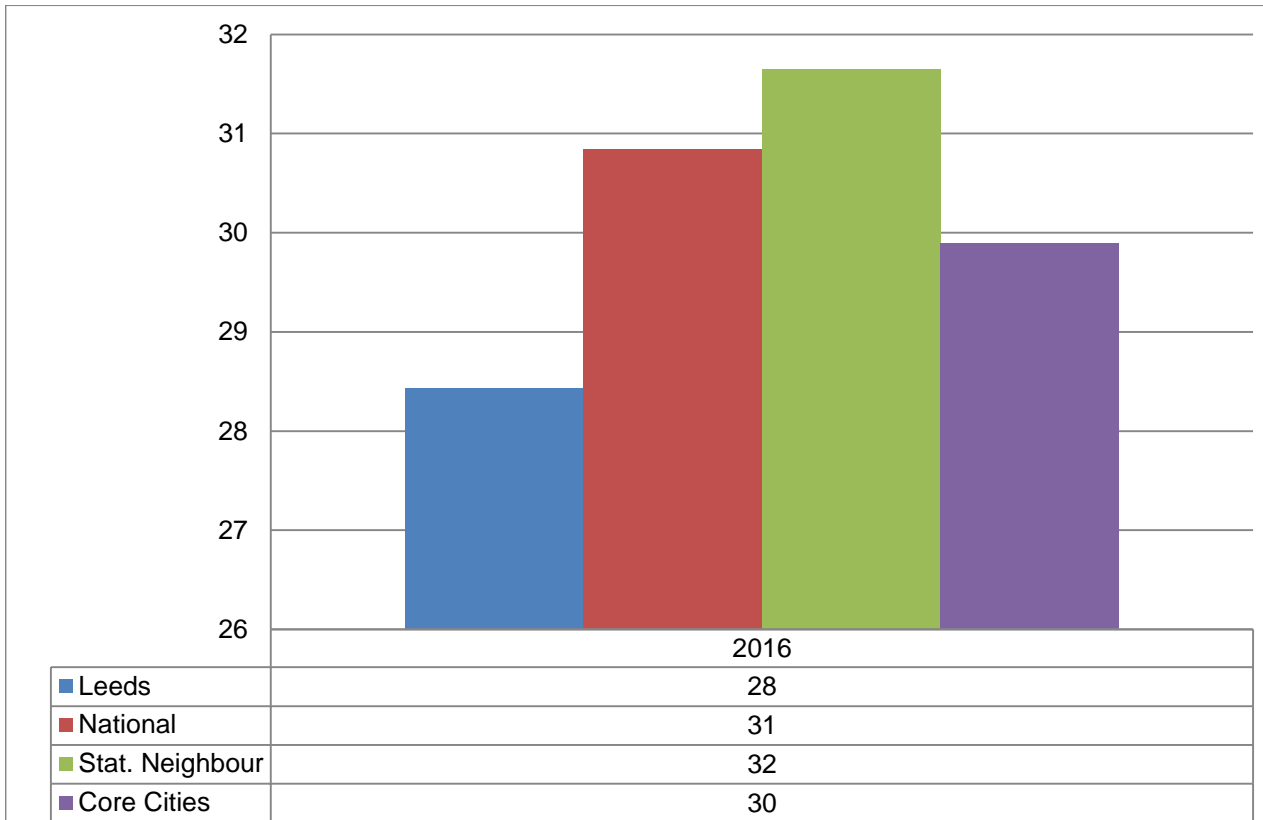
- **Changes to the points assigned to grades**

A new point score system will be used in the 2016 performance tables and the SFR. The new system reduces the size of the gap between a fail grade (0 points) and the lowest pass grade (previously much greater). This means that, considered in isolation of the other changes to the data, fail grades will not have as large a negative impact on average point scores.

- **New rules for how students are included in measures**

This year, in line with changes to performance tables, the department have lowered the threshold for inclusion to the size of half an A level (it was previously at least one qualification the size of an A level). This means students who are at the end of 16-18 study and have studied for only an AS level (or similar sized vocational qualification) will now be included. The additional average attainment measures for A level students now apply to a different subset of A level students. The AAB measure has changed since last year, and now only includes students that are on A level-only programmes, and students must have entered at least one A level, and not studied other substantial academic, applied or technical qualifications.

