

Agenda Item:

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REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 8 February 2008

SUBJECT: ANNUAL STANDARDS REPORT - SECONDARY

Electoral Wards Affected:

Ward Members consulted
(referred to in report)

Specific Implications For:

Equality & Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call-in

Not Eligible for Call-in
(Details contained in the Report)

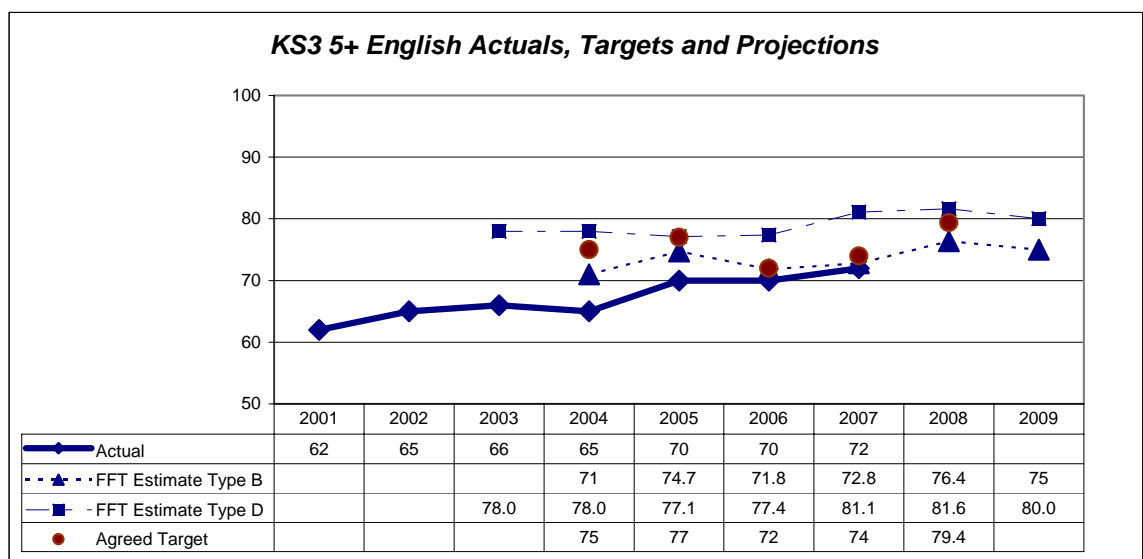
1.0 PURPOSE OF THE REPORT

- 1.1 This report provides an overview of the performance of secondary schools at the end of 2006-7 and analyses the results of the tests at the end of Key Stage 3, GCSE and vocational examinations at Key Stage 4. The progress of schools receiving additional support through the extended or focused partnerships is reviewed. Summaries of recent Ofsted inspections are also included.
- 1.2 The public interest in maintaining the exemption of Appendix 3 on this subject outweighs the public interest in disclosing the 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.

