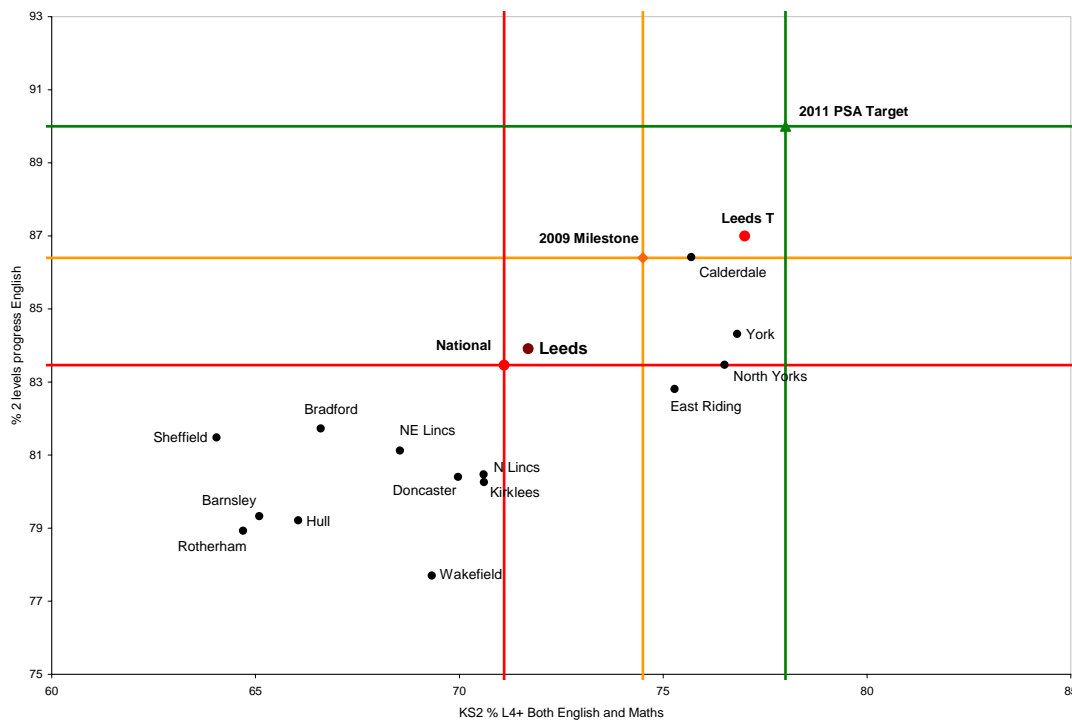


## Attainment and Progress (*– update from last report*)

In previous years the focus at Key Stage 2 was on standards in English and mathematics, as separate subjects. Schools were required to set targets in terms of the percentage of pupils expected to achieve a Level 4 or better in English and the same for mathematics.

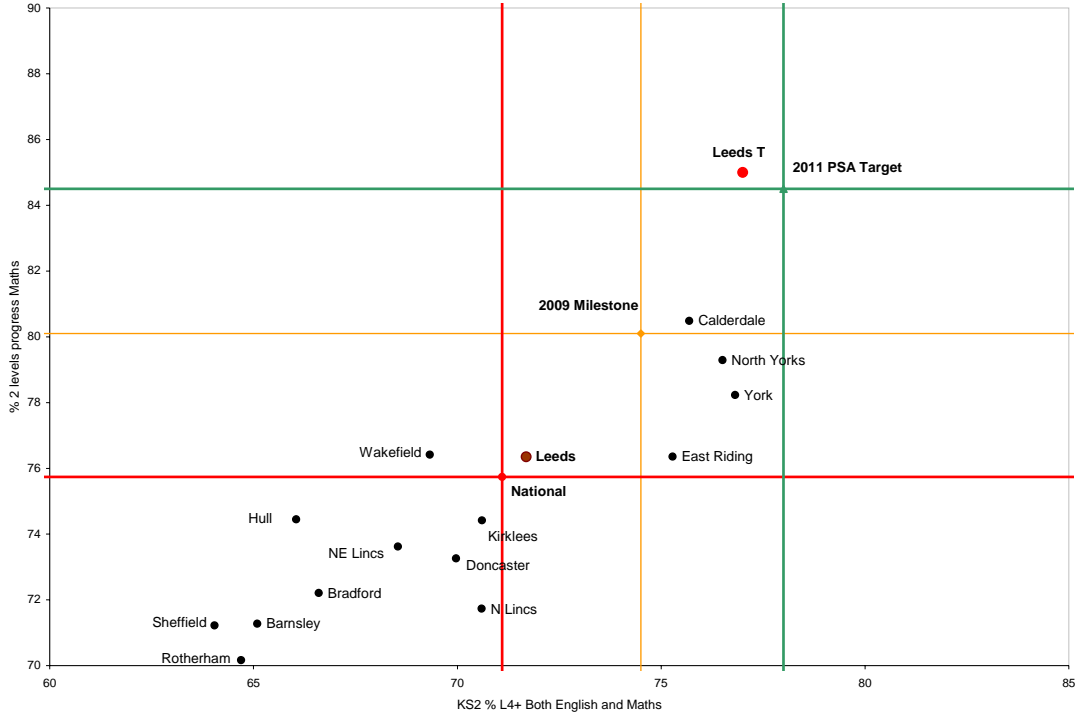
However, from Autumn 2008, for the 2009 academic year, schools are required to set targets for a different set of indicators. Targets now deal with the performance of pupils in English and mathematics together and the amount of progress through the National Curriculum from Key Stage 1, in English and mathematics separately. These are stiffer targets as pupils will need to achieve a Level 4 or better in English AND mathematics and should make 2 levels progress from their Key Stage 1 performance in Key Stage 2.

