

Report of the Director of Children's Services

Report to Executive Board

Date: 10th February 2012

Subject: Annual Standards Report (Primary)

Are specific electoral Wards affected?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If relevant, name(s) of Ward(s):		
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the report contain confidential or exempt information?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Summary of Main Issues

1. This report provides an overview of the performance of primary schools at the end of the academic year 2010-11 as demonstrated through statutory national testing and teacher assessment. It also outlines the action taken by the council to fulfil its responsibilities to support, monitor, challenge and intervene as necessary. Evidence is drawn from national and local performance data, monitoring activities undertaken by school improvement advisers and Ofsted inspection reports.
2. The key challenge for schools in Leeds is to raise standards and tackle under performance at all key stages with increased pace. Whilst there are many good and outstanding primary schools, too many are falling below the floor standards or are vulnerable in terms of inconsistent results. While all schools work hard to improve the quality of teaching and learning and ensure that all pupils make good progress, results at the end of Key Stage 2 for 2011 still show that in national tests, some schools are not making the incremental improvement that they are required to do in order to meet national standards or those of statistical neighbouring local authorities.
3. Ofsted inspections of the city's schools also show a lower profile than is seen nationally. While there are significantly fewer schools now in an Ofsted category, too many are satisfactory and not enough are good or outstanding. Changes within the new Ofsted framework will only provide schools more challenge to achieve the higher grades. Ofsted judges 'satisfactory' schools to be in need of a return inspection within a very short timescale, indicating an expectation that schools should be encouraged to make rapid progress in order to be successful.
4. The key strategy to improve performance is the Leeds Education Challenge. This is an ambitious city wide campaign to accelerate improvement in learning outcomes

for children and young people by realigning finances, developing a sector led improvement strategy, requiring equity across the city and promoting challenge, partnership and innovation. This report will show how the Leeds Education Challenge, with its five strands covering teaching and learning, leadership and management, schools facing challenging circumstances, support for vulnerable learners, and parents and the community will coordinate and energise efforts to raise standards in the primary schools.

Recommendations

The Board is asked to endorse and support:

- The progress that has been made at all key stages 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;
- The centrality of the Leeds Education Challenge in securing improvement.

1.0 Purpose Of This Report

- 1.1 The report provides an overview of the performance of primary schools at the end of the academic year 2010-11 as demonstrated through statutory national testing and teacher assessment. It also outlines the action taken by the Council to fulfil its responsibilities to support, monitor, challenge and intervene as necessary. Evidence is drawn from national and local performance data, monitoring activities undertaken by school improvement advisers and Ofsted inspection reports.

2.0 Background Information

- 2.1 Since the publication of the 2010 Annual Standards Report, there have been a number of significant changes within the field of education both nationally and locally. Until 2010 there had been a high level of investment in schools and children's services, and support to schools through a central national strategy. At the end of March 2011, the National Strategies programme came to an end, this was the principle funding source for a team of school improvement advisory staff. The national programme of School Improvement Partners (SIPs) also came to an end during 2011. As a result, schools in Leeds (in line with other Local Authorities nationally) now have a reduced access to centrally employed school improvement professionals.
- 2.2 The challenge for the school improvement system is to promote school led improvement, and support and challenge the weakest schools to raise standards, in particular for the most disadvantaged students. The Council will continue to challenge schools about outcomes, particularly those concerned with the success of students from poorer backgrounds and with special needs.
- 2.3 In order to respond strategically to this very different landscape and to ensure the progress made in recent years is accelerated, the **Leeds Education Challenge (LEC)** was launched in the summer of 2011. The LEC is an ambitious city-wide commitment to achieving a child friendly city that drives school improvement and reflects the new relationship with schools, the newly integrated children's service and the changes to national policy and funding. It reflects the successful 'Challenge' initiatives in Greater Manchester, London and the Black Country. It builds on existing good partnerships, good practice and the Leeds commonwealth of expertise and resources. It also addresses the key findings and recommendations from the report created by Prof. Sir Tim Brighouse and David Woods (Climbing a Mountain; a review of educational progress in Leeds and an assessment of what more needs to be done).
- 2.4 The Leeds Education Challenge has five pledges that sit at the heart of its vision. These are:
1. Every child and young person of school age will be in school or in learning
 2. Every school will have an achievable plan to being recognised as an outstanding school
 3. We will improve achievement for every young person year on year
 4. Every school will benefit from a fully qualified, skilled, committed and well-led staff team
 5. Every child and young person will move confidently through their education.
- 2.5 The Leeds Education Challenge has been broken down into 5 key strands of activity:

