

2010/11 PRIMARY SCHOOL OUTCOMES REPORT

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Early Years Foundation Stage

Overall Attainment

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 has accelerated to 5 percentage points. The Leeds figure now stands at 58%. National and statistical neighbour performance have 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 just 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.

Table 1: 2009-2011 Early Years Foundation Stage performance

	2009			2010			2011		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
% Good Level of Development*	51	52	53	53	56	57	58	59	60
Low Achievers gap**	35.6	33.9	34.4	35.7	32.7	33.2	35.0	31.4	32.7

Source: DfE statistical first release

Notes: * % of pupils with 78+ points and 6+ in all PSED and CLLD strands; ** Difference between Median score of full cohort and Mean Score of lowest achieving 20%, expressed as a percentage of the Median score of the full cohort

The “Gap” indicator, is derived by calculating the difference between the median score of the full cohort and the mean score of the lowest achieving 20% percent of the cohort. The challenge to local authorities is to improve outcomes for the lowest achieving children at a faster rate than the “average” child; thus “closing the gap”. The 2011 gap figure for Leeds has improved, showing a decrease of 0.7 points on the previous year. However, the national figure has decreased by 1.3 points, meaning that Leeds has fallen further behind the average. In 2011 there are only 10 local authorities (LAs) with a larger gap indicator than Leeds.

Changes in the percentages of children achieving 6 or more points on each assessment scale in 2011 (see Table 2) reveal a trend towards the national picture. Historically, outcomes in Leeds have been well below the national average in CLLD and PSED, but closer to average in Problem Solving, Reasoning and Numeracy (PSRN), Knowledge and Understanding of the World (KUW), Physical Development (PD) and Creative Development (CD).

In 2011, there have been improvements of between 2 and 3 percentage points on most scales. The only strands which did not see an improvement were ‘numbers for labels and counting’ and ‘creative development’. The rate of increase was greater than national for the majority of strands.

The percentage achieving level 6 or above in Leeds remains lower than national in each assessment strand. The gap is widest for all of the PSED strands, 'language for communication and thinking', the PSRN strands (especially 'calculating'), KUW and CD. The gap to national is smallest for 'reading' and 'writing'.

Table 2: Percentage of Leeds pupils achieving 6+ points at the Foundation Stage 2009 to 2011

% achieving 6+	2009		2010		2011	
	Leeds	Nat'l	Leeds	Nat'l	Leeds	Nat'l
<i>Personal and Social Development (PSED)</i>						
Dispositions and Attitudes	83	89	85	91	87	91
Social Development	79	83	80	86	82	87
Emotional Development	75	79	76	81	79	83
<i>Communication, language and literacy (CLL)</i>						
Language for communication and thinking	77	82	79	84	81	86
Linking sounds and letters	73	74	75	77	76	79
Reading	71	72	71	74	74	76
Writing	62	62	62	65	65	67
<i>Problem Solving, Reasoning & Numeracy (PSRN)</i>						
Numbers as labels for Counting	88	88	86	89	86	90
Calculating	73	72	70	76	72	78
Shape, space and measures	82	81	79	84	81	85
<i>Knowledge & understanding of the world (KUW)</i>	81	79	77	83	80	84
<i>Physical development (PD)</i>	90	89	87	91	88	91
<i>Creative Development (CD)</i>	80	79	78	82	78	83

Source: DfE Statistical First Release

Attainment in the Early Years Foundation Stage for Pupil Groups

Pupil characteristics have been identified in previous years as playing a role in outcomes at the end of the Early Years Foundation Stage (EYFS). These factors have again provided evidence of differential attainment in 2011. Cohort sizes reported in these analyses can be affected due to the availability or otherwise of pupil characteristic data.

Table 3: Percentage achieving a Good Level of Development: pupil groups

	Cohort 2011	2009		2010		2011	
	Leeds	Leeds	National	Leeds	National	Leeds	National
<i>Gender</i>							
Girls	4121	61	61	62	65	67	68
Boys	4471	41	43	44	47	49	50
<i>Free school meal eligibility</i>							
Eligible	1998	31	34	34	40	40	44
Not eligible	6593	56	55	58	59	64	62
<i>First language</i>							
EAL	1389	37	42	38	47	44	52
Non EAL	6345	54	54	56	58	61	60
<i>Special Education Needs</i>							
No SEN	7571	55	56	57	60	63	63
School Action	344	16	18	19	22	25	24
School Action +	627	13	15	19	18	24	21
Statement	43	3	4	3	5	2	5
<i>Looked After Children</i>							
LAC	34	20		25		23	
All pupils	8592	51		53		58	

Source: (2009 & 2010) DfE SFR 39-2010, (2011) SFR29-2011 & NCER KEYPAS where SFR data is unavailable

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.

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. The national gap also remained unchanged at 18 percentage points, but there were only 31 LAs that had a larger gap in outcomes for their free school meal eligible children.

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 who are at School Action or School Action plus on the SEN register and who reached a Good Level of Development has risen by around 10 percentage points since 2009 and the Leeds figures for 2011 are above the national equivalents for 2010. The gap between those children with SEN and the average however remains considerable; only around a quarter of these children achieved a Good Level of Development, compared to almost two thirds of children without SEN. The percentage of children with a statement of special needs achieving a Good Level of Development remains very low, and has actually declined slightly since 2009. The national picture remains very similar to that seen in Leeds.

The impact of age on EYFS outcomes is seen in the table below. Unsurprisingly, the percentage achieving a Good Level of Development decreases for younger pupils. Almost three quarters of children born in September reach a Good Level of Development, while despite an improvement in 2011, only four out of every 10 children born in August get to that level.

Table 4: Outcomes by Month of Birth

% children with a Good Level of Development	2011 Cohort	2009	2010	2011
September	754	66	66.3	72.3
October	738	61.9	64.6	69.0
November	704	59.5	60.6	70.0
December	750	56.9	59.9	65.5
January	694	51.7	56	62.2
February	684	50.7	55.7	62.3
March	754	52.5	54.8	58.6
April	679	48.7	50.9	55.2
May	758	43.2	47.6	50.8
June	718	43.7	42.7	50.6
July	750	35.3	40.6	45.1
August	808	37.8	37.5	44.2

Source: KEYPAS - FSP assessment returns from Leeds schools

Trends in outcomes for individual ethnic groups are inconsistent. While improvements have been seen for most groups in 2011, consistent improving trends over a three year period are difficult to identify. At the same time, national data shows that there have been some significant improvements for many individual ethnic groups in 2011, meaning that the differential between Leeds and national outcomes has widened for many cohorts.

Outcomes for Bangladeshi heritage children have improved in 2011 but are well below the Leeds average. National figures for the achievement of Bangladeshi children have increased dramatically in 2011, meaning that the gap between the Leeds and national figure has also increased significantly.

Achievement of Pakistani heritage pupils has improved, but national improvements mean that the gap between Leeds and national still exists. A higher proportion of Indian heritage children in Leeds reach a Good Level of Development than the average for the city and also for the average of Indian children nationally.

Outcomes for the Black Caribbean heritage cohort have not shown an improving trend over recent years and are well below the city average and the average for the same group nationally. The much larger cohort of Mixed Black Caribbean and White heritage children have slightly better results, but are still below the Leeds and national average. Leeds' fastest-growing and second largest BME cohort, Black African heritage, has shown some improvement over the last three years (+4 percentage points) but has not improved as fast as the city average and is well below the equivalent national figure, which has improved significantly in 2011. Results for children from Other Black backgrounds have improved by 8 percentage points over 3 years but remain below the national figure for this group of children.

Outcomes for the fairly large group of children whose parents have classified as coming from "Mixed Other" backgrounds have improved at twice the Leeds rate and are now above the Leeds average and in line with the national equivalent figure. The Mixed Asian and White group have also seen accelerated improvement and their outcomes are above average.

In recent years, concerns have been raised over the low outcomes for children of Chinese heritage. This group traditionally performs well above average at later key stages, but in 2009 and 2010 the percentage of this group achieving a Good Level of Development was very low. In 2011, outcomes rose dramatically and are now above Leeds and national averages.

Another fast-growing group, children from Eastern European backgrounds, continues to have very low outcomes at the Foundations Stage, and has not shown the improvement seen generally in the last three years. Children from Irish Traveller and Gypsy/Roma backgrounds continue to have the lowest outcomes of any identified ethnic group.

Table 5: Foundation Stage outcomes by Ethnicity

% pupils with a Good Level of Development ¹ at Foundation Stage	Number in 2011 Cohort	Leeds %			National %		
		2009	2010	2011	2009	2010	2011
Asian or Asian British							
Bangladeshi	107	33	27	39	38	43	51
Indian	199	63	63	66	56	60	65
Kashmiri Pakistani	183	30	33	43	39	44	49
Kashmiri Other	6	-	63	50			
Other Pakistani	357	40	40	42			
Other Asian background	140	39	47	56	49	53	58
Black Or Black British							
Black Caribbean	70	53	39	43	43	49	54
Black African	345	42	44	46	44	49	56
Other Black Background	72	41	39	49	42	47	55
Mixed Heritage							
Mixed Black African and White	52	41	49	44	48	53	59
Mixed Black Caribbean and White	145	48	46	49	51	53	57
Mixed Asian and White	97	49	56	60	58	63	64
Other Mixed Background	168	46	55	60	52	57	60
Chinese Or Other							
Chinese	43	31	30	63	52	54	58
Other Ethnic group	169	36	41	44	40	47	51
White							
White British	5799	54	57	62	54	58	61
White Irish	18	64	47	67	58	64	66
Other White Background	178	46	51	59	45	49	51
White Eastern European	100	31	29	30			
White Western European	50	69	52	54			
Traveller Irish Heritage	9	-	0	22	16	20	21
Gypsy\Roma	19	21	14	11	17	21	22
All pupils	8791	51	53	58	52	56	59

Source: KeyPAS (Leeds), DfE Statistical First Release (National)

Key Stage 1

Overall Attainment

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.

Table 6: 2009-2011 Percentage of pupils achieving Level 2 or above at Key Stage 1

% pupils achieving level 2+	2009			2010			2011		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
Reading	82	84	84	82	85	84	83	85	85
Writing	78	81	81	78	81	80	79	81	80
Maths	86	89	90	86	89	89	87	90	89

Source: DfE statistical first release

The percentage of pupils achieving level 3 or above in Leeds in 2011 is unchanged for reading and maths and 1 percentage point higher for writing. Performance remains below national and statistical neighbours, reflecting the strict implementation of the assessment methodology in Leeds which has historically led to lower performance in Leeds on this measure.

