



Early Years Foundation Attainment Analysis

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EYFS measures

Table 1: Percentage of pupils achieving A Good Level Of Development

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The EYFS framework contains 17 early learning goals in seven areas of learning covering children's physical, intellectual, emotional and social development. The areas of learning are divided into Prime Areas and Specific Area. The EYFS has a stronger emphasis on the three prime areas which are considered most essential for children's healthy development. These three areas are: communication and language; physical development; and personal, social and emotional development. The Profile requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against each of the 17 ELGs.

A good level of development is defined as achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics.

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2016-17, Early Years Foundation Stage - Attainment

Table 1: Percentage of pupils achieving A Good Level Of Development

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band D	Up to and including	Up to and including	Up to and including	Up to and including	143/151
	68	71	73	79	

	2013	2014	2015	2016	2017	Change
Leeds	51	58	62	63	65	▲ 2
National	52	60	66	69	71	▲ 1
Stat. Neighbours	48	56	63	68	69	▲ 2
Core Cities	48	55	61	65	67	▲ 2

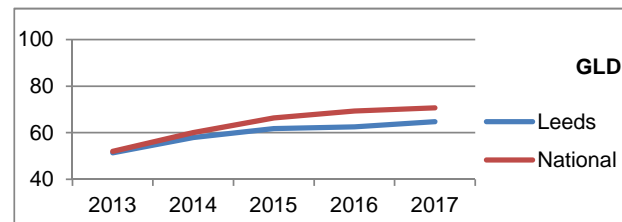
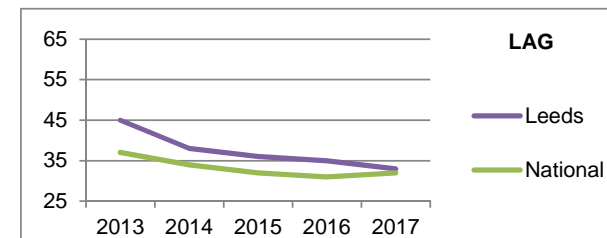


Table 2: Low Achievers Gap

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	100/151
	44	35	32	28	

	2013	2014	2015	2016	2017	Change
Leeds	45	38	36	35	33	▼ -2
National	37	34	32	31	32	▲ 1
Stat. Neighbours	39	38	36	34	33	▼ -1
Core Cities	40	38	36	35	35	▲ 0



Footnotes

GLD - Children are defined as having reached a good level of development at the end of the EYFS if they achieve at least the expected level in the early learning

2016-17, Early Years Foundation Stage - Attainment

goals in the prime areas of learning.

LAG - The gap is calculated as the percentage difference between the mean average of the lowest 20% and the median average for all children. Data prior to 2012 is not comparable due to the introduction of the revised framework.

2016-17, Percentage of pupils achieving A Good Level Of Development

Table 1: Leeds All

	2013	2014	2015	2016	2017	Change
Leeds All	51.4	58.0	61.8	62.5	64.8	▲ 2.3
National All	52.0	60.0	66.3	69.3	70.7	▲ 1.4

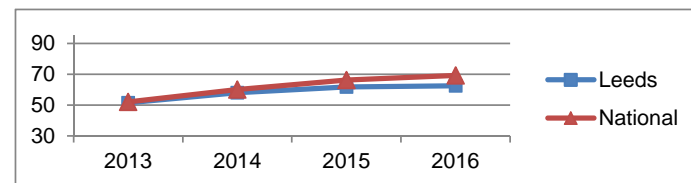


Table 2: Free School Meals (FSM)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band D	Up to and including 53	Up to and including 56	Up to and including 60	Up to and including 100	Equal 146/151

	2014	2015	2016	2017	Change
Leeds FSM	38.0	44.0	46.0	47.0	▲ 1.0
National FSM	45.0	51.0	54.0	56.0	▲ 2.0
Leeds Non FSM	64.0	66.0	66.0	69.0	▲ 3.0
National Non FSM	64.0	69.0	72.0	73.0	▲ 1.0

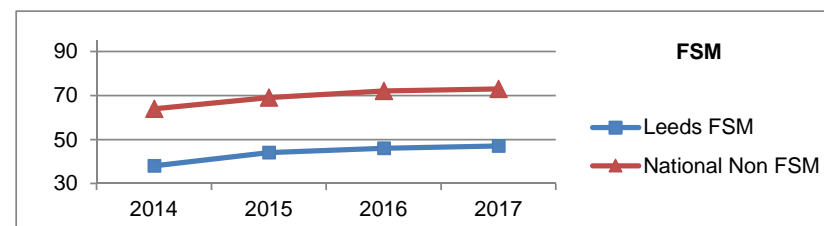
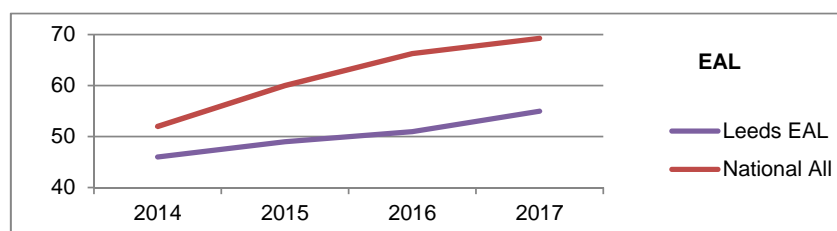


Table 3: EAL

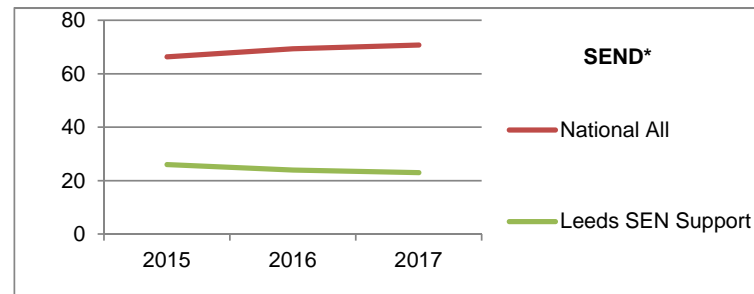
	2014	2015	2016	2017	Change
Leeds EAL	46.0	49.0	51.0	55.0	▲ 4.0
National EAL	53.0	60.0	63.0	65.0	▲ 2.0
Leeds Non EAL	61.0	65.0	66.0	68.0	▲ 2.0
National Non EAL	63.0	68.0	71.0	73.0	▲ 2.0



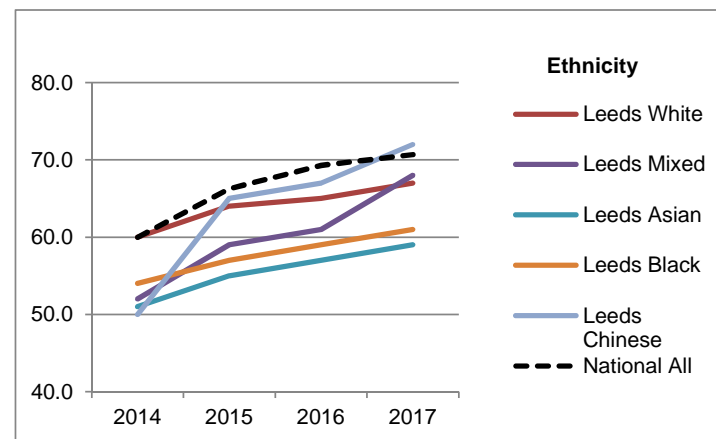
2016-17, Percentage of pupils achieving A Good Level Of Development

Table 4: SEND

	2013	2014	2015	2016	2017	Change
Leeds Non SEN	-	-	68	68	71	▲ 3.0
National Non SEN	-	-	71	75	76	▲ 1.0
Leeds SEN Support	-	-	26	24	23	▼ -1.0
National SEN Support	-	-	24	26	27	▲ 1.0
Leeds State./EHCP	-	-	-	-	-	N/A
National State./EHCP	-	-	4	4	4	■ 0.0



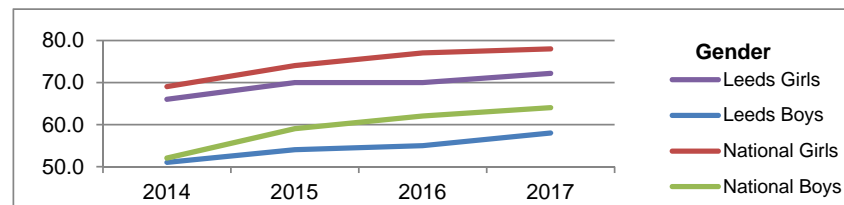
	2013	2014	2015	2016	2017	Change
Leeds White	-	60	64	65	67	▲ 2
Leeds Mixed	-	52	59	61	68	▲ 7
Leeds Asian	-	51	55	57	59	▲ 2
Leeds Black	-	54	57	59	61	▲ 2
Leeds Chinese	-	50	65	67	72	▲ 5
National White	-	62	67	70	72	▲ 2
National Mixed	-	62	68	71	73	▲ 2
National Asian	-	57	64	68	69	▲ 1
National Black	-	59	65	68	70	▲ 2
National Chinese	-	58	67	69	74	▲ 5



2016-17, Percentage of pupils achieving A Good Level Of Development

Table 6: Gender

	2014	2015	2016	2017	Change
Leeds Girls	66	70	70	72	▲ 2
National Girls	69	74	77	78	▲ 1
Leeds Boys	51	54	55	58	▲ 3
National Boys	52	59	62	64	▲ 2



Footnote

*There is no SEND data available for 2013 and 2014 due to the introduction of the Children's and Families Act of 2014 which set out a new system for supporting children with SEND and their families.

In 2015, 2016 and 2017 there is no information available under the SEN with a statement or EHC plan category for Leeds, this is due to data suppression.

Learning Outcomes Dashboards

2016-2017

Key Stage 1 Pupil Group Analysis



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This dashboard covers the results of the Key Stage 1 assessments taken at the end of Year 2. The 2016 Key Stage 1 assessments are the first which assess the new, more challenging national curriculum introduced in 2014. The test outcome is no longer being reported using levels, instead scaled scores have been used. A scaled score of 100 will always represent the expected standard on the test. Pupils scoring 100 or more will have met the expected standard on the test. In 2016, panels of teachers set the raw score required to meet the expected standard.

The expected standard has also been raised to be higher than the old level 2. As a result, figures for 2016 are not comparable to those for earlier years. A new set of KS1 national curriculum tests replaced the previous tests and tasks. The new tests consisted of:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1: spelling
- English grammar, punctuation and spelling Paper 2: questions
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning

The comparator groups have been updated to reflect Ofsted and DfE guidelines.

