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## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD:** 11 February 2011

**SUBJECT:** Annual Standards Report – Secondary Schools

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### EXECUTIVE SUMMARY

#### 1.0 PURPOSE OF THE REPORT

- 1.1 This report summarises the progress in secondary school improvement in Leeds, with a commentary on challenges for further improvement. The report examines the progress made against issues identified in the report for 2009. A detailed statistical appendix is attached.
- 1.2 The results of school examinations in 2010 mark the end of a significant period in education in Leeds and in England. The previous decade has been notable for the high level of investment in schools and children's services, and support to schools through a central national strategy. In the future the Local Authority will change from being a provider to a body that supports and facilitates networks, and brokers and quality assures good practice. It will still need to set expectations, and challenge schools about their practice and outcomes, particularly those concerned with the success of students from poorer backgrounds and with special needs

#### 2.0 MAIN ISSUES

- 2.1 There have been substantial improvements in standards in 2010. For the first time, over half the students in Leeds achieved 5A\*-C including English and maths. Results improved for students achieving at all levels. There were notable improvements in the attainment of students from many black and minority ethnic groups, and also for looked after children and students with special needs. Students from families eligible for free school meals continue to achieve standards far below the average for Leeds as a whole.
- 2.2 The percentage of schools in the national top quartile for value added from Key Stage 2 to Key Stage 4 has improved from 8% in 2006 to 29% in 2010. This is a remarkable improvement, and a major achievement.
- 2.3 Of the original thirteen national challenge schools with results below 30% 5A\*-C including English and maths in 2007, only three remain below this level. Eight schools are at or below the 35% standard proposed in the new White Paper.
- 2.4 The more rigorous framework from Ofsted, with an emphasis on attainment

irrespective of circumstances or prior performance, was a challenge to a number of Leeds schools. In the event, however, most schools have done well. There are more good and outstanding schools than ever, and the number of schools in or at risk from Ofsted categories is low.

2.5 The current challenges for Leeds are:

- Maintaining a community of schools with a collective ambition to improve standards for all young people in Leeds;
- Helping the new market place in school improvement to become established so that expertise and support is readily available and to ensure that there is sufficient capacity in the system to broker, co-ordinate and lead improvement;
- Supporting schools with low attainment to establish new partnerships and new governance arrangements;
- Allowing improving schools, where progress is good and leadership and governance is already strong, to continue without unnecessary interference;
- Reducing the harmful effects of poverty on attainment and progress.

### **3.0 RECOMMENDATIONS**

3.1 The Board is asked to consider

- The progress that has been made and the areas that need further improvement
- The future provision of support, challenge and intervention in Leeds to ensure that progress continues to be made, in the light of the government white paper, 'The Importance of Teaching.'



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### 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)

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## 1.0 PURPOSE OF THE REPORT

- 1.1 This report summarises the progress in secondary school improvement in Leeds, with a commentary on challenges for further improvement. The report examines the progress made against issues identified in the report for 2009. A detailed statistical appendix is attached.

## 2.0 BACKGROUND INFORMATION

- 2.1 The results of school examinations in 2010 mark the end of a significant period in education in Leeds and in England. The previous decade has been notable for the high level of investment in schools and children's services, and support to schools through a central national strategy. It also coincides with the lifetime of Education Leeds which has focused that resource on school improvement, with an emphasis on young peoples' achievements at age 16. A workforce was built up to support and motivate schools, young people and families to higher personal achievement. The evidence of its impact has been detailed in reports in 2008 and 2009 and is summarised here. A full report with statistics is attached at annex 1.

2.2 This era of centrally driven improvement is now at an end. The challenge for the school improvement system now is to create a school-based workforce that can lead further improvement, and support and improve the weakest schools and disadvantaged students. The Local Authority can help to establish this new system by creating an environment where schools can trade expertise without undue commercial risk. It will change from being a provider to a body that supports and facilitates networks, and brokers and quality assures good practice. It will still need to set expectations, and challenge schools about their practice and outcomes, particularly those concerned with the success of students from poorer backgrounds and with special needs.

### **3.0 MAIN ISSUES**

3.1 In 2009 this annual report identified four challenges:

- Improving standards, especially results at 5A\*-C including English and maths
- Narrowing the achievement gap
- Supporting the schools with the lowest attainment
- Responding to the higher challenge of the new Ofsted framework

#### **3.2 Improving standards**

3.2.1 There have been substantial improvements in 2009-10.

3.2.2 In 2010, for the first time in Leeds, over 50% of the year group gained five good GCSEs including English and maths. Over 4000 young people in Leeds schools reached this standard. This is 350 more than last year, and about 1000 more than ten years ago. A further 14% (about 1100 students) gained at least 4 GCSE passes including one of English or maths, and this indicates the potential for further improvement in the short term.

3.2.3 The proportion of students gaining five good passes in any GCSE subject has risen to 75%. This has doubled in ten years from under 40% in 2001 (and less than 30% ten years previously). An extra 2800 students achieve this level every year compared with 2001.

3.2.4 The number achieving 5 passes (5A\*-G) has risen by over 2% to 94%, an extra 170 students. This is a good indicator of how much improvement has spread to all pupils and of their prospects of continuing on pathways in further education that lead to success at level two at nineteen. The number achieving no passes at all has now fallen to under 150 out of a year group of approximately 8000. This is under 2% of the cohort.

3.2.5 The number of pupils who were persistently absent (those who attend for under 80% of the time) was cut by a further 300 students in 2009/10, with further progress this term. Since 2005/6 the number has been reduced from over 4600 to 3000. This has contributed to the improved achievement. (See separate report on attendance and persistent absence, January 2011)

#### **4.0 Narrowing the Gap in Attainment**

4.1 There were further improvements in the examination results for looked after children, of whom there were 115 in year 11 in 2009/10. Fifty achieved five grades at A\*-C, and eighteen achieved five good grades with English and maths.

The percentage of LAC achieving 5 or more A\*-C, both including and excluding English and maths, has more than doubled in 2010.

- 4.2 Students with special needs on school action or school action plus made improvements of 7% and 4% respectively and are in line with national figures.
- 4.3 Students from black and minority ethnic groups closed the gap on the average figure for attainment. There were some notable improvements in the figure for 5A\*-C including English and maths. Bangladeshi attainment improved by 15%, Other Pakistani by 12%, Black Caribbean by 9% and Other black by 24%. Mixed groups of black African/white were up by 10% and mixed Asian/white up 12%. Eastern European attainment was up by 22%. As the overall figure improved by 4.7% all these groups narrowed the gap. We can link this improvement to improvements in particular schools with high numbers of certain groups, and to specific support and challenge. This area has been a focus for SIPs, for consultants and for direct support from central teams. There is still improvement required, however. Figures for Bangladeshi are still 8% below the average, and Black Caribbean 15% below, for example.
- 4.4 There has been little impact on the gap between those eligible and not eligible for free school meals. Although the attainment of the 1440 students eligible for free schools improved by over 5% the gap remains very large at 34%. There has been some progress in closing the gap for the five good grades at GCSE indicator (5A\*-C), but little progress when English and maths are included. This is one of the biggest challenges that remain.
- 4.5 At school level, value added measures have been improving over the past few years from a low level. Five years ago only a quarter of schools from Leeds were in the top half of the table; now two-thirds of local schools are in the top half of the national table. They make more progress than expected from Key Stage Two. The percentage of schools in the top quartile has improved from 8% in 2006 to 29% in 2010. This is a remarkable improvement, and a major achievement.
- 4.6 Schools not achieving the national benchmarks, and performing less well than might be expected at English and maths given the achievement of their pupils in primary schools, include some with high levels of attainment. SIPs and advisers have discussed progress with these schools and they have been offered support to improve and to introduce some of the more rigorous practice of schools in the national challenge.

## **5.0 Supporting the schools with the lowest attainment**

- 5.1 Of the original thirteen national challenge schools with results below 30% 5A\*-C including English and maths in 2007, only three remain below this level. Two of them showed strong improvement in 2010 and had results well into the upper quartile of achievement for schools in England
- 5.2 Eight schools are at or below the proposed 35% standard: City of Leeds, Primrose, Swallow Hill, Parklands, Carr Manor, John Smeaton, South Leeds Academy and the David Young Academy. These schools all have different circumstances. Four schools are working with academy sponsors, two of the others have a good record of current improvement and strong leadership, and a further two are currently receiving substantial support with external partners.

## 6.0 Post-16 Achievement

6.1 The percentage of students achieving 2 or more passes in Key Stage 5 has remained stable in recent years and is in line with national figures. The attainment per entry is slightly lower than the national average, although ALPs value added data shows that the grades achieved are good in relation to the GCSE results of the students. The total points scored by students is lower than should be expected. More students should be taking a full course of three A levels or equivalent so that their chance of progress to higher education is as high as possible.

## 7.0 The Ofsted Framework

7.1 The more rigorous framework from Ofsted, with an emphasis on attainment irrespective of circumstances or prior performance, was a challenge to a number of Leeds schools. In the event, however, most schools have done well. There are more good and outstanding schools than ever, and the number of schools in or at risk from Ofsted categories is low.