Regional National Strategies have provided an analysis, based on the new requirements for target setting established in autumn 2007, illustrating the Leeds' position in comparison to geographical neighbours. The charts below show performance at Key Stage 2 in English and mathematics, against progress in English and mathematics respectively.



Leeds performance is currently above the national average on both indicators for English, along with only three other authorities in Yorkshire and Humberside, namely Calderdale, York, and North Yorkshire. The chart also shows (in amber and green) the combination of performance for both indicators for 2009 and 2011 PSA targets. It should also be noted that the targets schools have set for 2009 are significantly above that required nationally by 2009, an indication of the ambition in and challenge of schools to continue to raise standards.

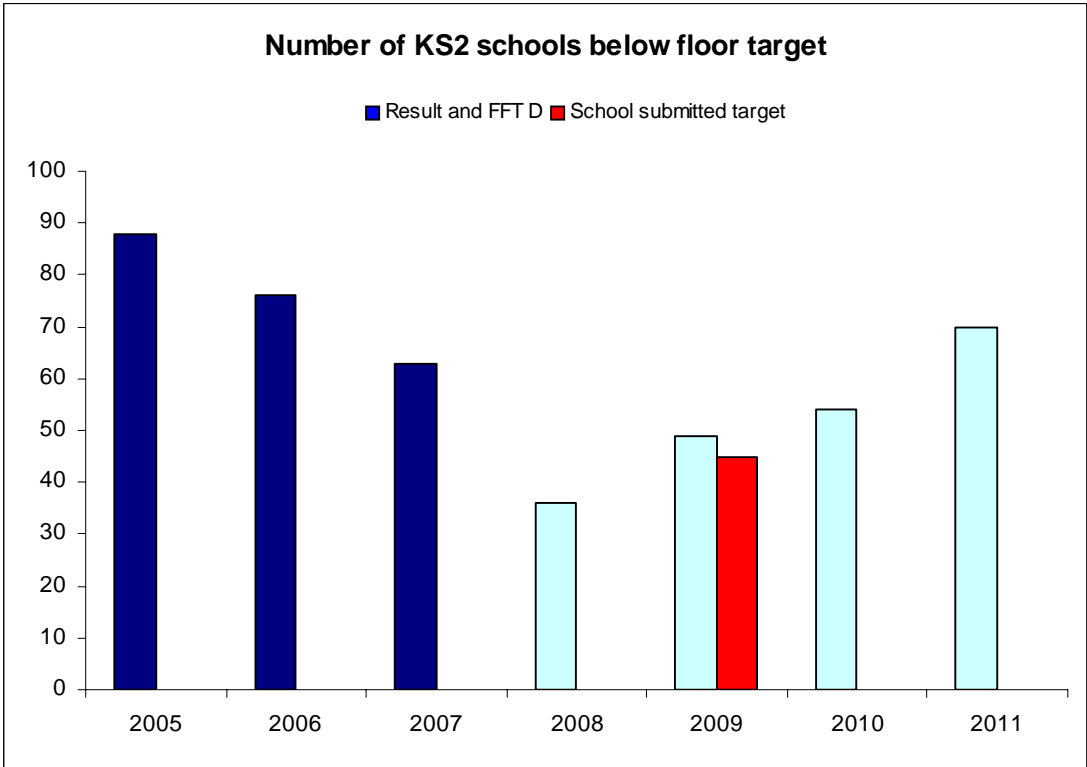
The following chart shows the picture for mathematics, with a similar scenario being shown. Leeds is again above average, as are Calderdale, York and North Yorkshire. The targets set by schools for 2009 in mathematics are again well above that seen for national targets for 2009 and are in fact close to the 2011 PSA requirements.