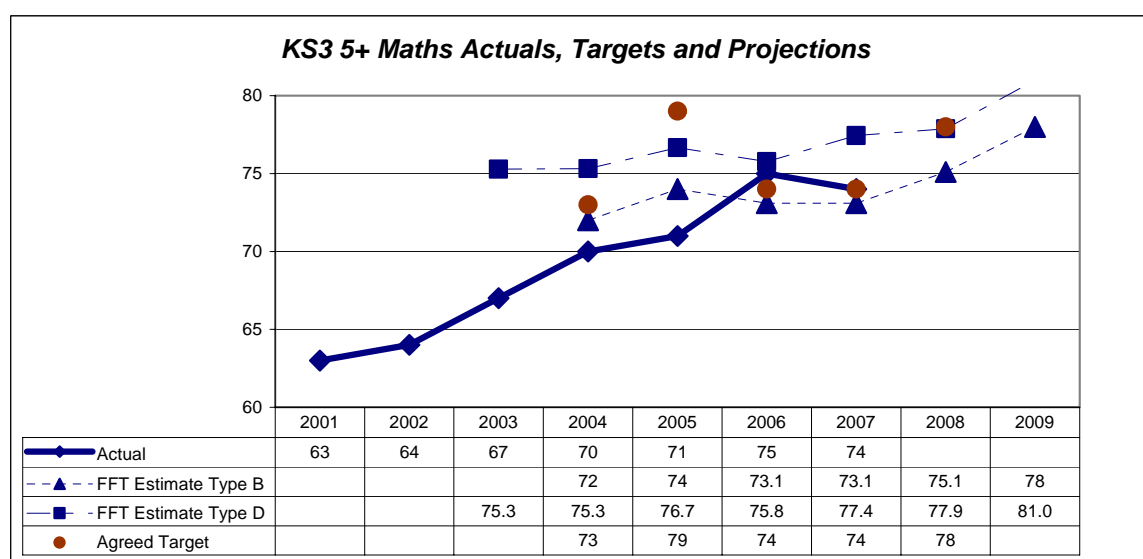
2.0 SUMMARY

2.1 Overall standards are rising in Leeds secondary schools at all key stages. At Key Stage 3 achievement at level 5+ and level 6+ is now similar or better than statistical neighbours, and the gap to the national figures has closed over the past three years. The progress that pupils make from Key Stage 2 to Key Stage 3 is considerably improved with Leeds rising from the 94th to the 70th percentile. (These percentiles rank all Local Authorities from 1 to 150 in terms of the progress that pupils make from previous assessments.) See Table 1. This provides a greatly improved platform for further progress at Key Stage 4.

2.2 Graph Showing Improvement in Key Stage 3 English



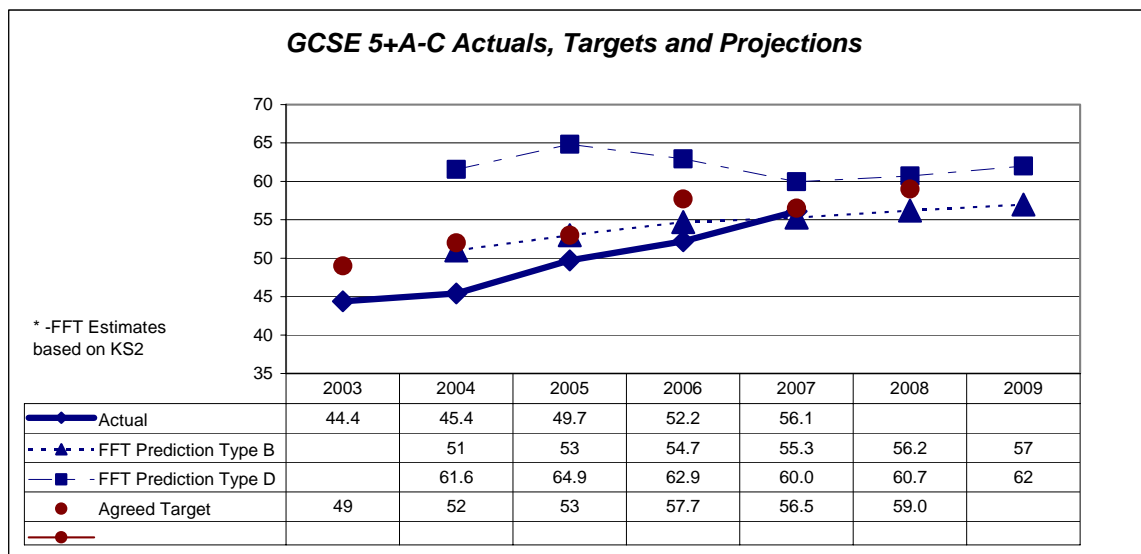
2.3 Graph Showing Improvement in Key Stage 3 Maths



2.4 At Key Stage 4 there were substantial increases from several schools in the

headline 5A*-C figure and an overall improvement of nearly 4%. The number of schools below the government's 30% floor target has been reduced from 17 a few years ago to only one in 2007. This is an outstanding achievement. Progress from Key Stage 2 has improved and Leeds is above the lower quartile for the first time for progress to 5A*-C grades. For overall progress there is also a significant improvement which results from an improved curriculum and better guidance for pupils. Recent contextual value added (CVA) figures show that progress between Key Stage 3 and 4 is now in line with national expectations.