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Data Status	Provisional
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Protective marking	Not protectively marked

2016-17, Key Stage 1 - Percentage of pupils meeting the expected standard in reading

Table 1: Leeds All

	2016	2017	Change
Leeds All	65	68	▲ 3
National All	74	76	▲ 2

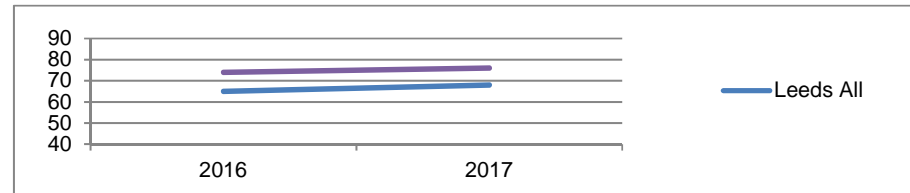


Table 2: FSM

	2016	2017	Change
Leeds FSM	47	50	▲ 3
National FSM	60	61	▲ 1
Leeds Non FSM	69	72	▲ 3
National Non FSM	77	78	▲ 1

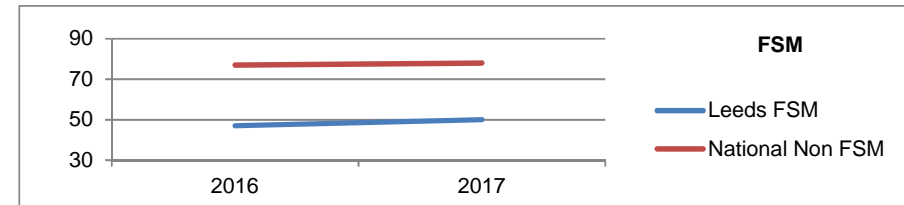


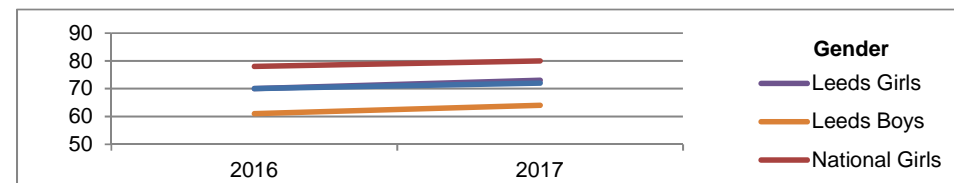
Table 3: EAL

	2016	2017	Change
Leeds EAL	54	59	▲ 5
National EAL	70	72	▲ 2
Leeds Non EAL	68	71	▲ 3
National Non EAL	75	77	▲ 2



Table 4: Gender

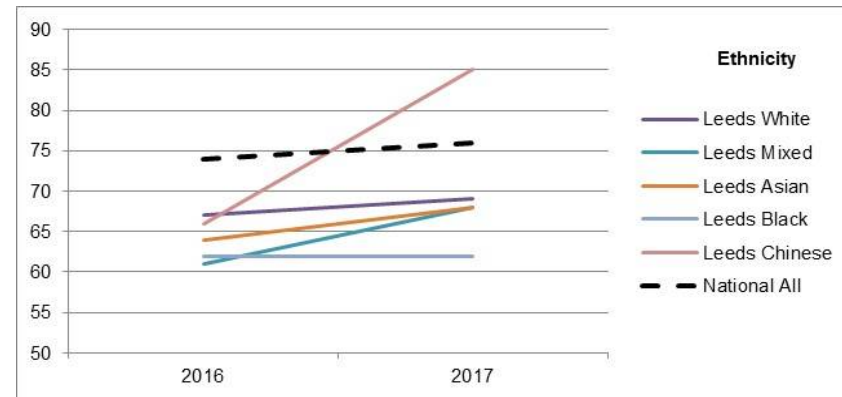
	2016	2017	Change
Leeds Girls	70	73	▲ 3
National Girls	78	80	▲ 2
Leeds Boys	61	64	▲ 3
National Boys	70	72	▲ 2



2016-17, Key Stage 1 - Percentage of pupils meeting the expected standard in reading

Table 5: Ethnicity

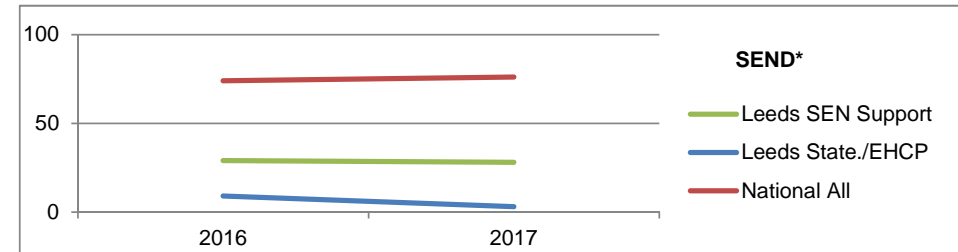
	2016	2017	Change
Leeds White	67	69	▲ 2
Leeds Mixed	61	68	▲ 7
Leeds Asian	64	68	▲ 4
Leeds Black	62	62	▬ 0
Leeds Chinese	66	85	▲ 19
National Asian	76	77	▲ 1
National Black	76	77	▲ 1
National Chinese	80	84	▲ 4



2016-17, Key Stage 1 - Percentage of pupils meeting the expected standard in reading

Table 6: SEND

	2016	2017	Change
Leeds Non SEN	72	76	▲ 4
National Non SEN	82	84	▲ 2
Leeds SEN Support	29	28	▼ -1
National SEN Support	32	34	▲ 2
Leeds State./EHCP	9	3	▼ -6
National State./EHCP	14	14	▬ 0



Footnotes: *There is no SEND data available for 2012, 2013 and 2014 due to the introduction of the Children's and Families Act of 2014 which set out a new system for supporting children with SEND and their families.

2016-17, Key Stage 1 - Percentage of pupils meeting the expected standard in writing

Table 7: Leeds All

	2016	2017	Change
Leeds All	54	59	▲ 5
National All	66	68	▲ 2

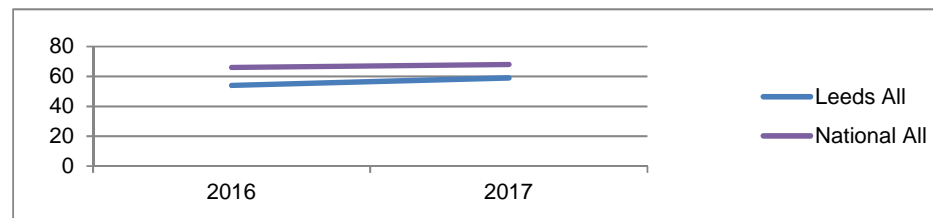


Table 8: Free School Meals (FSM)

	2016	2017	Change
Leeds FSM	36	39	▲ 3
National FSM	50	52	▲ 2
Leeds Non FSM	59	63	▲ 4
National Non FSM	68	71	▲ 3

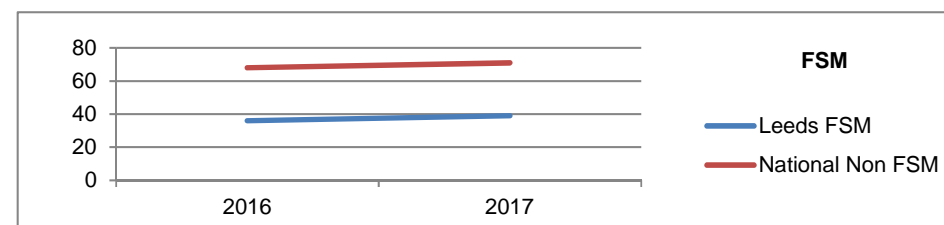
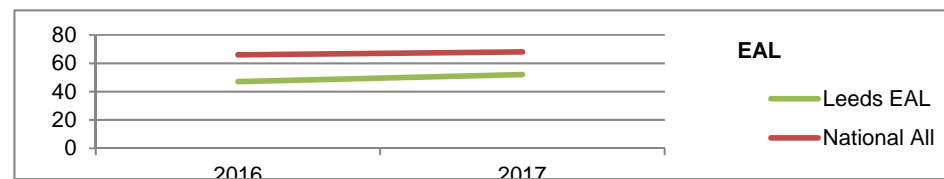


Table 9: EAL

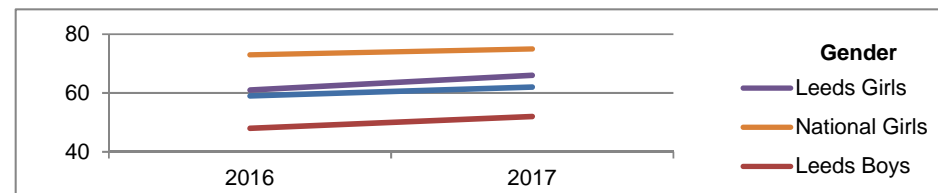
	2016	2017	Change
Leeds EAL	47	52	▲ 5
National EAL	64	67	▲ 3
Leeds Non EAL	57	61	▲ 4
National Non EAL	66	69	▲ 3



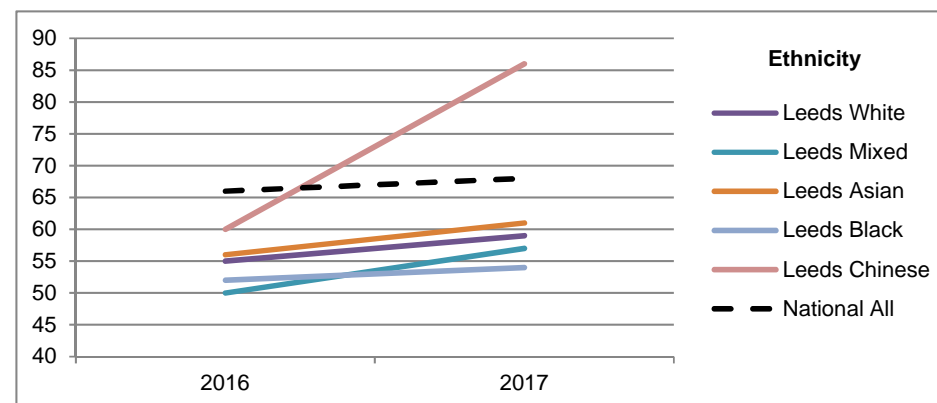
2016-17, Key Stage 1 - Percentage of pupils meeting the expected standard in writing

Table 10: Gender

	2016	2017	Change
Leeds Girls	61	66	▲ 5
National Girls	73	75	▲ 2
Leeds Boys	48	52	▲ 4
National Boys	59	62	▲ 3



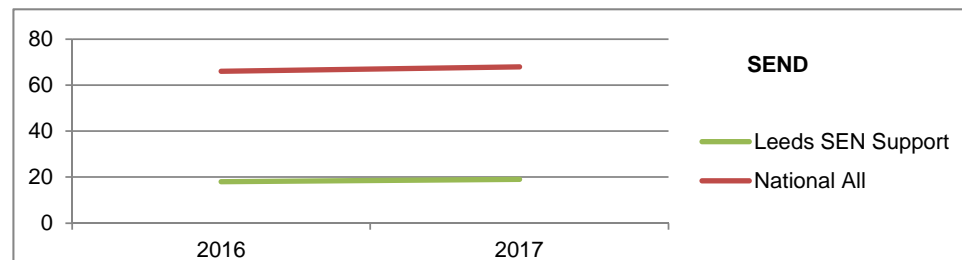
	2016	2017	Change
Leeds White	55	59	▲ 4
Leeds Mixed	50	57	▲ 7
Leeds Asian	56	61	▲ 5
Leeds Black	52	54	▲ 2
Leeds Chinese	60	86	▲ 26
National White	65	68	▲ 3
National Mixed	68	70	▲ 2
National Asian	69	72	▲ 3
National Black	69	71	▲ 2
National Chinese	77	82	▲ 5



2016-17, Key Stage 1 - Percentage of pupils meeting the expected standard in writing

Table 12: SEND

	2016	2017	Change
Leeds Non SEN	61	77	▲ 16
National Non SEN	74	66	▼ -8
Leeds SEN Support	18	19	▲ 1
National SEN Support	22	23	▲ 1
Leeds State./EHCP	4	x	N/A
National State./EHCP	9	9	▬ 0



Footnotes: X Indicates figures not shown in order to protect confidentiality.