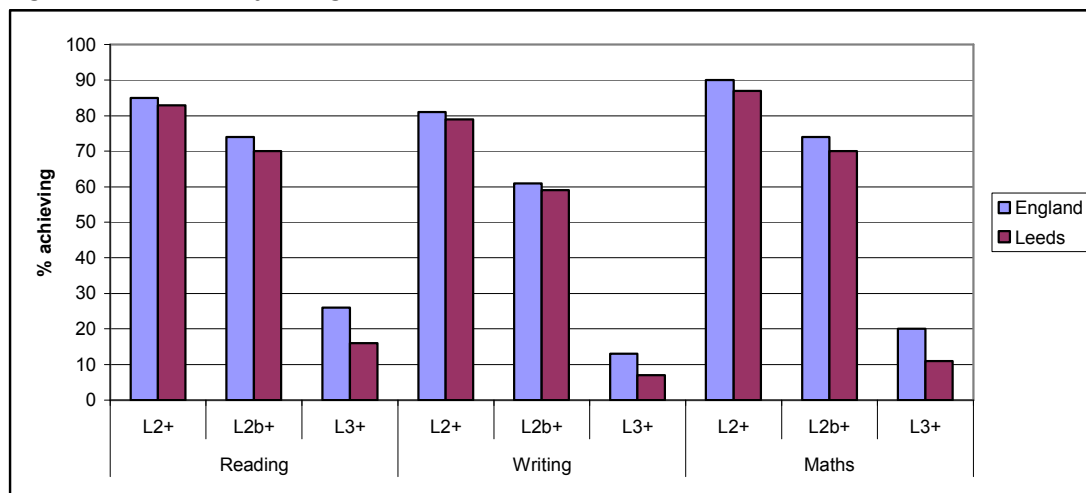
Table 7: 2009-2011 Percentage of pupils achieving Level 3 or above at Key Stage 1

% pupils achieving level 3+	2009			2010			2011		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
Reading	16	26	24	16	26	24	16	26	23
Writing	6	12	12	6	12	11	7	13	11
Maths	11	21	20	11	20	18	11	20	18

Source: DfE statistical first release

Figure 1 below indicates the issue for Leeds that the gap in attainment between Leeds and national gets larger for higher levels of attainment at Key Stage 1. For example, in reading Leeds is 2 percentage points lower than national for level 2 or above, 4 percentage points lower for level 2b or above and 10 percentage points lower for level 3 or above.

Figure 1: 2011 Key Stage 1 attainment



Source: DfE statistical first release

Key Stage 1 attainment of pupil groups

Gender

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. The proportion of girls achieving level 2 or above stayed the same in reading and maths in 2011, rising by 1 percentage point for writing. For boys, attainment increased by 1 percentage point in each subject.

Table 8: Percentage of pupils attaining level 2+: Gender

	Gender	2009		2010		2011	
		Leeds	National	Leeds	National	Leeds	National
Reading	Girls	86	89	86	89	86	89
	Boys	79	81	78	81	79	82
Writing	Girls	83	87	83	87	84	87
	Boys	73	75	73	76	74	76
Maths	Girls	88	91	88	91	88	91
	Boys	85	88	85	88	86	88

Source: DfE statistical first release

Free School Meal Eligibility

Key Stage 1 attainment is significantly lower for pupils eligible for free school meals than for those who are not eligible. The gaps in attainment are 19, 22 and 16 percentage points respectively for reading, writing and maths. These gaps have stayed the same in 2011 for writing and maths, and the gap for reading has narrowed by 2 percentage points. Children eligible for free school meals in Leeds do less well than children eligible for free school

meals nationally. The gaps between eligible and non eligible pupils are greater than those seen nationally because the gap in attainment between Leeds and national is greater for those that are eligible for free school meals. The gap in attainment between Leeds and national for those not eligible for free school meals is only 1 percentage point in each subject whereas the gaps are 5 percentage points or more for those that are eligible for free school meals.

Attainment for those not eligible for free school meals increased by one percentage point in each subject in 2011. Attainment for those eligible for free school meals rose by 3 percentage points in reading and 1 percentage point in writing and maths.

Table 9: Percentage of pupils attaining level 2+: Free School Meal Eligibility

	FSM eligibility	2009		2010		2011	
		Leeds	National	Leeds	National	Leeds	National
Reading	Non eligible	87	87	86	88	87	88
	Eligible	67	71	65	72	68	73
Writing	Non eligible	83	84	83	85	84	85
	Eligible	60	66	61	66	62	67
Maths	Non Eligible	90	92	90	92	91	92
	Eligible	73	80	74	80	75	81

Source: DfE statistical first release

Special Education Needs

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. The percentage achieving level 2 or above increased for all levels of SEN in reading and maths. In writing, attainment improved for those on School Action plus, was static for those on School Action and fell for pupils with statements. The gaps to national levels of attainment are largest for those on School Action and those with statements. For writing, pupils on School Action plus in Leeds have higher than national levels of attainment for the same pupil group.

Table 10: Percentage of pupils attaining level 2+: Special Education Needs

		2009		2010		2011	
		Leeds	National	Leeds	National	Leeds	National
Reading	No SEN	92	94	91	94	92	95
	Action	46	58	49	59	52	59
	Action +	47	44	43	45	46	46
	Statement	26	23	13	23	15	23
Writing	No SEN	88	92	88	92	89	92
	Action	38	50	42	50	42	50
	Action +	40	36	37	34	41	37
	Statement	19	17	15	17	11	16
Maths	No SEN	94	97	94	97	95	97
	Action	57	73	61	73	62	73
	Action +	54	57	53	57	54	58
	Statement	24	27	16	26	19	26

Source: DfE statistical first release

English as an Additional Language

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.

Table 11: Percentage of pupils attaining level 2+: First language

	First language	2009		2010		2011	
		Leeds	National	Leeds	National	Leeds	National
Reading	EAL	71	79	70	81	74	82
	Non EAL	85	86	84	86	85	86
Writing	EAL	66	76	66	77	70	78
	Non EAL	81	82	81	82	81	82
Maths	EAL	76	85	76	86	79	86
	Non EAL	88	90	88	90	89	90

Source: DfE statistical first release

Looked After Children

The national reporting structure for outcomes for Looked After Children (LAC) has changed. Previously outcomes have been reported for the OC2 cohort – those LAC who have been looked after on the 30th September prior to the Summer examination season and still in care 12 months later. This has now changed and as of last year, outcomes are now reported for the 903 cohort - those LAC who were looked after on the 31st March prior to the examination season.

Analysis has been presented in this report for the 903 cohort, as reported in the statutory 903 return. Time series analysis is not possible for some indicators before 2010 as the Department for Education (DfE) only started publishing outcomes for the 903 cohort in 2010.

Until December, national data for 2011 is unavailable and analysis for children Looked After by Leeds will only be for looked after children and young people that are educated in Leeds schools.

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.

Table 12: Percentage of pupils attaining level 2+: Looked After Children

		2009		2010		2011	
		Leeds	National	Leeds	National	Leeds	National
Reading	LAC		56	52	58	54	
Writing	LAC		49	45	51	41	
Maths	LAC		63	55	62	56	

Source: 2009 and 2010 DfE statistical first release, 2011 locally calculated, 2011 data is provisional

Notes: all children looked after for a year or more to end March, where Leeds is their care authority

Ethnicity

Key Stage 1 attainment by ethnicity is shown in Tables 13 to 15 below.

Attainment for Bangladeshi heritage pupils improved in reading and maths in 2011, despite these improvements, attainment for this group of pupils remains significantly lower than national levels of attainment for Bangladeshi pupils. After falling in 2010, attainment improved in all subjects in 2011 for pupils of Other Pakistani heritage, attainment for this group of pupils remains below national, but the gap has narrowed. Attainment also improved in reading and writing for pupils of Kashmiri Pakistani heritage. The attainment of Indian pupils remains above or in-line with national attainment for pupils of the same ethnicity.

The attainment of pupils of Black Caribbean heritage fell slightly in 2011 in reading and maths, but remains in-line with national for these subjects. Attainment dropped by 8 percentage points in writing and is now below national. Attainment for Black African pupils improved in all subjects in 2011, attainment remains below national, but the gap has narrowed for this group of pupils. Pupils of Other Black heritage also improved in all subjects in 2011 and attainment is now in-line with national for maths but remains below for reading and writing.

Attainment for Mixed Black African and White, Mixed Black Caribbean and White and Mixed Asian and White fell in reading and is below national for each of these groups. In writing, attainment increased for Mixed Black African and White, but fell for Mixed Black Caribbean and White. Attainment remains below national for all subjects for the majority of mixed groups.

The attainment of Chinese heritage pupils in Leeds is in-line with national for reading and maths and above national in writing.

For pupils of White Eastern European heritage, Key Stage 1 attainment fell in all subjects in 2011.

Table 13: Key Stage 1 outcomes by ethnicity: Reading

% achieving level 2 or above in reading	Leeds				National		
	2011 cohort number	2009 %	2010 %	2011 %	2009 %	2010 %	2011 %
Asian Or Asian British		76	76	79	83	85	86
Bangladeshi	110	65	70	73	81	82	84
Indian	174	87	93	93	90	91	92
Kashmiri Pakistani	165	69	69	73	79	81	83
Kashmiri Other	8	43	53	38			
Other Pakistani	378	79	74	80			
Other Asian background	139	76	76	75	86	87	88
Black Or Black British		74	75	80	82	82	84
Black Caribbean	70	79	87	81	80	81	82
Black African	268	72	70	79	83	83	85
Other Black Background	75	72	72	76	81	82	84
Mixed Heritage		80	81	82	85	85	86
Mixed Black African and White	42	77	82	76	83	86	87
Mixed Black Caribbean and White	128	81	80	77	83	82	84
Mixed Asian and White	96	76	84	78	88	89	88
Other Mixed Background	167	83	80	88	86	86	86
Chinese Or Other							
Chinese	35	84	81	89	89	89	87
Other Ethnic group	141	73	71	72	75	78	79
White		84	83	84	85	85	85
White British	5710	85	84	85	86	86	86
White Irish	16	86	100	88	86	86	87
Other White Background	118	68	71	77	76	77	77
White Eastern European	98	64	55	49			
White Western European	32	84	74	84			
Traveller Irish Heritage	9	36	14	33	36	36	40
Gypsy\Roma	23	24	17	30	35	37	35
All pupils		82	82	83	84	85	85

Source: KeyPAS (Leeds), DfE Statistical First Release (National)

Table 14: Key Stage 1 outcomes by ethnicity: Writing

% achieving level 2 or above in writing	Leeds				National		
	2011 cohort number	2009 %	2010 %	2011 %	2009 %	2010 %	2011 %
Asian Or Asian British		70	73	75	80	81	82
Bangladeshi	110	53	66	66	77	79	81
Indian	174	84	92	90	88	88	89
Kashmiri Pakistani	165	61	64	67	75	76	78
Kashmiri Other	8	57	59	38			
Other Pakistani	378	71	69	76			
Other Asian background	139	76	74	68	83	84	85
Black Or Black British		71	69	73	77	77	79
Black Caribbean	70	74	79	71	75	75	77
Black African	268	69	65	73	78	78	80
Other Black Background	75	70	66	72	75	78	79
Mixed Heritage		74	79	80	81	81	82
Mixed Black African and White	42	74	76	79	80	82	83
Mixed Black Caribbean and White	128	77	77	72	78	77	78
Mixed Asian and White	96	69	79	78	85	85	85
Other Mixed Background	167	74	80	87	82	82	82
Chinese Or Other							
Chinese	35	84	84	91	86	87	85
Other Ethnic group	141	66	66	74	72	74	76
White		81	80	81	82	81	82
White British	5710	81	81	81	82	82	82
White Irish	16	86	96	75	82	81	84
Other White Background	118	63	69	77	73	74	73
White Eastern European	98	64	55	48			
White Western European	32	84	65	78			
Traveller Irish Heritage	9	36	14	22	32	31	32
Gypsy/Roma	23	19	13	30	32	32	30
All pupils		78	78	79	81	81	81

Source: KeyPAS (Leeds), DfE Statistical First Release (National)

Table 15: Key Stage 1 outcomes by ethnicity: Maths

% achieving level 2 or above in maths	Leeds				National		
	2011 cohort number	2009 %	2010 %	2011 %	2009 %	2010 %	2011 %
Asian Or Asian British	974	79	80	82	87	88	89
Bangladeshi	110	72	73	74	85	86	87
Indian	174	89	96	94	93	93	94
Kashmiri Pakistani	165	74	76	75	83	84	85
Kashmiri Other	8	57	71	75			
Other Pakistani	378	80	75	81			
Other Asian background	139	84	83	83	91	91	91
Black Or Black British	413	77	77	83	85	85	86
Black Caribbean	70	78	87	86	84	84	85
Black African	268	76	74	81	85	85	87
Other Black Background	75	77	79	85	83	85	86
Mixed Heritage	433	82	86	87	89	89	90
Mixed Black African and White	42	74	87	79	88	90	90
Mixed Black Caribbean and White	128	77	81	84	88	87	88
Mixed Asian and White	96	69	91	85	92	91	91
Other Mixed Background	167	74	86	90	89	90	90
Chinese Or Other							
Chinese	35	84	97	94	95	95	94
Other Ethnic group	141	66	79	82	84	84	85
White	6006	89	88	88	90	90	90
White British	5710	81	89	89	91	90	91
White Irish	16	86	100	88	90	90	92
Other White Background	118	63	81	86	86	86	86
White Eastern European	98	64	69	67			
White Western European	32	84	83	88			
Traveller Irish Heritage	9	55	29	56	53	51	55
Gypsy/Roma	23	33	29	43	52	53	50
All pupils		86	86	87	89	89	90

Source: KeyPAS (Leeds), DfE Statistical First Release (National)

Key Stage 2

Overall attainment

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.

