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## REPORT TO THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD: 8<sup>th</sup> February 2008**

**SUBJECT: Annual Standards Report - Primary**

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### EXECUTIVE SUMMARY

#### 1.0 PURPOSE OF THE REPORT

- 1.1 The report provides an overview of the performance of primary schools at the end of 2006-7 as demonstrated through statutory national testing, Ofsted inspections and the Education Leeds emerging concerns protocols. It also outlines the action taken by Education Leeds to fulfil its responsibilities to the Board and schools.
- 1.2 This report also summarises some of the current key challenges and priorities for primary schools.
- 1.3 The public interest in maintaining the exemption of Appendix 2 on this subject outweighs the public interest in disclosing information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned. This would be adversely affected by disclosure of the information.

#### 2.0 SUMMARY

2.1 Progress made over the last year can be summarised as follows:

- The increasing accuracy of assessment at Foundation Stage has resulted in an increase in the number of children achieving a good level of overall achievement, i.e. 78 points across all strands and at least 6 points in Communication Language and Literacy and Personal and Social and Emotional Development.
- Performance at Level 4+ at the end of Key Stage 2 has improved slightly in all subjects. In English, schools performed above target. The number of schools performing below the floor target of 65% has reduced dramatically in English and mathematics.
- The performance of children in public care rose, following a drop in 2006.
- The performance of FSM eligible pupils improved in 2007 in all three subjects, reversing the decline in 2005 and 2006.

- The performance of pupils on the SEN register improved in all three subjects
- Overall standards for BME groups remained broadly static, locally and nationally for the last three years. Outcomes for some BME groups have improved over this period; most significantly the percentage of Black Caribbean heritage pupils achieving the expected level has improved by 8% points and is now above average.
- Schools supported by improvement programmes such as BCAP and ISP made significant gains over other schools .
- In this academic year there were no permanent exclusions and the rate of fixed term exclusions continued to fall and is now just over half of the national rate.
- Attendance in Leeds primary schools is now at its highest level since systematic recording began in 1996-97.
- Leeds has less than the national average of schools judged by Ofsted to be unsatisfactory.
- Leeds has been commended by the National Strategies as having good practice in relation to the implementation of the school improvement partner programme.
- Leeds' assessment processes have been commended nationally for their rigour, systems and moderation processes.

There remain many challenges, particularly in relation to:

- the achievement of BME groups and for many children in Key Stage 1;
- mathematics at Key Stage 2;
- the significant numbers of schools still performing below floor target;
- support for schools vulnerable to unfavourable Ofsted inspections.

### **3.0 KEY ISSUES**

#### **3.1 STANDARDS AND ACHIEVEMENT**

##### **Foundation Stage**

- 3.1.1 This year has seen a change in the trend seen for the last three years at the Foundation Stage. Rather than outcomes continuing to decline, there has been an increase in the average of the percentages of pupils achieving 6 or more points across all areas of learning. This is a significant change. The improvement in outcomes in Leeds has been reflected to a lesser extent nationally; where results have also risen, but only by 0.5 percentage points compared to 2 percentage points in Leeds.

##### **Key Stage 1**

- 3.1.2 Key Stage 1 results have shown a drop in 2007 in all subjects. The largest fall was in writing, where 3% fewer pupils achieved a Level 2 or better than in 2006. There was also a 2% drop in science. Reading and mathematics both fell 1% compared to results in 2006. Attainment is 2% below national for reading, 3% for writing and mathematics and 4% below for science. In relation to Level 3 standards,

performance in Leeds dropped significantly for a second successive year. Reading dropped 4% following a 3% fall the previous year. Writing fell 3%, repeating the drop of the previous year. Performance in mathematics fell 2% following a reduction of 3% in 2006, and science fell 1%, after a 4% fall previously.

- 3.1.3 Guidance regarding the awarding of a Level 3 has been changed in recent times and disseminated heavily across schools and this will have had an impact in this year's figures again. Issues relating to high mobility and changing demographics could also be impacting negatively on performance at this key stage.
- 3.1.4 Results for most BME groups have also been fairly static, with the exception of Pakistani heritage pupils, pupils from Other White backgrounds and Other Ethnic backgrounds; these groups have also seen a decline in outcomes. Other groups which remain well below the Leeds average level of attainment include Black African, Other Black and Gypsy/Roma and traveller heritage cohorts.
- 3.1.5 Although standards at the end of Key Stage 1 appear to be in decline, this is due in part to the new assessment regime which since 2005 has required teachers to assess and moderate performance within and across schools. There is no national testing at the end of Key Stage 1. Additional factors affecting performance are increased mobility, and demographical changes.

## **Key Stage 2**

- 3.1.6 Performance at Key Stage 2 shows a slight improvement on previous years at Level 4+. Statistical neighbour authorities and national averages have also improved in the same time period, and Statistical Neighbours are above Leeds performance in mathematics and science. In terms of Level 5+, performance in mathematics fell in Leeds and for Statistical Neighbours, English performance was maintained and science performance improved marginally.
- 3.1.7 Following regular drops in the number and percentage of schools below Key Stage 2 floor targets, there has been a fall in 2007, after an increase in 2006. The change in floor target definition to include both English and mathematics performance together shows that almost three in ten Leeds schools are below the floor target, but there have been significant falls since 2005.
- 3.1.8 The performance of FSM eligible pupils improved in 2007 in all three subjects, reversing the decline seen in 2005 and 2006. The increase is greater for these groups than the overall average due to the performance of pupils whose eligibility is 'Unknown', whose performance has fallen in 2007.
- 3.1.9 Outcomes for some BME groups have improved over this period; most significantly the percentage of Black Caribbean heritage pupils achieving the expected level has improved by 8 percentage points and is now above average. However, the outcomes for Kashmiri and Pakistani heritage pupils have fallen and are now well below average. Pupils from Other Ethnic backgrounds as well as GRT heritage pupils also have significantly lower than average attainment. Differentials in attainment for BME groups in Leeds are generally in line with the national picture of differing outcomes for BME groups.
- 3.1.10 Schools in the Intensifying Support programme (ISP) in 2006-07 made 7-8% improvement at Level 4+ in English and mathematics. There are 36 schools in ISP in 2007-08 plus an additional school involved as part of a federation and five

schools engaged in an exit programme with partnership leader support.

## 3.2 TARGET SETTING

3.2.1 Following an improvement in the data provided to schools to support the target setting process, the gaps to the aggregate of targets set by schools has closed significantly. In English, schools performed above target and closed the gap to FFT 'D' estimates, whilst in mathematics performance was 3% below aggregate, down from 10% in 2006.

## 3.3 OFSTED INSPECTIONS

3.3.1 Eighty-seven primary schools have been inspected since January 2007. 11.5 % were judged as outstanding, 50.6% as good, 34.5% as satisfactory and 2.3% unsatisfactory. No schools were judged to require special measures or a notice to improve during the autumn term. Leadership was judged as outstanding in 15%, good in 60%, and satisfactory in 25%. This compares to a national picture of 13% outstanding, 48% as good, 34% as satisfactory and 5% unsatisfactory.

	outstanding	good	satisfactory	unsatisfactory
Leeds	11.5%	50.6%	34.4%	2.3%
National	13%	48%	34%	5%

## 3.4 SCHOOLS CAUSING CONCERN

3.4.1 There are three schools in an Ofsted category (Bracken Edge with a notice to improve and Grimes Dyke and Austhorpe judged to require special measures). All of these schools have been visited by HMI in the autumn term and were judged to be making good progress. These schools are supported through an extended partnership. Miles Hill which also required special measures has now closed. No schools went into an Ofsted category in the autumn term.

3.4.2 There are six schools causing concern supported by an extended partnership (Brodetsky, Chapel Allerton, Hugh Gaitskell, Micklefield, Morley St Francis, and Quarry Mount). There are a further six schools who have recently moved onto an exit strategy and are now in a focused partnership (Bramham, Holy Rosary, Little London, Seacroft Grange and Woodlands). Hollybush is no longer in an Ofsted category but will remain in an extended partnership until improvements have been consolidated.

## 3.5 SCHOOL LEADERSHIP

3.5.1 In September, 20 schools began the school year with new headteachers. Many of these were new to headship while some were filled by experienced headteachers seeking larger schools or different challenges. Many posts were advertised more than once before a shortlist could be secured.

## 4.0 IMPROVEMENT STRATEGIES

### 4.1 SCHOOL LEADERSHIP

4.1.1 An induction programme, consisting of a residential conference and half termly

networks and seminars, runs throughout the year. The focus for these sessions is based on a needs analysis of the new headteachers.

- 4.1.2 To improve the quality and quantity of headteacher applicants, a 'Trainee urban headteacher' programme is being piloted. This involves aspiring headteachers being placed, one day a week for the school year, in an urban school in which there is an outstanding leader.
- 4.1.3 There are seven schools identified by the DCSF as 'hard to shift', i.e. consistently performing below floor target in English and mathematics. An ex HMI has been appointed by Education Leeds to consider the effectiveness of each of these schools and their capacity to improve.
- 4.1.4 As part of The Leeds Challenge (TLC), schools are being offered the opportunity to take part in a Leeds collaborative for the NCSL programme, Leading from the Middle. This is being offered to schools that do not have the capacity to coach their participating middle leaders themselves. The Leeds Challenge also provides termly meetings for headteachers and leadership teams to address developments in the Intensifying Support Programme.
- 4.1.5 Termly seminars are held for all primary headteachers. All headteachers come together to receive briefings on key issues, to share good practice and to network between families.

#### 4.2 **STAFFING (Newly Qualified and Advanced Skills Teachers )**

- 4.2.1 Teachers are supported in their role through an induction programme for Newly Qualified Teachers (NQTs). Training is also provided for their induction tutor. At a recent meeting of the Headteacher Forum it was agreed that a service level agreement would be established to support this work.
- 4.2.2 A team of approximately 40 Advanced Skills Teachers (ASTs) are employed to provide inreach and outreach work in schools particularly those experiencing difficulties.

#### 4.3 **EARLY YEARS FOUNDATION STAGE**

- 4.3.1 Education Leeds now has the duty to host the Early Years Foundation Stage (EYFS) Outcomes. This is led by the Early Years Outcomes Duty (EYOD) board consisting of strategic leaders from Education Leeds and Leeds City Council Early Years Service. This board leads the work of the EYOD strategic group which represents city wide stakeholders working in EYFS.
- 4.3.2 To ensure Education Leeds has the capacity to develop this work further, a joint appointment (i.e. Education Leeds and Leeds City Council) is being made to establish an operational leader.

#### 4.4 **SCHOOL IMPROVEMENT PARTNERS AND SCHOOL IMPROVEMENT ADVISERS**

- 4.4.1 School improvement partners (SIPs) have been introduced into primary schools since April 2007 following the New Relationship with Schools legislation. All SIPs are nationally accredited. SIPs have been deployed across the city with each school receiving five days support.

4.4.2 A key addition to the role has been the adviser to the governing body for headteachers' performance management. Early evaluations from headteachers are extremely positive about all aspects of the role.

#### 4.5 **NATIONAL STRATEGIES**

4.5.1 The primary national strategy provides funding for a range of programmes aimed at improving leadership and raising standards. These programmes are aligned with the school's needs and provide a bespoke package of support. There is a significant body of evidence to demonstrate improved outcomes for children through improvements in the quality of teaching and leadership.

#### 4.6 **THE LEEDS CHALLENGE**

4.6.1 The Leeds Challenge has been established as a way of providing a coherent approach to school improvement in some of the most challenging schools. Schools in this category often find themselves subject to initiative overload and yet still feel they are not able to access the support they need in the way they want it, and at the time they need it. The Leeds Challenge attempts to bring coherence to the support offered by ensuring that teams engage with each other prior to engaging with schools. There are 40 schools in The Leeds Challenge including most of the schools causing concern.

### 5.0 **RECOMMENDATIONS**

5.1 Members are asked to:

- note the progress that has been made in recent years;
- note the key issues and challenges that are currently being addressed.

**REPORT TO THE CHIEF EXECUTIVE OF EDUCATION LEEDS**

**EXECUTIVE BOARD: 8<sup>th</sup> February 2008**

**SUBJECT: Annual Standards Report - Primary**

**Electoral wards Affected:ALL**

**Specific Implications For:**

Ethnic Minorities

Women

Disabled People

Narrowing the Gap

Eligible for Call-in

Not Eligible for Call-in

**1.0 PURPOSE OF THE REPORT**

- 1.1 The report provides an overview of the performance of primary schools at the end of 2006-7 as demonstrated through statutory national testing. It also outlines the action taken by Education Leeds to fulfil its responsibilities to the Board and schools. Evidence is drawn from national and local performance data, monitoring activities undertaken by school improvement advisers and Ofsted reports on schools inspected since June 2007.
- 1.2 This report also summarises some of the current key challenges and priorities for primary schools.