2015-16, Key Stage 5 - Average point score per A level entry



England Rank	115/150
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National Quartile Position	Change from last year
	Not applicable
4th quartile	

Key Issues: The average point score per A level entry in Leeds in 2016 was 28 points. This is below the national average by two percentage points, statistical neighbours by four percentage points and two below core cities.

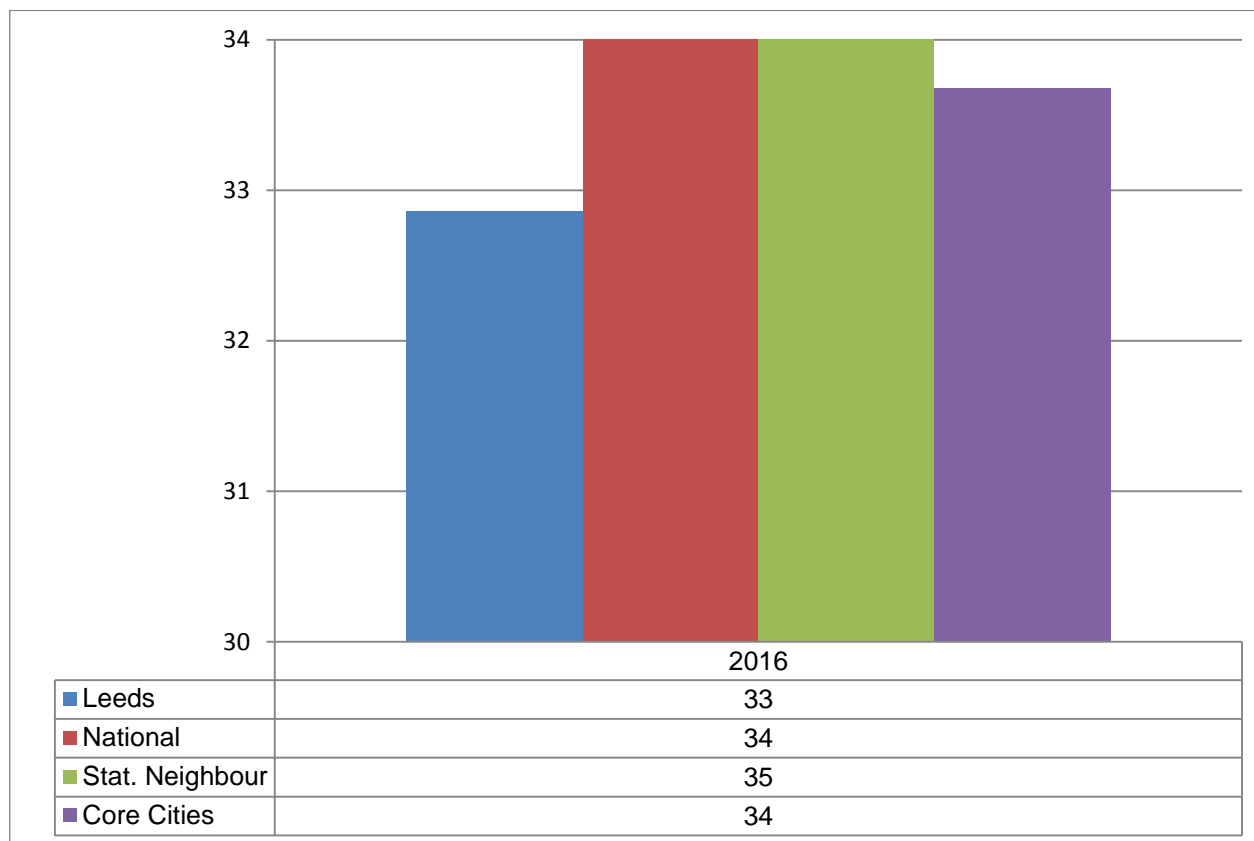
Data Status: Final

Data Source: Statistical First Release: SFR 05/2017

Data Notes: APS per entry includes students who have entered for at least 1 AS level qualification. Previously students had to have entered for at least one A level to be included. In addition, the measure is now based on the new performance point system.