7.2

	Outstanding	Good	Satisfactory	Inadequate
Leeds Secondary & Special. Current Ofsted grade at Nov 2010. Number of schools	4	21	15	3
Leeds Percentage of schools	9%	49%	35%	7%
National Inspections from Sept 2009 – August 2010 (percentage)	8%	37%	43%	13%
Leeds schools inspected from Sept 2009 – Nov 2010 (number)	0	6	2	2

7.3 The progress of the schools that are in categories - Lawnswood, Farnley Park and the Teaching and Learning Centre for Key Stage 4 - is all satisfactory (on track to be removed within the time frames set down by Ofsted) or better. The impact of partner headteachers and the support coordinated by Education Leeds has been good, and recognised by Ofsted in monitoring visits

## 8.0 Support for Schools Causing Concern

8.1 The improvement seen over the past few years has been achieved by an approach which responds to the needs of governance, leadership, teachers and other staff. Support for teachers has come mostly from central national strategy teams with high levels of specialist expertise, and also from advanced skills teachers. In the future, this expertise will be drawn from staff employed by schools. Support for leadership has been given by school improvement advisers and by successful school leaders. In a number of cases this support from a partner school has been sufficiently strong for the partner to take on the responsibility for leading the improvement. However, in many cases the school adviser has filled the role of driver and coordinator, brokering in support from the partner school and other sources. In the future school leaders are expected to take a more significant lead in improving partner schools.

8.2 Education Leeds has supported a change of leadership in a secondary school and brokered in an executive headteacher from a partner school on more than a dozen occasions in the past few years. This action has been taken within the

framework of the school improvement policy and in partnership with a number of schools which have developed as national support schools, or academy sponsors. This experience gives Leeds a good foundation for the future expectations outlined recently by central government.

## **9.0 New Challenges : responding to the new agenda**

9.1 Current challenges for Leeds are:

- Maintaining a community of schools with a collective ambition to improve standards for all young people in Leeds
- Helping the new market place in school improvement to become established so that expertise and support is readily available and to ensure that there is sufficient capacity in the system to broker, co-ordinate and lead improvement
- Supporting schools with low attainment to establish new partnerships and new governance arrangements
- Allowing improving schools, where progress is good and leadership and governance is already strong, to continue without unnecessary interference.
- Reducing the harmful effects of poverty on attainment and progress

## **10.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE**

10.1 The improvement in school performance will continue to be a priority for the council using the new models of school governance and school support outlined in the government white paper of November 2010. The impact on many minority and vulnerable groups will be an area of particular focus and has strong links with other areas of council responsibility.

## **11.0 LEGAL AND RESOURCE IMPLICATIONS**

11.1 The need to continue to improve secondary education, and the Council's need to be informed about strategy and progress, means that this must remain a high priority when allocating resources.

## **12.0 EQUALITY, DIVERSITY, COHESION & INTEGRATION (EDCI) IMPACT ASSESSMENT**

12.1 The improvements in the attainment of black and minority ethnic students, and the issues that persist are described in the report. The large gap in attainment between those eligible for free school meals and other students is identified as a key area for improvement.

## **13.0 RECOMMENDATIONS**

13.1 The Board is asked to consider

- The progress that has been made and the areas that need further improvement
- The future provision of support, challenge and intervention in Leeds to ensure that progress continues to be made, in the light of the government white paper, 'The Importance of Teaching.'

### **Background Papers**

Annex 1 Data tables and commentary

A summary of Ofsted reports is available upon request.

Information in relation to schools receiving additional support, designated as exempt under Access to Information Procedure Rule 10.4(1) and 2, is available to members upon request.



## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD: February 2011**

**SUBJECT: Annex 1: Secondary Standards & Achievement**

### 1.0 Secondary Standards and Achievement

#### 1.1. Key Stage 3

1.1.2 Teacher assessments at the end of Key Stage 3 show that performance has improved in Leeds for English and science, remaining static for maths. Despite these improvements, the percentage of pupils assessed at level 5 or above in Leeds is lower than nationally and in statistical neighbours, with a three percentage point gap for English and science and a one percentage point gap for maths.

*Table 1: 2008-2010 Percentage of pupils achieving Level 5 or above at Key Stage 3*

% pupils achieving level 5+	2008			2009*			2010		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
<b>English</b>	76	76	76	75	77	77	76	79	79
<b>Maths</b>	78	79	80	79	79	79	79	80	80
<b>Science</b>	73	76	76	75	78	77	77	80	80

*Source: DfE statistical first release; for Leeds in 2009 data does not match that published by the DCSF as the LA hold a fuller dataset than the DfE for that year*

#### 1.2 Key Stage 4

##### 1.2.1 Overall Attainment

*Table 2: 2008-2010 Key Stage 4 performance*

% of pupils achieving	2008			2009			2010		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
<b>5+A*-C</b>	62.5	65.3	64.7	67.5	70.0	69.7	76.5	75.4	76.8
<b>5+A*-C inc. Eng &amp; maths (NI 75)</b>	46.4	47.6	46.2	45.9	49.8	48.4	50.6	53.5	53.0

<b>5+A*-G</b>	90.6	91.6	92.2	91.3	92.3	93.5	93.7	94.7	94.9
<b>No Passes</b>	2.3	1.4	1.6	1.9	1.1	1.2	1.5	1.0	0.9

Source: DfE statistical first release

Notes; Leeds figures include academies

1.2.2 There has been strong improvement against the headline national measure of 5 or more GCSEs at grades A\*-C including English and maths, with over half of young people in Leeds now reaching this level. At 50.6% this represents significant improvement, with a 4.7 percentage point improvement from the 2009 result of 45.9%. National results improved by 3.7 percentage points, therefore the gap to national attainment for this indicator has narrowed and performance in Leeds is now 2.9 percentage points lower than national. The improvement achieved in statistical neighbour authorities (4.6 percentage points) was in line with the improvement in Leeds, attainment in Leeds is 2.4 percentage points lower than in statistical neighbours. Despite the significant improvements achieved, the challenging target of 56.9%, set by schools, has not been achieved.

1.2.3 Significant improvements have also been seen in the percentage of pupils achieving 5 or more GCSEs at grades A\*-C, with an 9.0 percentage point increase. Over three quarters of pupils in Leeds now achieve five good GCSEs. This represents an almost doubling of the percentage of pupils achieving 5 or more GCSEs at grades A\*-C since 2001 (40% in 2001). The percentage of pupils attaining 5 or more A\*-C is now above the national level of attainment for this indicator and less than half a percentage point lower than in statistical neighbours.

1.2.4 The 2.4 percentage point improvement in the percentage of pupils achieving 5 or more A\*-G is in line with national improvements. Attainment is 1.2 percentage points lower than in statistical neighbours. There has also been a reduction in the percentage of pupils leaving school with no qualifications, however there are still a higher proportion of pupils getting no passes in Leeds than nationally and in statistical neighbours.

### 1.3 **Contextual Value-Added**

1.3.1 Contextual value-added (CVA) analyses for Leeds, comparing actual and estimated levels of attainment are shown in the Table 3 below. The FFT analysis is based on progress between Key Stages 2 and 4 and is only for maintained schools. For achievement of 5 or more A\*-C, the contextual value-added has improved significantly over the last 3 years and actual performance was more than 3 percentage points above estimated performance. Leeds has moved from the 47<sup>th</sup> to the 36<sup>th</sup> percentile for CVA for 5 A\*-C. Actual performance for 5 A\*-C including English and maths is just below estimates in 2010 and CVA for this indicator is lower than in 2008, the percentile rank has improved in 2010 compared to 2009. For 5 A\*-G actual performance in 2010 is in line with estimates, this is an improvement from 2009, when performance was significantly below estimates for this indicator, the percentile rank has improved significantly from the bottom quartile in 2009 to the second quartile in 2010.

1.3.2 The CVA for total points score has improved significantly since 2008. Pupils in Leeds, on average achieved 15 points more than estimates in 2010 and Leeds is now in the top quartile for progress on this indicator. Improvements have also been seen for capped points score, where actual attainment was significantly above estimates in 2010 having been significantly below in 2009. Leeds is now in the top half of authorities for progress on this indicator.