**2.0 BACKGROUND INFORMATION**

- 2.1 The terminology 'schools causing concern' refers to those schools that have been identified by Ofsted as being subject to special measures or as requiring significant improvement and given a notice to improve. In addition schools are also identified by Education Leeds (School Improvement Policy 2006) as needing immediate intervention and support due to them being a cause for concern which if not addressed would result in them being placed in an Ofsted category. Schools may also be a cause for concern due to temporary or short term circumstances that leave them vulnerable.

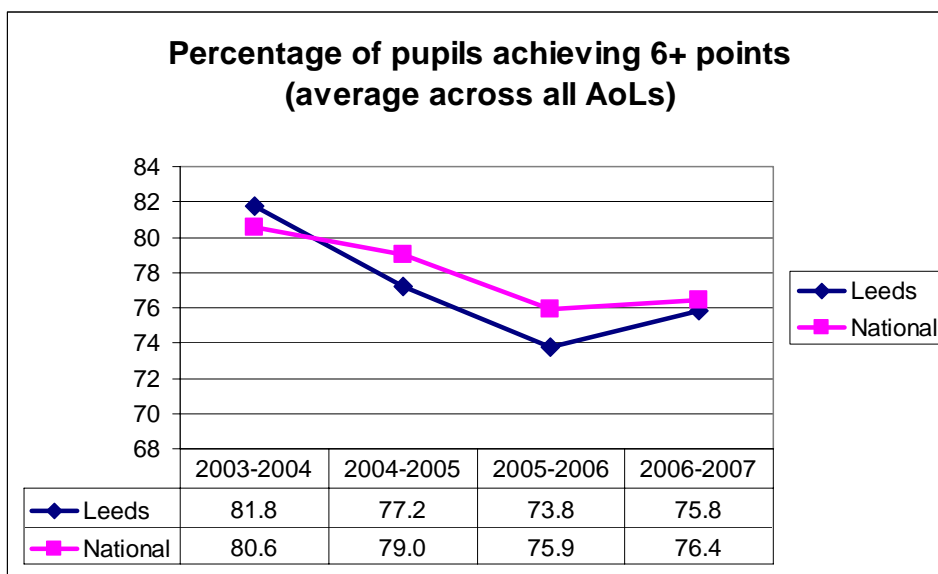
### 3.0 MAIN ISSUES

#### OVERVIEW OF 2007 PERFORMANCE AT FOUNDATION STAGE, KEY STAGE 1 AND KEY STAGE 2

#### 3.1 2007 provisional school outcomes and benchmarks at Foundation Stage

##### Overall Results

3.1.1 The returns from schools were aggregated to produce overall scores for Leeds. The table below summarises the aggregated results for Leeds over the last three years with national data for comparative purposes where available. The Department for Children, Schools and Families has produced a number of new benchmark indicators for the measurement of outcomes at the Foundation Stage and we have included these indicators in this report in tables 2 and 3.



Leeds Historical Data Source: NCER – KEYPAS

National Data Source: DfES Statistical First Releases (SFR03/2006 & SFR03/2007 & SFR 32/2007)



**Percentage of Leeds pupils achieving 6+ points at the Foundation Stage 2005 to 2007, with national comparators**

	2005		2006		2007	
	Leeds	National	Leeds	National	Leeds	National
<b>Personal and Social Development:</b>						
Dispositions and Attitudes	87	90	84	88	85	87
Social Development	81	83	79	80	80	80
Emotional Development	78	81	74	77	74	76
<b>Communication, language and literacy:</b>						
Language for communication and thinking	79	81	76	78	77	78
Linking sounds and letters	63	63	60	61	70	65
Reading	72	72	67	68	71	69
Writing	59	61	56	57	60	58
<b>Mathematical Development:</b>						
Numbers as labels for Counting	85	87	83	87	86	87
Calculating	70	73	66	69	67	70
Shape, space and measures	82	84	78	80	78	80
<b>Knowledge and understanding of the world</b>	79	81	74	77	73	77
<b>Physical development</b>	88	90	86	88	89	88
<b>Creative Development</b>	81	81	76	78	76	78

*Leeds Historical Data Source: NCER – KEYPAS*

*National Data Source: DfES Statistical First Releases (SFR03/2006 & SFR03/2007 & SFR 32/2007)*

- 3.1.2 This year has seen a change in the trend seen for the last three years at the Foundation Stage. Rather than outcomes continuing to decline, there has been an increase in the average of the percentages of pupils achieving 6 or more points across all Areas of Learning. This is a significant change; it is thought that the decline in results seen in previous years was due to a natural “bedding – in” of the assessment, with assessments becoming more accurate (and therefore lower) over time. This year’s increase may indicate that we have reached a stage where the assessments are now more reliable and we can look forward to using them as a trusted measure of performance and improvement.
- 3.1.3 The improvement in outcomes in Leeds has been reflected to a lesser extent nationally; where results have also risen, but only by 0.5 percentage points compared to 2 percentage points in Leeds.
- 3.1.4 The overall increase in outcomes hides some significant variations in the changes for specific strands and Areas of Learning. Some strands have shown little change in outcomes and in one case there has been a decrease (Knowledge and Understanding of the World). However all of the strands in the CLL Area have shown increases, one by 10 percentage points in the proportion of children achieving 6 or more points (Linking Sounds and Letters). This pattern could provide evidence of the impact of strategies employed to improve teaching and learning around CLL. There have also been improvements nationally in these areas, but not to the same extent as in Leeds.

**Percentage of pupils achieving a good level of overall achievement at the Foundation Stage 2005 to 2007.**

	2005		2006		2007	
	Leeds	National	Leeds	National	Leeds	National
% of pupils with 78+ points and 6+ in all PSED and CLLD strands	46	48	43	45	47	46

Leeds Historical Data Source: NCER – KEYPAS

National Data Source: DfES Statistical First Releases (SFR03/2006 & SFR03/2007 & SFR 32/2007)

3.1.5 The new benchmark indicator displayed in the table above has been used by DCSF as part of the LA target setting process. For a child to reach “a good level of overall achievement” they need to have gained at least 78 points across all strands of the FSP, but also need to have at least 6 points in each of the PSED and CLLD strands. This indicator also demonstrates an upturn in outcomes in Leeds. The percentage of pupils who reached this level of achievement has risen by over 4 percentage points and is now at its highest recorded level in Leeds. The Leeds figure is also slightly higher than the national figure and reflects the exceptional increases in performance in the CLLD strands this year.

3.1.6 A second “target” indicator looks at the gap between the average overall performance of the full cohort and the overall performance of the “lowest 20% of achievers”. The DCSF have not released any national data against this indicator, therefore the table below only provides Leeds outcomes.

**The gap between outcomes for the lowest achievers and the average for all pupils, Leeds 2005-2007.**

	2005	2006	2007
	Leeds	Leeds	Leeds
A) Average (Median) Total points for the full Leeds Cohort	91	88	88
B) Average (Mean) Total points for the lowest 20% of achievers in Leeds	54	52	54
Low Achievers Gap (A-B as a percentage of A)	40	41	38

Leeds Historical Data Source: NCER – KEYPAS

3.1.7 The Leeds “median” figure for the full cohort has not changed from 2006 to 2007, however the average total point score of the lowest achieving cohort has been raised. The “gap” between the outcomes for our lowest achievers and the “average” has therefore been reduced.

**Results from Leeds Schools**

3.1.8 There remains a significant degree of variation in the level of achievement reported by individual schools in Leeds. The table below shows the distribution of 6+ scores for each AoL. The 6+ scores for multiple-strand AoLs have been averaged for the purpose of this analysis. This analysis should be of use to schools as it provides a measure of how significant the difference is between a school’s outcomes and the “average”. For example it could be useful for a school to know that although 96% of their pupils achieved 6 or more points in Physical Development, they are still within the range which the middle 50% of Leeds schools occupy, while it would be equally useful for a school to know that a score of 64% on the same indicator would put them in the lowest 5% of schools in Leeds.

**The distribution of school level outcomes**

<b>Distribution of 6+ percentage scores for each AoL</b>	<b>PSE (Avg)</b>	<b>CLL (Avg)</b>	<b>MD (Avg)</b>	<b>KUW</b>	<b>PHY</b>	<b>CRE</b>
Highest	100	95	100	100	100	100
95 <sup>th</sup> Percentile	97	91	96	100	100	100
Upper Quartile	92	83	91	93	97	95
Median	84	72	81	80	91	83
Lower Quartile	73	58	68	62	83	68
5 <sup>th</sup> Percentile	42	40	44	30	65	28
Lowest	30	0	0	0	50	0

Data Source: KEYPAS - FSP assessment returns from Leeds schools)

- 3.1.9 The range of 6+ percentage scores for the middle 50% of schools varies from 14 percentage points on the Physical Development scale to 31 percentage points on the Knowledge and Understanding of the World scale.
- 3.1.10 If we look at the middle 90% of schools, the range of scores varies from 35 percentage points to 72 percentage points, with Physical Development again showing the least variation between schools, but Creative Development showing the most variation between schools.
- 3.1.11 While variation between schools is to be expected given their differing demographic profiles, the extent of the variation exceeds that seen at Key Stage 1. For example the range of Key Stage 1 Level 2+ outcomes varies by a maximum of 20 percentage points at Key Stage 1 for the middle 50% of schools. The maximum variation for the middle 90% of schools at the Foundation Stage is 46 percentage points. The greater variation in the outcomes reported by schools could indicate that there are still some issues around the reliability of assessments made by some schools.

**Pupil Groups**

**Outcomes by Gender**

<b>Percentage of children achieving a scale score of 6 + on each scale.</b>	<b>Boys</b>	<b>Girls</b>
<b>Personal and Social Development (PSE)</b>		
<i>Dispositions and attitudes</i>	82	88
<i>Social development</i>	75	84
<i>Emotional development</i>	69	79
<b>Communication, language and literacy (CLL)</b>		
<i>Language for communication and thinking</i>	73	81
<i>Linking sounds and letters</i>	66	75
<i>Reading</i>	66	76
<i>Writing</i>	51	69
<b>Mathematical Development (MD)</b>		
<i>Numbers as labels for counting</i>	84	88
<i>Calculating</i>	65	69
<i>Shape, space and measures</i>	76	80
<b>Knowledge and understanding of the world</b>	73	74
<b>Physical development</b>	85	92
<b>Creative development</b>	70	83

Data Source: KEYPAS - FSP assessment returns from Leeds schools)

3.1.12 Girls have higher levels of attainment in the Foundation Stage for all assessment foci in 2007. The gap is largest for writing and creative development.

**Outcomes for Looked After Children**

Percentage of children achieving a scale score of 6 + on each scale.	LAC
<b>Personal and Social Development (PSE)</b>	
<i>Dispositions and attitudes</i>	79
<i>Social development</i>	79
<i>Emotional development</i>	54
<b>Communication, language and literacy (CLL)</b>	
<i>Language for communication and thinking</i>	63
<i>Linking sounds and letters</i>	63
<i>Reading</i>	67
<i>Writing</i>	46
<b>Mathematical Development (MD)</b>	
<i>Numbers as labels for counting</i>	83
<i>Calculating</i>	42
<i>Shape, space and measures</i>	67
<b>Knowledge and understanding of the world</b>	54
<b>Physical development</b>	71
<b>Creative development</b>	63

Data Source: KEYPAS - FSP assessment returns from Leeds schools

**Outcomes for Pupils with Special Education Needs**

Percentage of children achieving a scale score of 6 + on each scale.	Action	Action +	Statement of SEN
<b>Personal and Social Development (PSE)</b>			
<i>Dispositions and attitudes</i>	63	58	21
<i>Social development</i>	55	48	18
<i>Emotional development</i>	45	43	15
<b>Communication, language and literacy (CLL)</b>			
<i>Language for communication and thinking</i>	53	42	9
<i>Linking sounds and letters</i>	42	36	12
<i>Reading</i>	38	36	15
<i>Writing</i>	26	27	9
<b>Mathematical Development (MD)</b>			
<i>Numbers as labels for counting</i>	64	59	35
<i>Calculating</i>	34	34	21
<i>Shape, space and measures</i>	53	44	12
<b>Knowledge and understanding of the world</b>	49	44	3
<b>Physical development</b>	68	59	18
<b>Creative development</b>	54	45	18

Data Source: KEYPAS - FSP assessment returns from Leeds schools)

**Outcomes for Pupils Eligible for Free School Meals**

<b>Percentage of children achieving a scale score of 6 + on each scale.</b>	<b>Eligible for FSM</b>	<b>Not Eligible for FSM</b>
<b>Personal and Social Development (PSE)</b>		
<i>Dispositions and attitudes</i>	74	87
<i>Social development</i>	68	82
<i>Emotional development</i>	57	78
<b>Communication, language and literacy (CLL)</b>		
<i>Language for communication and thinking</i>	61	81
<i>Linking sounds and letters</i>	55	74
<i>Reading</i>	53	75
<i>Writing</i>	39	65
<b>Mathematical Development (MD)</b>		
<i>Numbers as labels for counting</i>	74	89
<i>Calculating</i>	45	72
<i>Shape, space and measures</i>	61	82
<b>Knowledge and understanding of the world</b>	55	78
<b>Physical development</b>	81	90
<b>Creative development</b>	62	79

*Data Source: KEYPAS - FSP assessment returns from Leeds schools)*

- 3.1.13 Proportionately fewer pupils who were eligible for Free School Meals were assessed at 6+ points on every scale compared to non-eligible pupils. The biggest gaps in attainment levels for FSM eligible pupils was on the Writing and Calculating scales (22 and 26 percentage points respectively).