2.5 Graph Showing Improvement at Key Stage 4 5A*-C



2.6 Table 1 : Progress between Key Stages (Fischer Trust Percentile Ranks for Leeds)

Progress measure	2005	2006	2007
KS2 – KS3 (all levels)	94	78	70
KS3 – KS4 (5A*-C)	71	58	42
KS2 – KS4 (5A*-C)	84	75	63
KS2 – KS4 (points)	94	97	90

2.7 At Key Stage 5 there were some outstanding individual and school performances, and the average score per student per subject is in line with national averages.

2.8 All the schools in an Ofsted category have made good progress. All three of the schools with a notice to improve increased their results at 5A*-C by 18%, and two have since been removed from the category by Ofsted. Both Cockburn and John Smeaton received very complimentary comments and John Smeaton was judged as 'good' by inspectors who referred to 'transformational improvement' in their feedback. Leadership of the school, and support from Education Leeds was judged to be good in both cases. The

two special measures schools have had satisfactory monitoring visits which recognised the progress that they are making.

3.0 STRATEGIES FOR IMPROVEMENT

- 3.1 Improved progress at Key Stages 3 and 4 is a result of the developing and improving leadership in schools and the consequent improvements in teaching and learning and in arrangements for supporting pupils' progress. School improvement partners (SIPs) have added a new dimension of challenge and support to schools, and an increased rigour to headteacher performance management. This has been welcomed by both headteachers and governors. All aspects of the SIP programme in Leeds are rated as good by the National Strategies regional officers. In particular, the link between the SIP and the full-time school improvement advisers has become strong and effective. This allows support to be commissioned and deployed in response to the school's discussions with the SIP.
- 3.2 The school improvement partners have discussed with schools their approach to self evaluation with a focus on the curriculum and the guidance provided for young people. There has been an increasing emphasis on low attainers and underachievers. The national strategies consultants and school improvement advisers have responded to the issues raised and focused consultant time and improvement programmes on schools needing the greatest support. One strand of this work is beginning to improve the understanding and use of data by middle leaders and class teachers so that pupils' progress is monitored better and appropriate interventions put into place.
- 3.3 Improved use of data also enables additional support to be targeted more closely on individual students at risk of underachievement. Schools such as Carr Manor, Cockburn and John Smeaton have demonstrated how high expectations for achievement and attendance, together with close monitoring of pupil progress and support from a range of extended services, help to raise standards.
- 3.4 The impact of the School Improvement Policy in providing coordinated and customised support for a school in an extended partnership has been well demonstrated this year. The three schools with a notice to improve had a customised structure for support which met their needs. For Crawshaw School, this provided support for governors, leadership and a wide range of services and specialist needs. An executive headteacher was seconded from a partner school initially to run the school and then to provide support for the new headteacher. In other cases the support was less extensive and focused on a few specific priorities. All three schools made good progress and support was judged to be good by inspectors. The effectiveness of these strategies is demonstrated by the rapid progress and subsequent successful Ofsted reinspections of Cockburn and John Smeaton.
- 3.5 Other schools in a focused partnership were able to develop and demonstrate the capacity to make further improvements so that they were judged satisfactory in an Ofsted inspection, even though the data on achievement

was relatively weak. Leeds currently has only one mainstream school in special measures and one with a notice to improve.

4.0 DEVELOPMENT AREAS

4.1 For schools, the priorities for improving achievement are clear. The new emphasis on 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 will be aiming for a significant improvement in A*-G grades and overall points scores. This will be an outcome of better management and monitoring within school, an improved curriculum structure better suited to the strengths of individual students and continuing work on many aspects of inclusion, notably attendance, motivation and learning, and support for special needs. This will continue to be important at Key Stage 3 as well as Key Stage 4 as good outcomes at 16 are built on earlier achievement.

4.2 The different achievements of minority ethnic groups will continue to be a focus. There have been some improvements this year particularly for Black Caribbean and Pakistani groups but results are still inconsistent. Other groups such as Looked After Children, children with special needs and those from deprived areas will also be a priority. Poverty remains the biggest external factor in determining achievement. The tracking of pupil progress, well focused interventions and specialist programmes of support will continue to be a priority in 2007/08.

5.0 RECOMMENDATIONS

5.1 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.