Table 3: Fischer Family Trust contextual value-added: Difference between estimate and actual attainment

Difference between estimate and actual attainment	2008	2009	2010	3 yr trend	2009 percentile rank	2010 percentile rank
5+ A*-C	0.6	0.8	3.3	↑	47	36
5+ A*-C inc. E&M	0.9	-0.7	-0.3	↓	63	54
5+ A*-G	-0.8	-1.0	0.1	↑	81	46
Total points score	-9.15	4.08	14.57	↑↑	39	25
Capped points score	-3.90	-3.67	-1.50	↑	74	46

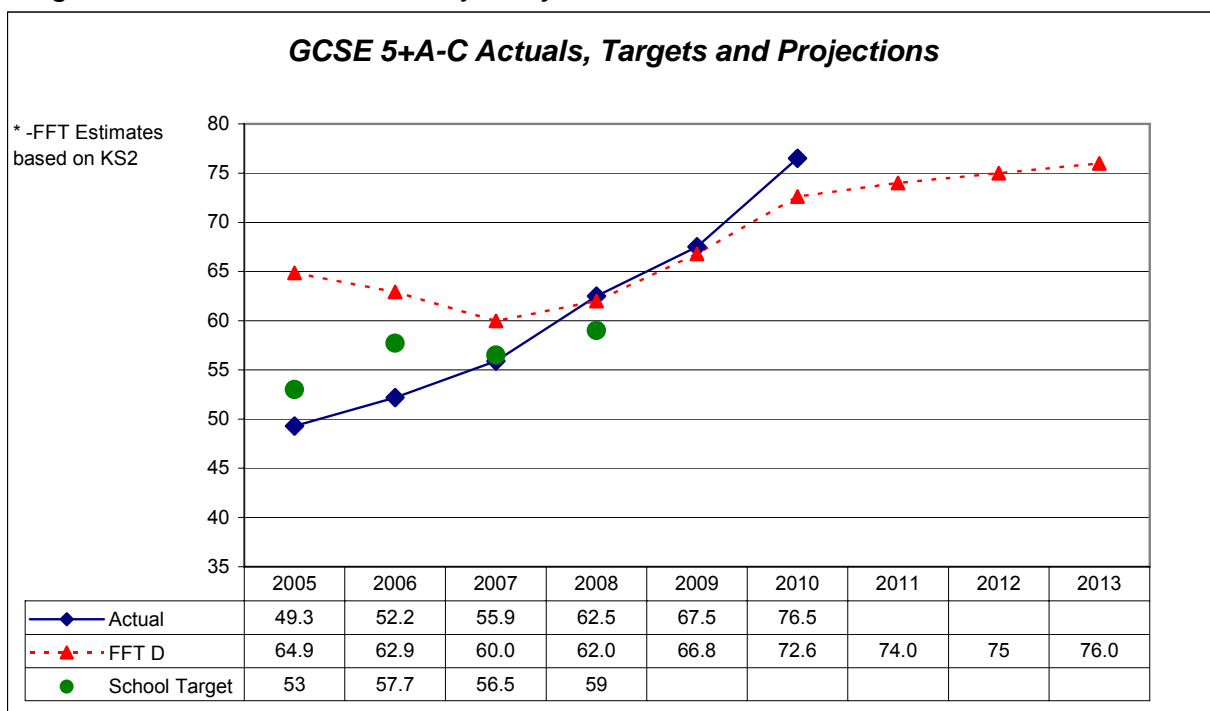
Source: FFT database version 12.26

Notes: green = actual attainment significantly higher than estimated; blue = actual attainment significantly lower than estimated

### 1.3.3 Key Stage 4 Trajectories

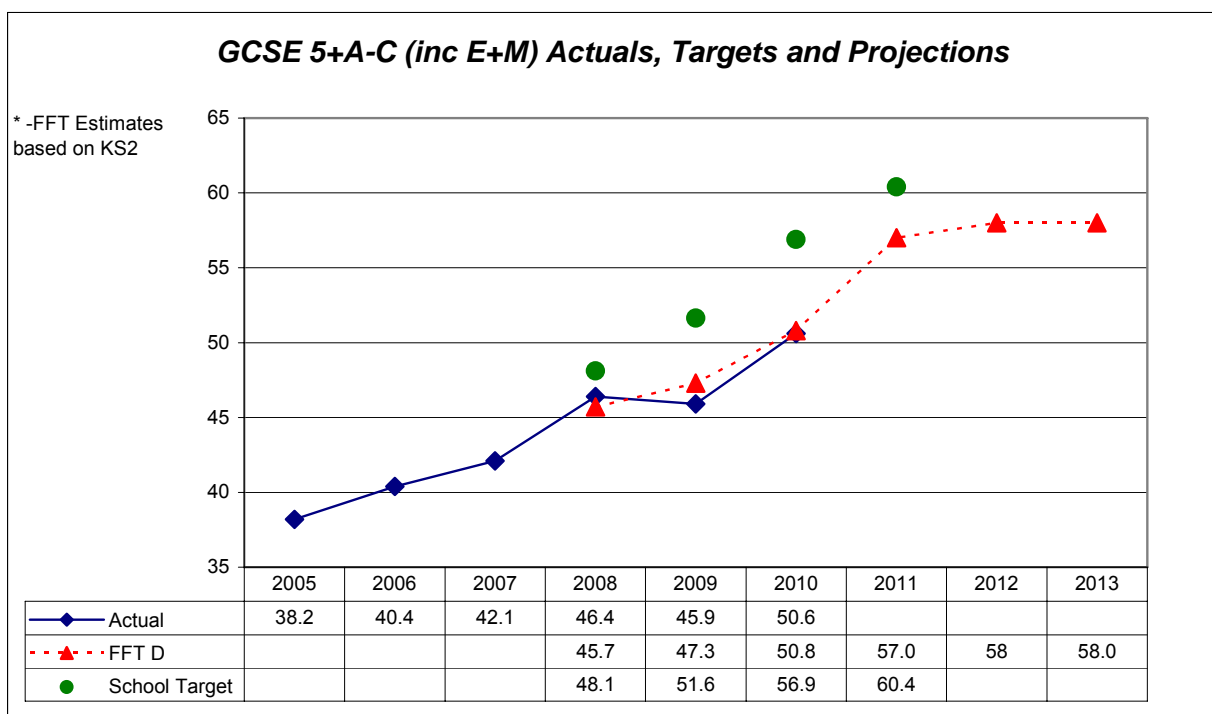
1.3.4 The significant increase in the percentage of pupils achieving 5 or more A\*-C at GCSE can be seen in the chart below. The trajectory moving from below FFT D estimates to above from 2008 can also be seen. Schools no longer have to set targets for this indicator.

.. Figure 1: 5 + A\*-C at GCSE trajectory



1.3.5 The trend for 5+ A\*-C including English and maths is shown in the chart below. The improvement trend has continued in 2010 after a slight drop in performance in 2009. Schools have set aspirational targets for this indicator, well above FFT D estimates.

Figure 2: 5 + A\*-C including English and maths at GCSE trajectory



## School Results

1.3.6 School level results are shown in Table 4 overleaf.

1.3.7 *Floor Targets*

1.3.8 Provisional results indicate that there are three schools in Leeds below the current floor target of 30% or more pupils achieving 5 or more GCSEs at grades A\*-C including English and maths (NI 78). This is compared to four in 2009 (in addition there were 3 schools that closed in 2009 that were below the floor target – South Leeds, West Leeds and Wortley). The three schools remaining below floor target are Primrose (25%), South Leeds Academy (29%) and Swallow Hill (24%). Even though these schools remain below the floor target, Primrose achieved significant improvements in 2010 compared to 2009, Swallow Hill performed better than the combined West Leeds and Wortley results in 2009 and South Leeds Academy performed better than South Leeds High School in 2009. City of Leeds, Carr Manor and David Young Community Academy achieved above the floor target, having been below in 2009. Three of the schools previously considered at risk of being below the floor target – Farnley Park, Leeds West Academy and Rodillian achieved significant improvements in 2010. Parklands Girls High School stayed above the floor target (32%) despite a small drop in the percentage of pupils achieving the gold standard measure.

1.3.9 The recent Education White paper states that the floor target will be raised from 30% achieving 5 or more A\*-C including English and maths to 35%. In 2010, there were 8 schools below this level; Swallow Hill, Primrose, South Leeds Academy, City of Leeds (32%), David Young Academy (31%), John Smeaton (32%), Parklands (32%) and Carr Manor (34%). There are an additional two schools with 37% and 36% 5+ A\*-C including English and maths and therefore at risk being below the new floor target – Leeds West Academy and Cockburn.

1.3.10 *School Performance*

- 1.3.11 Many individual schools have shown significant improvements in 2010. Fourteen schools improved their percentage 5 or more A\*-C in 2010 by 10 percentage points or more, only two schools had a decrease. The schools with the largest increases were previously below the Leeds average, with Farnley Park increasing by 32 percentage points, Rodillian by 31 and City of Leeds by 30. There are now no schools with below 50% of pupils achieving five good GCSEs, down from 6 in 2009. In five schools, more than 90% of pupils achieved 5 or more A\*-C (Boston Spa, Allerton High, David Young Academy, Garforth, St. Mary's Menston).
- 1.3.12 Seven schools increased the percentage of pupils achieving 5 or more A\*-C including English and maths by 10 percentage points or more, the biggest increases were achieved by City of Leeds and Rodillian, with increases of 20 and 15 percentage points respectively. Eight schools saw a decrease in the percentage of pupils achieving this benchmark, and two schools decreased by more than 10 percentage points – John Smeaton and Pudsey Grangefield.
- 1.3.13 There are now only four schools where less than 90% of pupils achieve 5 or more A\*-G, these are City of Leeds, Primrose, South Leeds Academy and Swallow Hill. Both City of Leeds and Primrose achieved improvements in 2010, by 12 percentage points for City of Leeds and 9 percentage points for Primrose. These two schools also previously had the lowest percentages achieving any qualifications. However, in 2010 these two schools showed the largest increases (by 6 percentage points for City of Leeds and 8 percentage points for Primrose) for this indicator.
- 1.3.14 Twenty-two schools improved their CVA score in 2010 and seventeen schools have a CVA score below 1000. Figure 3 below shows the improvements in CVA in Leeds schools as calculated by FFT. The percentage of schools in the bottom quartile of progress on capped points scores has decreased from 55% of schools in 2006 to 20% in 2010. More than half of Leeds schools are now in the top two quartiles for progress in this measure and the percentage of schools in the top quartile has increased from 8% in 2006 to 29% in 2010.