- Leadership, management
- Teaching and learning
- Schools facing challenging circumstances
- Family and community engagement
- Vulnerable learners

2.6 Notwithstanding the end of National Strategies support and funding, the changes outlined in 2.1 above and other corporate budget pressures, Leeds City Council ensured that it has sufficient staff to continue to provide a model of challenge and support to all schools. This is provided through School Improvement Adviser support and from associate advisers and others. These advisory teams have high levels of specialist expertise. This model is under review, through a review of the School Improvement Policy.

2.7 The Review of the School Improvement Policy is a crucial element in defining the local authority's support for schools. This Review is the opportunity to respond to the changes outlined previously in this report and ensure that support and challenge are offered to those schools where standards need to improve.

3.0 Main Issues

3.1 These can be grouped under six key headings:

- Early Years
- Key Stage 1
- Key Stage 2
- Support for schools causing concern
- Black and Minority Ethnic (BME) support
- OFSTED

3.2 Early Years Summary

3.2.1 The percentage of children reaching a Good Level of Development increased steadily between 2008 and 2010 by an average of 2 percentage points per annum. In 2011, the improvement accelerated to 5 percentage points. The Leeds figure now stands at 58%. National and statistical neighbour performance has also improved, but to a lesser extent than in Leeds and the percentage of children achieving a Good Level of Development in Leeds is now 1 percentage point lower than national and 2 percentage points below statistical neighbours. The strong improvement in Leeds has been driven by consistently improving outcomes observed in the Personal, Social and Emotional Development (PSED) and Communication, Language and Literacy Development (CLLD) strands; which are key to this indicator.

3.2.2 The outcome "gap" for many groups of children is significant, but there have been some encouraging developments in recent years. Results for boys, children with identified special needs on School Action and School Action plus, and Looked After Children have all improved more than the overall figure, since 2009. A similar picture exists for children with English as an additional language. Whilst improvements have been seen, the gap between outcomes for this cohort of children and the average has not closed and remains significantly wider than seen nationally. Generally, outcomes for children with Special Education Needs (SEN) have improved, and at a faster rate than average. The percentage of children

eligible for free school meals has improved, but at the same rate as the average, meaning that the gap between this cohort and those who are not eligible for free school meals remains at 24 percentage points.

- 3.2.3 Early Years Foundation Stage (EYFS) Profile assessments are completed for all children in the final year of the EYFS who will be five years old on or before Friday 31 August. All headteachers and managers of EYFS provision have a duty to implement the EYFS. They must ensure their schools and settings comply with the learning and development requirements of the EYFS, including completing the EYFS Profile and involvement in local authority moderation activities. This will continue to be a statutory requirement when the revised EYFS is implemented in September 2012.
- 3.2.4 The Council has submitted, as required by the Standards and Testing Agency (STA), a comprehensive EYFSP planning form. This provides information about the planned activities for the 2011/12 round of EYFS profile moderation. In view of the scale of moderation activities an EYFSP moderation manager (a Primary School Improvement Officer with early years expertise) manages the programme. They report to an Assessment Coordinator (School Improvement) who currently has a strategic responsibility for the programme. Both officers work in partnership with the EYFS Improvement Manager and Early Years Consultants to ensure an effective moderation programme is established across all early years settings.
- 3.2.5 The publication of a revised EYFS profile (September 2012) will require the LA to provide significant support to the early years sector to ensure the data collected reflects the radically slimmed down early learning goals and the requirement to comment on each child's skills and abilities in relation to the three characteristics of effective learning. The mechanism for collecting data will also change as will the way in which data is evaluated and reported.