2016-17, Key Stage 1 - Percentage of pupils meeting the expected standard in maths

Table 13: Leeds All

	2016	2017	Change
Leeds All	64	68	▲ 4
National All	73	75	▲ 2

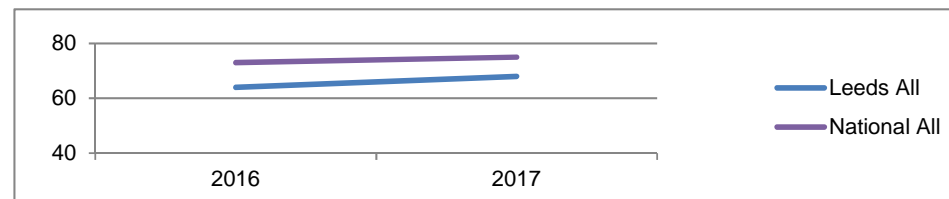


Table 14: Free School Meals (FSM)

	2016	2017	Change
Leeds FSM	46	50	▲ 4
National FSM	58	60	▲ 2
Leeds Non FSM	68	72	▲ 4
National Non FSM	75	78	▲ 3

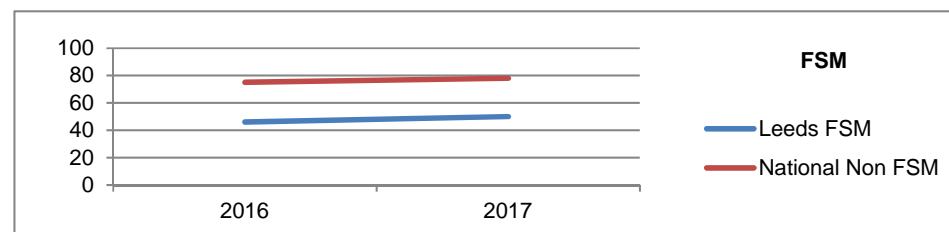
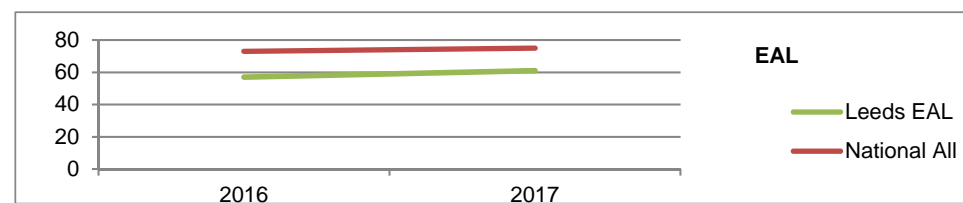


Table 15: EAL

	2016	2017	Change
Leeds EAL	57	61	▲ 4
National EAL	72	74	▲ 2
Leeds Non EAL	67	70	▲ 3
National Non EAL	73	76	▲ 3



2016-17, Key Stage 1 - Percentage of pupils meeting the expected standard in maths

Table 16: Gender

	2016	2017	Change
Leeds Girls	65	69	▲ 4
National Girls	74	77	▲ 3
Leeds Boys	64	67	▲ 3
National Boys	72	74	▲ 2

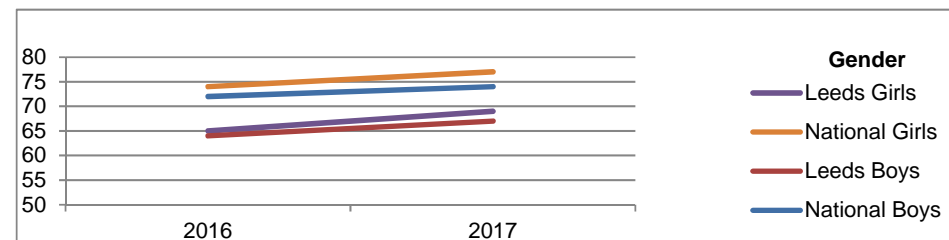
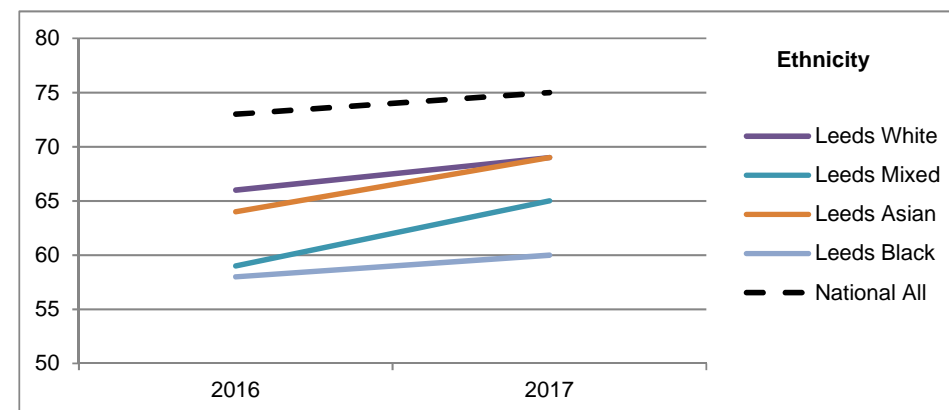


Table 17: Ethnicity

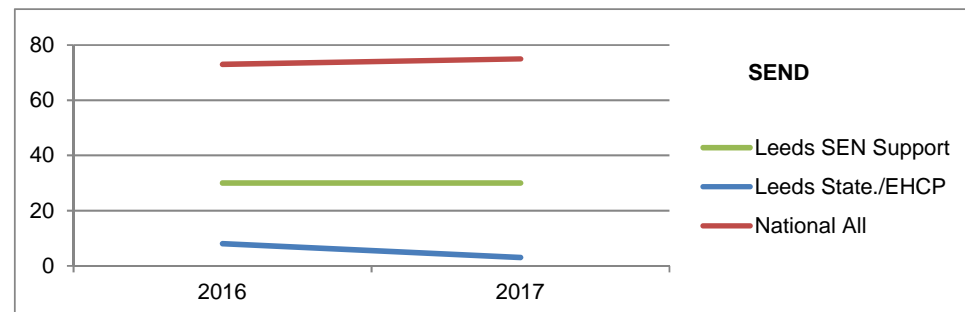
	2016	2017	Change
Leeds White	66	69	▲ 3
Leeds Mixed	59	65	▲ 6
Leeds Asian	64	69	▲ 5
Leeds Black	58	60	▲ 2
Leeds Chinese	79	x	N/A
National White	73	75	▲ 2
National Mixed	74	76	▲ 2
National Asian	75	77	▲ 2
National Black	71	73	▲ 2
National Chinese	88	91	▲ 3



2016-17, Key Stage 1 - Percentage of pupils meeting the expected standard in maths

Table 18: SEND

	2016	2017	Change
Leeds Non SEN	71	75	▲ 4
National Non SEN	80	83	▲ 3
Leeds SEN Support	30	30	▬ 0
National SEN Support	33	35	▲ 2
Leeds State./EHCP	8	3	▼ -5
National State./EHCP	14	14	▬ 0



Footnotes: X Indicates figures not shown in order to protect confidentiality.

Learning Outcomes Dashboard

2016-2017



Key Stage 2 Attainment Analysis

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[Reaching the Expected Standard](#)

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Table 2 - Writing

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Table 4 - Reading, Writing and Maths

Table 5 - Grammar, Punctuation and Spelling

[Reaching the Higher Standard](#)

Table 6 - Reading

Table 7 - Writing

Table 8 - Maths

Table 9 - Reading, Writing and Maths

Table 10 - Grammar, Punctuation and Spelling

Table 11 - Percentage of schools not meeting floor targets

This dashboard covers the results of the Key Stage 2 assessments taken at the end of Year 6. The 2016 Key Stage 2 assessments were the first which assess the new, more challenging national curriculum introduced in 2014, which is why no historical data is available in the dashboards. The test outcome is no longer being reported using levels, instead scaled scores have been used. Scaled scores are normalised values, where a score of 100 will be considered the expected standard. Any score below this means the pupil is working towards the expected standard, and any score above means the pupil is working above the expected standard. Results at the end of Key Stage 2 focus on a child's attainment and progress in maths, reading and writing. Writing is based on teacher assessment, while reading and maths are based on end of key stage tests. A grammar, punctuation and spelling test is also taken.

Ranks and quartiles are shown where appropriate. The methodology used to calculate quartile data has been changed to be in line with the DfE quartile reporting method. Please note, the results are not evenly distributed between the four quartiles as some authorities will post the same result; result/value distribution spread could be very narrow or one or two Local Authorities could post very high or very low results. Instead of presenting quartiles as numbers one to four, with four representing the worst performing LAs, they are now presented as Bands A to D, with D representing the worst performing LAs.

In some instances a quartile position is not shown (denoted by "N/A") as quartile boundaries are not meaningful where there is only a very narrow span of performance on a given indicator and many LAs are separated only by a few percentage points. For every indicator rankings are joint with other LAs, shown by the = sign. This is because the DfE publish this dataset in whole numbers with no decimal places and so more than one LA will be listed with the same result. When LAs are ranked highest to lowest, multiple LAs will feature the same ranking.

2016-17, Key Stage 2 - Percentage of pupils reaching the expected standard

Table 1: Percentage of pupils reaching the expected standard - Reading

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band D	Up to and including	Up to and including	Up to and including	Up to and including	Equal 126/152
	69	72	75	88	

	2016	2017	Change
Leeds	61	68	▲ 7
National	66	72	▲ 6
Stat. Neighbours	65	71	▲ 6
Core Cities	63	69	▲ 6

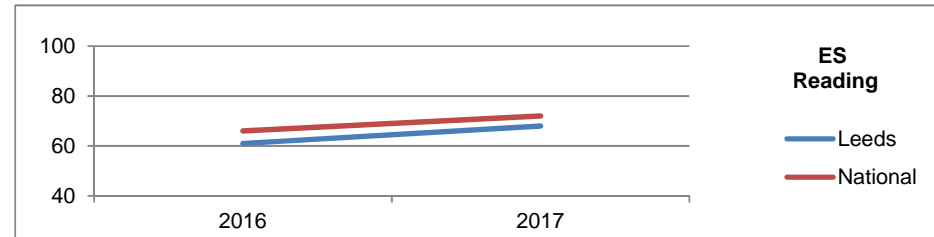


Table 2: Percentage of pupils reaching the expected standard - Writing

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band D	Up to and including	Up to and including	Up to and including	Up to and including	Equal 148/152
	75	77	79	92	

	2016	2017	Change
Leeds	67	70	▲ 3
National	74	77	▲ 3
Stat. Neighbours	73	76	▲ 3
Core Cities	71	74	▲ 3

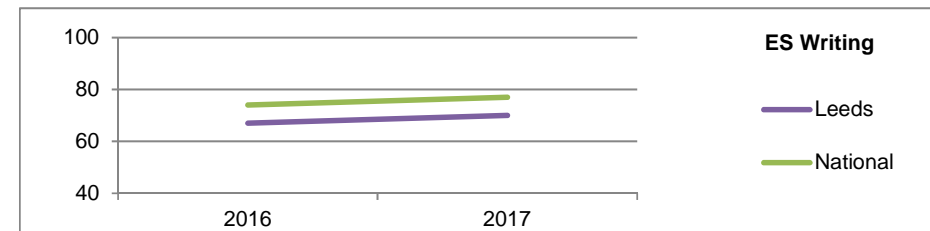


Table 3: Percentage of pupils reaching the expected standard - Maths

2016-17, Key Stage 2 - Percentage of pupils reaching the expected standard

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band D	Up to and including	Up to and including	Up to and including	Up to and including	Equal 129/152
	73	76	79	92	