2015-16 Key Stage 5 - Average point score for a student's best three A levels



England Rank	94/150
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National Quartile Position	Change from last year
3rd Quartile	Not applicable

Key Issues: The average point score for a student's best three A levels in Leeds was 33. This is almost in line with the national and core cities average of 34. However, Leeds' performance is behind that of statistical neighbours by two percentage points.

Data Status: Final

Data Source: Statistical First Release: SFR 05/2017

Data Notes: 'Best 3' measure, percentage achieving 3 A*-A and percentage achieving AAB or better: includes students taking A level-only programmes. We identify these students using the following criteria: (a) students need to have entered for one or more full size A levels (including A levels or applied levels, not including AS levels, applied AS levels, general studies or critical thinking) and (b) if students have entered for less than three full size A levels, then they are only included in the measure if they have not entered for other academic, applied general or tech level qualifications greater than the size of an A level.



2015-16, Percentage of students achieving grades AAB or higher (in at least two facilitating* subjects)



England Rank	Equal 70/150
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National Quartile Position	Change from last year
2nd Quartile	Not applicable

Key Issues: 14 per cent of students in Leeds achieved grades AAB or higher (in at least two facilitating subjects), this is below the national average by two percentage points. When compared to comparators, performance in Leeds is below statistical neighbours by four percentage points and below core cities by one.