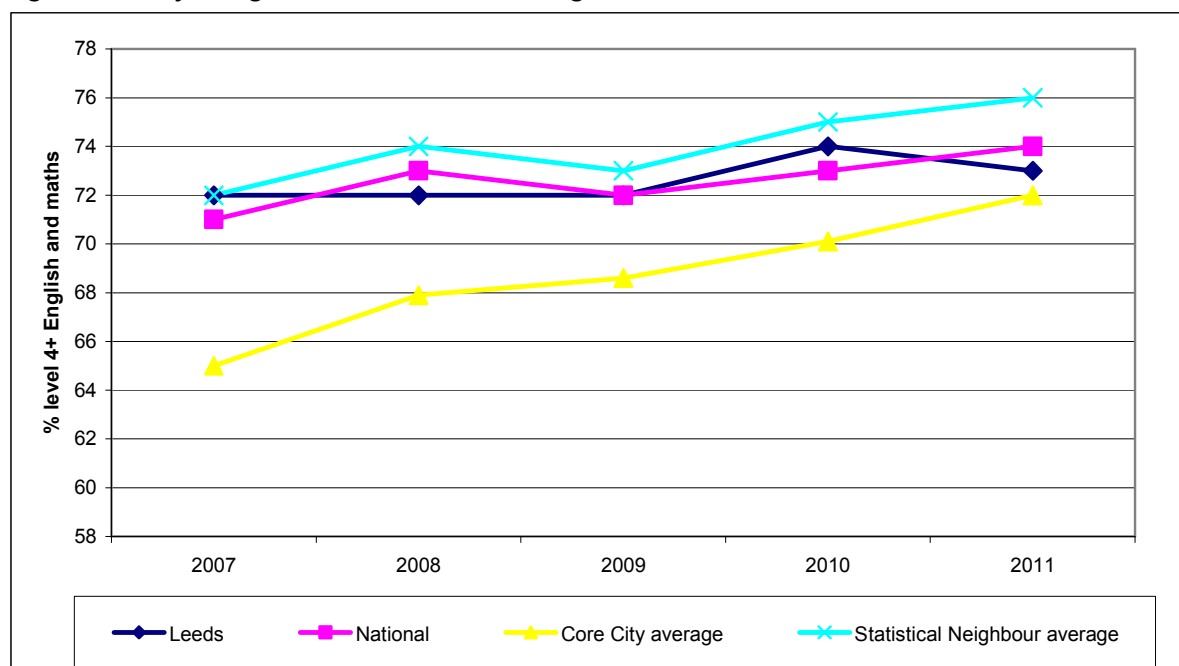
Table 16: 2009-2011 Percentage of pupils achieving Level 4 or above in Key Stage 2 tests

% pupils achieving level 4+	2009*			2010*			2011**		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh**	Leeds	Nat	Stat Neigh
English	79	80	80	81	80	81	81	82	82
Maths	77	79	80	80	79	82	78	80	82
English & maths	72	72	73	74	73	75	73	74	76

Source: * DfE Achievement and Attainment tables; ** DfE statistical first release

Note: 2011 data is provisional; 2010 statistical neighbour average excludes North Tyneside and Calderdale as an insufficient number of schools in these authorities participated in KS2 tests

Figure 2: Key Stage 2 trend: level 4+ English and maths



Source: DfE statistical first release

The percentage of pupils achieving a level 5 or above fell in 2011, possibly impacted on by 2010 results being distorted by the test boycott. The percentage of pupils in Leeds achieving a level 5 or above in English fell by 4 percentage points, attainment also fell nationally and in statistical neighbours, and Leeds is in-line with both comparators. Level 5 attainment in maths fell by 1 percentage point and the gap to national widened to 3 percentage points and to 5 percentage points for statistical neighbours. Leeds is ranked equal 64th of the 152 LAs for level 5 or above in English and equal 105th for level 5 or above in maths.

Table 17: 2009-2011 Percentage of pupils achieving Level 5 or above in Key Stage 2 tests

% pupils achieving level 5+	2009*			2010*			2011**		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh**	Leeds	Nat	Stat Neigh
English	28	29	29	33	33	33	29	29	29
Maths	33	35	35	33	34	36	32	35	37

Source: * DfE Achievement and Attainment tables; ** DfE statistical first release

Note: 2011 data is provisional; 2010 statistical neighbour average excludes North Tyneside and Calderdale as an insufficient number of schools in these authorities participated in KS2 tests

Expected level of progress

Pupils are expected to make two levels of progress between Key Stage 1 and Key Stage 2. For 2011, the DfE have changed the calculation of two levels progress between the key stages. Data has been published for the last 3 years using the new methodology. The percentage of pupils making two levels of progress between Key Stage 1 and Key Stage 2 are shown in Table 18. The percentage making the expected amount of progress 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.

Table 18: 2009-2011 Percentage of pupils making 2 levels of progress between Key Stage 1 and Key Stage 2

% 2 levels progress	2009			2010			2011		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
English	84	81	81	86	83	84	88	84	85
Maths	82	80	81	84	82	83	85	83	85

Source: DfE statistical first release

Note: 2011 data is provisional; 2010 statistical neighbour average excludes North Tyneside as an insufficient number of schools in these authorities participated in KS2 tests

Schools below floor standards

The DfE have amended the primary floor standards to account for progress measures. To be below the current floor standard, primary schools have to have below 60% of pupils achieving a level 4 or above in English and maths and the percentage of pupils making two levels of progress has to be below the national median for both English and maths. The national medians for progress in 2011 are 87% for English and 86% for maths. The government has committed to raising the floor standard in future years, therefore data is provided using both the 60% and 65% threshold of level 4 or above in English and maths.

The number and percentage of schools below the floor standard are shown in Table 19 below. For 2010, the number of schools below floor target has been calculated using test data where available and teacher assessment where tests were not undertaken.

Data for 2011 indicates that the number of schools below the 60% floor standard has increased in 2011, from 21 to 34 schools, this is 16% of primary schools in Leeds. This is significantly higher than the national proportion of schools below the floor standard which is 10%. Leeds is ranked equal 137th of LAs for the percentage of schools below floor standards. Of Leeds' statistical neighbours, only two have a higher percentage of schools below floor standard – Milton Keynes and Derby. There are 35 (16%) of schools below the future 65% floor standard.

Table 19: Primary schools below the floor standards

	Number below floor standard			% below floor standard		
	2009	2010	2011	2009	2010	2011
Below 60%	32	21	34	14.9	9.8	15.9
Below 65%	39	26	35	18.1	12.1	16.4

Source: NCER KeyPAS, 2011, statistical first release (60% floor standard)

Note: 2011 data is provisional

Contextual Value Added

Contextual value-added (CVA) analysis for Leeds, as produced by the Fischer Family Trust (FFT), comparing actual and estimated levels of attainment is shown in the Table 20 below. The only indicator where Leeds is significantly below expectations in 2011 is level 4 or above in maths. Performance is significantly above expectations for all level 5 indicators in 2011. Leeds is in the bottom 30% of authorities for CVA for level 4 or above in English and level 4 or above in maths

Table 20: Fischer Family Trust contextual value-added: Difference between estimate and actual % achieving each benchmark

Difference between estimate and actual % achieving each benchmark	2009	2010	2011	3 year trend	2011 percentile rank
English & maths - level 4+	0.1	-0.3	-0.6		62
English & maths - level 5+	1.4	1.6	2.2		29
English - level 4+	-0.5	-1.2	-0.6		72
English - level 5+	1.5	0.7	2.8	↑	29
English – 2 levels progress	1.0	0.2	0.6		48
Maths – level 4+	-0.8	-0.8	-1.1		72
Maths – level 5+	1.2	0.7	1.0		42
Maths – 2 levels progress	0.2	0.1	-0.4		59