3.3 Key Stage 1 Summary

- 3.3.1 The percentage of pupils achieving level 2 or above in Key Stage 1 has increased by 1 percentage point in Leeds in 2011, for each subject. National performance has increased by 1 percentage point in maths and remained static in reading and writing. Leeds' performance is 3 percentage points below national for maths and 2 percentage points below national for reading and writing. The percentage of pupils achieving level 2 or above in Leeds is 2 percentage points lower than for statistical neighbours in reading and maths and 1 percentage point below in writing. This mixed picture on balance shows that progress has not been as rapid in Leeds as nationally.
- 3.3.2 Levels of attainment are higher for girls than boys in all subjects in Key Stage 1, but particularly in reading and writing. The gaps in attainment between girls and boys in Leeds are consistent with the gaps seen nationally for each subject.
- 3.3.3 Key Stage 1 attainment is significantly lower for pupils eligible for free school meals than for those who are not eligible. These gaps have stayed the same in 2011 for writing and maths, and the gap for reading has narrowed by 2 percentage points.
- 3.3.4 Children eligible for free school meals in Leeds do less well than children eligible for free school meals nationally.

- 3.3.5 The attainment of pupils with no Special Education Needs (SEN) increased by 1 percentage point in each subject in 2011 and is 3 percentage points below national for reading and writing and 2 percentage points below for maths.
- 3.3.6 Levels of attainment for pupils with English as an Additional Language (EAL) are lower than for those with English as a first language in Key Stage 1. The gaps in attainment are significantly larger in Leeds than are seen nationally, with gaps in Leeds being 11, 11 and 10 percentage points respectively for reading, writing and maths compared to 4 percentage points for each subject nationally. However, the gap between EAL and non EAL has narrowed in Leeds in 2011 as attainment of pupils with EAL has increased by a greater amount than attainment for pupils with English as a first language.
- 3.3.7 In 2011, the percentage of LAC achieving a level 2 or above has risen slightly for reading and maths, but fallen for writing. Key Stage 1 attainment for LAC is still significantly lower than attainment for all pupils in Leeds.
- 3.3.8 Testing at the end of Key Stage 1 is conducted through teacher assessment. In order to improve the accuracy of assessment a range of assessment training courses take place through the year to support head teachers, Year 2 teachers and classroom assistants. Over 25% of schools receive a moderation visit every year. Evidence over the last few years indicated that improvements to the accuracy of assessment were required, we can now see through the moderation carried out by LA officers that there is an increased skill with schools demonstrating accurate knowledge of children's performance and implications for teaching and learning.
- 3.3.9 This moderation shows that there can be confidence in the accuracy of assessment at Key Stage 1. While it can be expected that the increase identified in the Foundation Stage will eventually have a resulting impact on standards at the end of Key Stage 1, more must be done to ensure that standards in Leeds schools reach the national standards and that of the statistical neighbours.
- 3.3.10 The Leeds Education Challenge is the vehicle to ensure that focus is placed appropriately to support this improvement. The data shared in the annex of this report is used to target support to individual schools. It is also used to identify the areas of learning or groups of pupils where schools need to focus their attention, and to design training and support activities for teachers. Through the various strands of the Leeds Education Challenge we are identifying where best practice in schools achieves higher than average results and develop opportunities for schools to learn from this best practice. The LA also supports those schools where results are lower than expected through the support and advice of headteachers that are designated as National and Local Leaders of Education (NLEs, LLEs).

3.4 Key Stage 2 Summary

- 3.4.1 There are two targets for Key Stage 2 as defined by DfE: the combined level 4 in English and mathematics (floor target 60%) and the percentage of pupils making two levels of progress from key stage 1 to Key Stage 2. (the median in 2010/11 was 87% English and 86% maths). These targets continue to provide challenge to many schools in Leeds, but it should be noted that although some schools fell

below the floor standard, the rate of progress overall in Leeds schools was very strong.