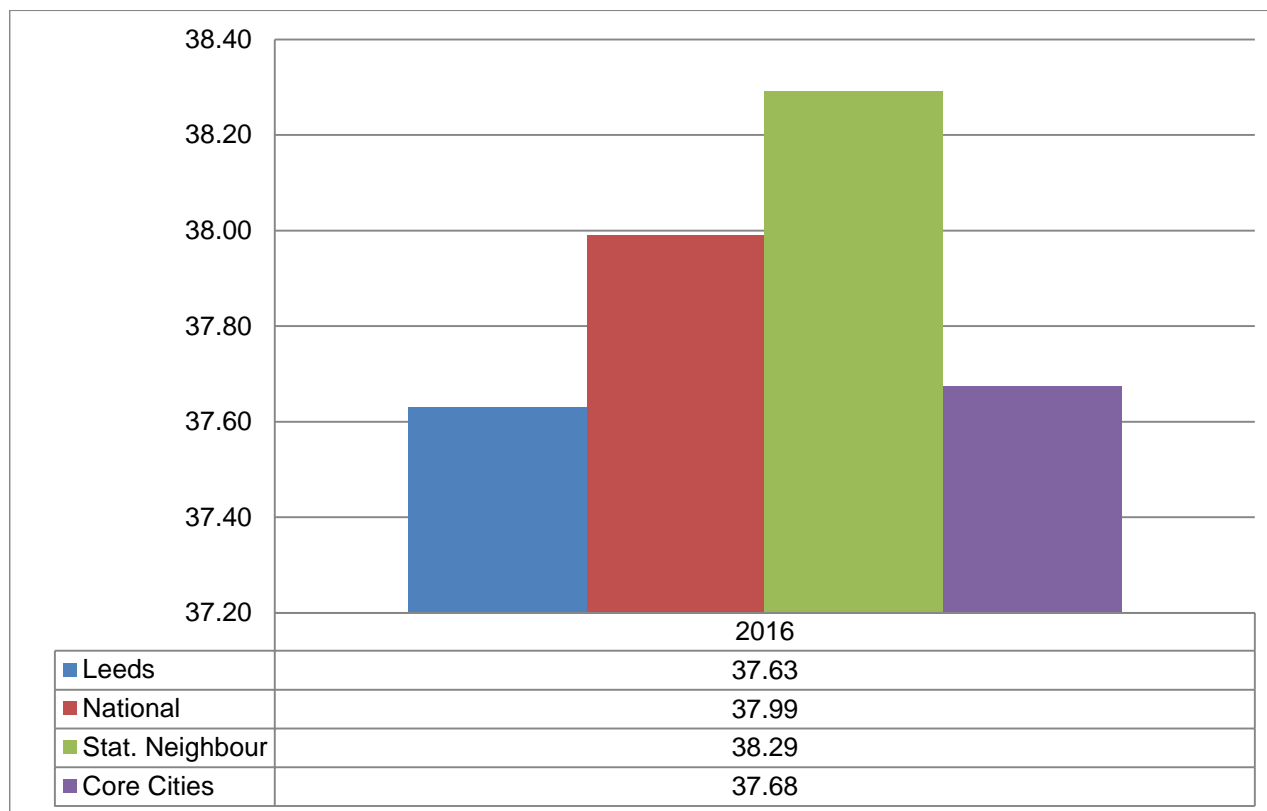
Data Status: Final

Data Source: Statistical First Release: SFR05/2017

Data Notes: * facilitating subjects -biology, chemistry, physics, mathematics, further mathematics, geography, history, English literature, modern and classical languages. Data used is for GCE A level and Level 3 results of all state-funded students aged 16 to 19.



2015-16, Key Stage 5 - Average point score per entry - Applied General



England Rank	71/147
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National Quartile Position	Change from last year
2nd Quartile	Not applicable

Key Issues: The Applied General average points score per entry for Leeds schools and colleges is slightly below the national and our comparators.

Data Status: Final

Data Source: Statistical First Release: SFR 05/2017

Data Notes: Applied general qualifications are rigorous advanced (level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students that want to continue their education through applied learning. Applied general qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at level 3 such as A levels. Higher education institutions, such as universities, have pledged support for all approved applied general qualifications listed.



2015-16, Key Stage 5 - Learning Outcomes Dashboards

Dashboards	Changes Since Previous Version
Average point score per A level entry	typos corrected
Average point score for a student's best three A levels	typos corrected
Percentage of students achieving grades AAB or higher (in at least two facilitating subjects)	typos corrected
Average point score per entry for Applied General students	No changes

For additional information, please click below for the accompanying summary of the SFR release.

[Key Stage 5 summary](#)

Changes in assessment

A number of reforms to 2016 performance tables have had an impact on the way in which statistics in the SFR have been calculated:

- **Introduction of new performance measures**

For level 3 results, average attainment is now reported separately for students studying different types of qualifications (vocational attainment is no longer reported, instead attainment is reported separately for students studying applied general and tech level qualifications). Average point score (APS) per entry measures continue to be reported but per student measures have been removed, and a new measure has been included showing the average point score and grade for a student's best 3 A levels. This SFR provides new national tables reporting on English and maths progress for students without a good pass at key stage 4.

- **Changes to the vocational qualifications that can count**

The recommendations from the Wolf Review will take effect for the first time in the 2016 16-18 performance tables, and also in the calculation of the data underpinning the SFR.