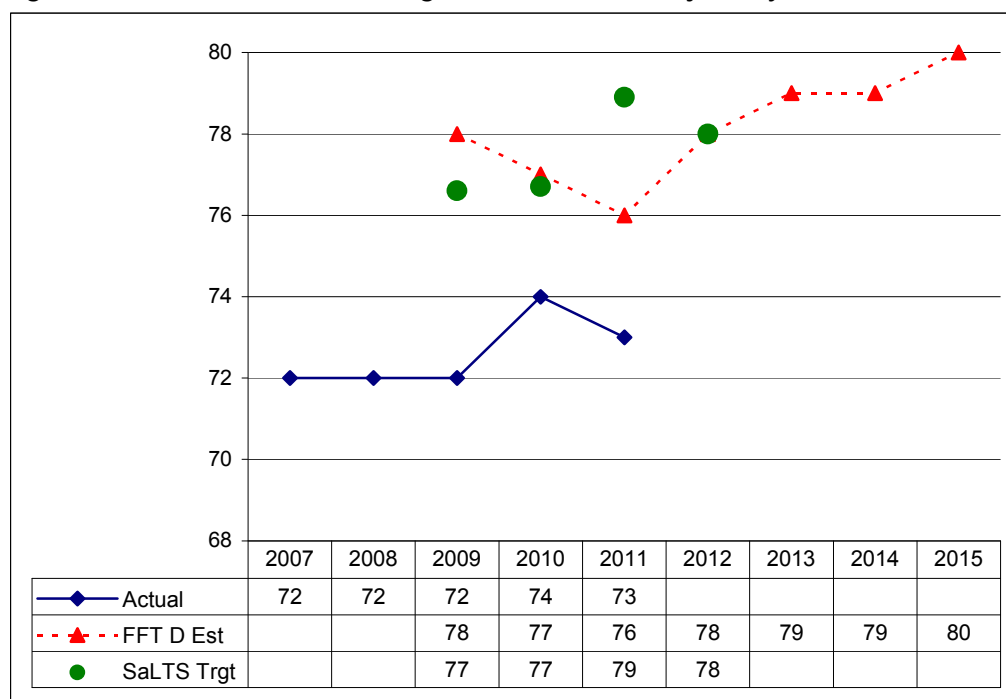
Source: FFT database version 12.35

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

Key Stage 2 Trajectories

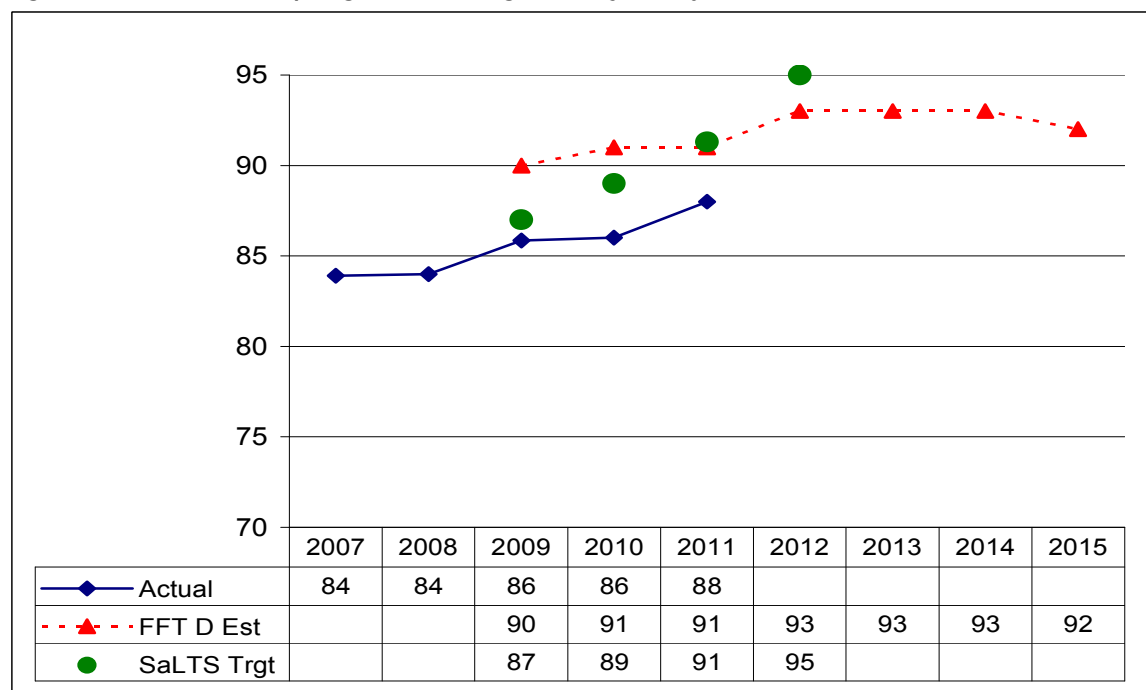
Figure 3 below shows that attainment of level 4 or above in English and maths in 2011 was 3 percentage points below the FFT D (top quartile progress) estimate and 6 percentage points below the statutory targets set by schools. Schools and Local Authorities no longer have to set statutory targets. Schools were aspirational in target setting for 2011, with the aggregate school target 3 percentage points higher than the FFT D estimate for 2011. The FFT D estimate for 2013 is 79%, 6 percentage points higher than provisional 2011 performance.

Figure 3: Level 4 or above English and maths trajectory



For two levels of progress in English (Figure 4), the gap has narrowed to FFT D estimates in 2011, with actual attainment 3 percentage points below the estimate. Schools have set challenging targets for 2012. The FFT D estimate for 2013 is 93%.

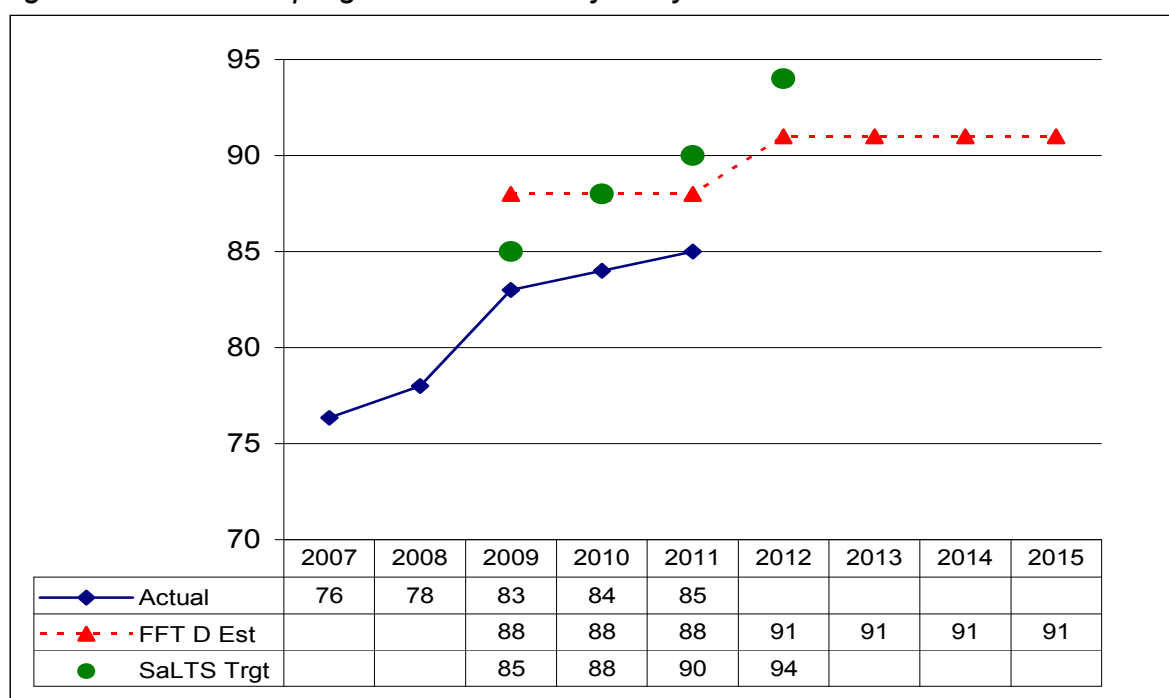
Figure 4: Two levels progress in English trajectory



The gap between the percentage of pupils achieving two levels of progress in maths and the FFT D estimate was 3 percentage points in 2011 (Figure 5). Schools set targets amounting to 90% of the cohort making two levels in progress in maths for

2011, two percentage points higher than the FFT D estimate and 5 percentage points above actual performance. The FFT D estimate for 2013 is 91%, three percentage points higher than in 2011.

Figure 5: Two levels progress in maths trajectory



Key Stage 2 attainment and progress for pupil groups

Gender

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.

Table 21: Percentage of pupils attaining level 4+: Gender

	Gender	2009		2010		2011	
		Leeds	National	Leeds	National	Leeds	National
English	Girls	83	85	85	85	86	86
	Boys	75	75	76	76	75	77
Maths	Girls	76	78	79	80	79	80
	Boys	78	79	80	80	78	81
English & Maths	Girls	73	75	75	77	76	77
	Boys	70	70	71	71	70	72

Source: DfE statistical first release

The table below indicates that girls make significantly better progress than boys in English, although both boys and girls in Leeds make better progress than nationally. In maths, a slightly higher percentage of boys than girls make two levels progress, this is the same pattern as seen nationally

Table 22: Percentage of pupils making 2 levels progress in 2011: Gender

	English		Maths	
	Leeds	National	Leeds	National
Girls	91	86	84	83
Boys	85	83	85	84

Source: National DfE statistical first release, Leeds NCER KeyPAS

Free School Meal Eligibility

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. Levels of attainment for pupils not eligible for free school meals in Leeds are in line with national levels of attainment whereas attainment of pupils eligible for free school meals is lower in Leeds, therefore the gaps in attainment have historically been wider in Leeds than nationally. The gap in attainment is the same for English and maths (20 percentage points), the attainment of pupils eligible for free school meals is closer to national levels of attainment for the same pupil group in English than in maths.

Table 23: Percentage of pupils attaining level 4+: Free School Meal Eligibility

	FSM eligibility	2009		2010		2011	
		Leeds	National	Leeds	National	Leeds	National
English	Non eligible	82	83	84	84	85	85
	Eligible	60	63	63	65	65	67
Maths	Non eligible	81	82	83	83	82	83
	Eligible	58	64	62	66	62	67
English & Maths	Non Eligible	76	75	78	77	78	78
	Eligible	50	53	52	56	54	58

Source: DfE statistical first release

As well as having lower levels of attainment, pupils eligible for free school meals are less likely to make the expected two levels progress between Key Stage 1 and 2. The percentage making two levels progress is 7 percentage points lower for eligible than non-eligible pupils in English and 11 percentage points lower in maths. When compared to national levels of progress, in English the percentage of pupils eligible for free school meals making two levels progress is 2 percentage points higher in Leeds than nationally, however, the difference for non-eligible pupils is 4 percentage points. In maths, the proportion of pupils eligible for free school meals making two levels of progress is the same as nationally, whereas non-eligible pupils in Leeds are 3 percentage points higher than national.

Table 24: Percentage of pupils making 2 levels progress in 2011: Free School Meal Eligibility

	English		Maths	
	Leeds	National	Leeds	National
Non eligible	89	85	87	84
Eligible	82	80	76	76

Source: National – statistical first release, Leeds - NCER KeyPAS

Special Education Needs

There were no significant changes in attainment for pupils with no SEN in 2011, after increases in 2010. The trend in attainment is mixed for other levels of SEN, with attainment improving for School Action and School Action plus in English and the combined English and maths indicator, but falling for maths for pupils on School Action plus. Attainment for pupils with statements fell in English, but rose in maths and for the combined English and maths indicator. Attainment was lower in Leeds than nationally for pupils with no SEN, pupils on School Action and for pupils with statements of SEN. Attainment for pupils on School Action plus was in line with national results for English and the combined English and maths indicator, but below for maths.

Table 25: Percentage of pupils attaining level 4+: Special Education Needs

		2009		2010		2011	
		Leeds	National	Leeds	National	Leeds	National
English	No SEN	90	92	91	93	92	93
	Action	47	53	46	55	50	57
	Action +	35	35	37	37	41	41
	Statement	10	17	14	17	13	20
Maths	No SEN	87	90	88	91	89	91
	Action	48	54	50	57	51	58
	Action +	39	42	43	45	41	46
	Statement	13	21	11	20	15	21
English & Maths	No SEN	83	86	84	87	85	88
	Action	35	38	35	41	37	43
	Action +	28	26	29	29	30	31
	Statement	6	13	10	13	12	15

Source: DfE statistical first release

The percentage of pupils making two levels of progress reduces as the level of SEN increases. Pupils with no SEN have a percentage making two levels of progress above the Leeds average, whereas all levels of SEN have below average. The general pattern of higher levels of progress in English than maths is seen for pupils on School Action and School Action plus, but for pupils with a statement of SEN more pupils make two levels of progress in maths. When compared to national levels of progress, pupils on School Action and School Action plus make better progress in Leeds than nationally, but pupils with a statement of SEN are less likely to make expected progress.

Table 26: Percentage of pupils making 2 levels progress in 2011: Free School Meal Eligibility

	English		Maths	
	Leeds	National	Leeds	National
No SEN	92	87	90	89
Action	82	81	72	70
Action +	75	73	66	65
Statement	31	45	37	43

Source: National – statistical first release, Leeds - NCER KeyPAS

English as an Additional Language

The percentage of pupils with EAL achieving level 4 or above rose 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 9 percentage points lower for English, 8 percentage points lower for maths and 9 percentage points lower for the combined English and maths indicator. The gaps in attainment in Leeds are wider than the national gaps. The gap is wider in Leeds than nationally because, although attainment in Leeds for pupils with English as a first language is in line with national figures, attainment for pupils with EAL is lower.