1.3.15 *Figure 3: Fischer Family Trust CVA percentile rank groups – based on Capped Points Score*

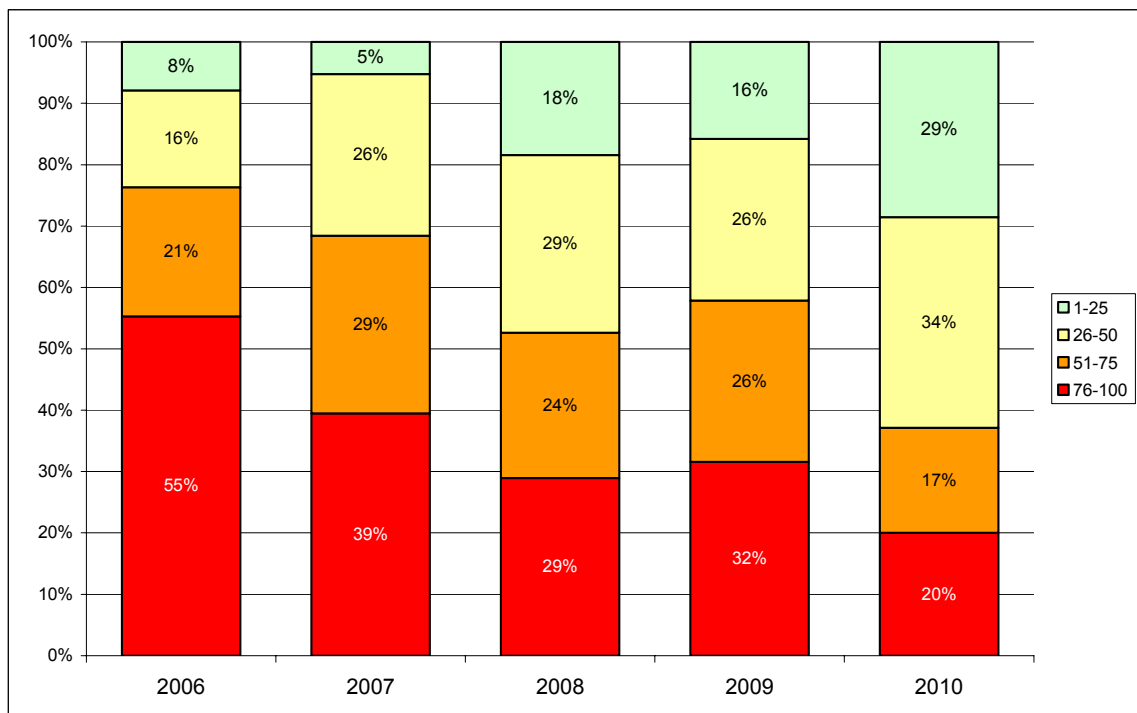


Table 4: School Key Stage 4 results, 2008-2010

School	NOR	% 5+ A*-C			% 5+ A*-C inc. English and maths			% 5+ A*-G			% any qualification			CVA		
	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Lawnswood	278	59	57	66	51	39	45	88	86	90	88	97	98	987.0	947.0	967.3
City of Leeds	132	30	24	54	12	12	32	80	71	83	80	91	97	950.9	941.8	948.0
Allerton High	181	69	76	91	61	52	62	97	97	98	97	100	100	1012.0	998.1	1012.3
Allerton Grange	302	55	57	70	37	44	45	88	90	93	88	98	99	981.9	993.4	998.5
Carr Manor High	141	48	58	66	30	27	34	87	90	93	87	98	99	1006.6	1008.6	1007.6
Primrose High	158	31	39	52	19	16	25	82	77	84	82	91	99	982.1	956.8	961.3
John Smeaton	168	70	77	83	34	45	32	87	87	94	87	97	98	1034.6	1036.0	1053.7
Temple Moor	219	59	58	74	48	42	47	93	95	95	93	98	99	991.5	991.8	982.9
Cockburn	202	53	68	78	31	38	36	93	94	94	93	100	100	1017.1	1046.6	1059.9
Farnley Park	145	48	46	78	30	32	45	89	87	95	89	97	99	973.1	957.2	993.4
Parklands Girls	137	26	43	52	19	33	32	81	86	91	81	96	99	983.8	984.3	983.7
Ralph Thoresby	182	61	66	72	52	40	49	95	87	92	95	99	98	991.9	973.2	985.8
Roundhay	241	72	78	86	55	56	65	96	92	99	96	99	100	1005.7	1006.9	1005.8
Morley High	250	80	78	83	57	59	60	96	93	98	96	98	100	999.1	989.2	993.0
Pudsey Grange field	186	63	71	87	50	52	40	93	97	95	93	99	99	989.1	1003.3	1016.4
Rodillian	240	49	45	76	35	33	48	89	89	95	89	98	97	976.0	965.3	1009.1
Royds	226	60	65	75	47	46	51	90	93	95	90	99	100	988.0	996.7	1004.6
Woodkirk High	297	71	72	84	61	63	70	99	99	99	99	100	100	984.5	976.0	982.0
Benton Park	231	77	75	70	68	62	56	100	99	95	100	99	99	1003.0	991.5	973.3
Crawshaw	203	60	69	84	49	59	62	91	93	98	91	100	100	993.6	992.7	1008.6
Guiseley	220	76	83	85	66	72	72	97	96	98	97	100	100	992.9	997.2	1003.0
Bruntcliffe High	256	61	74	81	33	42	42	95	94	93	95	99	98	986.0	997.3	1001.4
Priesthorpe	203	64	79	75	43	43	56	98	95	98	98	100	100	995.7	1003.3	1002.3
Wetherby High	170	76	69	78	70	62	64	98	97	99	98	100	99	992.0	987.0	991.3
Garforth	318	95	94	99	77	75	74	98	98	100	98	99	100	1016.1	1021.1	1027.7
Brigshaw High	243	65	68	80	52	50	56	94	93	96	94	99	100	999.6	986.0	1009.6
Boston Spa	302	73	80	92	59	46	51	95	96	97	95	100	99	1000.6	990.2	1001.9
Horsforth	232	80	82	82	66	60	67	97	99	99	97	100	100	1001.9	1007.5	1002.9
Prince Henry's Grammar	223	73	83	85	55	63	62	96	97	97	96	100	100	999.3	1008.9	999.2
St. Marys' Cath. Comprehensive	194	89	85	92	78	74	84	98	98	97	98	99	100	1000.8	1004.1	1006.8
Cardinal Heenan Cath. High	178	74	80	89	60	51	64	92	96	100	92	99	100	1009.9	1017.6	1031.5
Corpus Christi Cath. College	182	53	63	67	47	48	42	91	94	91	91	98	94	989.1	1009.3	991.4
Mount St.Mary's Catholic High	179	63	68	75	40	39	46	94	96	99	94	100	100	1004.3	1017.1	1016.9
Swallow Hill	358			51			24			86			97			940.0
David Young	162	68	74	94	32	29	31	83	88	96	83	100	98			1028.1
South Leeds Academy				69			29			83			99			972.0
Leeds West Academy	158			68			37			93			99			1016.1
Abbey Grange CE High	203	75	77	81	67	63	72	97	98	98	97	100	99	1003.2	1005.6	989.2

Source: Performance Tables

## 2.0 Key Stage 4 attainment and contextual value-added for pupil groups

2.1 The pupil group analysis in this section is based on pupils in maintained schools and academies,. The FFT CVA analysis in this section is for pupils on the roll of maintained schools.

### 2.1.2 Gender

2.1.3 Key Stage 4 attainment is higher for girls than boys on all measures, both in Leeds and nationally. However, attainment has improved more for boys than girls on all measures in 2010, therefore the gaps have narrowed. Both boys and girls attain higher than national performance in 5 A\*-C, and for 5 A\*-G, girls are in line with national and boys above national performance. For 5 A\*-C including English and maths and no passes the gap to national is wider for girls than for boys. The gender attainment gap in Leeds is narrower than the national gap for 5 A\*-C, 5 A\*-C including English and maths and 5 A\*-G.