### Outcomes by Ethnicity

% good level of achievement at Foundation Stage			Cohort
<b>ASIAN or ASIAN BRITISH</b>			
Bangladeshi	ABAN	18.0	111
Indian	AIND	54.1	122
Kashmiri Pakistani	AKPA	35.4	96
Kashmiri Other	AKAO	25.0	8
Other Pakistani	AOPK	34.2	345
Other Asian background	AOTA	42.9	70
<b>BLACK OR BLACK BRITISH</b>			
Black Caribbean	BCRB	31.1	45
Black African	BAFR	34.2	149
Other Black Background	BOTH	26.2	42
<b>MIXED</b>			
Mixed Black African and White	MWBA	40.6	32
Mixed Black Caribbean and White	MWBC	41.5	94
Mixed Asian and White	MWAS	52.6	78
Other Mixed Background	MOTH	50.0	96
<b>CHINESE OR OTHER</b>			
Chinese	CHNE	44.8	29
Other Ethnic group	OOTh	31.2	77
<b>WHITE</b>			
White British	WBRI	49.7	5111
White Irish	WIRI	55.6	18
Traveller Irish Heritage	WIRT	0.0	8
Gypsy/Roma	WROM	12.5	16
Other White Background	WOTH	52.9	104
<b>UNKNOWN</b>			
Info Not Obtained / Unknown	NOBT / UNK	41.2	673
Refused	REFU	47.8	23
Total	TOTAL	46.5	7347

Data Source: KEYPAS - FSP assessment returns from Leeds schools)  
(Pupil cohort numbers in brackets)

## 3.2 Key Stage 1

### 2005-2007 Percentage of pupils achieving Level 2 + at Key Stage 1

% pupils achieving level 2+	2005			2006			2007		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
<b>Reading</b>	84	85	85	83	84	84	82	84	84
<b>Writing</b>	81	82	83	80	81	81	77	80	80
<b>Mathematics</b>	88	91	91	88	90	90	87	90	89
<b>Science</b>	87	90	90	87	89	88	85	89	88

2007 data is provisional

- 3.2.1 Key stage 1 results have shown a drop in 2007 in all subjects. The largest fall was in writing, where 3% fewer pupils achieved a level 2 or better than in 2006. There was also a 2% drop in science. Reading and mathematics both fell 1% compared to results in 2006. Attainment is 2% below national for reading, 3% for writing and mathematics and 4% below for science.

*2005-2007 Percentage of pupils achieving Level 3 + at Key Stage 1*

% pupils achieving level 3+	2005			2006			2007		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
<b>Reading</b>	22	27	27	19	25	25	15	26	25
<b>Writing</b>	12	15	16	9	14	14	6	13	12
<b>Mathematics</b>	16	23	23	13	21	22	11	22	22
<b>Science</b>	17	25	26	13	24	24	12	23	23

*Data Source: DCSF Statistical First Release, Leeds school submissions, 2007 data is provisional*

3.2.2 In relation to level 3 standards, performance in Leeds dropped significantly for a second successive year. Reading dropped 4% following a 3% fall the previous year. Writing fell 3%, repeating the drop of the previous year. Performance in mathematics fell 2% following a reduction of 3% in 2006, and science fell 1%, after a 4% fall previously. Guidance regarding the awarding of a level 3 has been changed in recent times and disseminated heavily across schools and this will have had an impact in this years figures again.

% Level 5+		2005		2006		2007	
	gender	Leeds	Nat	Leeds	Nat	Leeds	Nat
<b>Reading</b>	Girls	87	89	87	89	86	88
	Boys	80	81	80	80	78	80
<b>Writing</b>	Girls	86	88	85	87	83	86
	Boys	76	77	74	76	72	75
<b>Maths</b>	Girls	89	92	89	92	89	91
	Boys	87	90	86	89	85	87

*2007 data is provisional*

3.2.3 In 2007 girls outperformed boys in each subject at Key Stage 1, with the biggest gaps for reading and writing. The gaps in attainment for each subject have been relatively stable since 2005 and in 2007 the gaps in Leeds were the same as seen nationally.

**Attainment of Pupil Groups**

*Percentage attaining level 2 or above in Key Stage 1: Looked After Children*

	2005		2006		2007
	Leeds	National	Leeds	National	Leeds
Reading	65	57	68	57	49
Writing	62	52	54	52	51
Maths	74	64	62	65	49

*Source: DCSF statistical first release*

*Notes: 1 – 2004 Key Stage 1 data was not published; 2 – 2007 data is provisional*

3.2.4 The percentage of pupils attaining level 2 or above in Key Stage 1 has fallen in all subjects, the drop is particularly notable for reading and mathematics. In 2006 outcomes were above national levels for reading and writing, although outcomes for 2007 are below national performance in 2006.

*Percentage of pupils attaining level 5+: Free School Meal Eligibility*

		2005		2006		2007
		Leeds	National	Leeds	National	Leeds
Reading	Non eligible	88	89	88	88	87
	Eligible	66	70	67	69	65
Writing	Non eligible	86	86	85	85	83
	Eligible	62	66	62	65	57
Maths	Non eligible	92	93	91	92	91
	Eligible	76	81	75	80	73

*Note: 2007 data is provisional*

- 3.2.5 The attainment of pupils eligible for free school meals is significantly below that of pupils who are not eligible with the largest gap in attainment for writing. In 2007 the gap between eligible and non-eligible pupils has increased for each subject. In 2006 the gaps in attainment were wider in Leeds than nationally.

*Percentage of pupils attaining level 2+ in Key Stage 1: Special Education Needs*

		2005		2006		2007 <sup>1</sup>	
		Leeds	national	Leeds	national	Leeds	national
Reading	Action	66	57	45	56	42	
	Action +	65	41	45	40	44	
	Statement	51	28	26	26	19	
Writing	Action	61	51	38	49	36	
	Action +	61	34	39	34	36	
	Statement	48	22	15	20	8	
Maths	Action	76	76	59	74	57	
	Action +	73	58	53	56	52	
	Statement	52	33	19	30	25	

*Source: NCER KeyPAS; DCSF statistical first release*

*Notes: 1 - 2007 data is provisional, national 2007 data is not yet available, national comparison data is not available for FFI*

- 3.2.6 The percentage of pupils attaining the expected level of 2 or above in Key Stage 1 has fallen for all SEN groups in each subject, between 2005 and 2007. In 2007 the attainment of School Action and School Action plus pupils are broadly similar, attainment is generally lower in writing than in reading or mathematics. Comparison to national data in 2006 shows that, in reading the percentage of pupils on School Action plus attaining level 2 or above is above national attainment, pupils with statements were in line with national performance. For writing, the attainment of pupils on School Action and with statements in Leeds is below national, but above for School Action plus. In mathematics the attainment of all SEN groups in Leeds was below national levels of performance.



Percentage of pupils attaining level 2 or above in Key Stage 1 Reading: Ethnicity

	Leeds				National		
	Cohort(07)	2005	2006	2007 <sup>1</sup>	2005	2006	2007 <sup>2</sup>
<i>Asian Or Asian British</i>							
Bangladeshi	86	73	79	80	78	78	
Indian	141	92	88	86	88	89	
Kashmiri Pakistani	145	71	79	81			
Kashmiri Other	13	75	75	61	77	77	
Other Pakistani	326	80	72	72			
Other Asian background	66	71	80	73	85	80	
<i>Black Or Black British</i>							
Black Caribbean	78	83	82	81	81	80	
Black African	153	67	63	67	78	78	
Other Black Background	44	72	87	75	80	80	
<i>Mixed Heritage</i>							
Mixed Black African and White	36	63	100	89	84	84	
Mixed Black Caribbean and White	110	71	77	86	82	82	
Mixed Asian and White	66	93	93	85	90	88	
Other Mixed Background	92	88	83	77	86	85	
<i>Chinese Or Other</i>							
Chinese	25	87	94	88	90	90	
Other Ethnic group	89	70	73	64	76	74	
<i>White</i>							
White British	5759	85	85	84	86	86	
White Irish	21	96	85	76	86	85	
Other White Background	101	93	80	64	80	78	
<i>Traveller Groups</i>							
Traveller Irish Heritage	8	50	33	25	32	30	
Gypsy/Roma	20	60	13	35	42	40	

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes:

<sup>1</sup>2007 Data is provisional

<sup>2</sup> National 2007 data for BME groups not available at time of writing

3.2.7 Overall standards for reading at Key Stage 1 have been fairly stable, both locally and nationally for the last three years. There has been an improvement in outcomes over this period of time for some BME groups, Bangladeshi and Kashmiri Pakistani pupils' achievement in 2007 was close to average, having been well below in 2005; however the largest cohort of Asian pupils, those of Pakistani heritage, have produced falling levels of attainment over the three year period. Black African heritage pupils have consistently poor levels of attainment and the lowest levels of attainment come from Gypsy/Roma and Traveller heritage children. The White Other group has shown falling levels of attainment over the last three years, this could be a reflection of the changing demographic of this group, with an influx of Eastern European families in recent years.

*Percentage of pupils attaining level 2 or above in Key Stage 1 Writing: Ethnicity*

	Leeds				National		
	Cohort(07)	2005	2006	2007 <sup>1</sup>	2005	2006	2007 <sup>2</sup>
<i>Asian Or Asian British</i>							
Bangladeshi	86	73	76	74	75	75	
Indian	141	91	87	86	86	86	
Kashmiri Pakistani	145	67	75	70	73	73	
Kashmiri Other	13	75	63	54			
Other Pakistani	326	77	68	67			
Other Asian background	66	69	75	69	82	81	
<i>Black Or Black British</i>							
Black Caribbean	78	79	74	67	76	76	
Black African	153	65	61	60	73	74	
Other Black Background	44	76	79	68	76	75	
<i>Mixed Heritage</i>							
Mixed Black African and White	36	59	96	86	82	81	
Mixed Black Caribbean and White	110	68	67	80	78	79	
Mixed Asian and White	66	90	86	77	87	86	
Other Mixed Background	92	81	72	72	83	82	
<i>Chinese Or Other</i>							
Chinese	25	87	94	84	88	87	
Other Ethnic group	89	67	64	66	73	71	
<i>White</i>							
White British	5759	82	82	80	84	83	
White Irish	21	92	78	76	84	82	
Other White Background	101	88	76	58	78	75	
<i>Traveller Groups</i>							
Traveller Irish Heritage	8	30	33	25	30	30	
Gypsy\Roma	20	60	13	30	40	36	

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes:

<sup>1</sup>2007 Data is provisional

<sup>2</sup> National 2007 data for BME groups not available at time of writing

3.2.8

Overall standards in writing have been falling over the last three years, both locally and nationally. This pattern is reflected for most BME groups, but patterns do vary. Outcomes have fallen significantly for Pakistani heritage pupils, but they have actually improved for Kashmiri Pakistani heritage pupils, with Bangladeshi heritage pupils' results remaining broadly static. Outcomes for all Black groups have fallen at a faster pace than the overall decline, but increases have been observed for pupils of mixed White and Black Caribbean and Mixed White and Black African heritage. It should be recognised that the small cohorts under examination are likely to cause natural fluctuation in outcomes and clear trends may be difficult to identify. What can be said with some certainty is that levels of attainment in Writing at Key Stage 1 are significantly lower for some of the larger BME groups, especially those for whom English is often an additional language.

