
REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 8 February 2008

SUBJECT: Annual Standards Report – Secondary

EXECUTIVE SUMMARY

1.0 PURPOSE OF THE REPORT

- 1.1 This paper sets out the achievement of young people and schools in Leeds and considers the effectiveness of the strategies for improvement that have been employed.

2.0 BACKGROUND INFORMATION

- 2.1 Information about standards and progress is taken from national test results at Key Stage 3, GCSE and vocational examinations at Key Stage 4. Additional analysis has been carried out by the Performance Management Information Team. Information about the progress of schools causing concern has been compiled by school improvement advisers in collaboration with school improvement partners and officers from other Education Leeds services.

3.0 MAIN FINDINGS

- 3.1 Overall standards are rising in Leeds secondary schools at all key stages. At Key Stage 3, the gap to the national figures has closed over the past three years. The progress that pupils make from Key Stage 2 is considerably improved.
- 3.2 At Key Stage 4 there were substantial increases from several schools in the headline 5A*-C figure and an overall improvement of nearly 4%. Progress from Key Stage 2 has improved; Leeds is above the lower quartile for the first time for progress to 5A*-C grades. Recent contextual value added (CVA) figures show that progress between Key Stage 3 and 4 is now in line with national expectations.
- 3.3 The new emphasis in performance targets on progress in English and mathematics highlights the importance of planning for continued improvement in these essential skills. The achievement of lower attainers continues to be a priority and schools are planning for a significant improvement in A*-G grades and overall points scores.

3.4 In Ofsted inspections 39% of schools have been judged good or outstanding. Currently only two mainstream schools are judged inadequate, which is a lower proportion than the national figure. Recently there have been some very successful inspections with one school judged outstanding, two schools which had required significant improvement judged good overall or in several aspects, and two schools with previous weaker performance judged to be satisfactory.

3.5 Education Leeds School Improvement Policy has provided effective support. Schools in extended partnerships made good progress. The three schools with an Ofsted notice to improve in 2007 achieved increases in 5A*-C of 18%. All the schools monitored by Ofsted were judged to be making at least satisfactory progress.

4.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

4.1 Members should note the progress that has been made in recent years, but also be aware of areas of underachievement and new achievement measures that require a different response from schools. The coordination and combination of efforts from across the service areas of Education Leeds and Children Leeds will be necessary to improve outcomes for underachieving groups and to close the gap between the most and the least successful.

5.0 CONCLUSION

5.1 The School Improvement Policy, and a variety of partnerships and initiatives, have been successful in raising achievement in Leeds. Current developments will maintain the momentum for Leeds to keep pace with national improvements.

6.0 RECOMMENDATIONS

6.1 Members are asked to note:

- the good progress that has been made in recent years;
- the improvement in value added indicators particularly for progress between Key Stages 2-3 and Key Stages 3-4;
- the new floor targets at Key Stage 3 and 4 which focus on achievement in English and mathematics and require new strategies from schools to ensure that pupils achieve;
- the coordination and combination of efforts from across the service areas of Education Leeds and Children Leeds that will be necessary to improve outcomes for underachieving groups and to close the gap between the most and the least successful.