- 3.4.2 In 2011, the percentage achieving level 4 or above remained static for English, and fell by 2 percentage points for maths. For English level 4 or above, Leeds was 1 percentage point below both national and statistical neighbours. For maths level 4 or above the gaps to national and statistical neighbours were 2 and 4 percentage points respectively. Attainment in the combined English and maths indicator fell to 73% (it is possible that 2010 results were distorted by the pattern of schools that boycotted the tests). Performance is now 1 percentage point lower than national and 3 percentage points lower than statistical neighbours for this indicator. Leeds is ranked equal 88th out of 152 LAs for English level 4 or above, equal 123rd for level 4 or above in maths and equal 95th for combined level 4 or above in English and maths. Figure 2 below shows that over a five year period, the rate of improvement nationally, in core cities and in statistical neighbours has been greater than in Leeds.
- 3.4.3 Pupils are expected to make two levels of progress between Key Stage 1 and Key Stage 2. The percentage of pupils making two levels of progress between Key Stage 1 and Key Stage 2 in Leeds increased for both English and maths. The percentage of pupils making two levels of progress is higher in Leeds than nationally for both subjects and is above statistical neighbours for English and in-line for maths. Leeds is ranked equal 19th of the 152 LAs for two levels progress in English and equal 43rd for maths. This means that there is good capacity for sustained improvement once the baseline of achievement is raised.
- 3.4.4 The falls in overall Key Stage 2 attainment for Leeds were due to attainment falling for boys rather than girls. The percentage of girls achieving level 4 or above increased by 1 percentage point for English, and for the combined English and maths indicator and stayed the same for maths. For boys, attainment fell, particularly in maths. Due to this fall in boys attainment in maths, girls now out perform boys for all level 4 or above indicators. The gaps in attainment between boys and girls are now larger in Leeds than nationally, with girls tending to achieve in-line with girls nationally, but boys having lower levels of attainment than national levels of attainment for boys.
- 3.4.5 There are significant gaps in attainment between those eligible for free school meals and those that are not eligible. The percentage of pupils attaining level 4 or above is over 20 percentage points lower for those that are eligible compared to those that are not, with the largest gap (24 percentage points) for the combined English and maths indicator. Between 2010 and 2011 the gap has narrowed as the attainment of pupils eligible for free school meals has improved slightly.
- 3.4.6 There were no significant changes in attainment for pupils with no SEN in 2011, after increasing in 2010.
- 3.4.7 The percentage of pupils with EAL achieving level 4 or above dropped slightly in English and maths in 2011 after large increases in 2010. The gaps in attainment between pupils with EAL and those with English as a first language remain, with the percentage achieving level 4 or above 12 percentage points lower for English, 10 percentage points lower for maths and 11 percentage points lower for the combined English and maths indicator. The gaps in attainment in Leeds were wider than the national gaps in 2010, particularly in maths.

- 3.4.8 The percentage of LAC achieving a level 4 in English increased 13 percentage points in 2011. Attainment also improved for maths, but only by 4 percentage points. These improvements lead to an 8 percentage point improvement in the proportion of LAC achieving level 4 or above in both English and maths at the end of Key Stage 2. These improvements are greater than those seen for all pupils in Leeds, therefore the gap has narrowed. However, levels of attainment for LAC remain significantly lower than for all pupils in Leeds.
- 3.4.9 As with Key Stage 1, the Leeds Education Challenge will be the vehicle that coordinates and energises a response to under performance in Key Stage 2, which enables research and investigation into the causes of underperformance and identifies and uses existing best practice in the city to raise expectations across all schools. The use of data in all schools will be enhanced and developed to support the close identification of under performing groups, and aspects of the curriculum which are less successfully taught. A more detailed explanation of this strategy is described in the BME support strategy section below. (3.5)
- 3.4.10 The work of the Leeds Education Challenge will support the development of appropriate strategies to address teaching and learning and to support under-achieving groups of learners. It will also develop curriculum expertise. The review of the school improvement policy will define the support that under performing schools will receive and schools will be held to account for improvement more robustly. Headteachers designated as National and Local Leaders of Education will be deployed to support as necessary. Groups of schools with similar concerns will be encouraged to work together supported by good and outstanding schools to secure improvement.

3.5 Support for Schools Causing Concern

- 3.5.1 Recent involvement by the Department for Education has raised the profile of what it terms as under performing schools. The discussions about structural solutions for these schools lies outside of the scope of this paper, but it should be remembered that these schools are under additional pressure currently to consider options around Trust and Academy status.
- 3.5.2 The primary school improvement team recognises that many primary schools in Leeds are judged by Ofsted as satisfactory. In reality, a satisfactory judgment is only really acceptable where improvement is being made. Ofsted has announced recently that satisfactory schools will in future be described as 'requiring improvement'. The primary school improvement team's aim is to build upon the recent success of moving schools out of OFSTED categories and to move satisfactory schools to secure 'good' judgments in many more schools in the next round of inspections.
- 3.5.3 It has therefore put in place a revised model of school improvement to address the significant national changes and, crucially, to ensure that there is support for schools causing concern. This model makes full use of the existing central resources whilst increasingly drawing on the expertise in schools. In line with national policy we are actively promoting the concept of school to school support. Indeed the role of the LA is changing from being a provider to a body that supports and facilitates networks of schools, brokers support and quality assures good practice.