*Percentage of pupils attaining level 2 or above in Key Stage 1 Maths: Ethnicity*

	Leeds				National		
	Cohort(07)	2005	2006	2007 <sup>1</sup>	2005	2006	2007 <sup>2</sup>
<i>Asian Or Asian British</i>							
Bangladeshi	86	84	87	79	86	84	
Indian	141	92	89	89	92	92	
Kashmiri Pakistani	145	75	86	83	84	83	
Kashmiri Other	13	75	75	69			
Other Pakistani	326	85	78	77			
Other Asian background	66	86	89	82	91	90	
<i>Black Or Black British</i>							
Black Caribbean	78	85	82	83	86	86	
Black African	153	72	72	74	83	84	
Other Black Background	44	83	85	71	86	85	
<i>Mixed Heritage</i>							
Mixed Black African and White	36	74	100	89	89	90	
Mixed Black Caribbean and White	110	83	79	89	89	88	
Mixed Asian and White	66	93	95	88	94	93	
Other Mixed Background	92	94	84	81	91	90	
<i>Chinese Or Other</i>							
Chinese	25	94	100	92	96	96	
Other Ethnic group	89	82	75	74	87	84	
<i>White</i>							
White British	5759	89	89	89	92	91	
White Irish	21	92	78	86	92	91	
Other White Background	101	92	89	78	89	88	
<i>Traveller Groups</i>							
Traveller Irish Heritage	8	60	56	50	52	50	
Gypsy/Roma	20	70	13	65	62	60	

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes:

<sup>1</sup>2007 Data is provisional

<sup>2</sup> National 2007 data for BME groups not available at time of writing

3.2.9

Overall standards for mathematics at Key Stage 1 have been fairly stable, both locally and nationally for the last three years. Results for most BME groups have also been fairly static, with the exception of Pakistani heritage pupils, pupils from Other White backgrounds and Other Ethnic backgrounds; these groups have also seen a decline in outcomes. Other groups which remain well below the Leeds average level of attainment include Black African, Other Black and Gypsy/Roma and traveller heritage cohorts. It should be noted however that the performance of BME groups in mathematics is closer to average than it is in reading and writing, and the performance of some BME groups is consistently above average.

### 3.3 Key Stage 2

#### Key Stage 2 Trends and Comparisons

2005-2007 Percentage of pupils achieving Level 4 + at Key Stage 2

% pupils achieving level 4+	2005			2006			2007		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
English	79	79	77	79	79	78	80	80	80
Mathematics	75	75	75	76	76	76	77	77	78
Science	85	86	86	85	87	85	86	87	88

Note: 2007 data is provisional

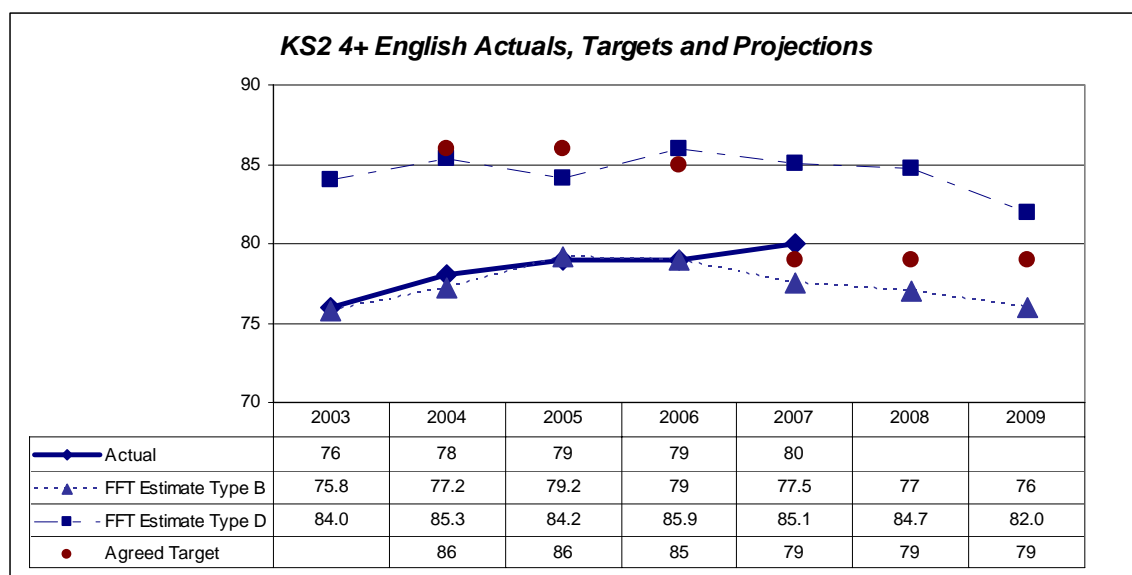
2005-2007 Percentage of pupils achieving Level 5 + at Key Stage 2

% pupils achieving level 5+	2005			2006			2007		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
English	26	26	25	32	32	31	32	33	32
Mathematics	31	30	31	33	33	34	30	33	32
Science	46	46	47	45	46	46	46	46	47

Note: 2007 data is provisional

3.3.1 Performance at Key Stage 2 shows a slight improvement on previous years at Level 4+. Statistical neighbour authorities and national averages have also improved in the same time period, and Statistical Neighbours are above Leeds performance in mathematics and science. In terms of Level 5+, performance in mathematics fell in Leeds and for Statistical Neighbours, English performance was maintained and Science performance improved marginally.

#### Key Stage 2 Trajectories



3.3.2 Following an improvement in the data provided to schools to support the target setting process, the gaps to the aggregate of targets set by schools has closed significantly. In English schools performed above target and closed the gap to FFT

'D' estimates, whilst in mathematics, performance was 3% below aggregate, down from 10% in 2006. Performance is above FFT 'B' estimates, but the challenge of moving to top quartile performance remains a stiff one in both subjects

### Floor Targets

*Numbers and percentages of schools below Key Stage 2 floor targets*

	<65% level 4+ English		<65% level 4+ maths		<65% in both English and Maths	
	number	%	number	%	number	%
2003	49	21.0	59	25.3	90	40
2004	44	19.0	55	23.7	91	40.3
2005	35	15.8	48	21.7	88	39.8
2006	31	14.3	48	22.4	76	34.7
2007	27	12.5	34	15.7	63	29.2

3.3.3 Following regular drops in the number and percentage of schools below Key Stage 2 floor targets, there has been a further fall in 2007, after an increase in 2006.

3.3.4 Schools in the Intensifying Support programme (ISP) in 2006-07 made 7-8% improvement at Level 4+ in English and mathematics. There are 36 schools in ISP in 2007-08 plus an additional school involved as part of a federation and five schools engaged in an exit programme with partnership leader support. Schools receive £6,000 this academic year and up to 40 days support from primary strategy consultants. They also attend network conferences within the umbrella of The Leeds Challenge. Support for these schools remains firmly focussed on raising attainment, accelerating progress and improving teaching and learning. All ISP schools have a school improvement adviser as well as a school improvement partner in order that the schools' self-evaluation is moderated and there is strong challenge as well as support. Data is used intelligently by School Improvement Service to identify schools which would benefit from inclusion in ISP and discussions begin with them as early as possible.

### Attainment of Pupil Groups

*Percentage of pupils attaining level 4+: Looked After Children*

	2005		2006		2007
	Leeds	National	Leeds	National	Leeds
Cohort size	77		66		67
English	44	42	35	43	40
Maths	40	38	35	41	30
Science	53	53	45	57	48

*Note: 2007 data is provisional*

3.3.5 The performance of LAC rose at Key Stage 2 in 2007 after falls were seen in 2006. However less than half of pupils in care achieved the Level 4+ benchmark in the three subjects.

*Percentage of pupils attaining level 4+: Free School Meal Eligibility*

		2005		2006		2007	
		Leeds	National	Leeds	National	Leeds	National
English	Non eligible	87	83	83.8	83	85.0	
	Eligible	60.7	60	59.9	61	62.5	
Maths	Non eligible	80.7	79	80.9	79	80.9	
	Eligible	56.6	57	56.2	58	60.1	
Science	Non eligible	89.1	89	88.9	89	89.9	
	Eligible	70.4	72	70.0	73	72.5	

*Note: 2007 data is provisional*

- 3.3.6 The performance of FSM eligible pupils improved in 2007 in all three subjects, reversing the decline seen in 2005 and 2006. The increase is greater for these groups than the overall average due to the performance of pupils whose eligibility is 'Unknown', whose performance has fallen in 2007.

*Percentage of pupils attaining level 4+: Special Education Needs*

		2005		2006		2007	
		Leeds	National	Leeds	National	Leeds	National
English	Action	43.1	47	42.2	48	44.8	
	Action +	35.1	29	33.9	30	36.5	
	Statement	13.5	16	15.5	17	18.7	
Maths	Action	42.6	45	42.1	47	44.0	
	Action +	40.5	33	39.3	35	39.2	
	Statement	11.8	17	13.5	19	21.2	
Science	Action	62.8	70	61.9	70	63.8	
	Action +	56.6	58	55.3	59	57.0	
	Statement	22.1	32	24.8	34	28.5	

Note: 2007 data is provisional

- 3.3.7 The performance of pupils on the SEN register has improved in 2007 in almost all three subjects. The only exception is for School Action Plus pupils in mathematics where performance fell 0.1%.

*Percentage of pupils attaining level 4 or above in Key Stage 2 English*

	Leeds				National		
	Cohort(07)	2005	2006	2007 <sup>1</sup>	2005	2006	2007 <sup>2</sup>
<i>Asian Or Asian British</i>							
Bangladeshi	79	75	78	77	73	75	
Indian	166	83	80	83	83	85	
Kashmiri Pakistani	136	75	73	65	67	70	
Kashmiri Other	3	83	86	67			
Other Pakistani	325	70	66	68			
Other Asian background	70	75	70	74	75	77	
<i>Black Or Black British</i>							
Black Caribbean	110	74	71	82	71	73	
Black African	167	73	66	74	69	72	
Other Black Background	64	72	63	75	71	73	
<i>Mixed Heritage</i>							
Mixed Black African and White	24	64	88	88	78	81	
Mixed Black Caribbean and White	130	79	70	76	77		
Mixed Asian and White	50	86	74	79	85	77	
Other Mixed Background	73	73	81	75	81	83	
<i>Chinese Or Other</i>							
Chinese	37	100	86	89	84	86	
Other Ethnic group	67	56	59	61	68	69	
<i>White</i>							
White British	6452	80	81	82	80	80	
White Irish	27	94	90	93	84	82	
Other White Background	101	89	81	79	76	75	
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	100	10	67	26	27	
Gypsy/Roma	16	41	31	31	37	35	
All pupils	8205	79	79	80	79	79	79

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes: <sup>1</sup>2007 Data is provisional

<sup>2</sup> National 2007 data for BME groups not available at time of writing

3.3.8 Overall standards in English at Key Stage 2 have remained broadly static, both locally and nationally, for the last three years. Outcomes for some BME groups have improved over this period; most significantly the percentage of Black Caribbean heritage pupils achieving the expected level has improved by 8 percentage points and is now above average. However, the outcomes for Kashmiri and Pakistani heritage pupils have fallen and are now well below average. Pupils from Other Ethnic backgrounds as well as GRT heritage pupils also have significantly lower than average attainment. Differentials in attainment for BME groups in Leeds are generally inline with the national picture of differing outcomes for BME groups.

*Percentage of pupils attaining level 4 or above in Key Stage 2 maths*

	Leeds				National		
	Cohort(07)	2005	2006	2007 <sup>1</sup>	2005	2006	2007 <sup>2</sup>
<i>Asian Or Asian British</i>							
Bangladeshi	79	75	72	64	68	70	
Indian	166	76	76	78	80	81	
Kashmiri Pakistani	136	73	70	68	62	64	
Kashmiri Other	3	100	86	33			
Other Pakistani	325	68	61	64			
Other Asian background	70	68	74	71	78	76	
<i>Black Or Black British</i>							
Black Caribbean	110	66	62	70	61	62	
Black African	167	64	55	65	62	63	
Other Black Background	64	64	65	54	64	66	
<i>Mixed Heritage</i>							
Mixed Black African and White	24	62	94	92	73	75	
Mixed Black Caribbean and White	130	75	58	72	70	71	
Mixed Asian and White	50	80	80	77	81	83	
Other Mixed Background	73	70	81	70	76	77	
<i>Chinese Or Other</i>							
Chinese	37	100	97	95	90	92	
Other Ethnic group	67	54	63	63	70	70	
<i>White</i>							
White British	6452	77	77	79	76	77	
White Irish	27	94	93	85	80	80	
Other White Background	101	87	81	72	75	74	
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	67	10	33	26	29	
Gypsy\Roma	16	35	31	25	33	32	
All pupils	8205	75	75	77	75	75	76

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes:

<sup>1</sup>2007 Data is provisional

<sup>2</sup> National 2007 data for BME groups not available at time of writing

3.3.9 Overall standards in mathematics saw an improvement of 2 percentage points in Leeds and 1 percentage point nationally, over the three year period. The performance of individual BME groups has fluctuated over this period, however some groups' outcomes have been consistently lower than average; these include Bangladeshi, Kashmiri and Pakistani heritage groups. Black African and Other Black heritage groups, Other ethnic groups and GRT heritage groups also have low attainment in mathematics. Differentials in attainment for BME groups in Leeds are generally inline with the national picture of differing outcomes for BME groups.