	2016	2017	Change
Leeds	66	71	▲ 5
National	70	75	▲ 5
Stat. Neighbours	70	76	▲ 6
Core Cities	68	74	▲ 6

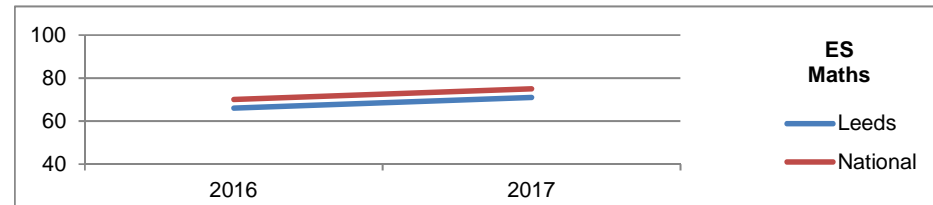


Table 4: Percentage of pupils reaching the expected standard - Reading, Writing and Maths

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band D	Up to and including	Up to and including	Up to and including	Up to and including	Equal 139/152
	58.75	61.5	65	88	

	2016	2017	Change
Leeds	48	56	▲ 8
National	54	62	▲ 8
Stat. Neighbours	53	61	▲ 8
Core Cities	51	59	▲ 8

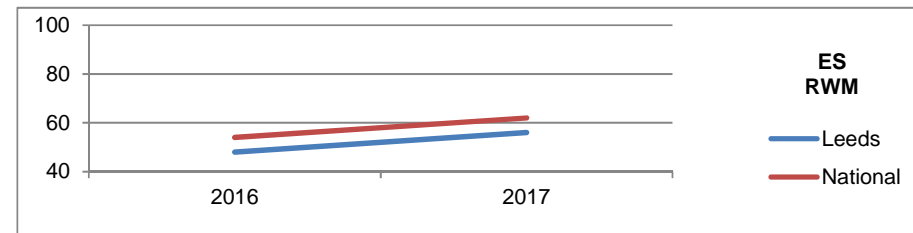
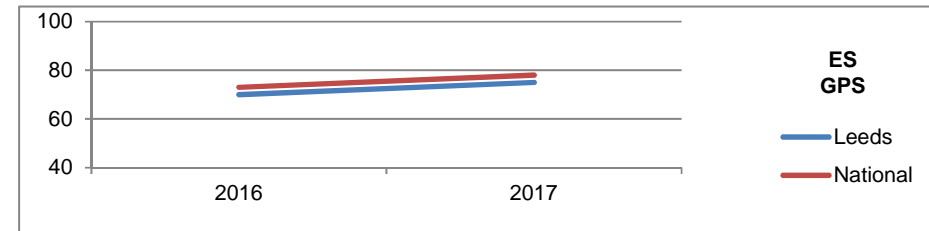


Table 5: Percentage of pupils reaching the expected standard - Grammar, Punctuation and Spelling

2016-17, Key Stage 2 - Percentage of pupils reaching the expected standard

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band D	Up to and including	Up to and including	Up to and including	Up to and including	Equal 115/152
	76	78	81	92	

	2016	2017	Change
Leeds	70	75	▲ 5
National	73	78	▲ 5
Stat. Neighbours	73	77	▲ 4
Core Cities	71	76	▲ 5



Footnote:

2016-17, Key Stage 2 - Percentage of pupils reaching the higher standard

Table 6: Percentage of pupils reaching the higher standard - Reading

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 96/152
	21	25	28	44	

	2016	2017	Change
Leeds	17	23	▲ 6
National	19	25	▲ 6
Stat. Neighbours	18	23	▲ 5
Core Cities	17	22	▲ 5

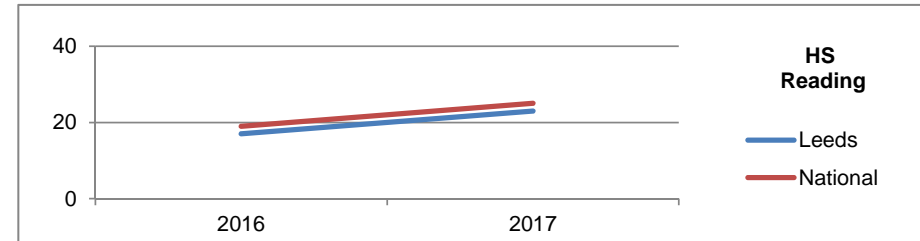
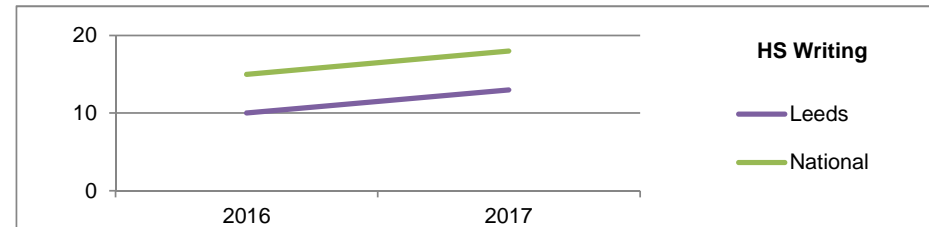


Table 7: Percentage working at greater depth in writing

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band D	Up to and including	Up to and including	Up to and including	Up to and including	Equal 131/152
	16	18	20	28	

	2016	2017	Change
Leeds	10	13	▲ 3
National	15	18	▲ 3
Stat. Neighbours	14	17	▲ 3
Core Cities	12	16	▲ 4



2016-17, Key Stage 2 - Percentage of pupils reaching the higher standard

Table 8: Percentage of pupils reaching the higher standard - Maths

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 89/151
	20	22	27	41	

	2016	2017	Change
Leeds	15	21	▲ 6
National	17	23	▲ 6
Stat. Neighbours	16	22	▲ 6
Core Cities	16	22	▲ 6

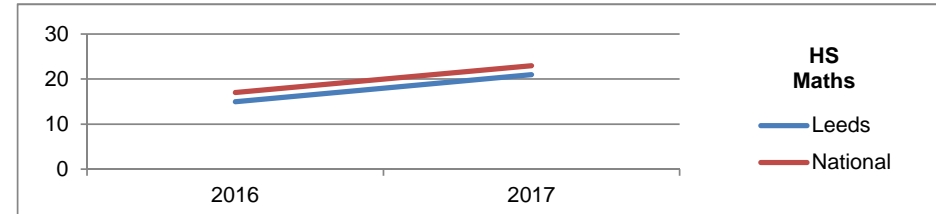
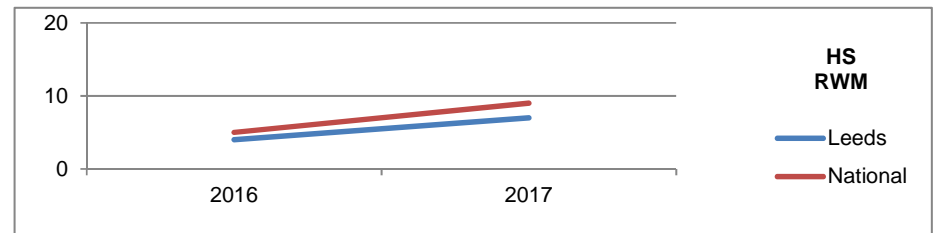


Table 9: Percentage of pupils reaching the higher standard - Reading, Writing and Maths

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band D	Up to and including	Up to and including	Up to and including	Up to and including	Equal 105/151
	7	9	10	18	

	2016	2017	Change
Leeds	4	7	▲ 3
National	5	9	▲ 4
Stat. Neighbours	5	8	▲ 3
Core Cities	5	7	▲ 2

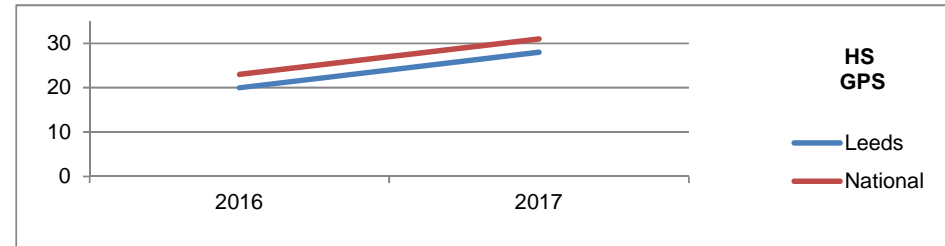


2016-17, Key Stage 2 - Percentage of pupils reaching the higher standard

Table 10: Percentage of pupils reaching the higher standard - Grammar, Punctuation and Spelling

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 103/152
	27	31	35	52	

	2016	2017	Change
Leeds	20	28	▲ 8
National	23	31	▲ 8
Stat. Neighbours	22	30	▲ 8
Core Cities	21	31	▲ 10

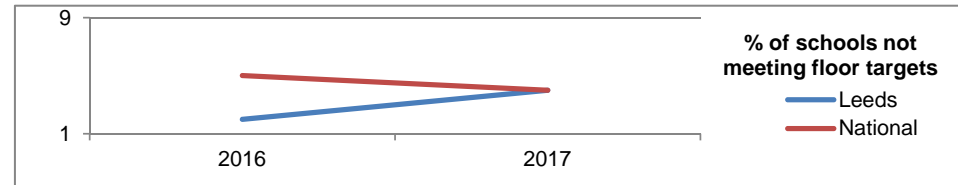


2016-17, Key Stage 2 - Percentage of schools not meeting floor standards

Table 11: Percentage of schools not meeting floor standards

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 85/152
	0	3	5	100	

	2016	2017	Change
Leeds	2	4	2
National	5	4	-1
Stat. Neighbours	5	3	-2
Core Cities	4	3	-1



Footnote: In 2017, a school will be above the floor if: at least 65% of pupils meet the expected standard in English reading, English writing and mathematics; or the school achieves sufficient progress scores in all three subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing.