Table 27: Percentage of pupils attaining level 4+: First language

	First language	2009		2010		2011	
		Leeds	National	Leeds	National	Leeds	National
English	EAL	64	73	72	75	73	79
	Non EAL	80	81	82	81	82	82
Maths	EAL	64	75	71	77	72	79
	Non EAL	78	79	81	81	80	81
English & Maths	EAL	55	65	63	69	65	72
	Non EAL	73	73	75	74	74	75

Source: DfE statistical first release

The percentage of pupils with EAL making two levels progress is the same as for pupils with English as a first language, for both English and maths. Nationally, pupils with EAL make better progress than those with English as a first language. Pupils with EAL in Leeds make the same progress as nationally for English and slightly less progress for maths.

Table 28: Percentage of pupils making 2 levels progress in 2011: First language

	English		Maths	
	Leeds	National	Leeds	National
EAL	88	88	85	86
Non EAL	88	83	85	82

Source: National – statistical first release, Leeds - NCER KeyPAS

Looked After Children

The national reporting structure for outcomes for Looked After Children (LAC) has changed. Previously outcomes have been reported for the OC2 cohort – those LAC

who have been looked after on the 30th September prior to the Summer examination season and still in care 12 months later. This has now changed and as of last year, outcomes are now reported for the 903 cohort - those LAC who were looked after on the 31st March prior to the examination season.

Analysis has been presented in this report for the 903 cohort, as reported in the statutory 903 return. Time series analysis is not possible for some indicators before 2010 as the Department for Education (DfE) only started publishing outcomes for the 903 cohort in 2010.

The percentage of LAC achieving a level 4 in English increased 13 percentage points in 2011. Attainment also improved for maths, but only by 3 percentage points. These improvements lead to a 10 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. When compared to national attainment for LAC, a higher proportion of LAC in Leeds achieved a level 4 or above in English, but attainment was lower for maths and for the combined level 4 or above English and maths indicator.

Table 29: Percentage of pupils attaining level 4+: Looked After Children

	2009		2010		2011	
	Leeds	National	Leeds	National	Leeds	National
English			41	45	54	50
Maths			36	44	39	48
English & Maths	46	35	26	36	36	40

Source: DfE statistical first release

Notes: all children looked after for a year or more to end March, where Leeds is their care authority

The percentage of LAC making two levels of progress between Key Stage 1 and Key Stage 2 is significantly lower than the Leeds average.

Table 30: Percentage of pupils making 2 levels progress in 2011: Looked After Children

	English	Maths
LAC	63	58

Ethnicity

The percentage of pupils from each ethnic group achieving level 4 or above in English, maths and in both subjects are shown in Tables 31-34 below.

The percentage of Bangladeshi pupils achieving level 4 or above in English and in maths increased significantly in 2010, in 2011 attainment continued to rise in English, fell slightly in maths and remained static in the combined English and maths indicator. Attainment for Bangladeshi pupils in Leeds in 2011 was 3 percentage points lower than national for English and for maths and 4 percentage points lower for combined English and maths. The percentage of this group achieving level 4 or above in both English and maths increased by 19 percentage points in 2010 and is

now only 3 percentage points below the Leeds average. A higher percentage of Bangladeshi pupils made two levels progress in both English and maths than the Leeds average in 2011 and progress for Bangladeshi pupils in Leeds was higher than Bangladeshi pupils nationally. Attainment for Kashmiri Pakistani pupils increased in both subjects and the combined indicator in 2010, but fell in maths and the combined indicator in 2011. Progress was in-line with the Leeds average for English, but below in maths for this ethnic group. In 2011 attainment for Other Pakistani pupils rose in maths and in the combined English and maths indicator but attainment remains below national attainment for pupils of Pakistani heritage. Two levels progress for pupils of Other Pakistani heritage was in-line with the Leeds average and slightly above national progress for Pakistani pupils. After falling slightly in 2010, attainment for Indian heritage pupils has risen in 2011. Progress was above average for Indian pupils.

Attainment of the combined English and maths indicator improved for all Black heritage groups in 2010, although these groups remained below the Leeds average, the gap narrowed. In 2011 attainment has fallen for Black Caribbean and pupils of Other Black heritage. Attainment is below national for all black heritage groups in all subjects in 2011. Two levels progress was below the Leeds average for both English and maths for Black Caribbean pupils, but was above national progress for Black Caribbean pupils for maths. For pupils of other Black background progress was in –line with the Leeds average for English, but significantly below for maths, progress was above national for English but below for maths. Progress for pupils of Black African heritage is in-line with the Leeds average in both subjects, in-line with national for English and above national for maths.

In 2011, attainment in the combined English and maths indicator has continued to improve for Mixed Black African and White and Other mixed background and remained static for other mixed groups. Attainment is below the Leeds average for all mixed groups except Mixed Asian and White in English and for all mixed groups except other mixed heritage in maths. Attainment for all mixed groups in Leeds is below the national average for both English and maths. Progress was below the Leeds average for all mixed groups in English except Mixed Asian and White, progress was below average in maths for all mixed groups except Other mixed background. Pupils of Mixed Black Caribbean and White and Mixed Asian and White heritage had progress above national in English, pupils of other mixed background had progress above national for maths.

Attainment has fallen for pupils of Chinese heritage in 2011, after being above national attainment for Chinese pupils in 2010, attainment is now below. Attainment for White Eastern European pupils remained significantly below the Leeds average. Attainment in the combined English and maths indicator improved in 2011.

Progress was above the Leeds average for English for pupils of White Eastern European background.

Table 31: Key Stage 2 outcomes by ethnicity: English

% achieving level 4 or above in English	Leeds				National		
	2011 cohort number	2009 %	2010 %	2011 %	2009 %	2010 %	2011 %
Asian Or Asian British	813	72	75	77	78	80	81
Bangladeshi	87	64	77	79	77	80	82
Indian	151	88	86	88	84	87	88
Kashmiri Pakistani	163	64	79	81	72	76	76
Kashmiri Other	11	100	29	82			
Other Pakistani	317	71	71	71			
Other Asian background	84	56	71	71	77	81	82
Black Or Black British	324	69	71	70	76	77	79
Black Caribbean	83	71	78	72	75	78	79
Black African	201	65	65	69	74	78	79
Other Black Background	40	71	77	68	75	75	77
Mixed Heritage	330	77	77	79	82	83	83
Mixed Black African and White	36	71	70	75	82	83	83
Mixed Black Caribbean and White	119	76	76	76	78	79	80
Mixed Asian and White	68	89	80	85	87	87	87
Other Mixed Background	107	72	79	79	82	83	84
Chinese Or Other							
Chinese	29	93	89	69	84	87	88
Other Ethnic group	98	66	74	62	70	74	73
White	5799	81	82	82	81	80	82
White British	5588	81	82	83	81	81	82
White Irish	14	84	90	93	85	85	87
Other White Background	68	69	59	78	72	73	74
White Eastern European	73	59	58	62			
White Western European	23	85	100	65			
Traveller Irish Heritage	6	11	0	67	29	33	38
Gypsy/Roma	27	35	50	37	33	31	30
All pupils		79	81	81	80	80	82

Source: KeyPAS (Leeds), DfE Statistical First Release (National), DfE Performance Tables (All Pupils)

Table 32: Key Stage 2 outcomes by ethnicity: maths

% achieving level 4 or above in maths	Leeds				National		
	2011 cohort number	2009 %	2010 %	2011 %	2009 %	2010 %	2011 %
Asian Or Asian British	813	69	72	74	78	80	80
Bangladeshi	87	61	80	77	76	78	80
Indian	151	80	77	83	85	87	86
Kashmiri Pakistani	163	64	79	71	72	74	75
Kashmiri Other	11	100	14	73			
Other Pakistani	317	67	66	70			
Other Asian background	84	69	78	79	80	83	84
Black Or Black British	324	64	70	65	72	75	75
Black Caribbean	83	63	73	69	70	73	73
Black African	201	62	67	66	72	76	76
Other Black Background	40	64	68	58	69	71	73
Mixed Heritage	330	73	80	76	79	81	80
Mixed Black African and White	36	63	90	72	77	81	79
Mixed Black Caribbean and White	119	70	75	75	75	78	77
Mixed Asian and White	68	84	80	74	85	85	85
Other Mixed Background	107	73	86	81	80	81	82
Chinese Or Other							
Chinese	29	100	100	79	92	92	94
Other Ethnic group	98	73	74	74	75	78	78
White	5799	79	81	80	79	80	81
White British	5588	79	81	80	79	81	81
White Irish	14	80	86	86	84	84	85
Other White Background	68	76	76	84	76	78	78
White Eastern European	73	69	81	68			
White Western European	23	85	91	70			
Traveller Irish Heritage	6	22	0	50	34	38	39
Gypsy/Roma	27	45	50	30	36	31	33
All pupils		77	80	78	79	79	80

Source: KeyPAS (Leeds), DfE Statistical First Release (National), DfE Performance Tables (All Pupils)

Table 33: Key Stage 2 outcomes by ethnicity: English and maths

% achieving level 4 or above in English and maths	Leeds				National		
	2011 cohort number	2009 %	2010 %	2011 %	2009 %	2010 %	2011 %
Asian Or Asian British	813	63	66	69	71	74	74
Bangladeshi	87	51	70	70	69	72	74
Indian	151	78	76	79	79	82	82
Kashmiri Pakistani	163	56	75	66	64	68	68
Kashmiri Other	11	100	14	73			
Other Pakistani	317	60	59	63			
Other Asian background	84	55	66	70	71	76	78
Black Or Black British	324	56	64	60	65	68	69
Black Caribbean	83	51	69	63	63	66	67
Black African	201	56	60	60	65	70	70
Other Black Background	40	53	64	55	63	65	67
Mixed Heritage	330	68	70	72	73	75	75
Mixed Black African and White	36	60	60	69	71	75	74
Mixed Black Caribbean and White	119	65	68	68	68	71	70
Mixed Asian and White	68	83	71	71	80	81	81
Other Mixed Background	107	66	73	77	74	76	77
Chinese Or Other							
Chinese	29	90	89	66	82	85	86
Other Ethnic group	98	60	65	59	64	69	68
White	5799	74	75	74	73	74	75
White British	5588	74	75	75	73	74	75
White Irish	14	77	81	86	79	79	81
Other White Background	68	64	59	75	66	68	68
White Eastern European	73	53	55	60			
White Western European	23	85	91	61			
Traveller Irish Heritage	6	10	0	33	22	26	30
Gypsy/Roma	27	30	50	19	25	23	23
All pupils		72	74	73	72	73	74

Source: KeyPAS (Leeds), DfE Statistical First Release (National), DfE Performance Tables (All Pupils)

Table 34: Percentage of pupils making 2 levels progress in 2011: Ethnicity

	English		Maths	
	Leeds	National	Leeds	National
Asian Or Asian British				
Bangladeshi	91	89	88	86
Indian	91	89	88	89
Kashmiri Pakistani	88	86	82	83
Kashmiri Other	91		100	
Other Pakistani	88		84	
Other Asian background	91	89	93	91
Black Or Black British				
Black Caribbean	82	84	79	78
Black African	88	88	86	84
Other Black Background	87	83	76	80
Mixed Heritage				
Mixed Black African and White	82	85	82	83
Mixed Black Caribbean and White	85	83	79	80
Mixed Asian and White	94	86	80	87
Other Mixed Background	84	86	86	84
Chinese Or Other				
Chinese	95	91	86	95
Other Ethnic group	81	87	87	88
White				
White British	88	83	85	82
White Irish	93	88	93	88
Other White Background	82	87	82	87
White Eastern European	90		84	
White Western European	83		88	
Traveller Irish Heritage	67	71	100	66
Gypsy/Roma	67	65	52	58
All pupils	88	84	85	83

Source: KeyPAS (Leeds), DfE Statistical First Release (National), DfE Performance Tables (All Pupils)

Attendance and persistent absence in primary schools

Overall attendance and absence

Attendance in Leeds primary schools improved in 2010/11, rising by 0.38 percentage points, this is almost three times the improvement seen in 2009/10. National data is not yet available for 2010/11, in 2009/10 attendance in Leeds was below national and statistical neighbours. Leeds was ranked 119th out of 152 local authorities.