Percentage of pupils attaining level 4 or above in Key Stage 2 science

	Leeds				National		
	Cohort(07)	2005	2006	2007 <sup>1</sup>	2005	2006	2007 <sup>2</sup>
<i>Asian Or Asian British</i>							
Bangladeshi	79	80	78	81	78	79	
Indian	166	89	86	87	87	88	
Kashmiri Pakistani	136	79	77	75			
Kashmiri Other	3	100	100	67			
Other Pakistani	325	74	71	74	73	73	
Other Asian background	70	80	79	80	82	82	
<i>Black Or Black British</i>							
Black Caribbean	110	84	75	83	85	80	
Black African	167	71	70	74	84	76	
Other Black Background	64	75	74	84	87	79	
<i>Mixed Heritage</i>							
Mixed Black African and White	24	68	81	92	84	86	
Mixed Black Caribbean and White	130	82	77	88	85	85	
Mixed Asian and White	50	93	80	85	90	90	
Other Mixed Background	73	78	88	84	87	89	
<i>Chinese Or Other</i>							
Chinese	37	94	94	92	90	91	
Other Ethnic group	67	62	69	75	77	76	
<i>White</i>							
White British	6452	87	87	88	88	88	
White Irish	27	94	98	93	89	89	
Other White Background	101	90	86	85	84	82	
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	100	30	50	39	41	
Gypsy\Roma	16	41	62	44	53	51	
All pupils	8205	85	85	86	86	86	87

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes:

<sup>1</sup>2007 Data is provisional

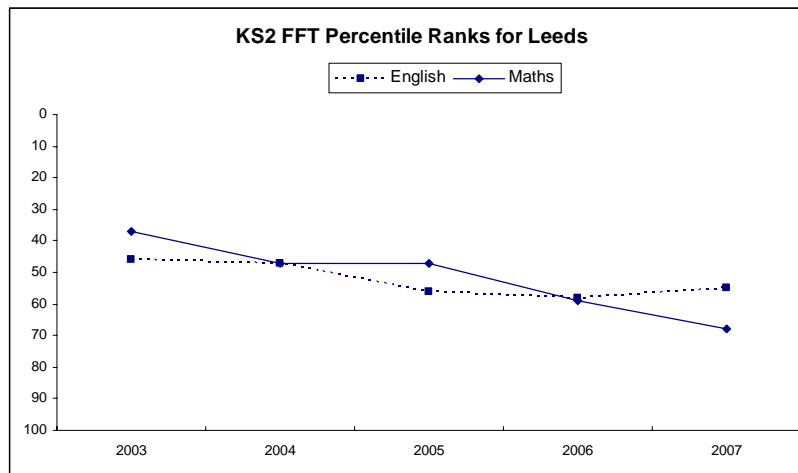
<sup>2</sup> National 2007 data for BME groups not available at time of writing

3.3.10 Overall standards in science have remained broadly static over the last three years, both locally and nationally. Outcomes for most BME groups have also seen little change of this period and results for individual BME groups are broadly in line with the relevant national cohorts.

### 3.4 Contextual Value Added

3.4.1 Performance is between the 50<sup>th</sup> and 60<sup>th</sup> percentile since 2005, but the trend is steadily downwards in mathematics, whilst there has been a slight improvement in English in 2007.





3.4.2 The lower the percentile rank, the greater the progress that pupils make through the key stage. A number of 10 or smaller, places an authority in the highest 10% of all authorities; a number of 75 or greater, puts an authority in the lower quartile.

3.4.3 Overall, performance at Key Stage 2 is in line with FFT estimates, but has fallen significantly from being above estimate in 2004, to below estimate in 2007.

SBJ	Estimate-Actual Difference (%)			LEA Contextual Percentile Ranking			3 year trend
	2005	2006	2007	2005	2006	2007	
English L4+	0.04	-0.51	0.32	58	68	51	
Maths L4+	0.65	-0.26	-0.46	45	60	64	↓
Science L4+	-0.62	-1.21	-0.99	71	85	83	
English L5+	0.73	0.96	0.11	49	38	55	
Maths L5+	1.14	0.09	-0.77	37	50	71	↓
Science L5+	1.08	0.30	0.90	42	48	46	
Mean Grade	0.01	-0.01	-0.75	51	67	63	↓

	Significantly increase over 3 years		Significant fall over three years
	Significantly above 3 year estimate		Significantly below 3 year estimate

3.4.4 Performance in English is in line with expectations and remains steady over the past three years, in mathematics performance in mathematics is also in line, but has seen a significant fall since 2005 and science performance although steady is now significantly below expectation.

### 3.5 Contextual Value Added for groups of pupils

3.5.1 Contextual Value Added can also be used to evaluate the progress of priority pupil groups.

Pupil Group	English			Maths			Science			Trend			
	2005	2006	2007	2005	2006	2007	2005	2006	2007	En	Ma	Sc	Avg Lev
All Pupils	0.04	-0.51	0.32	0.65	-0.26	-0.46	-0.62	-1.21	-0.99		↓	↓	
Boys	0.58	-0.33	-0.13	0.02	-0.83	-0.38	-0.42	-1.22	-0.77			↓	
Boys - Lower	-0.05	-1.12	-1.95	0.35	-3.38	-1.82	-1.66	-4.27	-2.79		↓	↓	
Boys - Middle	0.56	-1.42	0.94	-1.12	0.32	0.29	-0.08	0.08	0.22	↑		↓	
Boys - Upper	1.34	1.69	0.99	0.83	0.79	0.70	0.69	0.81	0.70	↓		↓	
Girls	-0.50	-0.68	0.80	1.28	0.30	-0.54	-0.82	-1.21	-1.22	↑	↓	↓	
Girls - Lower	-3.28	-3.65	-1.02	-1.18	-1.67	-3.43	-5.35	-5.46	-6.04				
Girls - Middle	0.45	0.38	2.09	2.45	0.98	0.01	1.01	0.34	0.68	↑	↓	↓	
Girls - Upper	1.05	0.88	0.89	2.22	1.39	1.59	1.34	1.05	1.02		↓		↓

3.5.2 Performance for both boys and girls is in line with estimates having previously been significantly above estimate. Performance in English is now in line with estimate for both groups, although high ability boys and girls stay significantly above estimate. In mathematics, performance is also in line with estimate having previously been significantly above estimate mainly due to the drop in performance of girls. Science remains below estimate, due in the main, to the performance of low ability pupils being significantly below estimate, although several groups are showing a falling trend.

Pupil Group	English			Maths			Science			Trend			
	2005	2006	2007	2005	2006	2007	2005	2006	2007	En	Ma	Sc	Avg Lev
All Pupils	0.04	-0.51	0.32	0.65	-0.26	-0.46	-0.62	-1.21	-0.99		↓	↓	
Bangladeshi	-9.10	-6.29	-2.83	-2.60	-7.89	-14.28	-3.47	-10.43	-5.02				
Indian	-2.22	-6.13	-1.49	-5.82	-7.72	-4.81	-0.93	-2.91	-3.09				
Pakistani	-4.22	-4.26	-6.01	3.02	-2.58	-2.97	-2.67	-3.94	-5.13		↓	↓	
Other Asian	-0.41	-4.48	5.15	-2.37	2.10	-1.57	2.61	-1.25	0.92				
Black African	2.82	1.13	2.87	5.21	6.05	-3.53	-0.51	2.14	1.63		↓		
Black Caribbean	-1.92	-5.10	-0.31	1.17	-7.41	0.42	-1.07	-4.97	-0.41		↑ ↓		
Chinese	3.17	-1.42	-1.14	3.17	3.92	-0.54	-0.65	1.25	-0.92				
Any Other heritage	-5.30	-2.53	-0.67	-3.10	0.77	-3.48	-5.63	-0.26	-1.62				
White	0.46	0.11	0.75	0.69	0.19	0.05	-0.44	-0.88	-0.73				
No Information	2.32	-2.17	-1.59	1.75	0.20	2.11	1.94	0.80	1.06				

Pupil Group	English			Maths			Science			Trend			
	2005	2006	2007	2005	2006	2007	2005	2006	2007	En	Ma	Sc	Avg Lev
All Pupils	0.04	-0.51	0.32	0.65	-0.26	-0.46	-0.62	-1.21	-0.99		↓	↓	
Bangladeshi	-9.10	-6.29	-2.83	-2.60	-7.89	-14.28	-3.47	-10.43	-5.02				
Indian	-2.22	-6.13	-1.49	-5.82	-7.72	-4.81	-0.93	-2.91	-3.09				
Pakistani	-4.22	-4.26	-6.01	3.02	-2.58	-2.97	-2.67	-3.94	-5.13		↓	↓	
Other Asian	-0.41	-4.48	5.15	-2.37	2.10	-1.57	2.61	-1.25	0.92				
Black African	2.82	1.13	2.87	5.21	6.05	-3.53	-0.51	2.14	1.63		↓		
Black Caribbean	-1.92	-5.10	-0.31	1.17	-7.41	0.42	-1.07	-4.97	-0.41		↑ ↓		
Chinese	3.17	-1.42	-1.14	3.17	3.92	-0.54	-0.65	1.25	-0.92				
Any Other heritage	-5.30	-2.53	-0.67	-3.10	0.77	-3.48	-5.63	-0.26	-1.62				
White	0.46	0.11	0.75	0.69	0.19	0.05	-0.44	-0.88	-0.73				
No Information	2.32	-2.17	-1.59	1.75	0.20	2.11	1.94	0.80	1.06				

3.5.3 In terms of black and minority ethnic (BME) groups, only Pakistani pupils show performance below significantly below estimate. In mathematics, Bangladeshi and Indian pupils are below estimate with falls also seen for Pakistani and Black African pupils although their performance remains in line with expectation. Science performance is below expectation and this is mainly due to the performance of White pupils who are significantly below expectations. Pakistani pupils are in the same situation, albeit with a significant fall over three years.

3.5.4 Performance can be measured for other groups of pupils, based on free school meal (FSM) eligibility, special educational need (SEN) and whether a child is in the care of the authority. For all of these groups, the fact that they are a member of these groups is taken into account when their estimates are created, for example,

the fact that a boy is eligible for free school meals and is a looked after child, is taken into account when the estimate is created to compare the actual result against.

Pupil Group	English			Maths			Science			Trend			
	2005	2006	2007	2005	2006	2007	2005	2006	2007	En	Ma	Sc	Avg Lev
All Pupils	0.04	-0.51	0.32	0.65	-0.26	-0.46	-0.62	-1.21	-0.99		↓	↓	
FSM - No	0.63	-0.20	0.51	0.68	0.16	-0.51	0.08	-0.74	-0.58		↓	↓	↓
FSM - Yes	-2.36	-1.80	-0.47	0.52	-2.06	-0.25	-3.39	-3.18	-2.68		↓		
Looked After - No	-0.04	-0.53	0.29	0.62	-0.29	-0.42	-0.63	-1.17	-0.99		↓	↓	
Looked After - Yes	7.77	2.21	3.23	3.63	3.68	-4.72	0.13	-6.38	-0.60				
No SEN	0.17	-0.62	0.47	0.58	-0.36	-0.61	-0.06	-0.53	-0.11	↑	↓	↓	
School Action	-3.55	-2.22	-3.08	-1.63	-1.06	-1.89	-4.66	-4.85	-6.79				
School Action Plus	2.96	3.14	4.50	6.52	2.88	3.18	-2.96	-3.59	-2.01				
Statemented	6.46	4.88	3.85	2.59	0.50	4.69	2.95	-0.64	1.97				

3.5.5 For FSM eligible pupils, performance has improved against estimate so that it is now in line with expectations. In mathematics performance has dropped against estimate over three years, but remains in line with expectation, whilst in Science the gap below expectation has fallen slightly but it still significantly large.

3.5.6 Children in public care have performed in line with estimates in all three subjects.

3.5.7 Pupils with greater SEN perform in line with estimate all three core. School Action category pupils are below estimates in English and science, whilst School Action Plus pupils perform above expectation in English and in line in mathematics and science.

### 3.6 Exclusions

#### Permanent Exclusions

3.6.1 Reduction of permanent exclusions has been a key driver of the 'No Child Left Behind' agenda. Significant results have been achieved over the last years in reducing permanent exclusions as demonstrated in the table below.

#### Permanent exclusions

	Leeds			National
	Target	Number of Exclusions	Percentage of pupils excluded	
2003/04		166	0.15	0.13
2004/05		120	0.11	0.12
2005/06	100	85	0.08	0.12
2006/07	70	65	0.06	

Source: Leeds data: Education Data Management System; National Data: Statistical First Release

3.6.2 The number of permanent exclusions in Leeds schools has fallen significantly, resulting in a 61% reduction since 2003/04. This pattern of reducing exclusions is not matched nationally, where the percentage of pupils permanently excluded has not reduced significantly. The percentage of pupils permanently excluded in Leeds has been below national levels since 2004/05, the percentage of pupils excluded in Leeds in 2006/07 is half the national rate for 2005/06.