These charts can be repeated at school level for Leeds' primary schools. Any schools in the lower right hand quadrant would be classed by DCSF as 'coasting' schools; schools whose standards are above average, but the level of progress made by pupils was below average – that is they had the potential to perform better than they did. In Leeds, there are 15 schools in this position for both English and mathematics.

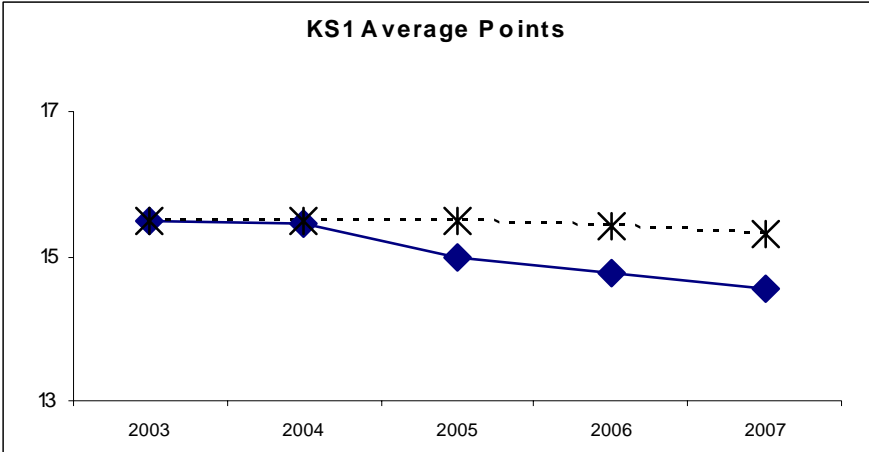
# Floor targets

As for the previous targets, the DCSF have set a floor target of 65% for performance in English and mathematics, and schools should not be achieving below this by 2011.

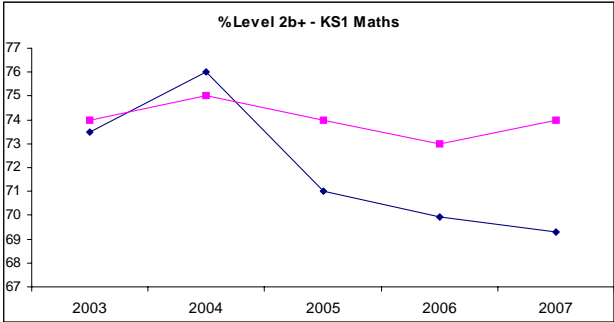
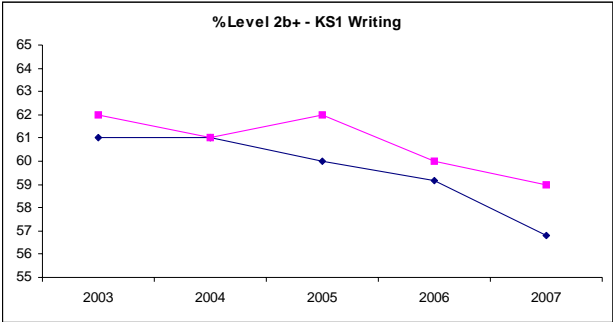
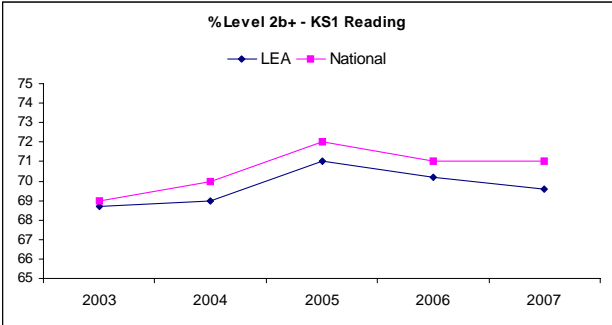


The chart above shows the current challenge in Leeds in terms of the new floor targets. Previous performance has shown a fall in the number of schools below the floor target, but FFT D estimates for schools onwards from 2008 show an increase year on year. Schools set targets for 2009 and the number below 65% was below that expected by FFT, and is below 2007 levels, but is above that expected by FFT in 2008.

The cause of this is mainly the drop in performance at Key Stage 1. Since 2004 – the year this current Year 6 took Key Stage 1 – there has been a consistent fall in performance in terms of average points across Leeds, as shown below.



This has been caused by several things, including the change in directive in terms of awarding Level 3s to pupils, but this would not affect prospective Level 4 pupils. However, the drop in performance in Leeds at Level 2b+ does give an indicator as to why the number of schools below Key Stage 2 floor targets is estimated to rise by FFT. The trends below highlight the issues faced.



Performance in mathematics in particular would be a major contributor to the estimated rise, but standards in Reading and Writing are also falling, impacting on expected levels of performance up to 2011.