- 3.5.4 Support for senior leadership in schools causing concern is given by school improvement advisers and by successful school leaders. As the national programme of National Leaders of Education (NLEs) and Local leaders of Education (LLEs) has expanded, there is now a strong team of successful school leaders who are deployed to other schools requiring support. In addition, the school improvement adviser continues to take on the role of driver and coordinator with schools causing concern, brokering support from a range of central and school-based sources.
- 3.5.5 The Council has successfully secured fourteen local Leeds headteachers as Local Leaders of Education and six local headteachers as National Leaders of Education accredited through the National College. This important work adds further capacity and helps to develop support across the city as outlined in the Leadership and Management strand of the Leeds Education Challenge.
- 3.5.6 Local and National Leaders of Education are good or outstanding headteachers who, together with the staff in their schools, use their skills and experience to support schools in challenging circumstances. In addition to leading their own schools, LLE / NLEs work to increase the leadership capacity of other schools to help raise standards. As a result of this work, both schools benefit from sharing good practice and have additional time to focus on strategic issues. This is enhanced by other members of the school's team who are able to link with their equivalent colleagues in the partner school providing support in learning and development, which benefits both schools. The School Improvement Adviser is also part of that partnership triangle supporting the brokering process, sharing information and facilitating the monitoring and review of this work.
- 3.5.7 Support for classroom teachers and subject leaders is provided through the Service Level Agreement (SLA) which is the traded aspect of the work of the primary school improvement team. There is still funding to deploy Advanced Skills Teachers to schools that require additional bespoke curriculum support. It supports and is fully integrated into the aims of the Leeds Education Challenge. It aims to provide a service that increases capacity at all levels, based on a coaching and partnership culture, which will ensure schools have the capacity for self-sustaining school improvement.

3.6 Vulnerable Learners including Black and Minority Ethnic (BME) support

- 3.6.1 A detailed analysis of the achievement of each ethnic group is provided in Annex 1. This indicates that there are significant gaps in achievement for specific groups and the work of the Equalities and Entitlement team leads on this. Work in this area is closely linked to the five strands of the Leeds Education Challenge. There is an explicit strand for vulnerable learners that addresses the needs of the different vulnerable groups. However meeting these needs is also an explicit aim of all the other four strands. This team has developed a number of strategies for supporting BME achievement, which in turn will support the overall performance issues of many schools..
- 3.6.2 The Equalities and Entitlement team is working closely with the Teaching Schools to make sure that they meet the needs of the priority groups in Leeds, although they are not directly accountable to the Council but the National College and their strategic teaching school alliances.

- 3.6.3 The monitoring of schools' data is a key tool for improvement. Every school's data disaggregated by ethnicity has been analysed and this enables schools to be highlighted for additional support and improvement. This data is being used by school improvement advisers to challenge schools as part of the autumn term standards visits. There is a specific section of the subsequent report which focuses on vulnerable learners and this will be followed up on a termly basis, to ensure that schools are accountable for the progress of these pupils. The data will also inform decisions about agreed actions and support for schools, including training where available.
- 3.6.4 Setting up the pilot primary Ethnic Minority Achievement (EMA) Hub Schools in three areas across Leeds this year has been another priority. These are outstanding schools with excellent practice who will share their expertise with other primary schools in the City and build leadership capacity to address the needs of BME pupils. Each one of the EMA Hub Schools will also have a particular area of expertise e.g. Language across the curriculum, mathematics or meeting the needs of specific needs of particular BME groups such as GRT or Black pupils etc.
- 3.6.5 The Council has piloted a Leading for Diversity programme with senior leaders in the CHESS cluster (which has the highest number of BME pupils) to develop senior leadership capacity of all the schools while developing collaborative practice in addressing needs of BME pupils across the cluster. After evaluation, this will be rolled to other schools to further develop leadership capacity.
- 3.6.6 The Arooj project addresses the needs of Bangladeshi and Pakistani heritage pupils (two of the largest BME groups that are currently underperforming) in Leeds schools. This consists of setting up a Primary Headteachers' collaborative, consisting of 12 schools with highest number of Pakistani and Bangladeshi heritage pupils. This is being led by headteachers of outstanding and good schools and hence developing system leadership for meeting the needs of BME pupils. In addition there is targeted work around literacy, mathematics and curriculum development.
- 3.6.7 'Excel' is another collaborative group which has been established with schools with the highest number of Black and Mixed heritage pupils to work together on a range of targeted initiatives to improve outcomes for these specific vulnerable groups.
- 3.6.8 The Gypsy Roma Traveller (GRT) team provide bespoke support to individual schools as well as offering outreach work on sites. The Council is also piloting a 'virtual school' approach for GRT pupils in examination cohorts (e.g. for SATs), learning from the success of work undertaken with Looked After Children.
- 3.6.9 A consultancy and training package has been developed and distributed to schools. This includes a comprehensive universal training offer as well as regular network meetings. Targeted individual schools are receiving bespoke consultancy support. The Stephen Lawrence Education Standard is also supported by this team and is being developed further.