Table 35: Percentage attendance in primary schools

	2008/09	2009/10	2010/11
Leeds	94.29	94.42	94.80
National	94.70	94.79	
Statistical Neighbour average	94.75	94.83	
Leeds LA rank (out of 152 LAs)	120	119	

Source: 2008/09 & 2009/10 DfE Statistical First Release; 2010/11 School Census

Note: half-terms 1-5

The improvement in attendance was achieved through a decrease in authorised absence, as unauthorised absence remained static in 2010/11. Reasons for absence are shown in the table below and this indicates that there was a reduction in absence due to illness, agreed family holidays and other authorised reason. Absence due to religious observance increased. For unauthorised absence there was an increase in non-agreed family holidays, indicating that refusal to authorise holidays in term time by schools is not stopping parents from taking holidays during school time. Unauthorised absence for other unauthorised reason fell in 2010/11.

In 2009/10, both authorised and unauthorised absence were higher in Leeds than nationally and in statistical neighbours.

Table 36: Percentage authorised absence in primary schools

	2008/09	2009/10	2010/11
Leeds	4.97	4.75	4.38
National	4.66	4.54	
Statistical Neighbour average	4.67	4.54	
Leeds LA rank (out of 152 LAs)	123=	112=	

Source: 2008/09 & 2009/10 DfE Statistical First Release; 2010/11 School Census

Note: half-terms 1-5

Table 37: Percentage unauthorised absence in primary schools

	2008/09	2009/10	2010/11
Leeds	0.74	0.82	0.82
National	0.64	0.67	
Statistical Neighbour average	0.58	0.63	
Leeds LA rank (out of 152 LAs)	95=	104	

Source: 2008/09 & 2009/10 DfE Statistical First Release; 2010/11 School Census

Note: half-terms 1-5

In 2009/10 there was less absence due to illness in Leeds than nationally but more absence due to religious observance. Absence due to other authorised reason was

higher than nationally in 2009/10, but there were significant reductions in absence for this reason in Leeds in 2010/11. Absence due to other unauthorised reason was also higher in Leeds than nationally in 2009/10.

Table 38: Reasons for absence from primary schools

Reason for absence	Leeds		National	
	2009/10	2010/11	2009/10	2010/11
Authorised absence				
Illness	3.02	2.99	3.17	
Medical/Dental appointments	0.26	0.26	0.26	
Religious observance	0.11	0.16	0.07	
Study leave	0.00	0.00	0.00	
Traveller absence	0.01	0.02	0.02	
Agreed family holiday	0.65	0.60	0.55	
Agreed extended family holiday	0.03	0.03	0.02	
Excluded	0.01	0.01	0.02	
Other authorised reason	0.64	0.30	0.42	
Unauthorised absence				
Not agreed family holiday	0.13	0.20	0.14	
Arrived after registers closed	0.08	0.08	0.06	
Other unauthorised reason	0.47	0.42	0.36	
No reason yet provided	0.15	0.13	0.11	

Source: National – DfE statistical first release, Leeds – School Census

Note: half-terms 1-5

Persistent Absence

The DfE have now changed the definition of persistent absence (PA) and the threshold for a pupil to be judged as persistently absent is now 15% of absence over the school year. To enable analysis of progress over time, both measures of persistent absence are presented in this report, for the 15% and 20% thresholds.

Based on the 20% threshold, levels of PA from primary schools have continued to fall in 2010/11, with the number of PA pupils falling 25% from 916 in 2009/10 to 686 in 2010/11. In 2009/10, levels of PA from primary schools in Leeds were above national and statistical neighbours and Leeds was ranked equal 130th of 152 LAs for persistent absence, with only 17 authorities having a higher level of persistent absence from primary schools than Leeds. The continued improvement seen in 2010/11 will hopefully improve the comparative position and ranking when the national data is published in February.

Table 39: Percentage persistent absentees – 20% absence threshold

	2008/09	2009/10	2010/11
Leeds	2.2	1.9	1.4
National	1.5	1.4	
Statistical Neighbour average	1.5	1.4	
Leeds LA rank (out of 152 LAs)	132=	130=	

Source: DfE Statistical First Release, Leeds 2010/11 – School Census

Note: half-terms 1-5

The percentage of pupils will absence above the 15% threshold has also improved in 2010/11, improving by 1.2 percentage points. The number of PA below the 15% threshold has reduced by 20% from 2,627 in 2009/10 to 2,101 in 2010/11. The percentage PA in Leeds in 2010/11 is slightly below the national level for 2009/10.

Table 40: Percentage persistent absentees – 15% absence threshold

	2008/09	2009/10	2010/11
Leeds		5.5	4.3
National	-	4.4	
Statistical Neighbour average	-	-	
Leeds LA rank (out of 152 LAs)	-	-	

Source: National – DfE release, Leeds – School Census

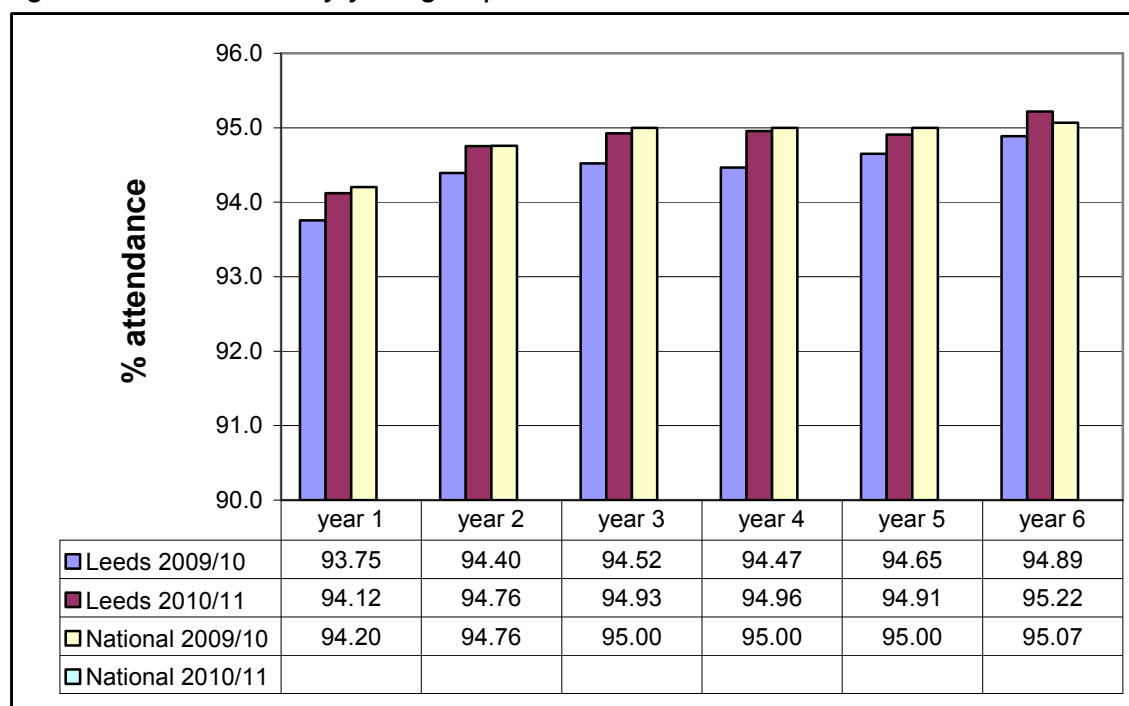
Note: half-terms 1-5

Attendance and persistent absence for pupil groups

Year group

Attendance in Leeds primary schools increases by year group, this is in-line with the national pattern. Attendance improved for all primary year groups in 2010/11. In 2009/10 attendance in Leeds was lower than national for all year groups, but the gaps were larger for younger age groups.

Figure 6: Attendance by year group



Source: National – DfE statistical first release; Leeds – School Census

Note: half-terms 1-5

Levels of persistent absence are highest in year 1, this is the same as the national pattern in 2009/10. Persistent absence at the 20% threshold was higher in Leeds than nationally in 2009/10 and as with attendance the gap to national tends to be wider for the younger age groups.

Table 41: Persistent absence by year group

	PA – 20% threshold				PA – 15% threshold		
	Leeds		National		Leeds		National
	2009/10	2010/11	2009/10	2010/11	2009/10	2010/11	2010/11
year 1	2.7	1.9	1.9		7.0	6.0	
year 2	1.8	1.2	1.4		5.5	4.3	
year 3	1.8	1.4	1.3		5.1	3.9	
year 4	1.9	1.3	1.3		5.4	4.0	
year 5	1.6	1.5	1.3		4.9	4.2	
year 6	1.5	1.2	1.3		4.8	3.5	

Source: National – DfE statistical first release; Leeds – School Census

Note: half-terms 1-5

Gender

Attendance is the same for boys and girls, both in Leeds and nationally. Levels of persistent absence were marginally higher for boys in Leeds in 2009/10, but boys have seen greater reductions in persistent absence in 2010/11 and had levels of persistent absence (on both measures) marginally lower than for girls.

Table 42: Attendance and persistent absence: Gender

	Gender	2009/10		2010/11	
		Leeds	National	Leeds	National
% attendance	Girls	94.4	94.8	94.8	
	Boys	94.4	94.8	94.8	
% PA 20% threshold	Girls	1.8	1.4	1.5	
	Boys	2.0	1.5	1.4	
% PA 15% threshold	Girls	5.3		4.4	
	Boys	5.6		4.3	

Source: National – DfE statistical first release; Leeds – School Census

Note: half-terms 1-5

Free school meal eligibility

Levels of attendance for pupils eligible for free school meals are significantly lower than for pupils who are not eligible. The improvements in attendance were greater for pupils eligible for free school meals in 2010/11 therefore the gap has narrowed. In 2009/10, the gap in attendance between those eligible and those not eligible was wider in Leeds than nationally, this is because, as with the attainment indicators, pupils not eligible for free school meals have levels of attendance in-line with national whereas those that are eligible have attendance below national for similar pupils.

Pupils eligible for free school meals are more than 4 times as likely to be persistent absentees than pupils who are not eligible, on the 20% threshold and more than 3.5 times more likely on the 15% threshold measure.