3.6.3 The Leeds target for the number of permanent exclusions has been achieved for the last two academic year, however we are not complacent and recognise that to

meet the Local Public Service Agreement target of 40 exclusions in the 2007/08 academic year requires the same concerted, targeted approach.

3.6.4 It should be noted that our highest excluding school was David Young Academy in 2006/2007 with 14 exclusions which is well above the Leeds average. Although these figures do not count in the figures for Leeds maintained schools, this has an impact on other schools in the area in terms of the high numbers of permanently excluded pupils that require school places

3.6.5 In the 2006/07 academic year there were no permanent exclusions from Leeds primary schools or SILCs. As demonstrated in the table below, the percentage of pupils permanently excluded from primary schools and SILCs in Leeds has been consistently below national levels over the last three years.

*Comparative permanent exclusions by phase*

	Primary		Secondary		Special	
	Leeds	National	Leeds	National	Leeds	National
<b>2003/04</b>	<b>0.01</b>	<b>0.03</b>	<b>0.33</b>	<b>0.25</b>	<b>0.00</b>	<b>0.33</b>
<b>2004/05</b>	<b>0.00</b>	<b>0.03</b>	<b>0.25</b>	<b>0.24</b>	<b>0.00</b>	<b>0.31</b>
<b>2005/06</b>	<b>0.00</b>	<b>0.02</b>	<b>0.17</b>	<b>0.24</b>	<b>0.00</b>	<b>0.23</b>
<b>2006/07</b>	<b>0.00</b>		<b>0.14</b>		<b>0.00</b>	

Source: DfES statistical first release

3.6.6 One significant factor contributing to the reduction in the number of permanent exclusions has been the number of exclusions that have been successfully challenged and overturned by the Pupil Planning Team. A total of 38 permanent exclusions were avoided through partnership working between the Pupil Planning Team, schools, Area Management Boards (AMBs) and families. A further 13 permanent exclusions were withdrawn by headteachers before governors as alternatives solutions had been found through working in partnership with the exclusions team. Eighteen primary permanent exclusions were avoided by collaborative working with the Pupil Support Centre at Oakwood and two exclusions were overturned by governors and a further six overturned at Independent Appeal Panel.

**School Performance**

3.6.7 As can be seen in the table below, the number of schools with five or more permanent exclusions decreased once again in 2006/07, with only four schools having this level of exclusions. These four schools accounted for 45% of all permanent exclusions. Over a quarter of schools (10) had no permanent exclusions in the 2006/07 academic year.

*School analysis of permanent exclusions*

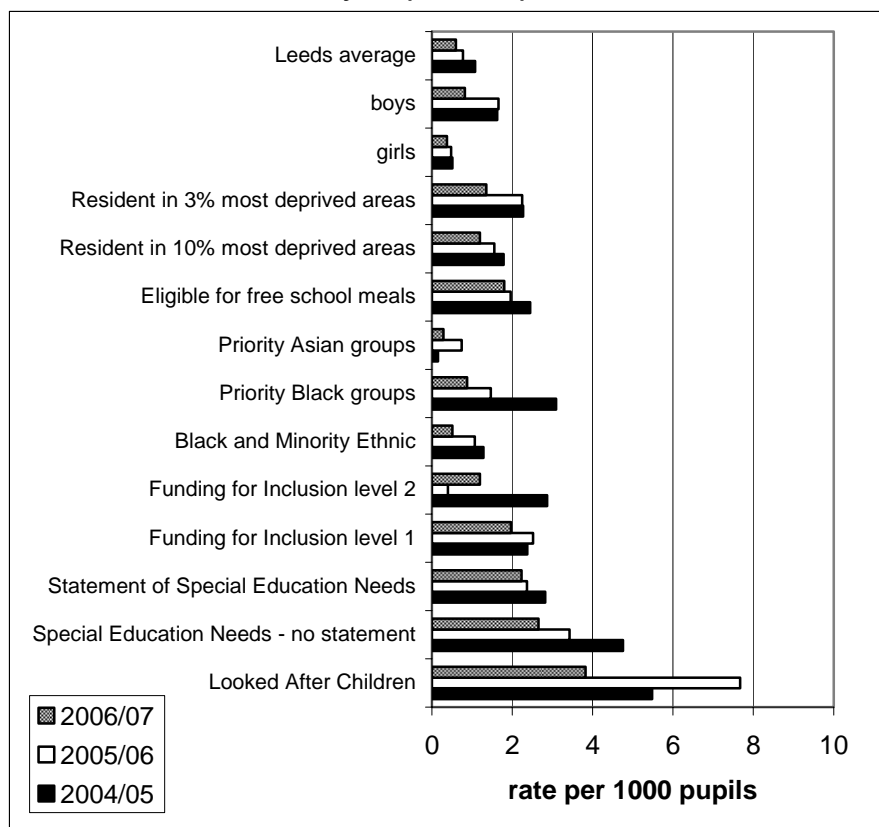
Number of exclusions	Number of schools			% of exclusions		
	2004/05	2005/06	2006/07	2004/05	2005/06	2006/07
<b>5+</b>	<b>10</b>	<b>6</b>	<b>4</b>	<b>72</b>	<b>45</b>	<b>45</b>
<b>2-4</b>	<b>10</b>	<b>12</b>	<b>10</b>	<b>21</b>	<b>41</b>	<b>40</b>
<b>0-1</b>	<b>22</b>	<b>24</b>	<b>25</b>	<b>8</b>	<b>13</b>	<b>15</b>

Source: Education Data Management System

## Permanent Exclusions of Pupil Groups

- 3.6.8 Boys still have a higher rate of permanent exclusion than girls, although the rate for boys has fallen more than has been seen for girls. Rates of exclusion have also fallen for pupils eligible for free school meals and those living in deprived areas, although these groups are still twice as likely to be excluded than the Leeds average (three times more likely for those eligible for free school meals).
- 3.6.9 Looked After Children had the highest rate of permanent exclusion in each of the last three years, although the rate has dropped in 2006/07.
- 3.6.10 Pupils with SEN still have rates of exclusion higher than the Leeds average (around 4 times higher). However, as in all groups these are beginning to fall.
- 3.6.11 The rate of permanent exclusion for pupils of Black and Minority Ethnic heritage is now lower than the Leeds average, although this hides variations for individual groups, the number of permanent exclusions is now too small to enable analysis by individual ethnic group, although some patterns are notable, particularly that the groups that previously had the highest rates of permanent exclusion – Traveller groups and pupils of Black Caribbean heritage – had no pupils permanently excluded in 2006/07.

### *Permanent Exclusions by Pupil Group*



Source: Education Data Management System

## Fixed Term Exclusions

- 3.6.12 The number of fixed term exclusions reduced by 13% in the 2006/07 academic year and have decreased by 21% since 2003/04.
- 3.6.13 Whilst good progress has been made over 2006/2007, the challenging target of 39

was achieved in 2006/07 and a significant reduction in the number of fixed term exclusions is required to achieve the Local Public Service Agreement target of 25 exclusions per 1000 pupils in the 2007/08 academic year.

*Comparative fixed term exclusion data<sup>1</sup>*

	Leeds			National <sup>2</sup>
	Number of exclusions	Target (rate of exclusion)	Rate of exclusion per 1000 pupils	
2003/04	8310		73.74	44.9
2004/05	7612		68.26	51.2
2005/06	7513		68.09	
2006/07	6527	39	60.15	

Source: Leeds data: Education Data Management System; National Data: Statistical First Release  
Notes: 1: not including exclusions from Pupil Referral Units; 2: national data is not available for 2005/06 or 2006/07

- 3.6.14 Due to changes in collection methods, comparative fixed term exclusion data is only available for secondary schools for 2005/06. 2006/07 data will be published in June 2008.
- 3.6.15 The rate of fixed term exclusion in primary schools has continued to fall in Leeds and is now just over half the national rate in 2004/05.
- 3.6.16 The rate of exclusion from secondary schools in Leeds fell by 10% in 2006/07, however the rate of exclusion in Leeds remains higher than the national rate for secondary schools in 2005/06.
- 3.6.17 The rate of exclusion for SILCs more than doubled in 2006/07, the majority of these exclusions were from the BESD SILC.

*Comparative fixed term exclusions by school type*

	Primary		Secondary		Special (SILCs)	
	Leeds	National	Leeds	National	Leeds	National
2003/04	12.0	9.7	153.7	86.6	164.9	174.5
2004/05	9.4	10.4	145.3	99.4	43.2	189.1
2005/06	6.0		144.8	104.0	79.9	
2006/07	5.5		129.6		162.2	

Source: Leeds data: Education Data Management System; National Data: Statistical First Release

- 3.6.18 As can be seen in the table below, the number of pupils that have been excluded for a fixed period has also reduced, by 7% in the 2006/07 academic year, and by 17% since 2003/04.

*Number of pupils with fixed term exclusions*

	Number of pupils	% of pupils
2003/04	4052	3.6
2004/05	3666	3.3
2005/06	3603	3.3
2006/07	3336	3.1

Source: Education Data Management System

- 3.6.19 New regulations relating to fixed term exclusions came into effect in September 2007. From this data schools have a statutory responsibility to provide education

after the fifth day of a fixed term exclusion. In the 2006/07 academic year there were 923 exclusions with a duration in excess of five days and the total number of days provision that would have been required was 5656.5 days.

- 3.6.20 The pupil planning tea are working in partnership with schools and the Area Management Boards to monitor and track individual pupils in order to ensure this requirement is met over 2007/2008.

### 3.7 School Performance

- 3.7.1 The percentage of primary schools with a rate of fixed term exclusion of more than 30 per 1000 pupils remained at 7% in 2006/07 (16 schools). The percentage of schools with no exclusions increased to two thirds of primary schools.

#### *Primary school analysis of fixed term exclusions*

Rate of exclusion	% of schools			% of exclusions		
	2004/05	2005/06	2006/07	2004/05	2005/06	2006/07
30+	10	7	7	61.5	42.2	47.9
<30	35	31	27	38.5	57.8	52.1
0	55	62	66	0	0	0

Source: Education Data Management System

- 3.7.2 The number of schools with a rate of exclusion in excess of 150 per 1000 pupils decreased in 2006/07, these 13 schools accounting for 60% of exclusions. The number of schools with less than 50 exclusions per 100 pupils dropped, for the first time in 2006/07. There were three secondary schools with no fixed term exclusions.

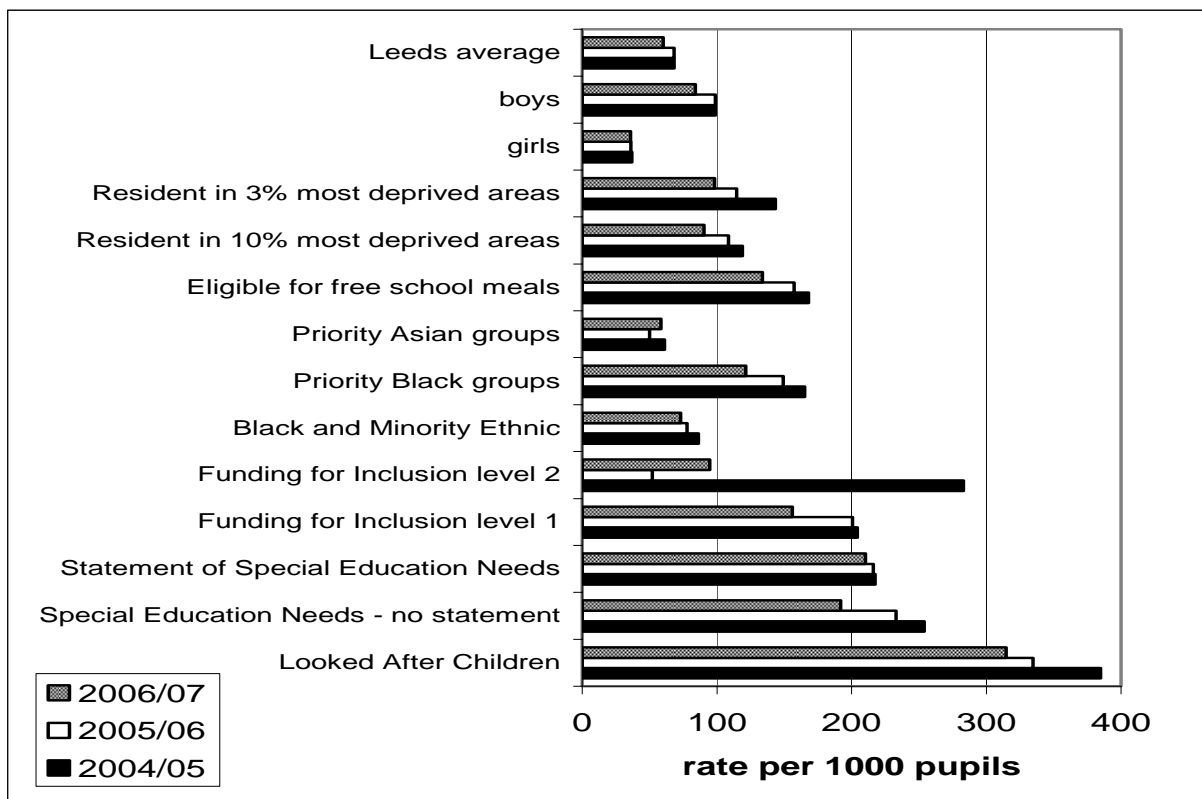
#### *Secondary school analysis of fixed term exclusions*