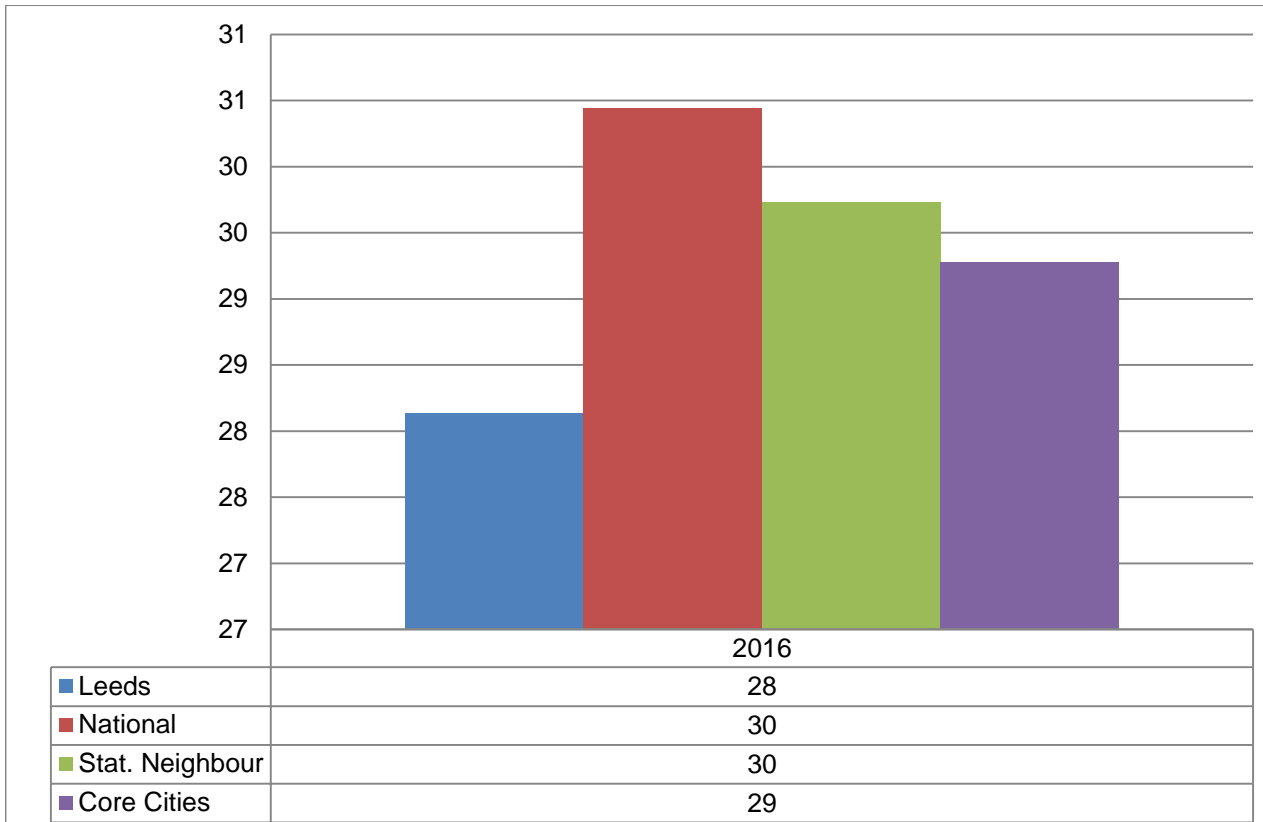
- **Changes to the points assigned to grades**

A new point score system will be used in the 2016 performance tables and the SFR. The new system reduces the size of the gap between a fail grade (0 points) and the lowest pass grade (previously much greater). This means that, considered in isolation of the other changes to the data, fail grades will not have as large a negative impact on average point scores.

- **New rules for how students are included in measures**

This year, in line with changes to performance tables, the department have lowered the threshold for inclusion to the size of half an A level (it was previously at least one qualification the size of an A level). This means students who are at the end of 16-18 study and have studied for only an AS level (or similar sized vocational qualification) will now be included. The additional average attainment measures for A level students now apply to a different subset of A level students. The AAB measure has changed since last year, and now only includes students that are on A level-only programmes, and students must have entered at least one A level, and not studied other substantial academic, applied or technical qualifications.

2015-16, Key Stage 5 - Average point score per A level entry



England Rank	112/150
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National Quartile Position	Change from last year
3rd Quartile	Not applicable

Key Issues: The average point score per A level entry in Leeds in 2016 was 28 points. This is below the national and statistical neighbour average by two percentage points, and below the core cities average by one percentage point.

Data Status: Final

Data Source: Statistical First Release: SFR 05/2017

Data Notes: APS per entry includes students who have entered for at least 1 AS level qualification. Previously students had to have entered for at least one A level to be included. In addition, the measure is now based on the new performance point system.



2015-16 Key Stage 5 - Average point score for a student's best three A levels



England Rank	Equal 113/150
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National Quartile Position	Change from last year
	Not applicable
4th Quartile	

Key Issues: The average point score for a student's best three A levels in Leeds was 32. This is below the national by two points, but above the statistical neighbour and core cities average by one percentage point.