Table 43: Attendance and persistent absence: Free school meal eligibility

	FSM eligibility	2009/10		2010/11	
		Leeds	National	Leeds	National
% attendance	Not Eligible	95.2	95.2	95.4	
	Eligible	91.8	92.8	92.6	
% PA 20% threshold	Not Eligible	1.0	0.9	0.8	
	Eligible	5.0	3.4	3.5	
% PA 15% threshold	Not Eligible	3.4		2.7	
	Eligible	12.6		9.9	

Source: National – DfE statistical first release; Leeds – School Census

Note: half-terms 1-5

Special Education Needs

Attendance is higher for pupils with no SEN and reduces as the level of SEN increases. This is the same pattern as is seen nationally. In 2009/10 the gap to national was narrowest for those pupils with no SEN. Attendance improved for all levels of SEN in 2010/11. Pupils with a statement of SEN are more than 6 times as likely to miss 20% of school than pupils with no SEN and almost 4 times as likely to miss 15% of school. Despite the overall decrease in persistent absence, PA actually increased for pupils with statements.

Table 44: Attendance and persistent absence: Special Education Needs

	SEN	2009/10		2010/11	
		Leeds	National	Leeds	National
% attendance	No SEN	94.9	95.2	95.2	
	Action	93.0	93.7	93.4	
	Action +	92.8	93.2	93.4	
	Statement	92.0	92.6	92.2	
% PA 20% threshold	No SEN	1.3	0.9	0.9	
	Action	3.7	2.5	2.9	
	Action +	4.4	3.6	3.5	
	Statement	5.1	4.8	6.0	
% PA 15% threshold	No SEN	4.3		3.3	
	Action	9.5		8.2	
	Action +	10.5		8.3	
	Statement	12.6		12.8	

Source: National – DfE statistical first release; Leeds – School Census

Note: half-terms 1-5

Looked After Children

The attendance of Looked After Children in primary schools is higher than for all pupils. Attendance has improved in 2010/11 for LAC. There are very few LAC persistently absent from primary schools in Leeds, with 2 pupils meeting the 20% absence threshold and 5 meeting the 15% absence threshold in 2010/11. In 2009/10 the attendance of LAC in Leeds was lower than nationally.

Table 45: Attendance and persistent absence: Looked After Children

	2009/10		2010/11	
	Leeds	National	Leeds	National
% attendance	95.9	96.4	96.5	
% PA 20% threshold	0.9	0.7	0.8	
% PA 15% threshold	1.7	-	2.1	

Source: National – DfE statistical first release; Leeds – School Census

Note: half-terms 1-5

English as an Additional Language

Pupils that have English as an additional language, have lower levels of attendance and higher levels of persistent absence than pupils with English as a first language. The gap in Leeds is wider than national as attendance for non EAL is only marginally below national for the same group of pupils, whereas for pupils with EAL, in 2009/10 attendance was 1.2 percentage points lower than national. The increase in attendance in 2010/11 has been greater for pupils with EAL therefore the gap has narrowed.

Table 46: Attendance and persistent absence: First language

	First Language	2009/10		2010/11	
		Leeds	National	Leeds	National
% attendance	EAL	92.9	94.1	93.6	
	Non EAL	94.7	94.9	95.0	
% PA 20% threshold	EAL	2.7	1.7	2.0	
	Non EAL	1.8	1.3	1.3	
% PA 15% threshold	EAL	8.4		6.0	
	Non EAL	4.9		4.0	

Source: National – DfE statistical first release; Leeds – School Census

Note: half-terms 1-5

Ethnicity

Attendance improved for all groups of Asian heritage in 2010/11, particularly for Bangladeshi pupils. However, despite these improvements, attendance remains below the Leeds average for all Asian groups. In 2009/10 attendance for Asian groups in Leeds was lower than seen nationally, particularly for pupils of Bangladeshi heritage.

Attendance also improved for all Black heritage groups in Leeds in 2010/11 and attendance remains above the Leeds average for all black groups. In 2009/10 attendance for pupils of black heritage was above or in-line with national, except for pupils of other black heritage.

Attendance fell for pupils of Mixed Black African and White heritage in 2010/11 and attendance for this group of pupils is now below the Leeds average. Improvements were seen for the other mixed groups. In 2009/10 attendance for Mixed Black African and White and Mixed Black Caribbean and White were in-line with national.

Improvements in attendance were seen for pupils of Other White and White Eastern European heritage, but attendance is still well below the Leeds average for Eastern European pupils. Attendance remains lowest for pupils of White Irish traveller and Gypsy/Roma heritage.

Table 47: Attendance by ethnicity

% attendance	Leeds		National	
	2009/10	2010/11	2009/10	2010/11
Asian Or Asian British	92.9	93.4	93.9	
Bangladeshi	91.4	92.1	93.2	
Indian	94.6	94.7	94.8	
Kashmiri Pakistani	92.9	93.2	93.4	
Kashmiri Other	92.3	92.5		
Other Pakistani	92.7	93.2		
Other Asian background	92.9	93.3	94.7	
Black Or Black British	95.5	95.9	95.5	
Black Caribbean	95.1	95.4	94.7	
Black African	95.9	96.3	96.0	
Other Black Background	94.4	95.1	95.1	
Mixed Heritage	93.9	94.4	94.3	
Mixed Black African and White	94.5	93.9	94.7	
Mixed Black Caribbean and White	93.9	94.2	94.0	
Mixed Asian and White	93.6	94.1	94.5	
Other Mixed Background	94.0	94.8	94.3	
Chinese Or Other				
Chinese	96.2	96.8	96.1	
Other Ethnic group	92.3	93.0	94.0	
White	94.7	95.0	94.9	
White British	94.8	95.2	95.0	
White Irish	94.6	95.1	94.3	
Other White Background	92.7	94.4	93.6	
White Eastern European	90.7	91.4		
White Western European	94.2	94.3		
Traveller Irish Heritage	77.1	83.5	77.8	
Gypsy/Roma	84.5	84.0	83.0	
All pupils	94.4	94.8	94.8	

Source: National – DfE statistical first release; Leeds – School Census

Note: half-terms 1-5

Persistent absence at the 20% threshold, fell for all Asian groups in 2010/11, except Indian pupils who maintained their low level of PA and pupils of Other Kashmiri heritage although this is a very small pupil group and the increase was not statistically significant. There was a significant decrease for Bangladeshi pupils. PA is above the Leeds average for all Asian groups except Indian and all groups had higher than national levels of PA in 2009/10. There were also improvements in PA at the 15% threshold for Asian groups.

The decrease in PA at the 20% threshold for pupils of Black Caribbean heritage has brought them in-line with the Leeds average in 2010/11 and below the 2009/10 national level of PA for this group. However, the percentage of Black Caribbean pupils PA at the 15% threshold increased. There was a slight increase in Black African pupils missing more than 20% of school, however, the percentage PA for this group is still less than half the Leeds average. PA decreased for pupils of Other Black heritage.

PA at the 20% threshold decreased for all mixed heritage groups, but increased at the 15% threshold for Mixed Black African and White and Mixed Black Caribbean

and White pupils. All mixed groups are above the Leeds average on both PA indicators, but by a greater extent for the 15% threshold.

Low levels of PA were continued for pupils of Chinese heritage and improvements were seen for pupils of other ethnic minority heritage.

PA remains very high for pupils of White Irish Traveller and Gypsy/Roma heritage and PA at the 20% threshold increased for White Eastern European pupils.

Table 48: Persistent absence by ethnicity

% Persistent absentees	PA 20% threshold				PA 15% threshold		
	Leeds		National		Leeds		National
	09/10	10/11	09/10	10/11	09/10	10/11	10/11
Asian Or Asian British	2.3	1.8	1.6		8.0	6.1	
Bangladeshi	3.7	2.1	2.0		10.8	8.0	
Indian	1.0	1.0	0.9		4.0	3.5	
Kashmiri Pakistani	2.8	1.8	2.1		8.4	6.6	
Kashmiri Other	2.7	6.7			14.9	10.7	
Other Pakistani	2.2	2.0			8.6	6.3	
Other Asian background	2.7	2.0	1.2		7.6	6.7	
Black Or Black British	1.1	0.9	1.0		3.2	3.0	
Black Caribbean	2.5	1.5	1.7		4.2	5.4	
Black African	0.5	0.7	0.6		2.3	1.9	
Other Black Background	1.5	0.8	1.3		5.8	4.8	
Mixed Heritage	2.3	1.6	1.9		7.2	5.9	
Mixed Black African and White	2.2	1.8	1.4		6.1	7.0	
Mixed Black Caribbean and White	2.1	1.5	2.4		6.8	7.0	
Mixed Asian and White	2.4	1.6	1.5		10.9	6.4	
Other Mixed Background	2.5	1.7	1.7		5.8	4.3	
Chinese Or Other							
Chinese	0.5	0.4	0.5		1.4	0.4	
Other Ethnic group	4.7	2.8	1.7		11.3	7.1	
White	1.8	1.3	1.4		5.1	4.0	
White British	1.6	1.2	1.2		4.6	3.7	
White Irish	3.6	1.7	2.2		6.4	5.0	
Other White Background	3.2	0.9	2.0		10.1	4.8	
White Eastern European	3.8	4.2			13.5	10.1	
White Western European	1.9	1.0			5.2	3.4	
Traveller Irish Heritage	33.3	20.3	28.6		50.0	28.1	
Gypsy/Roma	18.0	16.2	20.8		35.1	26.1	
All pupils	1.9	1.4	1.4		5.5	4.3	4.4

Source: National – DfE statistical first release; Leeds – School Census

Note: half-terms 1-5

Exclusions from primary schools

Permanent exclusions

There have been two permanent exclusions from Leeds primary schools in each of the last three academic years. This equates to a rate of permanent exclusion lower than the national rate.

Fixed term exclusions

The number and rate of fixed term exclusions from primary schools has increased in 2010/11. The number of exclusions has increased by 18% to 453. In 2009/10 the rate of fixed term exclusion from primary schools was lower than nationally and in statistical neighbours.

Table 49: Rate of fixed term exclusion from primary schools

	Leeds		National	Statistical Neighbours
	Number of exclusions	Rate of exclusion per 100 pupils		
2008/09	431	0.71	0.97	0.88
2009/10	371	0.63	0.91	0.83
2010/11	453	0.73		

Source: 2008/09 and 2009/10 DfE statistical first release, 2010/11 Synergy Education Case Management System

In 2010/11 there has been an increase in fixed term exclusions from primary schools due to physical assault of staff and persistent disruptive behaviour. In 2009/10 the proportion of exclusions due to each reason were generally in-line with national proportions, with persistent disruptive behaviour and physical assault on pupils and staff being the most common reasons for exclusion.