Rate of exclusion	Number of schools			% of exclusions		
	2004/05	2005/06	2006/07	2004/05	2005/06	2006/07
150+	16	18	13	68.3	69.2	59.9
50-150	16	13	18	25.8	25.7	37.6
<50	10	11	8	5.9	5.0	2.5

Source: Education Data Management System

## Fixed Term Exclusions of Pupil Groups

*Fixed term exclusions by pupil group*



Source: Education Data Management System

- 3.7.3 As seen in the chart above, the rate of fixed term exclusions is higher for boys than for girls. Pupils eligible for free school meals and those who live in deprived areas have higher levels of fixed term exclusions than the Leeds average, although the rate of exclusion has fallen for each of these groups, the rate of exclusion remains 1.5 times higher than the Leeds average (two times higher for pupils eligible for free school meals).
- 3.7.4 Pupils with SEN have relatively high rates of exclusion, pupils with statements remain 3.5 times more likely to be excluded.
- 3.7.5 Although the rate of fixed term exclusion for Looked After Children has fallen slightly in 2006/07, the rate of exclusion for this group of pupils was five times higher than the Leeds average and remains a focus for targeted action through the appointment of the headteacher of a virtual school for Looked After Children.
- 3.7.6 The rate of exclusions for pupils of Black and Minority Ethnic heritage has fallen, however these pupils still have a rate of exclusion 1.2 times higher than the average for all pupils in Leeds. Pupils of black heritage are twice as likely to be excluded than the Leeds average, however there are variations in rates of exclusions for ethnic groups, as shown in the table below.



*Fixed term exclusions by ethnicity*

Ethnic group	Rate of exclusion per 1000 pupils		Ratio to Leeds average rate of exclusion	
	2005/06	2006/07	2005/06	2006/07
<b><i>Asian or Asian British</i></b>				
Bangladeshi	52.4	56.5	0.8	0.9
Indian	20.8	19.2	0.3	0.3
Kashmiri Other	110.1	44.2	1.6	0.7
Kashmiri Pakistani	66.5	74.6	1.0	1.2
Other Pakistani	40.3	51.9	0.6	0.9
Other Asian	45.3	42.2	0.7	0.7
<b><i>Black or Black British</i></b>				
Black African	46.5	38.0	0.7	0.6
Black Caribbean	222.7	196.7	3.2	3.3
Other Black Background	137.9	115.8	2.0	1.9
Chinese	0.0	4.0	0.0	0.1
<b><i>Mixed Heritage</i></b>				
Other Mixed Background	107.4	104.1	1.6	1.7
Mixed Asian and White	66.9	37.7	1.0	0.6
Mixed Black African and White	107.0	101.4	1.6	1.7
Mixed Black Caribbean and White	217.2	179.2	3.2	3.0
Other Ethnic group	19.3	32.0	0.3	0.5
<b><i>White</i></b>				
White British	65.6	56.3	1.0	0.9
White Irish	61.0	56.3	0.9	0.9
Other White Background	39.2	38.2	0.6	0.6
<b><i>Traveller Groups</i></b>				
Traveller Irish Heritage	162.2	228.8	2.4	3.8
Gypsy Roma	175.0	153.5	2.6	2.6

*Source: Education Data Management System*

3.7.7 Pupils of traveller heritage, Black Caribbean and Mixed Black Caribbean and White pupils are the ethnic groups with the highest rates of fixed term exclusion. The rate of exclusion for these groups has consistently been 2.5-3 times higher than the Leeds average over recent years.

### 3.8 Attendance and Absence In Primary Schools

#### Comparative Attendance Data: Primary Schools

3.8.1 The comparative attendance and absence indicators for Leeds primary schools from 2002/03 to 2006/07 are shown in the tables below.

*Percentage attendance in primary schools*

	<b>Leeds target</b>	<b>Leeds</b>	<b>National</b>	<b>Statistical Neighbour Average</b>
<b>2002/03</b>	<b>94.2</b>	<b>94.10</b>	<b>94.19</b>	<b>94.36</b>
<b>2003/04</b>	<b>94.4</b>	<b>94.50</b>	<b>94.51</b>	<b>94.67</b>
<b>2004/05</b>	<b>94.6</b>	<b>94.67</b>	<b>94.57</b>	<b>94.67</b>
<b>2005/06</b>	<b>94.8</b>	<b>94.31</b>	<b>94.24</b>	<b>94.35</b>
<b>2006/07</b>	<b>95.3</b>	<b>94.80</b>	<b>94.75</b>	<b>94.93</b>

Source: Forvus returns

- 3.8.2 After improving considerably in previous years, attendance in Leeds primary schools fell by 0.35% in 2005/06, the equivalent to 27,000 school days. 2006/07 saw a return to the positive trends demonstrated previously with a rise of 0.49%, the equivalent of 37,000 school days.
- 3.8.3 Attendance in Leeds primary schools is now at its highest level and has shown significant improvement since we started systematically measuring levels of attendance in 1996/97 when the figure recorded was 93.87%. Attendance at the end of 2007 has risen by 94.8%.
- 3.8.4 The target set for 2006/07 of 95.03% was not achieved however Leeds primary attendance figures remain higher than the national levels of attendance by 0.5%, and continues to rise at a steady rate.
- 3.8.5 As can be seen in the table below authorised absence from Leeds primary schools fell by 1.45% in 2006/07 and remains lower than the national average.

*Percentage authorised absence in primary schools*

	<b>Leeds</b>	<b>National</b>	<b>Statistical Neighbour Average</b>
<b>2002/03</b>	<b>5.45</b>	<b>5.38</b>	<b>5.30</b>
<b>2003/04</b>	<b>5.08</b>	<b>5.08</b>	<b>4.98</b>
<b>2004/05</b>	<b>4.91</b>	<b>5.00</b>	<b>4.94</b>
<b>2005/06</b>	<b>5.26</b>	<b>5.30</b>	<b>5.22</b>
<b>2006/07</b>	<b>4.71</b>	<b>4.73</b>	<b>4.60</b>

Source: Forvus returns

- 3.8.6 Unauthorised absence increased in 2006/07 in Leeds primary schools, this was replicated nationally and in comparative authorities. Initial analysis indicates that this is partially due to the introduction of statutory attendance codes for all schools across the country.

*Percentage of unauthorised absence in primary schools*

	<b>Leeds</b>	<b>National</b>	<b>Statistical Neighbour Average</b>
<b>2002/03</b>	<b>0.43</b>	<b>0.43</b>	<b>0.35</b>
<b>2003/04</b>	<b>0.40</b>	<b>0.41</b>	<b>0.36</b>
<b>2004/05</b>	<b>0.42</b>	<b>0.43</b>	<b>0.39</b>
<b>2005/06</b>	<b>0.43</b>	<b>0.46</b>	<b>0.42</b>
<b>2006/07</b>	<b>0.48</b>	<b>0.52</b>	<b>0.47</b>

*Source: Forvus returns*

### 3.9 School Performance

3.9.1 In the 2006/07 academic year, 72% (160 schools) of primary schools improved their attendance. Just over half, 53% of primary schools achieved their attendance targets.

3.9.2 The DCSF released new target setting guidance for schools at the end of September 2007. This document contains information on the median, lower and upper quartile of absence for schools with the same percentage of pupils eligible for free school meals (as opposed to the old methodology which split schools into quartiles based on their free school meal eligibility). Schools are expected to set targets to achieve levels of absence at or below the median level of absence for the free school meal percentage.

3.9.3 The table below shows the numbers and percentages of primary schools in each quartile when their 2006/07 absence is compared to quartile performance for each school's free school meal percentage.

*Primary school performance against schools with the same free school meal eligibility*

	<b>Number of schools</b>	<b>% of schools</b>
<b>Top quartile</b>	<b>127</b>	<b>58.5</b>
<b>Second quartile</b>	<b>50</b>	<b>23.0</b>
<b>3rd quartile</b>	<b>26</b>	<b>12.0</b>
<b>Bottom quartile</b>	<b>14</b>	<b>6.5</b>

3.9.4 Analysis of the table shows that 82% of primary schools already have levels of absence lower than the median for the free school meal percentage. Only 14 schools are in the bottom quartile of performance.

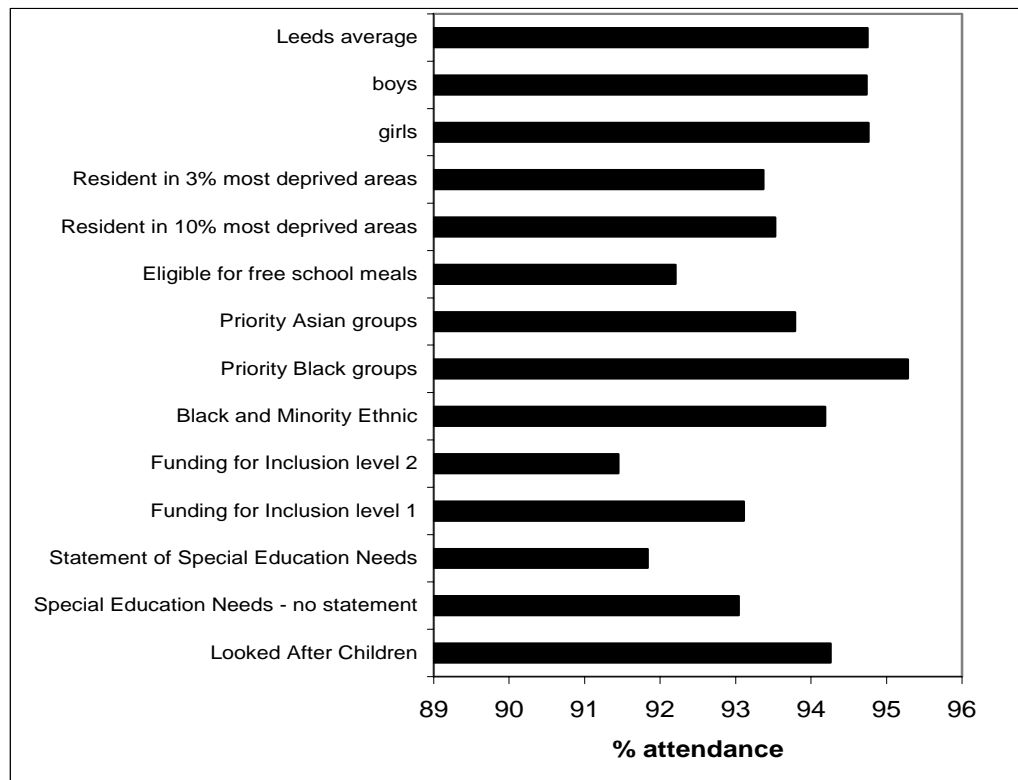
3.9.5 Education Leeds have categorised schools and identified those requiring most support to raise their levels of attendance. 33 primary schools with the highest proportions of pupils with attendance below 85% have been identified for additional support through Attendance Champions and the National Strategies Programmes.

3.9.6 52% of primary schools that have been inspected under the new framework were good or better for attendance. A key focus of our work over the next year will be to work in partnership with these schools to disseminate best practice.

3.9.7 The chart below shows that in 2006/07 there was no difference in the attendance between boys and girls in primary schools. The overall attendance of pupils of

Black and Minority Ethnic heritage was slightly lower than the Leeds average whilst pupils of Black heritage had attendance above the Leeds average. Detailed analysis of attendance by ethnic group is shown in the table below.

*Attendance by pupil group*



Source: School Census

- 3.9.8 The lowest levels of attendance were for pupils eligible for free schools meals, pupil with statements of Special Education Needs (SEN) and pupils in receipt of Level 2 Funding for Inclusion (FFI) however even within these figures an upward trend is observable for both SEN, and those pupils in receipt of FFI Level 2 funding.
- 3.9.9 A strengthened monitoring framework is a key theme of our restructured SEN monitoring, assessment and planning team. Individual pupil reviews and pupil tracking will focus on both pupil progress, attendance and unauthorised absences.