2016-17 Key Stage 2 - Percentage of pupils reaching the expected standard in reading, writing and Maths by pupil groups

Table 1: Leeds All

	2016	2017	Change
Leeds All	48	56	▲ 8
National All	54	62	▲ 8

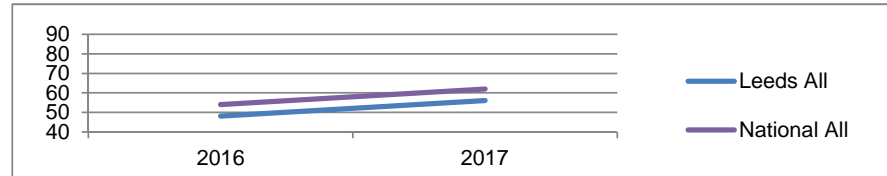


Table 2: Free School Meals (FSM)

Leeds Quartile Banding	Band D	Band C	Band B	Band A
Band D	Up to and including	Up to and including	Up to and including	Up to and including
	38	42	48	69

	2016	2017	Change
Leeds FSM	26	33	▲ 7
National FSM	36	43	▲ 7
Leeds Non FSM	52	61	▲ 9
National Non FSM	57	65	▲ 8

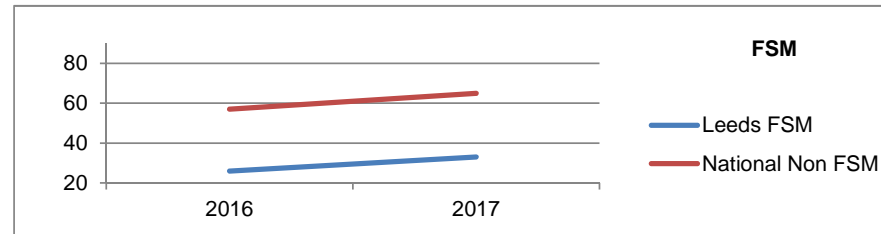
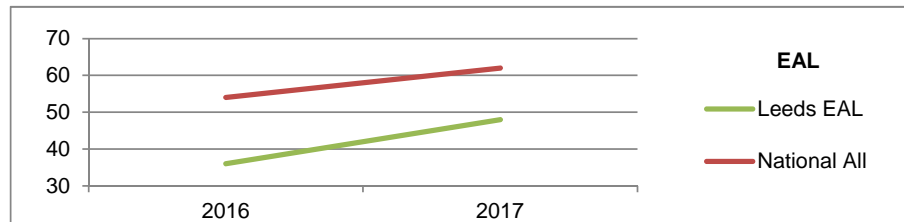


Table 3: EAL

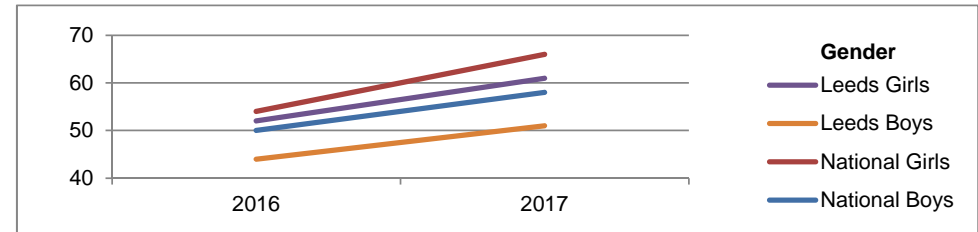
	2016	2017	Change
Leeds EAL	36	48	▲ 12
National EAL	52	61	▲ 9
Leeds Non EAL	50	58	▲ 8
National Non EAL	54	62	▲ 8



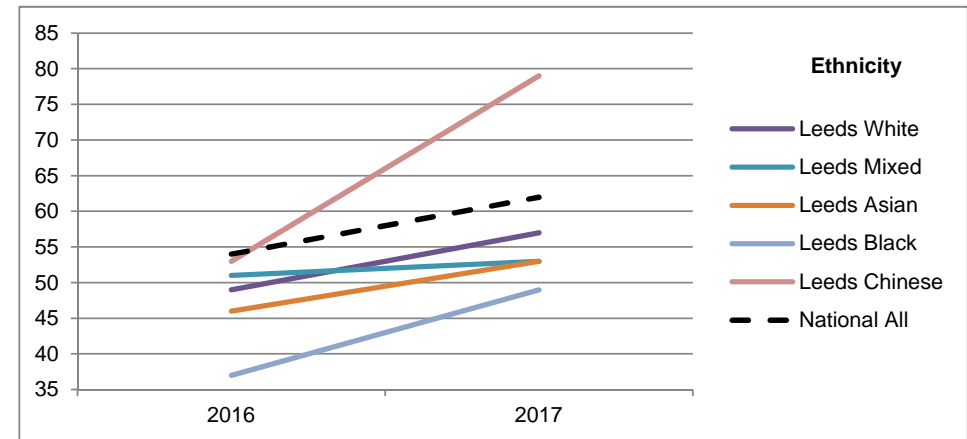
2016-17 Key Stage 2 - Percentage of pupils reaching the expected standard in reading, writing and Maths by pupil groups

Table 4: Gender

	2016	2017	Change
Leeds Girls	52	61	▲ 9
National Girls	54	66	▲ 12
Leeds Boys	44	51	▲ 7
National Boys	50	58	▲ 8



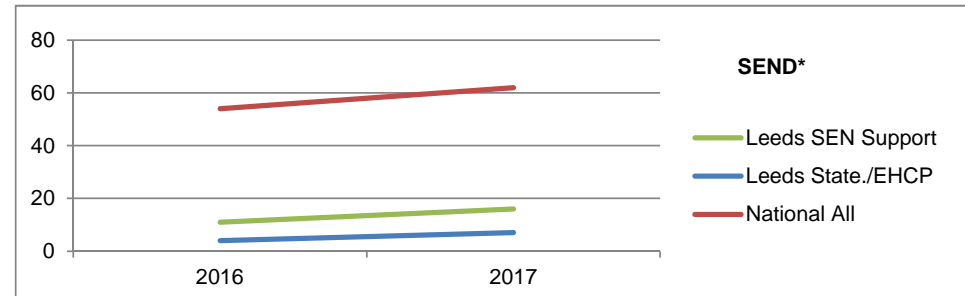
	2016	2017	Change
Leeds White	49	57	▲ 8
Leeds Mixed	51	53	▲ 2
Leeds Asian	46	53	▲ 7
Leeds Black	37	49	▲ 12
Leeds Chinese	53	79	▲ 26
National White	54	61	▲ 7
National Mixed	56	63	▲ 7
National Asian	56	64	▲ 8
National Black	51	61	▲ 10
National Chinese	72	78	▲ 6



2016-17 Key Stage 2 - Percentage of pupils reaching the expected standard in reading, writing and Maths by pupil groups

Table 6: SEND

	2016	2017	Change
Leeds Non SEN	55	64	▲ 9
National Non SEN	62	71	▲ 9
Leeds SEN Support	11	16	▲ 5
National SEN Support	16	21	▲ 5
Leeds State./EHCP	4	7	▲ 3
National State./EHCP	7	8	▲ 1



Footnotes:



Key Stage 4 Attainment Analysis

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Attainment 8 measures the achievement of a pupil across eight subjects including maths (double weighted), English (double weighted if the combined English qualification, or both language and literature are taken), three further qualifications that count in the English Baccalaureate and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

Progress 8 captures the progress a pupil makes from the end of key stage 2 to the end of key stage 4. This is done by comparing a pupil's Attainment 8 score to the average for all other pupils nationally who had the same key stage 2 prior attainment. As Progress 8 is a relative measure, the average Progress 8 score for all pupils nationally is zero.

Progress 8 is a measure for local authorities and for schools, young people do not leave school with a Progress 8 result. Attainment 8 is a summary of their achievements at the end of statutory school age.

This year's student cohort was the first to take harder GCSEs in English, English Literature and mathematics. These GCSEs have been reformed in structure, content and assessment format, as well as being graded using numbers rather than letters. 9 is the new top grade and 1 is the lowest grade. The new subjects are being introduced gradually, with new waves of reformed GCSEs introduced in September 2016 (for assessment in 2018) and September 2017 (for assessment in 2019).

The reformed GCSEs in English, English Literature and mathematics are completely different qualifications to previous GCSEs in these subjects. The new GCSE content is more challenging; new GCSEs are linear (that is, they are assessed at the end of a two year period of study rather than assessed as smaller modules); there is far more assessment by exam and less coursework; and the new grades do not map directly onto previous A*-G grades. Therefore, 2017 results are not comparable with 2016 results.

Ranks and quartiles are shown where appropriate. The methodology used to calculate quartile data has been changed to be in line with the DfE quartile reporting method. Please note, the results are not evenly distributed between the four quartiles as some authorities will post the same result; result/value distribution spread could be very narrow or one or two Local Authorities could post very high or very low results. Instead of presenting quartiles as numbers one to four, with four representing the worst performing LAs, they are now presented as Bands A to D, with D representing the worst performing LAs.

In some instances a quartile position is not shown (denoted by "N/A") as quartile boundaries are not meaningful where there is only a very narrow span of performance on a given indicator and many LAs are separated only by a few percentage points. For every indicator rankings are joint with other LAs, shown by the = sign. This is because the DfE publish this dataset in whole numbers with no decimal places and so more than one LA will be listed with the same result. When LAs are ranked highest to lowest, multiple LAs will feature the same ranking.

Version number	V1.0
Date produced:	25 January 2017
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Data Status	Confirmed
Data source	DfE Statistical First Release 01/2018
Protective marking	Not protectively marked

2016-17, Key Stage 4

Table 1: Progress 8

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	Equal 37/151
	-0.15	-0.04	0.07	0.5	

	2017	Change
Leeds	0.07	N/A
National	-0.03	N/A
Stat. Neighbours	-0.12	N/A
Core Cities	0.13	N/A

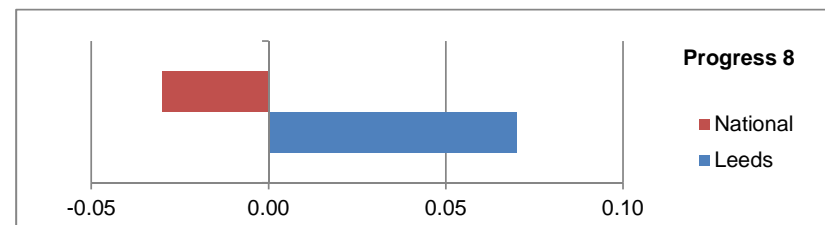
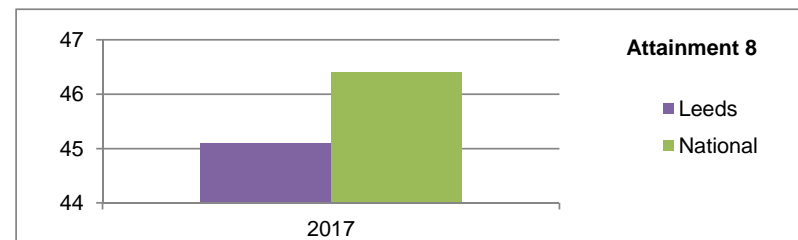


Table 2: Average Attainment 8 score per pupil

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	95/151
	44.4	46.0	48.2	56.2	

	2017	Change
Leeds	45.1	N/A
National	46.4	N/A
Stat. Neighbours	45.2	N/A
Core Cities	43.9	N/A



2016-17, Key Stage 4

Table 3: Percentage of pupils achieving a strong pass (grade 9-5) in English and mathematics

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 98/147
	38	42	47	63	

National	43	N/A
Stat. Neighbours	41	N/A
Core Cities	37	N/A

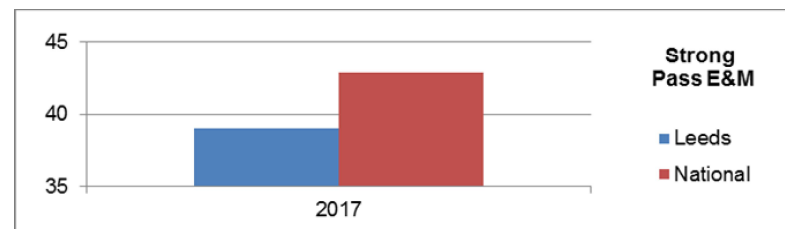


Table 4: Percentage of pupils achieving a standard pass (grade 9-4) in English and mathematics

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 107/151
	60	64	68	84	

	2017	Change
Leeds	61	N/A
National	64	N/A
Stat. Neighbours	62	N/A
Core Cities	57	N/A

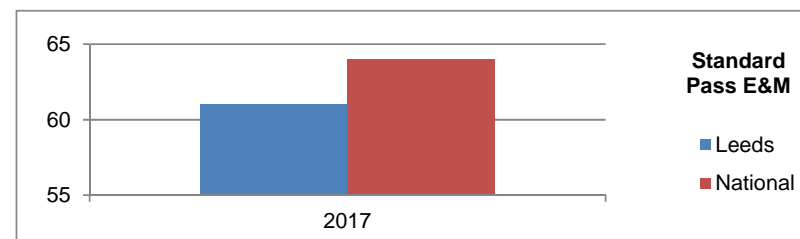


Table 5: Percentage of pupils achieving a strong pass in the English Baccalaureate (including a grade 9-5 pass in English and mathematics, and grade C or above in unreformed subjects)