Table 50: Reasons for fixed term exclusion from primary schools

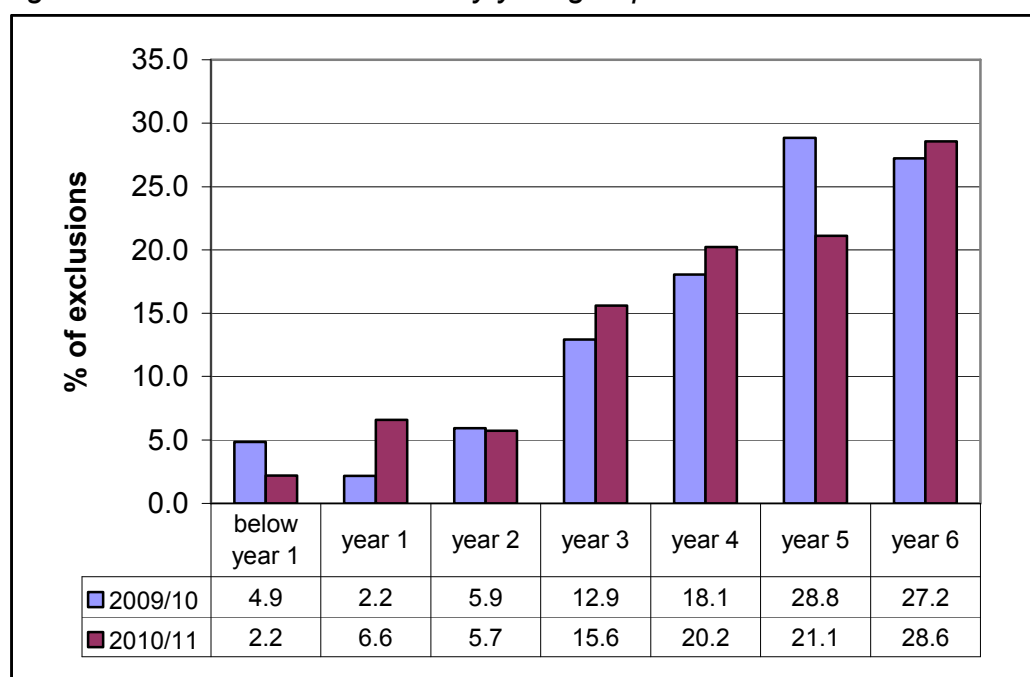
	Leeds				National
	Number of exclusions		% of exclusions		% of exclusions
	2009/10	2010/11	2009/10	2010/11	2009/10
Physical Assault - Pupil	86	97	23.2	21.3	24.3
Physical Assault - Staff	71	115	19.1	25.3	19.4
Bullying	3	7	0.8	1.5	1.1
Dangerous Behaviour	11	8	3.0	1.8	
Persistent Disruptive Behaviour	104	128	28.0	28.1	27.5
Damage to Property	9	11	2.4	2.4	1.8
Drug and Alcohol Related	1		0.3	0.0	0.1
Other	12	17	3.2	3.7	6.6
Racial Abuse	5	5	1.3	1.1	0.8
Sexual Misconduct	5		1.3	0.0	0.6
Theft		1	0.0	0.2	0.6
Verbal Abuse - Pupil	17	21	4.6	4.6	5.1
Verbal Abuse - Staff	47	45	12.7	9.9	12.0

Source: Leeds - Synergy Education Case Management System, national – DfE statistical first release

Fixed term exclusion of pupil groups

There is a general trend of exclusions increasing with age in primary schools, with around half of all exclusions being for pupils in year 5 or 6.

Figure 7: Fixed term exclusions by year group



Source: Synergy Education Case Management System

Boys are more than ten times more likely to be fixed term excluded from primary schools than girls, with over 90% of exclusions being for boys. All of the increase in exclusions in 2010/11 were for boys, with the number of exclusions of girls dropping slightly.

The rate of exclusion for pupils eligible for free school meals is 4 times higher than the rate for pupils who are not eligible. In 2010/11 the rate of exclusion for pupils eligible for free school meals has increased whereas the rate has remained stable for those who are not eligible, therefore the difference between the two groups has increased.

The rate of exclusion rises as level of need as identified on the SEN code of practice increases. In 2010/11, the rate of exclusion has increased for all groups with SEN, but not for pupils with no SEN.

It is not possible to analysis primary fixed term exclusions by individual ethnic groups due to the small numbers of exclusions. The table below provides data for broad ethnic categories, but care still needs to be taken in interpreting this information due to low numbers of exclusions. Asian heritage pupils have a lower level of exclusion. Increases in the number of exclusions have been seen for both Black heritage and White heritage pupils in 2010/11.

Table 51: Fixed term exclusions by pupil group

	Number of exclusions		Rate of exclusion per 100 pupils	
	2009/10	2010/11	2009/10	2010/11
Gender				
Female	35	31	0.1	0.1
Male	336	424	1.1	1.3
Free school meal eligibility				
Not eligible	175	191	0.4	0.4
Eligible	196	264	1.7	2.1
Looked After Children	13	9	5.5	3.2
Special Education Needs				
No SEN	75	63	0.1	0.1
School Action	75	130	1.2	2.2
School Action plus	199	233	4.6	4.9
Statement	22	29	5.2	6.6
Broad ethnic groups				
Asian	22	28	0.3	0.4
Black	16	49	0.5	1.5
Mixed	29	30	1.0	1.0
White	296	347	0.6	0.7

Source: Synergy Education Case Management System

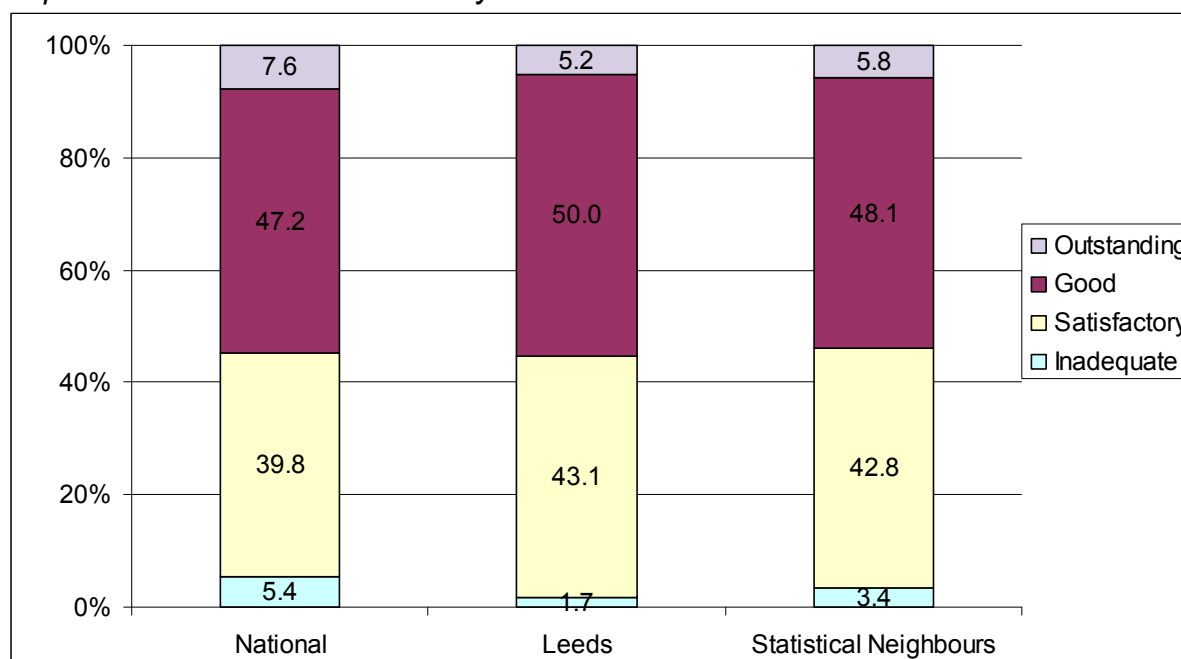
School Inspection Judgements

When looking at Ofsted inspections, it should be remembered that not every school is inspected every year. Schools judged in their last inspection as “Outstanding” or “Good” are likely to have less frequent inspections. As such, in order to give a full view of schools’ Ofsted inspections, this report will consider the most recent inspection for each school in addition to looking at all of the inspections that took place in the last academic year.

Inspection of primary schools 2010/2011

In the 2010/11 academic year there were 58 inspections carried out of Leeds primary schools. Two of these inspections were pilot inspections that were conducted under the new inspection framework, due in January 2012 in light of the 2011 Education Bill. Figure 8 below shows the breakdown of the overall effectiveness judgements of those inspections, compared to the breakdown of primary schools nationally, and of primary schools in Leeds’ statistical neighbour authorities.

Figure 8: Breakdown of Overall Effectiveness Judgements for all Primary School inspections in 2010/11 academic year



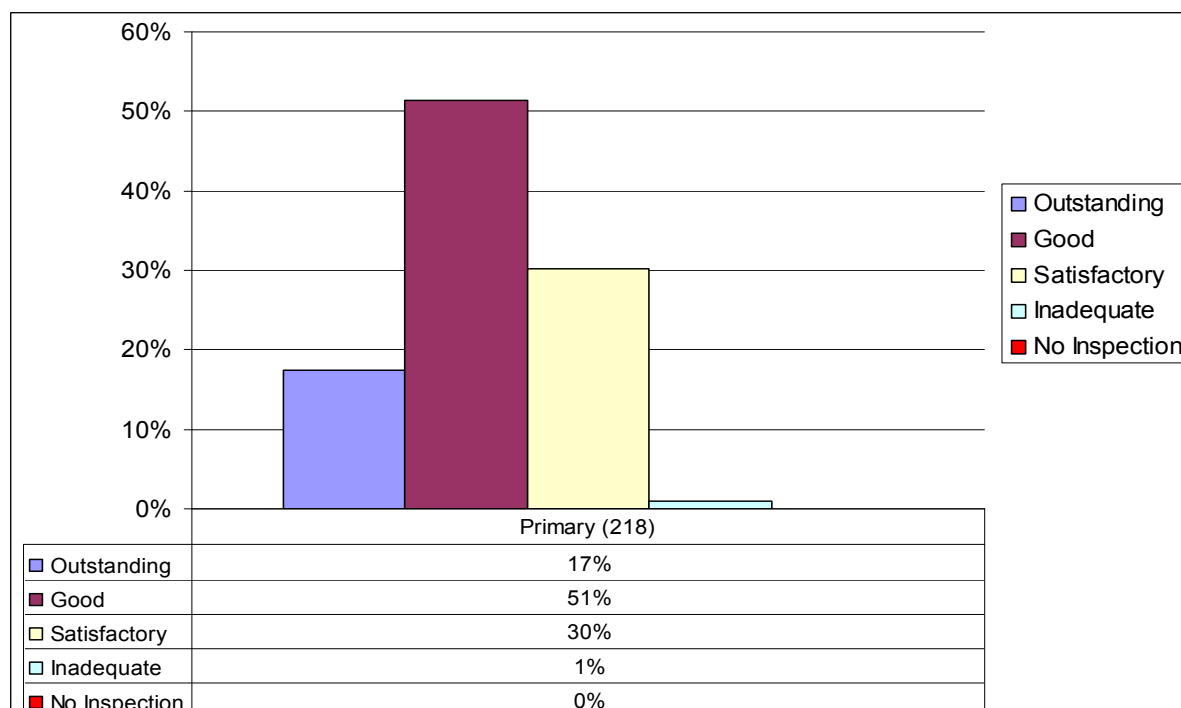
Source: Ofsted School Inspection Outcomes Analysis Tool

Given the small number of inspections for Leeds over the course of the year, differences between Leeds and the National average may not be statistically significant. Over the course of the academic year, Leeds had a smaller proportion of primary schools judged “Outstanding” overall than either nationally or compared to statistical neighbours; however the proportion of Leeds primary schools judged “Inadequate” was also below both the national and statistical neighbour figures. Whilst Leeds had a greater proportion of “Good” judgements in the last academic year than seen nationally or in our statistical neighbour authorities, we also had more primaries judged “Satisfactory”.

Most recent inspection breakdown – Primary Schools

Figure 9 below shows the breakdown of the Overall Effectiveness judgement for the most recent inspection of each Leeds primary school, as of the end of the 2010/11 academic year.

Figure 9: Overall Effectiveness judgement from most recent inspection of primary schools



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. In 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’ primaries were judged outstanding in their most recent inspection.