Table 1.6.3. Attendance by ethnicity

<b>Ethnicity</b>	<b>% attendance</b>
<b><i>Asian or Asian British</i></b>	
<b>Bangladeshi</b>	<b>91.7</b>
<b>Indian</b>	<b>94.9</b>
<b>Kashmiri Other</b>	<b>93.2</b>
<b>Kashmiri Pakistani</b>	<b>94.6</b>
<b>Other Pakistani</b>	<b>94.1</b>
<b>Other Asian</b>	<b>93.2</b>
<b><i>Black or Black British</i></b>	
<b>Black African</b>	<b>96.4</b>
<b>Black Caribbean</b>	<b>95.3</b>
<b>Other Black Background</b>	<b>94.8</b>
<b>Chinese</b>	<b>96.5</b>
<b><i>Mixed Heritage</i></b>	
<b>Other Mixed Background</b>	<b>93.7</b>
<b>Mixed Asian and White</b>	<b>94.4</b>
<b>Mixed Black African and White</b>	<b>95.4</b>
<b>Mixed Black Caribbean and White</b>	<b>94.0</b>
<b>Other Ethnic group</b>	<b>93.3</b>
<b><i>White</i></b>	
<b>White British</b>	<b>94.9</b>
<b>White Irish</b>	<b>95.3</b>
<b>Other White Background</b>	<b>93.5</b>
<b><i>Traveller Groups</i></b>	
<b>Traveller Irish Heritage</b>	<b>77.7</b>
<b>Gypsy Roma</b>	<b>85.5</b>

Source: School Census

- 3.9.10 Attendance in primary schools is significantly lower for pupils of Traveller heritage than the Leeds average. Pupils of Bangladeshi heritage attendance is well below the Leeds average whilst pupils of Other Pakistani heritage had a level of attendance 0.7 percentage points below the Leeds average. The attendance of Black Caribbean pupils is equal to the Leeds average, and above average for pupils of Black African heritage.

### **3.10 The Black Children's Achievement Programme BCAP**

- 3.10.1 This programme involves nine primary schools working in a network to raise the achievement of black pupils. The schools have the largest numbers of black pupils in the city. Four schools receive £4,000 from the National Strategies Programme and the other five receive £1000 from the EMA budget. There are four priorities for the programme:

- Improving pupil engagement with learning
- Extending parental and community involvement
- Developing an inclusive curriculum
- Improving transition and transfer to high schools.

- 3.10.2 A programme to improve Year 6 pupil involvement with their learning has been produced by the EMA team. This has been further developed by the National Strategies Team to be included in the toolkit for the national Black Children's

Achievement Programme.

- 3.10.3 The impact of the programme on Key Stage 2 SATs results for all black groups in all subjects has been significant.

**KS2 % achieving Level 4+**

	English		Maths		Science	
	2006	2007	2006	2007	2006	2007
BC	71.2	81.8	61.5	70.0	75.0	82.7
BA	65.9	74.1	55.1	65.4	70.3	73.5
BO	63	74.6	65.2	54.0	73.9	84.1
MWBA	87.5	87.5	93.8	91.7	81.3	71.7
MBCW	70.1	76.0	58.1	72.9	76.9	87.6

- 3.10.4 BCAP has had significant impact on pupil engagement and parental involvement as evidenced by pupils and parents evaluations.

**3.11 Community Cohesion Programme**

- 3.11.1 This programme is a comprehensive programme of support to schools to ensure the successful inclusion of international new arrival pupils and their families into Leeds schools. An extensive training and sharing of good practice programme for all levels of staff, senior leaders, teachers, teaching staff and governors is delivered in five good practice school based centres. This locality based approach also offers a family learning programme focused around the development of English classes for parents to ensure all parents are informed how to support their children within the English education system. A partnership approach is employed when experienced schools in the induction of international new arrival pupils are partnered with less experienced schools to share good practice. Consultant support, additional funding and resources on a new EAL Collaboration zone on the Leeds Learning Net Learning Platform are available for schools to access to develop their work in this area.

- 3.11.2 Schools work is monitored and challenged through the Stephen Lawrence Standard, the Healthy Schools Standard, the Inclusion Chartermark and by school improvement advisers and school improvement partners.

**3.12 OFSTED INSPECTIONS**

- 3.12.1 Eighty seven primary schools have been inspected since January 2007. 11.5 % were judged as outstanding, 50.6% as good, 34.5% as satisfactory and 2.3% unsatisfactory. This compares to a national picture of 13% outstanding, 48% as good, 34% as satisfactory and 5% unsatisfactory.

	outstanding	good	satisfactory	unsatisfactory
Leeds	11.5%	50.6%	34.4%	2.3%
National	13%	48%	34%	5%

- 3.12.2 No schools were judged to require special measures or a notice to improve during the autumn term. Leadership was judged as outstanding in 15%, good in 60%, and satisfactory in 25%. Although this is a very favourable picture the challenge is to improve the percentage of schools with outstanding leadership.

### 3.13 **SCHOOLS CAUSING CONCERN**

- 3.13.1 There are three schools in an Ofsted category (Bracken Edge with a notice to improve and Grimes Dyke and Austhorpe judged to require special measures). All of these schools have been visited by HMI this term and were judged to be making good progress. These schools are supported through an extended partnership. Miles Hill which also required special measures has now closed. No schools went into an Ofsted category this term.
- 3.13.2 There are six schools causing concern supported by an extended partnership. (Brodetsky, Chapel Allerton, Hugh Gaitskell, Micklefield, Morley St Francis, and Quarry mount. The newly appointed headteacher at Brodetsky is making very good progress and the future of the school is now more secure. The headteacher at Micklefield will leave at the end of term. While the governors are engaged in the recruitment of the new headteacher, the head of East Garforth school has been appointed 'executive' headteacher. He will lead both schools with temporary acting headteachers on both sites. He has been accredited as a nation Leader of Education and has recently received an outstanding Ofsted report. The head at Morley St Francis has also moved on and the school is finding it difficult to recruit. Quarry Mount are in the process of appointing the new headteacher
- 3.13.3 There are a further six schools who have recently moved onto an exit strategy and are now in a focused partnership; Bramham, Holy Rosary, Little London, Seacroft Grange, and Woodlands. Hollybush is no longer in an Ofsted category but will remain in an extended partnership until improvements have been consolidated.

### 3.14 **IMPROVEMENT STRATEGIES**

#### **SCHOOL LEADERSHIP**

- 3.14.1 In September 20 schools began the school year with new headteachers. Many of these were new to headship while some were filled by experienced headteachers seeking larger schools or different challenges. Many posts were advertised more than once before a shortlist could be secured.
- 3.14.2 An induction programme consisting of a residential conference and half termly networks and seminars, runs throughout the year. The focus for these sessions is based on a needs analysis of the new headteachers. An experienced headteacher is assigned to act as a mentor. This is a voluntary role. A consultancy team is brokered to undertake a baseline assessment of the school during the first term of headship (Partnership Evaluation). This is highly valued by newly appointed headteachers as it provides an objective view of the school which is very affirming. This is particularly useful in cases where the evaluation identifies aspects for improvement that had not been previously acknowledged.
- 3.14.3 To improve the quality and quantity of headteacher applicants a 'Trainee urban headteacher' programme is being piloted. This involves aspiring headteachers being placed, one day a week for the school year, in an urban school in which there is an outstanding leader. The participant also attends a programme of study with the NCSL. This is already proving effective with the participant and their host headteachers reporting good progress.
- 3.14.4 There are seven schools identified by the DCSF as 'hard to shift, i.e. consistently performing below the floor target of 65% in English and mathematics. An ex HMI

working as a consultant to the 'hard to shift schools' meets with the headteachers on a regular basis to address some of the barriers to progress. Following a monitoring visit to each school, an action plan is in place to provide additional support. Several of these schools are considered to be good and improving and have recently received favourable Ofsted inspection reports.

- 3.14.5 As part of The Leeds Challenge, schools are being offered the opportunity to take part in a Leeds collaborative for Leading from the Middle. This is being offered to schools that do not have the capacity to coach their participating middle leaders themselves. The Leeds Challenge also provided termly meetings for headteachers and leadership teams to address developments in the Intensifying Support programme.
- 3.14.6 Termly seminars are held for all primary headteachers. All headteachers come together to receive briefings on key issues, to share good practice and to network between families.

### **STAFFING (Newly Qualified and Advanced Skills Teachers )**

- 3.14.7 Teachers are supported in their role through an induction programme for Newly Qualified Teachers (NQTs). Training is also provided for their induction tutor. At a recent meeting of the Headteacher Forum it was agreed that a service level agreement would be established to support this work. The intention is to establish leading induction tutors in each family who will provide support and training and networking to induction tutors and NQTs in the family. This will supplement the core offer of city wide training and support.
- 3.14.8 A team of approximately 40 Advanced Skills Teachers (ASTs) are employed to provide inreach and outreach work in schools particularly those experiencing difficulties.

### **EARLY YEARS FOUNDATION STAGE**

- 3.14.9 Education Leeds now has the duty to host the Early Years Foundation Stage (EYFS) Outcomes. This is led by the Early Years Outcomes Duty (EYOD) board consisting of strategic leaders from Education Leeds and LCC Early Years service. This board leads the work of the EYOD strategic group which represents city wide stakeholders working in EYFS.
- 3.14.10 To ensure Education Leeds has the capacity to develop this work further, a joint appointment is being made to establish an operational leader.

### **SCHOOL IMPROVEMENT PARTNERS AND SCHOOL IMPROVEMENT ADVISERS**

- 3.14.11 School improvement partners (SIPs) have been introduced into primary schools since April 2007 following the New Relationship with Schools legislation. All SIPs are nationally accredited. Local authorities are required to appoint some serving headteachers to undertake the role. Leeds now has 12 local authority SIPs who also undertake the work of a school improvement adviser (SIA) with a number of schools causing concern. The local authority has also appointed six serving headteachers to act as SIPs plus four external consultants most of whom are recently retired headteachers. SIPS have been deployed across the city with each school receiving five days support.



- 3.14.12 A key addition to the role has been the adviser to the governing body for the headteacher's performance management. Early evaluations from headteachers are extremely positive about all aspects of the role.

### **THE LEEDS CHALLENGE**

- 3.14.3 The Leeds Challenge has been established as a way of providing a coherent approach to school improvement in some of the most challenging schools. Schools in this category often find themselves subject to initiative overload and yet still feel they are not able to access the support they need in the way they want it and at the time they need it. The Leeds Challenge attempts to bring coherence to the support offered by ensuring that teams engage with each other prior to engaging with schools. This has resulted in teams from several services within Education Leeds, and within Children Leeds coming together to coordinate their work. The main elements are based around the Intensifying Support Programme, with its focus on leadership, standards and teaching and learning, and focus additionally on curriculum innovation, parental involvement and staff and pupil well being. There are forty schools in The Leeds Challenge including most of the schools causing concern.

### **NATIONAL STRATEGIES**

- 3.14.4 The primary national strategy provides funding for a range of programmes aimed at improving leadership and raising standards. These programmes are aligned with a school's needs and provide a bespoke package of support. There is a significant body of evidence to demonstrate improved outcomes for children through improvements in the quality of teaching and leadership.
- 3.14.5 There are 36 schools in ISP in 2007-08 plus an additional school involved as part of a federation and five schools engaged in an exit programme with partnership leader support. Schools receive £6,000 this academic year and up to 40 days support from Primary Strategy Consultants. They also attend Network Conferences within the umbrella of The Leeds Challenge. Support for these schools remains firmly focussed on raising attainment, accelerating progress and improving teaching and learning. All ISP schools have a school improvement adviser as well as a school improvement partner in order that the schools' self-evaluation is moderated and there is strong challenge as well as support. Data is used intelligently by School Improvement Service to identify schools which would benefit from inclusion in ISP and discussions begin with them as early as possible.

## **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 continuing areas of underachievement. The coordination and combination of efforts from across the service areas of Education 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 LEGAL AND RESOURCE IMPLICATIONS**

- 5.1 Although attainment overall is satisfactory, many schools experience a high level of challenge and struggle to meet floor targets. The achievement of identified groups of pupils also remains a cause for concern. These schools must remain a high

priority when allocating resources.

## **6.0 CONCLUSIONS**

6.1 The School Improvement Policy, and a variety of partnerships and initiatives, have been successful in raising achievement in Leeds. However, further developments will be necessary if the momentum is to be maintained and Leeds is to keep pace with national improvements.

## **7.0 RECOMMENDATIONS**

7.1 Members are asked to:

- note the progress that has been made in recent years;
- note the key issues and challenges that are currently being addressed.