2016-17, Key Stage 4

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	Equal 71/151
	17	20	25	39	

	2017	Change
Leeds	21	N/A
National	21	N/A
Stat. Neighbours	20	N/A
Core Cities	18	N/A

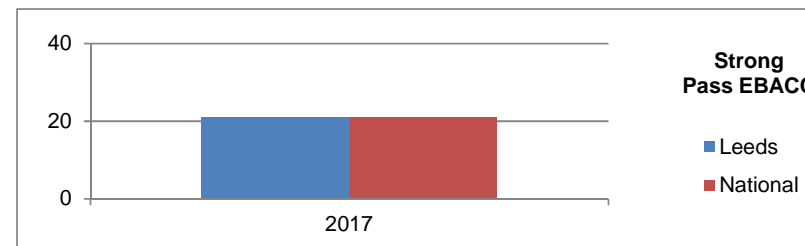


Table 6: Percentage of pupils achieving a standard pass in the English Baccalaureate (including a grade 9-4 in English and mathematics, and grade C or above in unreformed subjects)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	Equal 67/151
	19	23	28	46	

	2017	Change
Leeds	24	N/A
National	24	N/A
Stat. Neighbours	22	N/A
Core Cities	21	N/A

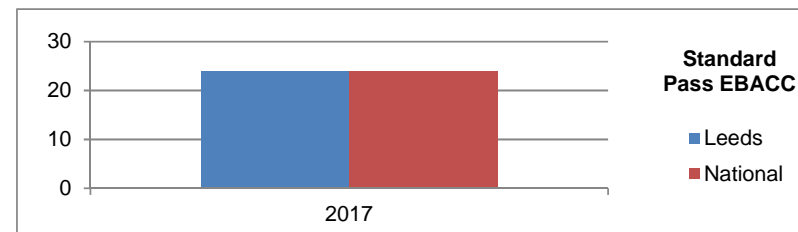


Table 7: Percentage of schools below the floor standards

2016-17, Key Stage 4

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	52/151
	100	18	11	6	

	2016	2017	Change
Leeds	13	8	-5
National	9	12	3
Stat. Neighbours	16	16	0
Core Cities	16	20	4

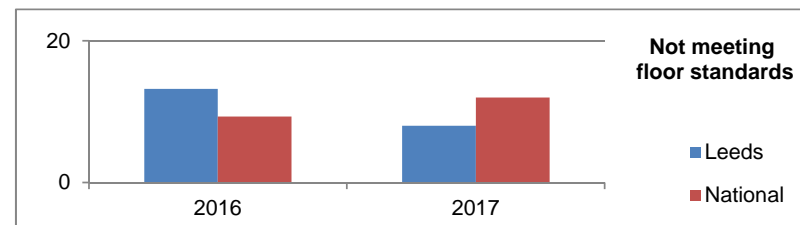
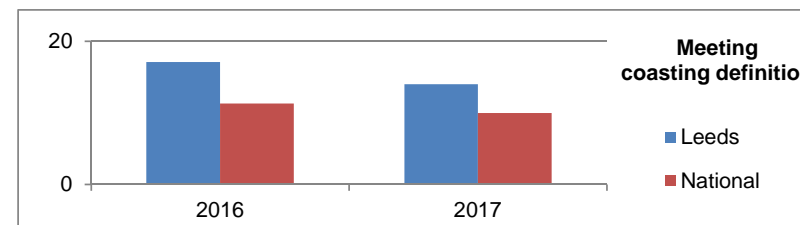


Table 8: Percentage of schools meeting the coasting definition

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	106/151
	100	15	8	0	

	2016	2017	Change
Leeds	17	14	-3
National	11	10	-1
Stat. Neighbours	15	16	1
Core Cities	19	18	-1



Data Notes:

Floor Standards - A school or college is below the secondary floor standard if its Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero

2016-17, Key Stage 4

Coasting Schools - In 2017, a secondary school meets the definition of coasting if:

- In 2015, fewer than 60% of pupils achieved 5 A*-C at GCSE (including English and maths), and the school has less than the national median percentage of pupils who achieved expected progress in English and in mathematics (and a Progress 8 score below -0.25, with the upper band of the 95% confidence interval below zero, for schools which opted in to Progress 8 in 2015); and

- In 2016 and 2017, the school has a Progress 8 score below -0.25 and the upper band of the 95% confidence interval is below zero.

When a school falls within the coasting definition, Regional Schools Commissioners acting on behalf of the Secretary of State will engage the school to consider whether additional support is required.

The coasting definition includes state-funded mainstream schools with results published in the relevant year's secondary school performance tables. The coasting definition does not apply to Pupil Referral Units, special schools and special academies or alternative provision academies. A school will also be excluded from the coasting definition if the number of eligible pupils at key stage 4 is fewer than 11 in 2015, or fewer than 6 in 2016 and 2017; the school does not have published results against all relevant performance measures; fewer than 50% of pupils have key stage 2 tests or assessments that can be used as prior attainment in the calculations of progress measures; or the school closed within the academic year and did not re-open as a converter academy.

2016-17, Key Stage 4 - Attainment 8

Table 1: Leeds All

	2017	Change
Leeds All	45.1	N/A
National All	46.4	N/A

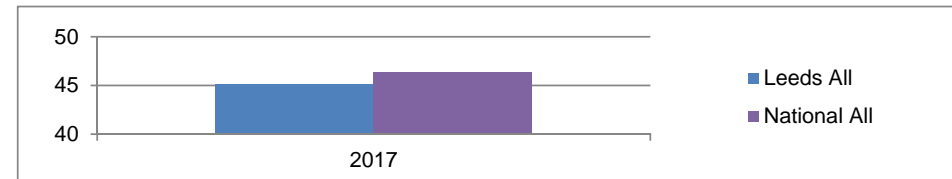


Table 2: Free School Meals (FSM)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	Equal 69/151
	32.2	33.8	36.0	49.4	

	2017	Change
Leeds FSM	34.1	N/A
National FSM	35.1	N/A
Leeds Non FSM	47.1	N/A
National Non FSM	48.2	N/A

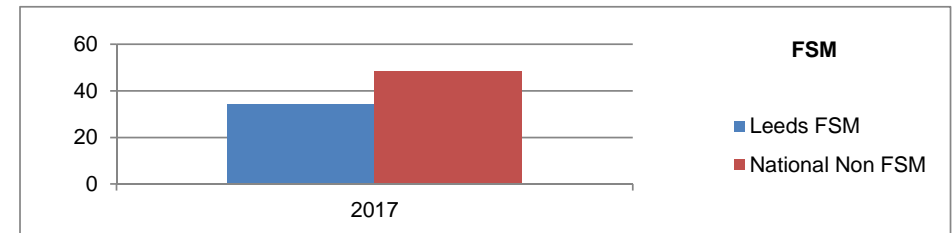
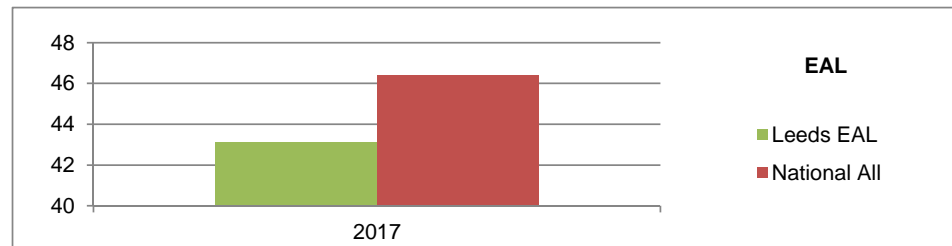


Table 3: EAL

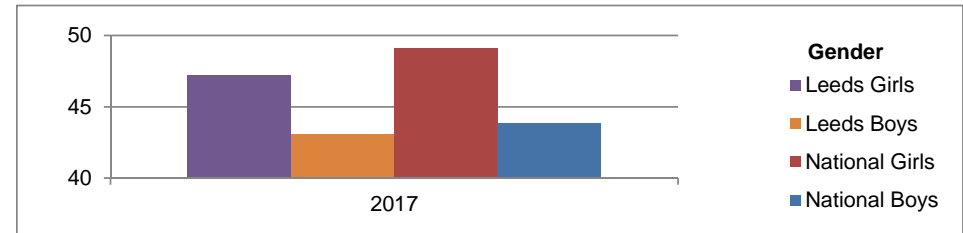
	2017	Change
Leeds EAL	43.1	N/A
National EAL	47.7	N/A
Leeds Non EAL	46.2	N/A
National Non EAL	46.3	N/A



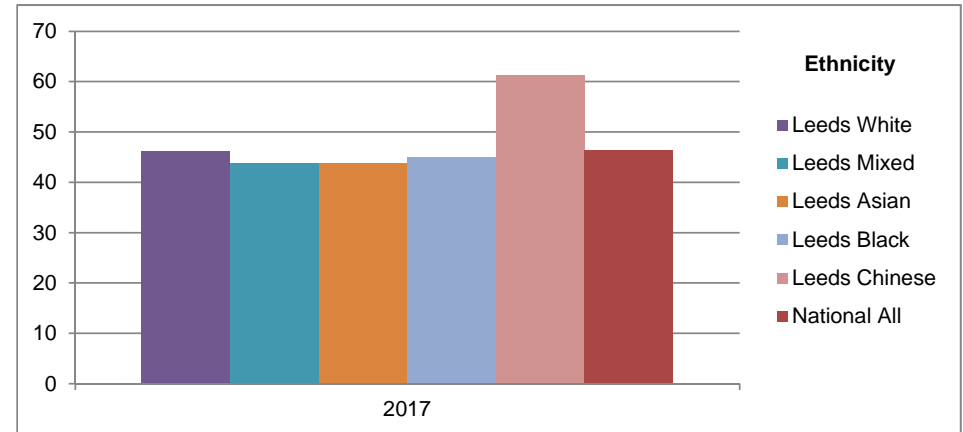
2016-17, Key Stage 4 - Attainment 8

Table 4: Gender

	2017	Change
Leeds Girls	47.2	N/A
National Girls	49.1	N/A
Leeds Boys	43.1	N/A
National Boys	43.8	N/A



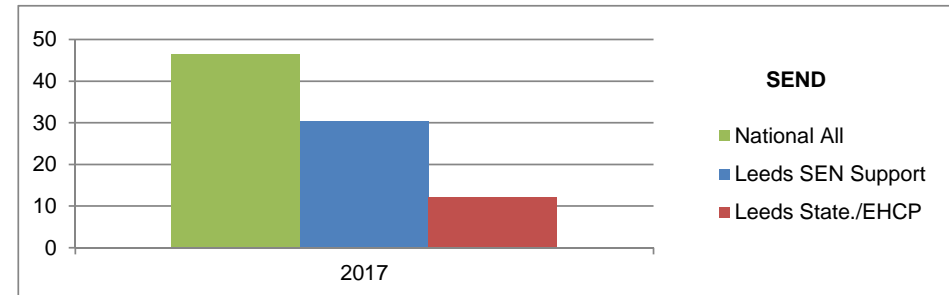
	2017	Change
Leeds White	46.1	N/A
Leeds Mixed	43.9	N/A
Leeds Asian	43.9	N/A
Leeds Black	45.0	N/A
Leeds Chinese	61.3	N/A
National White	46.0	N/A
National Mixed	47.1	N/A
National Asian	50.2	N/A
National Black	45.0	N/A
National Chinese	63.0	N/A