Table 5: Key Stage 4 attainment by gender

	Gender	2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
% 5A*-C	Girls	64.9	69.9	71.7	74.4	79.4	79.0
	Boys	60.0	60.9	63.3	65.8	72.3	70.8
% 5A*-C inc. E&M	Girls	50.0	52.3	49.1	54.1	53.3	57.5
	Boys	43.0	43.2	42.9	45.7	47.3	48.9
% 5A*-G	Girls	92.2	93.6	92.9	92.2	94.3	94.4
	Boys	89.0	89.6	89.7	89.0	92.7	90.8
No passes	Girls	2.0	0.9	1.5	0.5	1.4	0.6
	Boys	2.6	1.9	2.3	1.7	1.7	1.5

Source: DfE statistical first release; 2010 data is provisional

2.1.4 The FFT CVA analysis by gender and prior attainment, in Table 6 below, shows that all gender/prior attainment combinations performed significantly above estimates for 5 A\*-C. For 5 A\*-C including English and maths, all girls and both boys and girls with lower prior attainment were significantly below estimates, whilst upper ability boys were significantly above. Boys with lower prior attainment performed significantly above estimates for 5 A\*-G, whereas upper ability girls and both girls and boys with middle prior attainment were significantly below estimates.

Table 6: Fischer Family Trust contextual value-added: difference between estimate and actual attainment – gender and prior attainment

	5+ A*-C			5+ A*-C inc. E&M			5+ A*-G			3 year trend		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	5AC	5AC EM	5AG
All pupils	0.6	0.8	3.3	0.9	-0.7	-0.3	-0.8	-1.0	0.1	↑	↓	↑
Girls	-1.1	1.0	3.0	0.6	-0.9	-1.4	-1.1	-1.3	-0.5	↑↑	↓	↑
Girls – lower	-2.2	1.2	6.0	-2.2	-2.1	-4.3	-0.7	-0.1	0.2	↑↑	↓	↑
Girls – middle	-2.8	1.0	1.9	1.8	-1.1	-0.6	-1.9	-3.1	-1.1	↑	↓	↑↓
Girls – upper	2.2	0.9	1.1	2.2	0.5	0.9	-0.6	-0.5	-0.5	↓	↓	↑
Boys	2.2	0.6	3.7	1.1	-0.4	0.8	-0.6	-0.8	0.6	↑↓	↓	↑
Boys – lower	1.3	0.7	6.3	-1.1	-0.7	-1.8	-0.7	0.0	3.2	↑	↓	↑
Boys – middle	3.2	-0.2	2.4	2.9	-0.9	2.3	-0.4	-2.0	-1.3	↓	↓	↓
Boys - upper	2.3	1.5	1.9	1.7	0.5	2.3	-0.5	-0.5	-0.4	↓	↓	↓

Source: FFT database version 12.26

Notes: green = actual attainment significantly higher than estimated; blue = actual attainment significantly lower

than estimated

## 2.1.5 Free School Meal Eligibility

2.1.6 There has historically been a wide gap in attainment in Leeds between pupils eligible for free school meals and those who are not, and the gaps in Leeds are wider than the national gaps. The gaps are wider in Leeds because performance of pupils not eligible for free school meals in Leeds is generally in line with national performance for this group, whereas attainment for pupils eligible for free school meals is below national attainment for this group. This issue was highlighted in the Local Authority Inspection in 2009 and narrowing the gap in attainment is now part of the improvement notice. Improvements in attainment in 2010 have been greater for pupils eligible for free school meals than those who are not eligible. Therefore the gaps have narrowed, but by differing degrees for different indicators. The most significant narrowing of the gap has occurred for 5 A\*-C, where the percentage of pupils eligible for free school meals attaining at this level increased by 15 percentage points in 2010, the gap for this indicator has narrowed from 34 percentage points in 2009 to 27 percentage points in 2010. The extent of this narrowing of the gap has not been seen for 5 A\*-C including English and maths, where the gap has only narrowed by 2 percentage points and the attainment of pupils eligible for free school meals is 33 percentage points below attainment of pupils who are not eligible. The gap in attainment for 5 A\*-G has narrowed by 7 percentage points to 13 percentage points.

Table 7: Key Stage 4 attainment by free school meal eligibility

	FSM eligibility	2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
% 5A*-C	Non eligible	68	68	73	73	81	78
	Eligible	35	41	39	49	54	58
% 5A*-C inc. E&M	Non eligible	52	52	52	54	56	59
	Eligible	19	24	17	27	23	31
% 5A*-G	Non eligible	93	94	95	95	96	96
	Eligible	76	82	75	85	83	87
No passes	Non eligible	2	1	1	1	1	1
	Eligible	6	4	5	3	4	2

Source: DfE statistical first release

2.1.7 FFT CVA analysis shows that both pupils eligible for free school meals and those who are not eligible performed significantly above estimates for 5 A\*-C, although the CVA figure is higher for pupils not eligible. For 5 A\*-C including English and maths, performance was in line with estimates for non eligible pupils and slightly below (but not significantly below) for pupils eligible for free school meals. Performance was significantly below estimates for free school meal eligible pupils for 5 A\*-G, but significantly above for those not eligible

Table 8: Fischer Family Trust contextual value-added: difference between estimate and actual attainment – free school meal eligibility

	5+ A*-C			5+ A*-C inc. E&M			5+ A*-G			3 year trend		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	5AC	5AC EM	5AG
Non eligible	0.8	1.3	3.5	1.1	-0.5	0.0	-0.2	0.0	0.7	↑	↓	↑
Eligible	-0.6	-1.5	2.8	-0.3	-1.4	-1.6	-4.5	-6.5	-2.8	↑		↑

Source: FFT database version 12.26

Notes: green = actual attainment significantly higher than estimated; blue = actual attainment significantly lower than estimated



## 2.1.8 *Special Education Needs*

2.1.9 Performance for pupils on School Action and School Action plus improved on each measure in 2010. Attainment is above or in line with national for pupils on School Action. For pupils on School Action plus, attainment is above national for 5 A\*-C, in line for 5 A\*-C including English and maths, but below for 5 A\*-G and no passes. Attainment is below national for pupils with statements except for no passes.

*Table 9: Percentage of pupils attaining level 4+: Special Education Needs*

		2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
% 5A*-C	No SEN	74	75	81	80	86	85
	Action	32	35	46	46	60	56
	Action +	17	22	26	30	42	40
	Statement	10	11	12	15	17	20
% 5A*-C inc. E&M	No SEN	57	58	58	62	61	66
	Action	15	17	20	21	27	26
	Action +	11	11	12	13	16	17
	Statement	5	5	6	6	4	7
% 5A*-G	No SEN	97	97	98	98	98	98
	Action	81	88	88	91	92	93
	Action +	62	70	67	76	75	80
	Statement	37	44	43	47	40	49
No passes	No SEN	0	1	0	0	0	0
	Action	3	2	2	1	1	1
	Action +	8	7	6	5	6	3
	Statement	28	17	19	15	14	15

Source: DfE statistical first release

2.1.10 FFT CVA analysis shows that pupils on School Action were significantly above estimates for 5 A\*-C. No SEN group was significantly above or below estimates for 5 A\*-C including English and maths. Pupils on School Action were significantly above estimates for 5 A\*-G, whereas pupils on School Action plus and those with statements were significantly below.

*Table 10: Fischer Family Trust contextual value-added: difference between estimate and actual percentage attainment – Special Education Needs*

	5+ A*-C			5+ A*-C inc. E&M			5+ A*-G			3 year trend		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	5AC	5AC EM	5AG
No SEN	1.8	2.6	3.7	1.6	-0.2	-0.3	0.7	0.3	0.6	↑	↓	
Action	-3.3	-2.7	3.9	-2.9	-3.8	-0.8	-2.5	-0.3	2.7	↑	↑	↑
Action +	-5.8	-5.3	1.3	0.3	0.6	1.8	-12.2	-10.7	-6.2	↑		↑
Statement	-0.6	-3.1	-1.8	0.1	0.6	-2.4	-9.9	-7.3	-10.3			

Source: FFT database version 12.26

Notes: green = actual attainment significantly higher than estimated; blue = actual attainment significantly lower than estimated

## 2.1.11 *English as an Additional Language*

2.1.12 For the 5 A\*-C and 5A\*-C including English and maths measures, attainment is higher for pupils with English as a first language than for those with EAL. The gaps in attainment between the two groups have historically been wider in Leeds than nationally for these measures. The gaps in attainment between pupils with EAL and those with English as a first language have further increased in 2010 for these measures as greater improvements have

been seen for pupils with English as a first language. For 5 A\*-G and pupils achieving no passes, attainment is higher for pupils with EAL than for those with English as a first language.

*Table 11: Key Stage 4 attainment by first language*

	First language	2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
% 5A*-C	Non EAL	63	65	68	70	76	76
	EAL	58	65	66	71	72	76
% 5A*-C inc. E&M	Non EAL	47	49	47	51	51	55
	EAL	38	47	38	50	43	53
% 5A*-G	Non EAL	90	92	91	94	93	94
	EAL	94	94	92	95	95	95
No passes	Non EAL	2	2	2	1	2	-
	EAL	1	1	1	1	1	-

*Source: 2008-2009 DfE statistical first release; 2010 University of Bath EPAS, 2010 data is provisional*

### 2.1.13 *Looked After Children*

2.1.14 The percentage of LAC achieving 5 or more A\*-C, both including and excluding English and maths have more than doubled in 2010. Attainment is lower for the cohort of LAC that have been in care for a year or more.