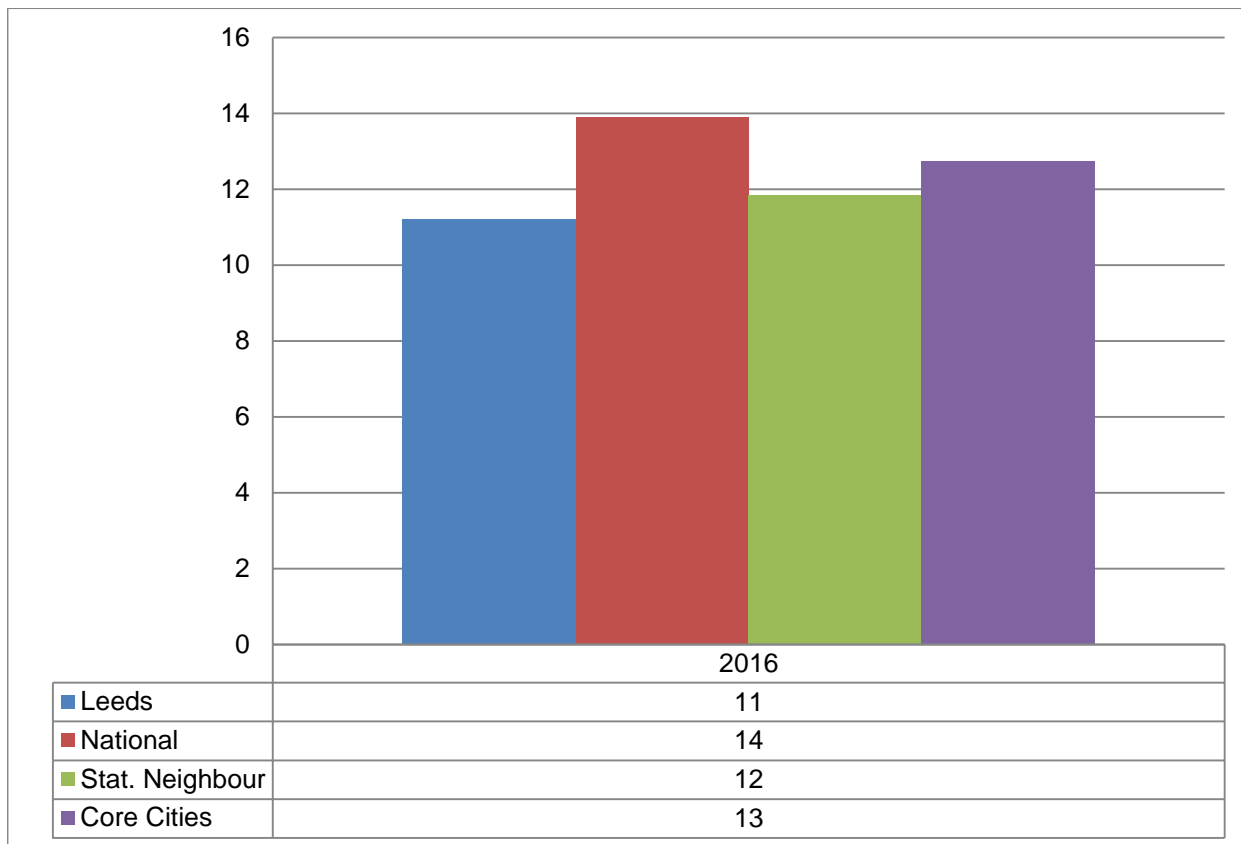
Data Status: Final

Data Source: Statistical First Release: SFR 05/2017

Data Notes: 'Best 3' measure, percentage achieving 3 A*-A and percentage achieving AAB or better: includes students taking A level-only programmes. We identify these students using the following criteria: (a) students need to have entered for one or more full size A levels (including A levels or applied levels, not including AS levels, applied AS levels, general studies or critical thinking) and (b) if students have entered for less than three full size A levels, then they are only included in the measure if they have not entered for other academic, applied general or tech level qualifications greater than the size of an A level.



2015-16, Percentage of students achieving grades AAB or higher (in at least two facilitating* subjects)



England Rank	Equal 88/150
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National Quartile Position	Change from last year
2nd Quartile	Not applicable

Key Issues: 11 per cent of students in Leeds achieved grades AAB or higher (in at least two facilitating subjects), this is below the national average by two percentage points. When compared to comparators, performance in Leeds is below statistical neighbours by one percentage point and below core cities by two.