2016-17, Key Stage 4 - Attainment 8

Table 6: SEND

	2017	Change
Leeds Non SEN	48.5	N/A
National Non SEN	49.7	N/A
Leeds SEN Support	30.3	N/A
National SEN Support	31.9	N/A
Leeds State./EHCP	12.2	N/A
National State./EHCP	13.9	N/A



Footnotes:

2016-17, Key Stage 4 - percentage of pupils achieving a strong pass (grade 9-5) in English and mathematics

Table 7: Leeds All

	2017	Change
Leeds All	39	N/A
National All	43	N/A

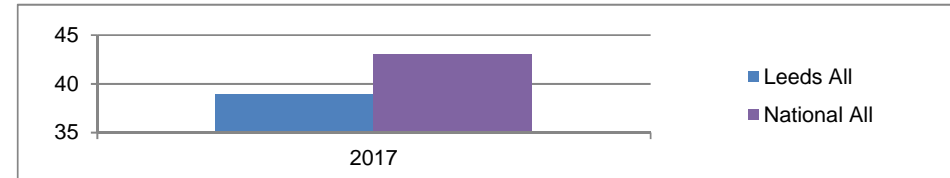


Table 8: Free School Meals (FSM)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 92/149
	17	20	24	47	

	2017	Change
Leeds FSM	18	N/A
National FSM	22	N/A
Leeds Non FSM	43	N/A
National Non FSM	46	N/A

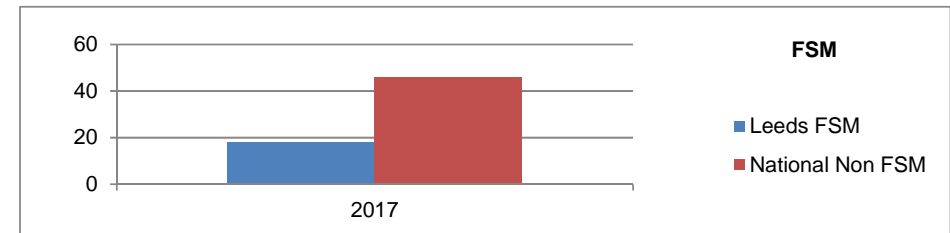
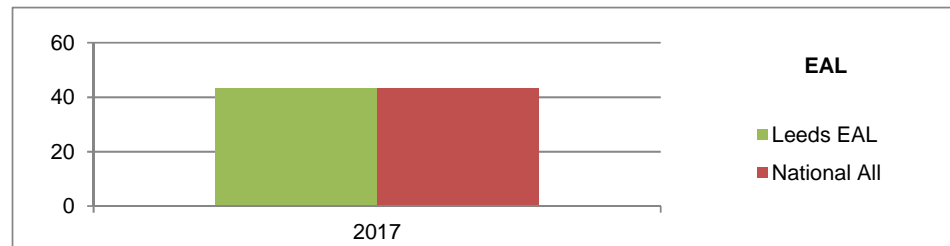


Table 9: EAL

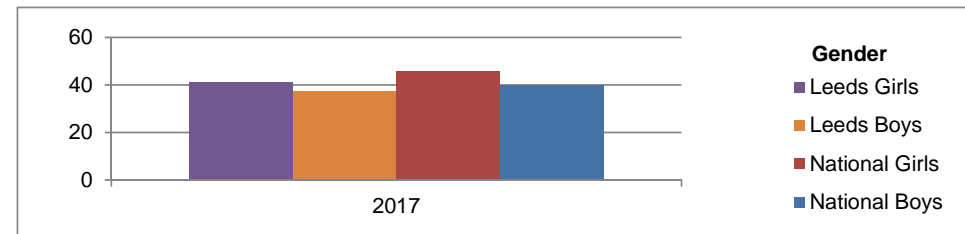
	2017	Change
Leeds EAL	43	N/A
National EAL	48	N/A
Leeds Non EAL	46	N/A
National Non EAL	46	N/A



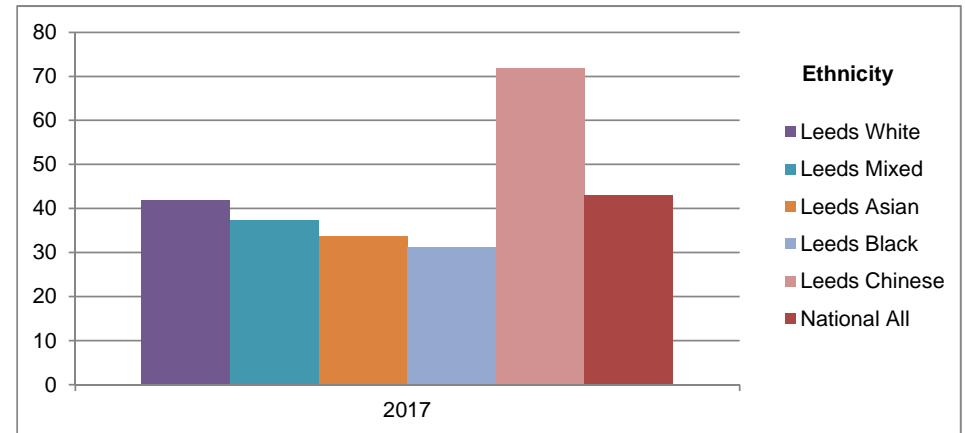
2016-17, Key Stage 4 - percentage of pupils achieving a strong pass (grade 9-5) in English and mathematics

Table 10: Gender

	2017	Change
Leeds Girls	41.2	N/A
National Girls	45.9	N/A
Leeds Boys	37.4	N/A
National Boys	39.9	N/A



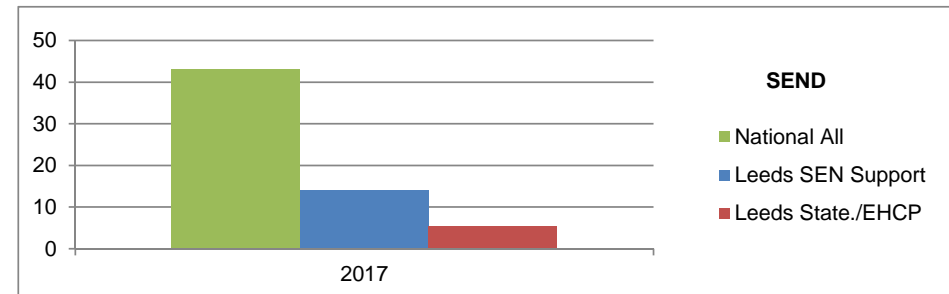
	2017	Change
Leeds White	41.8	N/A
Leeds Mixed	37.3	N/A
Leeds Asian	33.6	N/A
Leeds Black	31.2	N/A
Leeds Chinese	71.8	N/A
National White	42.1	N/A
National Mixed	43.4	N/A
National Asian	50.1	N/A
National Black	38.8	N/A
National Chinese	73.1	N/A



2016-17, Key Stage 4 - percentage of pupils achieving a strong pass (grade 9-5) in English and mathematics

Table 12: SEND

	2017	Change
Leeds Non SEN	44	
National Non SEN	48	
Leeds SEN Support	14	
National SEN Support	16	
Leeds State./EHCP	5	
National State./EHCP	5	



Footnotes:



Key Stage 5 Attainment Analysis

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[2016-17, Key Stage 5 - Attainment for state-funded schools](#)

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Table 4: Average point score per entry for Applied General students

[2016-17, Key Stage 5 - Attainment for state-funded schools and FE colleges](#)

Table 1: Average point score per A level entry

Table 2: Average point score for a student's best three A levels

Table 3: Percentage of students achieving grades AAB or higher (in at least two facilitating subjects)

Table 4: Average point score per entry for Applied General students

This dashboard provides results for the 16-18 cohort and includes results for A level, Applied General and Tech level students. They are based on the Average Points per Student Entry (APSE). The points tariff is detailed on the next page.

A level

Best 3 A levels: This measure applies to the subset of A level students who entered at least one full size A level (this includes double award A levels, and applied A levels, but does not include AS levels, general studies or critical thinking). If students are entered for less than three full size A levels, they are only included in the measure if they have not entered for other academic, applied general and tech level qualifications greater than or equal to the size of an A level. Where a student has only been at a provider for one year, they need to have entered three A levels to be included.

A best 3 A levels score is then calculated for each student by adding together the points in their best 3 A levels, then summed across a school or college. This is divided by the number of eligible students, then further divided by three to give a best 3 A levels points per entry.

For students who have only entered one or two A levels, but have been at a provider for two years and haven't entered an approved tech level, applied general or other academic qualification of size =1), the points in their one or two A levels are still divided by three.

AAB in at least two facilitating subjects: The government's current policy is to promote and incentivise participation in the facilitating subjects¹ at A level. This measure applies to A level students only. A student must have achieved three A levels, of which at least two are in facilitating subjects, at grades AAB. The percentage of students achieving this measure is shown for each provider.

Applied General and Tech Level

Since 2016, only high value level 3 vocational qualifications, which meet pre-defined characteristics, are recognised in the 16-18 performance tables. Only those qualifications on the list of applied general qualifications are recognised in the applied general category, and only those qualifications on the list of tech level qualifications are recognised in the tech level category. To be included in the applied general or tech level performance cohort, the student must have entered for at least one of these qualifications in the academic years they have been allocated to that provider.

Tech Levels are advanced (level 3) qualifications for students wishing to specialise in a technical occupation or occupational group for example engineering, IT, accounting or professional cookery. They are recognised by a relevant trade or professional body or at least five employers that are representative of the industry sector or occupation to which the qualification relates. Many higher education institutions have also pledged support for Tech Levels.

Applied general qualifications are rigorous advanced (level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students that want to continue their education through applied learning.

¹The facilitating subjects are biology, chemistry, English literature, geography, history, physics, modern and classical languages*, maths and further maths.

*Classical/Modern Languages which will count towards the AAB 2017 16-18 Performance Tables indicator are: Arabic, Bengali, Chinese, Dutch, French, German, Greek (Classical), Greek



Grade to point score per A level or academic qualification

A level grade	A level point score
<i>(for comparison only)</i>	
A*	60
A	50
B	40
C	30
D	20
E	10
U	0

Grade to point score per applied general or tech level qualification BTEC subsidiary diploma grade

BTEC subsidiary diploma grade	BTEC subsidiary diploma points
<i>(for comparison only)</i>	
Distinction*	501
Distinction	35
Merit	25
Pass	15
U	0

Ranks and quartiles are shown where appropriate. The methodology used to calculate quartile data has been changed to be in line with the DfE quartile reporting method. Please note, the results are not evenly distributed between the four quartiles as some authorities will post the same result; result/value distribution spread could be very narrow or one or two Local Authorities could post very high or very low results. Instead of presenting quartiles as numbers one to four, with four representing the worst performing LAs, they are now presented as Bands A to D, with D representing the worst performing LAs.

In some instances a quartile position is not shown (denoted by "N/A") as quartile boundaries are not meaningful where there is only a very narrow span of performance on a given indicator and many LAs are separated only by a few percentage points. For every indicator rankings are joint with other LAs, shown by the = sign. This is because the DfE publish this dataset in whole numbers with no decimal places and so more than one LA will be listed with the same result. When LAs are ranked highest to lowest, multiple LAs will feature the same ranking.