*Table 12: Key Stage 4 attainment for Looked After Children*

		2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
% 5A*-C	LAC*	19	-	18	-	44	-
	LAC OC2**	9	14	16	19	35	-
% 5A*-C inc. E&M	LAC*	9	-	6	-	16	-
	LAC OC2**	-	-	6	10	14	-
% 5A*-G	LAC*	57	-	64	-	67	-
	LAC OC2**	34	43	58	49	57	-
No passes	LAC*	86	-	94	-	91	-
	LAC OC2**	-	-	-	-	-	-

*Source: 2008-2009 DfE statistical first release; 2010 University of Bath EPAS, 2010 data is provisional*

*Notes: \* all LAC on roll of a Leeds school; \*\* all children looked after for a year or more to end September, where Leeds is their care authority*

2.1.15 The improvements in attainment at 5 A\*-C and 5A\*-C including English and maths are reflected in the FFT CVA analysis for LAC. For 5 A\*-C the actual attainment for LAC was significantly above the estimate (by almost 4 percentage points). This is a large improvement from 2009, where performance was 13 percentage points below estimates. The gap to estimates has also narrowed for the 5 A\*-C including English and maths where the performance of LAC is no longer significantly below estimates. The percentage achieving 5 or more A\*-G remains significantly below estimates.

*Table 13: Fischer Family Trust contextual value-added: difference between estimate and actual attainment – Looked After Children*

	5+ A*-C			5+ A*-C inc. E&M			5+ A*-G			3 year trend		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	5AC	5AC EM	5AG
LAC	-8.9	-13.3	3.8	-6.8	-5.9	-1.6	-14.5	-9.5	-11.3	↑		

Source: FFT database version 12.26

Notes: green = actual attainment significantly higher than estimated; blue = actual attainment significantly lower than estimated

2.1.16 Ethnicity

2.1.17 Achievement of 5 or more A\*-C

2.1.18 The analysis of attainment by ethnicity does not include pupils at South Leeds Academy as the school did not provide permission for the Local Authority to receive their Key Stage 4 data. Significant improvements have been achieved for all pupils in 5+ A\*-C in 2010, as seen in Table 14 below, increasing by 8.5 percentage points. All ethnicities saw improved outcomes on this indicator, with the exception of Chinese, Other White and Gypsy/Roma groups. Many underachieving groups saw increases greater than the increase for all pupils, including Kashmiri Pakistani (up 16 percentage points), Black Caribbean and Other Black heritage (21 percentage points), Mixed Black African and White and Mixed Black Caribbean and White (10 percentage points), Other mixed (14 percentage points) and Other ethnic group (15 percentage points).

2.1.19 After significant improvements in 2009, more modest improvements were seen for pupils of Bangladeshi heritage in 2010. However, increases were also seen nationally for Bangladeshi pupils and attainment in Leeds remains below national for this group of pupils. Attainment for Indian pupils remains above the Leeds average and is in line with national performance for Indian pupils. Despite improvement for Kashmiri and Pakistani pupils in 2010, their attainment remains below the Leeds average. The gap in attainment for Black Caribbean and Other Black heritage pupils have narrowed significantly in 2010. The gap to the Leeds average is now 12 percentage points for Black Caribbean pupils and 4 percentage points for Other Black heritage. The attainment of Black African pupils only marginally improved in 2010 and attainment is 7 percentage points below the Leeds average for this group.

2.1.20 All mixed heritage groups showed strong improvements in 5+ A\*-C in 2010, although attainment remains lower than the Leeds average for Mixed Black African and White and Mixed Black Caribbean and White pupils. The attainment of White Eastern European pupils fell slightly in 2010 and their attainment is 5 percentage points below the Leeds average. Attainment for Gypsy/Roma and traveller groups remains low.

*Table 14: The percentage achieving 5 or more A\*-C by ethnic group*

	Leeds				National		
	2010 cohort	2008	2009	2010	2008	2009	2010
<b>Asian Or Asian British</b>							
Bangladeshi	59	40.0	63.6	69.5	63.0	69.7	75.9
Indian	125	74.8	85.4	87.2	79.2	82.2	87.3
Kashmiri Pakistani	153	46.2	54.0	69.9	59.1	66.4	74.0
Kashmiri Other	4	66.7	66.7	100.0			
Other Pakistani	181	48.2	64.7	71.8			
Other Asian background	98	57.4	61.4	66.3	67.0	72.1	77.8
<b>Black Or Black British</b>							
Black Caribbean	93	55.3	42.7	63.4	55.4	63.2	70.3
Black African	188	56.8	67.7	68.6	61.6	70.0	76.2
Other Black Background	49	71.0	50.0	71.4	57.5	64.3	71.4
<b>Mixed Heritage</b>							
Mixed Black African and White	24	59.0	56.3	66.7	64.3	70.2	76.0
Mixed Black Caribbean and White	145	51.8	59.1	69.0	56.2	63.3	70.9
Mixed Asian and White	60	68.6	60.3	80.0	72.6	77.0	81.8
Other Mixed Background	89	51.9	60.5	74.2	66.8	72.2	78.1
<b>Chinese Or Other</b>							
Chinese	32	88.4	86.8	84.4	84.9	87.5	89.9
Other Ethnic group	46	69.4	65.6	80.4	61.4	68.0	74.7
<b>White</b>							
White British	6511	63.1	67.9	76.5	64.5	69.8	75.5
White Irish	27	59.0	70.0	77.8	69.5	73.1	79.0
Other White Background	17	75.0	63.9	64.7	61.6	66.9	73.8
White Eastern European	65	33.3	71.1	70.8			
White Western European	10	50.0	90.9	80.0			
<b>Traveller Groups</b>							
Traveller Irish Heritage	3	16.7	18.2	33.3	18.3	24.4	36.3
Gypsy\Roma	21	30.0	28.6	19.0	16.4	19.8	27.5
<b>All pupils</b>	8037	62.3	67.0	75.5	64.4	69.8	75.6

Source: University of Bath EPAS (Leeds), DfE Statistical First Release (National) , 2010 data is provisional

## 2.1.21 Achievement of 5 or more A\*-C including English and maths

Table 15: The percentage achieving 5 or more A\*-C including English and maths by ethnic group

	Leeds				National		
	2010 cohort	2008	2009	2010	2008	2009	2010
<b>Asian Or Asian British</b>							
Bangladeshi	59	34.0	28.8	44.1	45.0	48.3	53.7
Indian	125	55.5	61.8	59.2	65.1	67.0	71.3
Kashmiri Pakistani	153	24.5	32.7	37.9	40.0	42.9	49.1
Kashmiri Other	4	50.0	44.4	75.0			
Other Pakistani	181	32.0	36.6	48.6			
Other Asian background	98	47.5	40.4	43.9	52.4	54.3	57.6
<b>Black Or Black British</b>							
Black Caribbean	93	35.1	27.0	36.6	36.4	39.4	43.5
Black African	188	34.4	39.1	43.1	43.9	48.4	52.8
Other Black Background	49	41.9	18.8	42.9	39.6	41.2	45.8
<b>Mixed Heritage</b>							

Mixed Black African and White	24	33.3	31.3	41.7	46.9	51.0	55.6
Mixed Black Caribbean and White	145	29.8	33.3	36.6	38.3	42.3	45.3
Mixed Asian and White	60	51.4	48.3	60.0	58.8	62.3	65.2
Other Mixed Background	89	26.9	44.7	42.7	51.1	54.9	57.8
<b>Chinese Or Other</b>							
Chinese	32	74.4	52.6	59.4	69.9	71.6	75.1
Other Ethnic group	46	50.0	45.9	56.5	44.6	47.4	51.2
<b>White</b>							
White British	6511	47.7	47.1	51.9	48.4	50.9	55.0
White Irish	27	35.9	53.3	74.1	57.0	58.0	63.4
Other White Background	17	50.0	55.6	47.1	46.0	47.7	50.6
White Eastern European	65	25.0	21.1	43.1			
White Western European	10	50.0	54.5	70.0			
<b>Traveller Groups</b>							
Traveller Irish Heritage	3	0.0	9.1	33.3	7.3	9.2	21.8
Gypsy\Roma	21	5.0	4.8	0.0	6.8	9.1	8.3
<b>All pupils</b>	<b>8037</b>	<b>46.3</b>	<b>45.7</b>	<b>50.6</b>	<b>48.2</b>	<b>50.7</b>	<b>54.8</b>

Source: University of Bath EPAS (Leeds), DfE Statistical First Release (National) , 2010 data is provisional