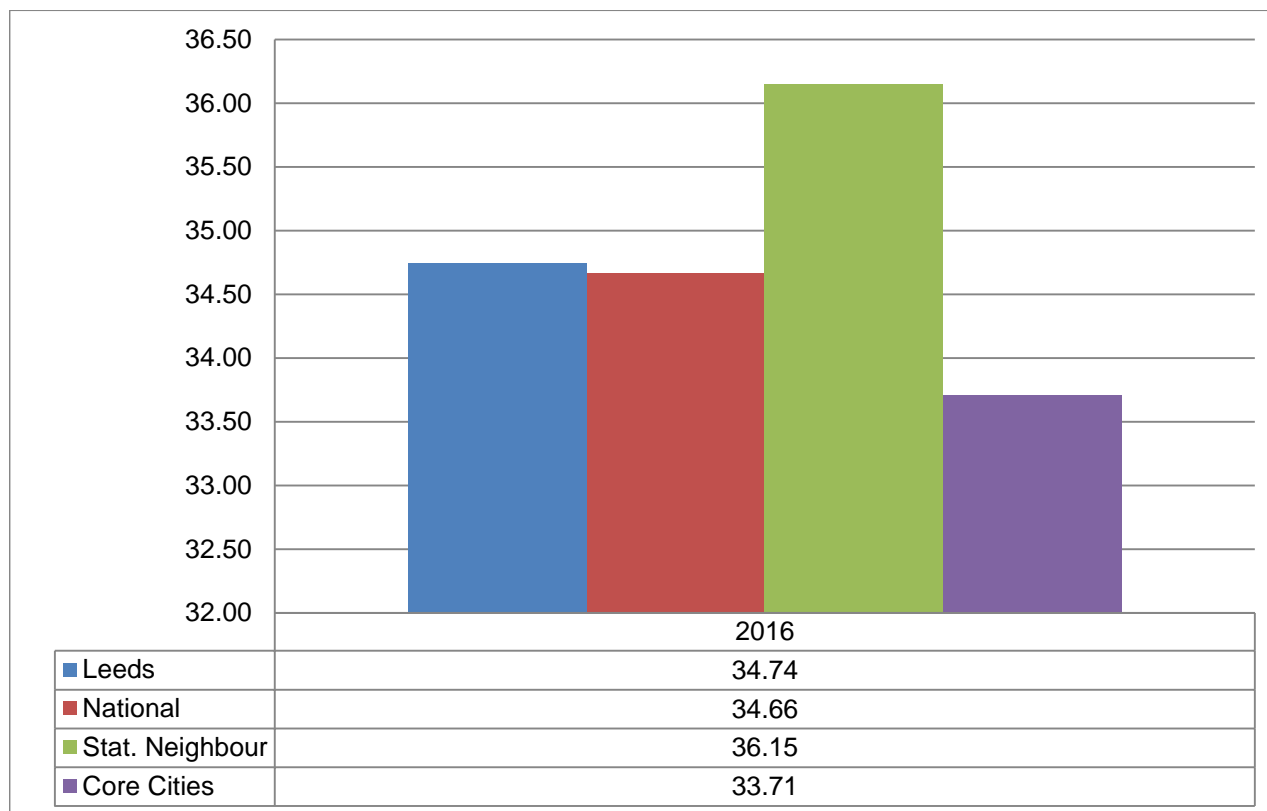
Data Status: Final

Data Source: Statistical First Release: SFR05/2017

Data Notes: * facilitating subjects -biology, chemistry, physics, mathematics, further mathematics, geography, history, English literature, modern and classical languages. Data used is for GCE A level and Level 3 results of all state-funded students aged 16 to 19.



2015-16, Key Stage 5 - Average point score per entry - Applied General



England Rank	72/150
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National Quartile Position	Change from last year
2nd Quartile	Not applicable

Key Issues: The Applied General average points score per entry for Leeds schools and colleges is higher than the national and core cities but below that of statistical neighbours.

Data Status: Final

Data Source: Statistical First Release: SFR 05/2017

Data Notes: Applied general qualifications are rigorous advanced (level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students that want to continue their education through applied learning. Applied general qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at level 3 such as A levels. Higher education institutions, such as universities, have pledged support for all approved applied general qualifications listed.