Table 1: Average point score per A level entry

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 91/150
	29.1	31.0	32.4	39.1	

	2016	2017	Change
Leeds	28.4	30.2	▲ 1.8
National	30.8	31.5	▲ 0.6
Stat. Neighbours	31.6	31.4	▼ -0.2
Core Cities	29.9	30.6	▲ 0.7

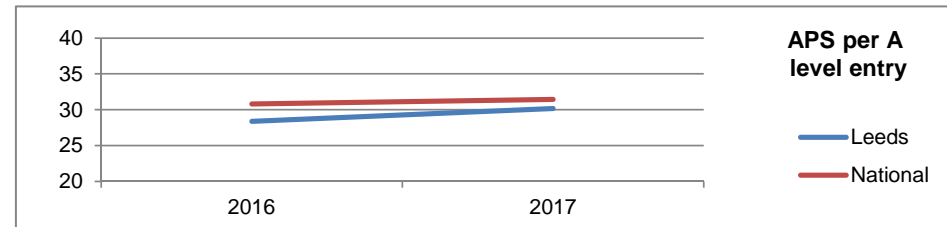


Table 2: Average point score for a student's best three A levels

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	86/149
	32.8	34.2	35.7	42.1	

	2016	2017	Change
Leeds	32.9	33.7	▲ 0.8
National	34.4	34.7	▲ 0.3
Stat. Neighbours	34.9	34.6	▼ -0.3
Core Cities	33.7	34.1	▲ 0.4

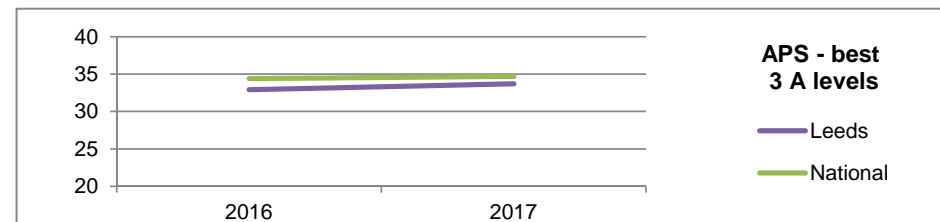


Table 3: Percentage of students achieving grades AAB or higher (in at least two facilitating subjects)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	74/149
	11.7	13.8	17.8	50	

	2016	2017	Change
Leeds	14	14	0
National	16	16	0
Stat. Neighbours	18	18	0
Core Cities	15	16	1

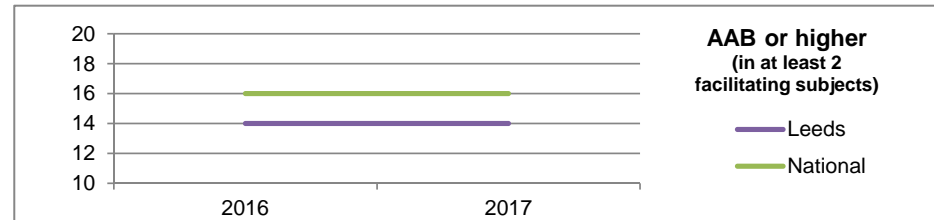
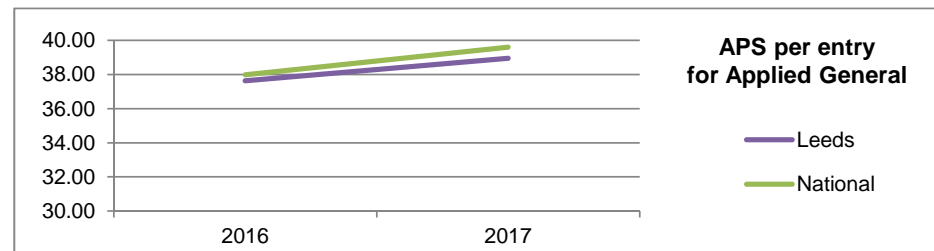


Table 4: Average point score per entry for Applied General students

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	86/144
	37.4	39.7	41.2	46.1	

	2016	2017	Change
Leeds	37.6	39.0	1.3
National	38.0	39.6	1.6
Stat. Neighbours	38.3	40.7	2.4
Core Cities	37.7	39.1	1.5

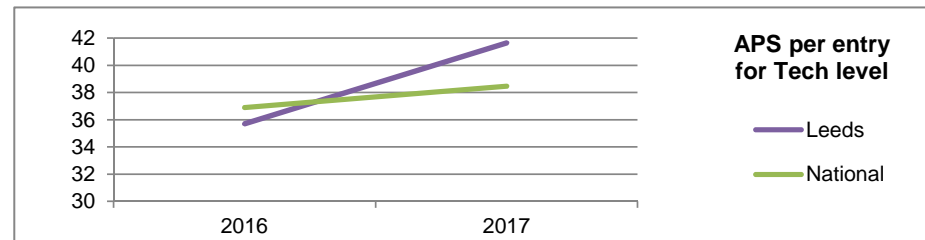


2016-17, Key Stage 5 - Attainment for state-funded schools

Table 4: Average point score per entry for Tech level students

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band A	Up to and including	Up to and including	Up to and including	Up to and including	29/136
	31.5	38.7	41.2	50	

	2016	2017	Change
Leeds	35.7	41.6	▲ 5.9
National	36.9	38.5	▲ 1.6
Stat. Neighbours	37.4	37.6	▲ 0.2
Core Cities	35.7	38.9	▲ 3.2



Footnote: Covers all state-funded mainstream schools, academies, free schools, city technology colleges (CTCs) and state-funded special schools. Excludes FE sector colleges, pupil referral units (PRUs), alternative provision (AP), hospital schools, non-maintained special schools, other government department funded colleges, independent schools, independent special schools and independent schools approved to take pupils with special educational needs (SEN).

2016-17, Key Stage 5 - Attainment for state-funded schools and FE colleges

Table 1: Average point score per A level entry

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	93/150
	29.2	30.4	32	38	

	2016	2017	Change
Leeds	28.1	29.9	▲ 1.8
National	30.4	31.1	▲ 0.7
Stat. Neighbours	29.7	30.2	▲ 0.5
Core Cities	29.3	30.2	▲ 0.9

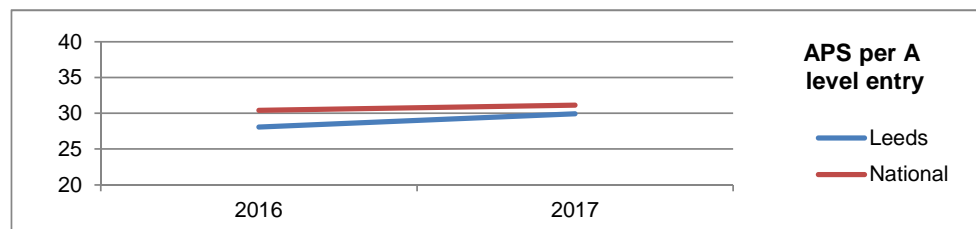


Table 2: Average point score for a student's best three A levels

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 99/150
	32.3	33.6	35.1	40.6	

	2016	2017	Change
Leeds	31.6	32.9	▲ 1.3
National	33.8	34.1	▲ 0.3
Stat. Neighbours	32.6	33.2	▲ 0.5
Core Cities	32.9	33.3	▲ 0.4

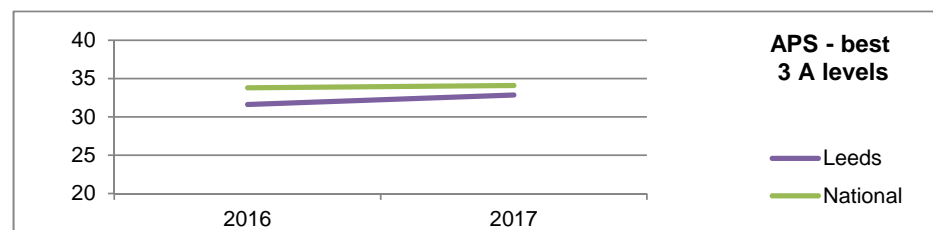


Table 3: Percentage of students achieving grades AAB or higher (in at least two facilitating subjects)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 86/150
	10	12.9	15.9	40	

	2016	2017	Change
Leeds	11	12	▲ 0.8
National	14	14	▲ 0.4
Stat. Neighbours	12	12	▲ 0.1
Core Cities	13	13	▲ 0.5

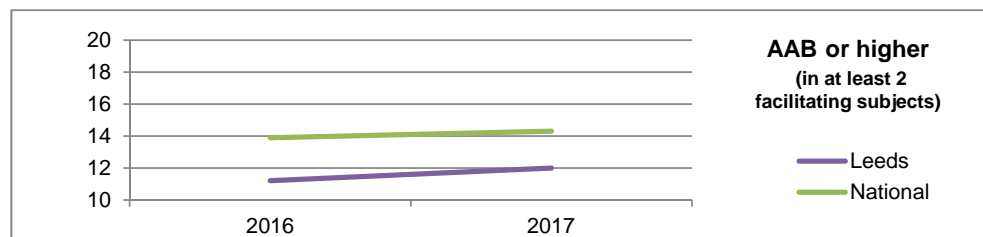
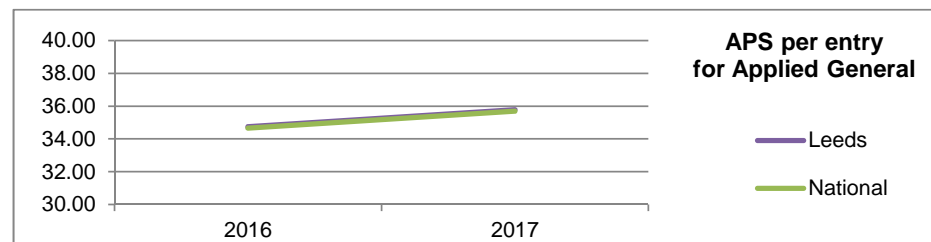


Table 4: Average point score per entry for Applied General students

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	Equal 71/150
	33.9	35.7	37.6	42.4	

	2016	2017	Change
Leeds	34.7	35.8	▲ 1.0
National	34.7	35.7	▲ 1.0
Stat. Neighbours	36.2	37.5	▲ 1.3
Core Cities	33.7	34.6	▲ 0.9

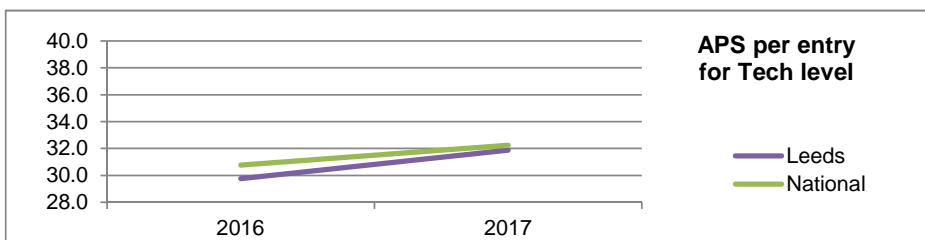


2016-17, Key Stage 5 - Attainment for state-funded schools and FE colleges

Table 5: Average point score per entry for Tech level students

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 82/149
	30.7	32.2	34.3	42.4	

	2016	2017	Change
Leeds	29.8	31.9	▲ 2.1
National	30.8	32.3	▲ 1.5
Stat. Neighbours	30.9	32.2	▲ 1.3
Core Cities	29.8	31.0	▲ 1.3



Footnote: The data provided covers all state-funded mainstream schools, academies, free schools, city technology colleges (CTCs), state-funded special schools and FE sector colleges. Excludes pupil referral units (PRUs), alternative provision (AP), hospital schools, non-maintained special schools, other government department funded colleges, independent schools, independent special schools and independent schools approved to take pupils with special educational needs (SEN).