- 2.1.22 Attainment for all pupils improved by 5 percentage points for 5 A\*-C including English and maths. Attainment improved for all ethnic groups except Indian, Other white heritage, Other Mixed heritage and Travellers of Irish heritage.
- 2.1.23 As with 5 A\*-C, several of the ethnic groups with historically lower levels of attainment increased by more than the Leeds average, including Bangladeshi (up 15 percentage points), Other Pakistani heritage (12 percentage points), Black Caribbean (10 percentage points), Other Black heritage (24 percentage points), and Mixed Black African and White (10 percentage points). White Eastern European pupils saw an increase of 22 percentage points, despite only small improvements in their 5 A\*-C attainment, indicating that their success in English and maths has improved significantly.
- 2.1.24 The performance for Indian pupils is still above the Leeds average for 5 A\*-C including English and maths. Attainment for Bangladeshi pupils is still below the Leeds average, but the gap has narrowed to 6 percentage points, and attainment is still below national.
- 2.1.25 All Black heritage groups remain below the Leeds average, despite the significant improvements for Black Caribbean and Other Black heritage pupils. Attainment for Black Caribbean and Black African pupils remains below the national level.
- 2.1.26 All mixed heritage groups have a percentage achieving 5 A\*-C including English and maths below national levels for these groups. Only Mixed Asian and White pupils have attainment above the Leeds average in 2010. The attainment of Chinese pupils remains above the Leeds average but below national attainment for this group.
- 2.1.27 Achievement of 5 or more A\*-G
- 2.1.28 The increase in the percentage achieving 5 or more A\*-G for Bangladeshi pupils is double the improvement for all pupils in Leeds, and attainment on this indicator is now above the Leeds average and national attainment for this group. Indian pupils remain above the Leeds average despite a small drop in achievement in 2010. The percentage of Kashmiri / Pakistani pupils getting 5 or more A\*-G remains above the Leeds average in 2010.
- 2.1.29 Attainment fell for pupils of Black Caribbean heritage for 5 A\*-G and they are 5 percentage

points below the Leeds average in 2010. Attainment improved for Black African pupils and attainment for this group is above the Leeds average and national achievement for this group. Other black heritage pupils remain below the Leeds average and the improvement in 2009 was equal to the improvement for all pupils.

2.1.30 The percentage of Mixed Black African and White heritage pupils achieving 5 or more A\*-G fell in 2010 and is now below the Leeds average. There was an increase of 13 percentage points for pupils of other mixed heritage. Attainment of Mixed Black Caribbean and White pupils remains below the Leeds average for this indicator.

2.1.31 The percentage of Chinese pupils achieving 5 or more A\*-G fell by 7 percentage points and is now below the Leeds and national average for 2010. Achievement for pupils of other ethnic heritage is in line with the Leeds average. Attainment for Traveller groups remains low.

Table 16: The percentage achieving 5 or more A\*-G by ethnic group

	Leeds				National		
	2010 cohort	2008	2009	2010	2008	2009	2010
<b>Asian Or Asian British</b>							
Bangladeshi	59	92.0	90.9	98.3	94.2	94.5	95.8
Indian	125	98.1	98.3	97.6	97.3	97.6	98.0
Kashmiri Pakistani	153	87.7	94.7	95.4	93.8	94.5	95.0
Kashmiri Other	4	66.7	88.9	100.0			
Other Pakistani	181	95.0	92.4	93.4	92.8	94.1	94.0
Other Asian background	98	85.2	91.2	91.8			
<b>Black Or Black British</b>							
Black Caribbean	93	89.4	94.4	88.2	92.2	94.0	93.9
Black African	188	93.6	91.3	97.3	93.2	94.9	95.6
Other Black Background	49	90.3	85.4	87.8	92.0	92.7	93.7
<b>Mixed Heritage</b>							
Mixed Black African and White	24	87.2	96.9	91.7	91.7	93.1	93.3
Mixed Black Caribbean and White	145	87.7	84.8	87.6	89.4	91.5	92.4
Mixed Asian and White	60	94.3	86.2	93.3	94.3	94.6	95.9
Other Mixed Background	89	80.8	80.3	93.3	92.4	94.0	94.5
<b>Chinese Or Other</b>							
Chinese	32	+	97.4	90.6	96.6	96.4	97.4
Other Ethnic group	46	88.9	88.5	93.5	89.3	91.7	92.7
<b>White</b>							
White British	6511	90.4	91.2	93.6	92.4	93.4	94.5
White Irish	27	89.7	93.3	96.3	92.4	93.1	94.0
Other White Background	17	100.0	94.4	82.4	90.1	92.2	93.3
White Eastern European	65	100.0	94.7	92.3			
White Western European	10	100.0	100.0	100.0			
<b>Traveller Groups</b>							
Traveller Irish Heritage	3	33.3	45.5	33.3	52.3	50.4	65.3
Gypsy/Roma	21	75.0	52.4	57.1	54.7	57.8	58.4
<b>All pupils</b>	<b>8037</b>	<b>90.5</b>	<b>91.1</b>	<b>93.4</b>	<b>92.4</b>	<b>93.5</b>	<b>94.5</b>

Source: University of Bath EPAS (Leeds), DfE Statistical First Release (National) , 2010 data is provisional

2.1.32 Achievement of any passes

2.1.33 The percentage of pupils of Bangladeshi heritage achieving any pass in Key stage 4 increased in 2010 and is in line with the Leeds average. For Indian pupils, performance

dropped for this indicator and this group is now below the Leeds average. Less pupils of Other Pakistani heritage achieved any pass in 2010 than in 2009 and they are below the Leeds average in 2010.

- 2.1.34 100% of Black Caribbean and Black African pupils achieved a Key Stage 4 pass in 2010, achievement for other Black heritage is in line with the Leeds average.
- 2.1.35 The proportion achieving any pass remains below the Leeds average for Mixed Black Caribbean and White and other mixed heritage pupils.
- 2.1.36 Improvements have been seen for Gypsy/Roma pupils, although numbers in this group are small.

*Table 17: The percentage achieving any qualifications by ethnic group*

	Leeds			National			
	2010 cohort	2008	2009	2010	2008	2009	2010
<b>Asian Or Asian British</b>							
Bangladeshi	59	98.0	97.0	98.3	98.7	99.0	99.0
Indian	125	100.0	100.0	97.6	99.3	99.4	99.4
Kashmiri Pakistani	153	99.1	99.3	98.0	98.5	98.8	98.8
Kashmiri Other	4	83.3	100.0	100.0			
Other Pakistani	181	98.6	98.7	97.2			
Other Asian background	98	98.4	98.2	99.0	97.9	98.3	98.6
<b>Black Or Black British</b>							
Black Caribbean	93	98.9	98.9	100.0	98.4	98.8	99.0
Black African	188	99.2	98.8	100.0	98.5	99.0	99.1
Other Black Background	49	100.0	93.8	98.0	97.9	98.2	98.8
<b>Mixed Heritage</b>							
Mixed Black African and White	24	97.4	100.0	95.8	97.7	98.8	98.7
Mixed Black Caribbean and White	145	98.2	96.2	96.6	97.7	98.5	98.3
Mixed Asian and White	60	97.1	98.3	100.0	98.5	98.6	98.9
Other Mixed Background	89	98.1	96.1	96.6	98.1	98.7	98.7
<b>Chinese Or Other</b>							
Chinese	32	97.7	100.0	96.9	99.0	98.9	99.5
Other Ethnic group	46	94.4	100.0	100.0	97.2	98.0	98.2
<b>White</b>							
White British	6511	97.6	98.1	98.4	98.3	98.7	99.0
White Irish	27	100.0	96.7	96.3	97.7	98.2	98.4
Other White Background	17	100.0	97.2	94.1	97.6	98.3	98.4
White Eastern European	65	100.0	100.0	100.0			
White Western European	10	100.0	100.0	100.0			
<b>Traveller Groups</b>							
Traveller Irish Heritage	3	66.7	90.9	66.7	71.6	81.5	83.1
Gypsy/Roma	21	90.0	81.0	95.2	85.2	85.0	87.4
<b>All pupils</b>	8037	97.7	98.1	98.3	98.3	98.7	98.9

Source: University of Bath EPAS (Leeds), DfE Statistical First Release (National), 2010 data is provisional

- 2.1.37 FFT CVA analysis for the larger ethnic groups shows that no ethnic minority group performed significantly above estimates for 5 A\*-C. Pupils of Indian, Pakistani, Chinese and other groups were significantly below estimates for 5 A\*-C including English and maths and no groups were significantly above. Pupils of Black Caribbean and Chinese heritage were significantly below estimates for 5 A\*-G.

Table 18: Fischer Family Trust contextual value-added: difference between estimate and actual attainment – ethnicity

	5+ A*-C			5+ A*-C inc. E&M			5+ A*-G			3 year trend		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	5AC	5AC EM	5AG
Black Caribbean	-0.1	-5.6	1.5	-2.4	-4.1	-4.1	-1.7	-2.2	-3.1			
Black African	2.6	2.5	2.0	0.3	-2.6	1.1	-1.5	-0.1	1.1			
Indian	-3.3	1.9	4.2	-7.7	-4.9	-6.0	0.1	0.2	1.0	↑		
Pakistani	-10.2	-3.3	-2.7	-10.4	-6.7	-8.1	1.0	1.0	0.9	↑		
Bangladeshi	-25.2	-2.8	-3.7	-13.7	-13.9	-5.7	-2.1	-1.7	2.2	↑		
Other Asian	-1.8	-3.3	0.7	-3.2	-1.5	-4.0	-1.1	-3.9	0.2			
Chinese	4.9	4.5	-3.2	-0.7	-13.8	-13.8	1.5	1.0	-4.2			↓
Other	1.3	-2.5	5.0	-1.6	-1.0	-6.9	-6.2	-7.7	1.6-			↑
White	1.2	1.3	3.9	1.7	0.0	0.6	-0.7	-0.9	0.2	↑	↓	

Source: FFT database version 12.26

Notes: green = actual attainment significantly higher than estimated; blue = actual attainment significantly lower than estimated

### 3.0 Key Stage 5

3.1 In a change with previous standards reports, the results for Key Stage 5 are presented in QCA points as this is how the national data is reported.