3.7 Ofsted

- 3.7.1 At the end of the 2010/11 academic year, Leeds had two primary schools judged “Inadequate” in their most recent inspection, placing them in an Ofsted category. Hugh Gaitskell Primary School and Middleton St Mary’s Primary School were both on a notice to improve. Middleton St Mary’s has since been removed from a category.
- 3.7.2 During 2010/11 Fountain Primary came out of special measures and Park Spring primary and Manston Primary were removed from a notice to improve. 17% of Leeds primary schools were judged outstanding in their most recent inspection. There are currently 71 schools due to be inspected by Ofsted this academic year.
- 3.7.3 A new Ofsted Framework came into effect in January 2012. The new Framework now has only four main headings: Achievement, Leadership and Management, Teaching and Behaviour, Safety and an overall judgment made on the school. For schools receiving a judgement of ‘satisfactory’ a monitoring inspection will usually take place approximately one year later to assess progress. Schools judged to be good are inspected less frequently, Outstanding schools will not be inspected but will be risk assessed remotely by Ofsted. Schools that cannot demonstrate a good capacity to improve and that also have low pupil performance, may be given a ‘Notice to Improve’ or made subject to Special Measures.
- 3.7.4 Training has been provided so that schools are well informed of the requirements of the new Framework. The deployment of good and outstanding headteachers through the NLE / LLE programme will ensure that best practice is disseminated to all schools. Better use of data will support schools in identifying under performing groups and formal training opportunities will allow strategies for improvement to be shared.

4.0 Corporate Considerations

4.1 Consultation and Engagement

- 4.1.1 None specific to this report.

4.2 Equality and Diversity / Cohesion and Integration

- 4.2.1 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.

4.3 Council Policies and City Priorities

- 4.3.1 The improvement in school performance will continue to be a priority for the Council using the new models of school support outlined in this report and delivered through the Leeds Education Challenge. 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.
- 4.3.2 The Children and Young Peoples Plan identifies Attendance, Looked after Children and reducing the number of young people not in education, employment

or training (NEET) as the three priority 'Obsessions'. The work of the primary school improvement service clearly supports the first two of these priorities.

4.4 Resources and Value for Money

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

4.5 Legal Implications, Access to Information and Call In

- 4.5.1 This report is subject to Call In.

4.6 Risk Management

- 4.6.1 None identified.

5.0 Conclusions

- 5.1 While recognising improvement in many individual schools, it is the case that overall standards are not yet high enough in many primary schools in Leeds. Ofsted is not yet identifying sufficient quality in many schools to earn a Good judgment at inspection. However, it is the case that at a time of enormous change, the local authority is well placed with its central campaign of the Leeds Education Challenge to address the key issues raised in this report.
- 5.2 It should also be stressed that the rate of progress of pupils between Key Stages 1 and 2 was high for children in Leeds schools. This is an excellent indicator of potential progress for the future.
- 5.3 The new structural arrangements within Children's Services provide the opportunity to develop new ways of working through the Leeds Education Challenge to ensure that the contributions of all teams and services address the central importance of raising standards in primary schools.

6.0 Recommendations

- 6.1 The Board is asked to endorse and support:
- The progress that has been made at all key stages 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;
 - The centrality of the Leeds Education Challenge in securing improvement.

Background Papers

There are no background papers to this report.

There are 2 annexes to this paper:

- Annex 1 Data tables and commentary
Annex 2 Ofsted summaries