#### 3.1.1 Overall Attainment

3.1.2 The average QCA points score per student has fallen slightly in each of the past two years, however there has been a parallel increase in the average points score per exam entry. This has been impacted on by a decrease in the average number of Key Stage 5 qualifications that students are entered for, from 3.4 entries per student in 2008 to 3.3 entries per student in 2010. Key Stage 5 results in Leeds are below national and statistical neighbours, by the equivalent of over 1 grade (30 points per grade) per student and around a third of a grade per entry. The percentage of students achieving 2 or more passes in Key Stage 5 has remained stable in recent years and is in line with national figures, but 1.4 percentage points below statistical neighbours. The percentage of students achieving 3 or more A\*-A has fluctuated in Leeds in recent years, but is almost 5 percentage points lower than national in 2010.

Table 19: 2008-2010 Key Stage 5 performance

	2008			2009			2010		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
Average points per student*	695.0	739.8	726.3	694.0	739.1	729.0	691.1	732.9	725.9
Average points per entry*	201.3	209.4	203.2	203.2	211.7	204.9	205.3	213.8	207.2
% achieving 2+ passes	93.6	95.3	95.4	93.3	95.0	96.1	93.5	93.6	94.9
% achieving 3+ A*-A	7.8	12.1	8.3	8.0	12.7	8.2	7.7	12.4	8.4

Source: DfE statistical first release; Note: \* = QCA points

#### 3.2 Key Stage 5 attainment for pupil groups

3.2.1 Attainment in Key stage 5 is higher for girls than boys, both in Leeds and nationally. In terms



of points per student, the gap between boys and girls in Leeds has narrowed from 56 points in 2008 (the equivalent of almost two grades) to 31 points (1 grade) in 2010, this gap in 2010 is smaller than the national gender gap. For points per entry, the size of the gap has fluctuated in Leeds in recent years. In 2007 the gap was 7 points, which is line with the national gap. The gap has also fluctuated for the percentage achieving 2 or more passes, with 2.9% more girls than boys achieving this in Leeds in 2010. The gap is narrower for the percentage achieving 3 or more A\*-A, having narrowed from almost 4 percentage points in 2008 to 0.2 percentage points in 2010. This gap has narrowed both through an improvement in achievement for boys and a drop in achievement for girls.

*Table 20: Key Stage 5 attainment by gender*

	Gender	2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
<b>Average points per student*</b>	Girls	721.5	749.0	710.3	755.7	705.6	749.2
	Boys	665.1	700.2	676.7	720.2	674.2	714.7
<b>Average points per entry*</b>	Girls	205.5	206.2	206.5	214.9	208.6	217.1
	Boys	196.4	199.7	199.7	207.9	201.3	210.1
<b>% achieving 2+ passes</b>	Girls	95.4	96.4	94.4	95.9	94.9	94.6
	Boys	91.5	94.1	92.1	94.0	92.0	92.4
<b>% achieving 3+ A*-A</b>	Girls	9.1	8.1	8.6	12.1	7.8	12.4
	Boys	6.1	8.6	7.3	12.1	7.6	12.5

Source: DfE statistical first release; Note: \* = QCA points

- 3.2.2 The pupil group analysis below is for Key Stage 5 students in school sixth forms only, as the pupil characteristic information is not available for students in FE colleges. No national pupil group data is available for Key Stage 5.
- 3.2.3 The points per student for pupils eligible for free school meals is significantly lower than for pupils who are not eligible. The gap in 2010 was equivalent to 5 Key Stage 5 grades and the points per student for pupils eligible for free school meals fell in 2010, as did the average points per entry. One factor impacting on the lower average points per student for pupils eligible for free school meals is that they have, on average, 0.5 fewer entries than students who are not eligible. However, the average points per entry is also lower for pupils eligible for free school meals.
- 3.2.4 Key Stage 5 attainment for pupils with SEN is lower than for pupils with no SEN. The number of pupils on School Action plus and with statements of SEN is low so care must be taken when interpreting the results for these groups. The average points per student and per entry increased for all SEN groups in 2010.
- 3.2.5 The average points per student for pupils with EAL is lower than for pupils with English as a first language, however the gap has narrowed from 94 points in 2009 (3 grades lower) to 65 points in 2010 ( 2 grades lower). The majority of the narrowing of the gap has been achieved through improved attainment of EAL pupils in 2010. The average points per entry also increased for EAL pupils in 2010, as did the percentage achieving 3 or more A\*-A.
- 3.2.6 There are a very small number of LAC in school sixth forms. These students have a points per student significantly lower than the average.

*Table 21: Key Stage 5 attainment for pupil groups*

	2010 Cohort	Average number	Average points per	Average points per	% achieving 2+ passes	% achieving 3+ A*-A

	size	of	student		entry					
	2010	2010	2009	2010	2009	2010	2009	2010	2009	2010
<i>Free school meal eligibility</i>										
Not eligible	2571	3.6	728.2	734.1	202.3	204.1	95.1	94.5	8.4	8.4
Eligible	151	3.1	597.9	571.2	191.5	185.1	87.0	86.1	7.0	2.0
<i>Special Education Needs</i>										
No SEN	2582	3.6	726.5	726.9	202.4	203.2	94.9	94.2	8.5	8.1
School Action	108	3.4	663.7	694.3	198.1	202.0	92.3	92.6	6.2	8.3
School action +	21	3.4	547.5	715.7	165.3	210.2	100.0	90.5	0.0	4.8
Statement	11	2.9	492.5	619.4	168.3	214.3	73.9	81.8	0.0	18.2
<i>First Language</i>										
Non EAL	2482	3.6	731.0	730.7	203.2	203.8	95.3	94.5	8.9	8.2
EAL	231	3.4	637.2	665.9	189.1	195.6	89.0	89.2	2.7	6.9
<i>Looked After Children</i>										
LAC	5	3.3	506.3	642.0	162.0	194.6	75.0	80.0	0.0	20.0

Source: University of Bath; EPAS, 2010 data is provisional

3.2.7 Average points per student and per entry by ethnic group are shown in Table 22 below. The numbers of some groups attending maintained school sixth forms are relatively small which could distort comparative analysis. In 2010, the average points score per student was highest for pupils of Chinese heritage and pupils of White Western European and Black Caribbean heritage (the numbers of students for these last two groups are small). Points per student were lowest for pupils of Bangladeshi, Kashmiri Pakistani, White Irish and White Eastern European heritage. For points per entry, attainment is highest for Chinese, Mixed Black African and White and White Western European students and lowest for White Irish pupils.

Table 22: Key Stage 5 attainment by ethnic group

	Cohort size: 2010	Average number of entries: 2010	Average points per student		Average points per entry	
			2009	2010	2009	2010
<b>Asian Or Asian British</b>						
Bangladeshi	10	3.1	598.3	586.5	195.8	189.2
Indian	97	3.7	674.8	712.3	190.2	192.2
Kashmiri Pakistani	35	3.1	557.1	554.1	184.0	178.3
Kashmiri Other	5	3.9	660.0	735.0	220.0	188.5
Other Pakistani	76	3.3	609.5	636.5	183.8	192.8
Other Asian background	35	3.5	658.5	662.2	190.9	187.2
<b>Black Or Black British</b>						
Black Caribbean	16	3.7	563.2	763.5	165.4	204.3
Black African	31	3.6	665.1	725.8	188.5	203.6
Other Black Background	9	3.8	721.7	661.7	206.2	172.6
<b>Mixed Heritage</b>						
Mixed Black African and White	9	3.6	705.0	819.2	201.4	230.4
Mixed Black Caribbean and White	27	3.5	698.6	691.1	198.2	198.5
Mixed Asian and White	10	3.1	888.5	663.0	220.0	213.9
Other Mixed Background	18	3.4	811.5	716.0	211.7	210.2
<b>Chinese Or Other</b>						
Chinese	29	3.9	900.0	879.8	223.4	226.8
Other Ethnic group	12	3.7	855.0	733.0	225.8	200.4
<b>White</b>						
White British	2268	3.6	733.4	730.8	203.9	204.2

White Irish	2	3.8	705.0	577.5	188.0	154.0
Other White Background	9	3.3	668.1	723.3	190.9	220.7
White Eastern European	5	2.7	961.0	549.0	234.4	203.3
White Western European	6	3.8	855.0	855.0	220.6	228.0
<b>Traveller Groups</b>						
Traveller Irish Heritage						
Gypsy\Roma	1	3.0	495.0	525.0	165.0	175.0

Source: University of Bath EPAS (Leeds), DfE Statistical First Release (National) , 2010 data is provisional